

RIMT UNIVERSITY MANDI GOBINDGARH PUNJAB



Study Scheme & Syllabus

For

B.Ed
(First to Fourth Semester)

Program Code: ED 304

Syllabus Applicable For Session 2018-2020

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SECTION 1**VISION & MISSION OF THE UNIVERSITY****VISION**

To become one of the most preferred learning places and a centre of excellence to promote and nurture future leaders who would facilitate the desired change in the society.

MISSION

- To impart teaching and learning through cutting-edge technologies supported by the world class infrastructure
- To empower and transform young minds into capable leaders and responsible citizens of India instilled with high ethical and moral values.
- To develop human potential to its fullest extent and make them emerge as world class leaders in their professions and enthuse them towards their social responsibilities.

SECTION 2**VISION & MISSION OF THE DEPARTMENT****VISION**

To enable the teacher trainees discover their special talent and develop self confidence for better adjustment

To aspire teacher trainees to contribute in Nation building

To help them to become ethical, civic minded and committed leaders

To enable them to become catalysts in the never ending process of education.

MISSION

To enable teacher trainees to be exemplary teachers, leaders and models for the society who are caring, committed, competent, efficient and resilient teachers. The institution also instills in them confidence and will to serve the cause of teaching and humanity.

SECTION 3

ABOUT THE PROGRAM

Bachelor of Education is an undergraduate programme of 2-year duration. The course specifically caters to the students who are interested in pursuing a career in teaching and related fields. It is a skill-based training programme which imparts not only classroom learning but also seminars, practical training and internship.

SECTION 4

Program Educational Objectives(PEOs)

Program Outcomes(POs) and

Program Specific Outcomes(PSOs)

PROGRAM EDUCATION OBJECTIVES

PEO1	Understand basic concepts and ideas of educational theory.
PEO2	Build understanding and perspective on the nature of the learner, diversity and learning.
PEO3	Analyze the structure of knowledge as reflected in disciplinary streams and subjects.
PEO4	Develop an understanding of the concept of assessment and its practices.

PROGRAM OUTCOMES (POs)

PO 1	Teaching competency: Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.
PO 2	Pedagogical skills: Applying teaching skills and dealing with classroom problems.
PO 3	Teaching Through Nonconventional Modes: Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.
PO 4	Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
PO 5	Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.
PO 6	Self-directed Learning: Preparing scripts for seminars, lesson plans and online content.
PO 7	Team Work: Enable to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.
PO 8	Inclusive learning Environment: Design and establish a conducive and inclusive learning environment for diverse learners.

PO 9	Understand and examine different trends and issues in assessment as well as the various methods of evaluation in teaching learning process.
PO 10	Work respectfully and collaboratively with colleagues and community to ensure quality instructional programs for schools.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO 1	Understand nature of education and pedagogic processes through enriched experiences.
PSO 2	Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
PSO 3	Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged

SECTION 5

Curriculum / Scheme with Examination Grading Scheme

Sr. No	Name of School	Course	Branch	Batch onwards	Pass %	Minimum Requirement	Result to be published according to Marks Not Grade		
							B.ED	old Batches 35% (Pass)	2018 batch Onwards 40% (Pass)
1	School of Education	B.Ed	Education	2017	35%	35/40%			

Grand Total of Credits

B.Ed. Semester – I	23 Credits
B.Ed. Semester – II	23 Credits
B.Ed. Semester – III	05 Credits
B.Ed. Semester – IV	21 Credits
Grand Total	72 Credits

SECTION 6

Detailed Syllabus with Course Outcomes

SYLLABUS

SEMESTER-I

Semester: I

Subject		Contact Hours/Week			Credit	Evaluation Scheme (% of Total Marks)					Exam Duration (Hours)
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total	
BED-101	Philosophical perspective in education	5	0	0	5	18	---	12	70	100	03hrs
BED-102	Understanding the learner & Learning	5	0	1	5	18	---	12	70	100	03hrs
BED-103	Teaching for academic Learning	5	0	0	5	18	---	12	70	100	03hrs
BED-104	Teaching Library & other learning resources	2	0	0	2	09	---	06	35	50	1.5hrs
BED-105	Art in Education	2	0	0	2	09	---	06	35	50	1.5hrs
	Pedagogy of school Subject (I)	2	0	0	2	09	---	06	35	50	1.5hrs
	Pedagogy of school Subject (II)	2	0	0	2	09	---	06	35	50	1.5hrs
	Total									500	
BED-106	Teaching of English										
BED-107	Teaching of Punjabi										
BED-108	Teaching of Hindi										
BED-109	Teaching of Science										
BED-110	Teaching of Mathematics										
BED-111	Teaching of Commerce										
BED-112	Teaching of Economic										
BED-113	Teaching of Social Studies										

BED-114	Teaching of History										
BED-115	Teaching of Political Science										
BED-116	Teaching of Fine Arts										
BED-117	Teaching of Music										
BED-118	Teaching of Physical Education										
BED-119	Teaching of Computer										
BED-120	Teaching of Home Science										

L – Lecture

T—Tutorial

P--Practical

CWA Class work Assessment

LWA Lab work Assessment

MTE Mid Term Exam

ETE End Term Exam

Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation” RIMT University.

Semester: II

Subject		Contact Hours/Week			Credit	Evaluation Scheme (% of Total Marks)					Exam Duration (Hours)
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total	
BED-201	Sociological perspective in education	5	0	0	5	18	---	12	70	100	03hrs
BED-202	Educational policy & Contemporary issues in India	5	0	1	5	18	---	12	70	100	03hrs
BED-203	Knowledge of curriculum	5	0	0	5	18	---	12	70	100	03hrs
BED-204	School Management	2	0	0	2	09	---	06	35	50	1.5hrs
BED-205	ICT in Education	2	0	0	2	09	---	06	35	50	1.5hrs
	Pedagogy of school Subject (I)	2	0	0	2	09	---	06	35	50	1.5hrs
	Pedagogy of school Subject (II)	2	0	0	2	09	---	06	35	50	1.5hrs
	Total									500	
BED-206	Teaching of English										
BED-207	Teaching of Punjabi										
BED-208	Teaching of Hindi										
BED-209	Teaching of Science										
BED-210	Teaching of Mathematics										
BED-211	Teaching of Commerce										
BED-212	Teaching of Economic										
BED-213	Teaching of Social Studies										

BED-214	Teaching of History										
BED-215	Teaching of Political Science										
BED-216	Teaching of Fine Arts										
BED-217	Teaching of Music										
BED-218	Teaching of Physical Education										
BED-219	Teaching of Computer										
BED-220	Teaching of Home Science										

L – Lecture

T—Tutorial

P--Practical

CWA Class work Assessment

LWA Lab work Assessment

MTE Mid Term Exam

ETE End Term Exam

Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation” RIMT University.

Semester: III (Pass %age will be 40% in each paper)

Subject		Contact Hours/Week			Credit	Evaluation Scheme (% of Total Marks)					Exam Duration (Hours)
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total	
	School Internship Subject - I	0	0	2	2	30	---	---	100	130	35 Minutes
	School Internship Subject - II	0	0	2	2	30	---	---	100	130	35 Minutes
BED-306	Teaching of English										
BED-307	Teaching of Punjabi										
BED-308	Teaching of Hindi										
BED-309	Teaching of Science										
BED-310	Teaching of Mathematics										
BED-311	Teaching of Commerce										
BED-312	Teaching of Economic										
BED-313	Teaching of Social Studies										
BED-314	Teaching of History										
BED-315	Teaching of Political Science										
BED-316	Teaching of Fine Arts										
BED-317	Teaching of Music										
BED-318	Teaching of Physical Education										
BED-319	Teaching of Computer										
BED-320	Teaching of Home Science										
BED-321	Teaching of Sociology										

BED-322	Engagement with Community (Experience for social & environmental sensitivity)	0	0	1	1	15	---	---	25	40	viva	
	Personality Development				Non – Credent ial Subject s							
	Health & Yoga											
	Communication Skills											
	Total					05						300

Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation” RIMT University.

List of Open Electives			
Sr.	Subject Title	Subject Code	Semester
1.	Agricultural Heritage	AEXT 1101	1
2.	Environmental Studies and Disaster Management	AENV 2101	3
3.	Intellectual Property Rights	APBG 3105	3
4.	Agricultural Marketing, Trade and Prices	AECN 3103	5
5.	Object Oriented Programming language using C++	BTCS-2303	3
6.	Artificial Intelligence	BTCS-4701	7
7.	Simulation & Modelling	BTCS-3601	6
8.	MANUFACTURING PROCESS	BTME-2305	3
9.	MECHANICAL MEASUREMENT & METROLOGY	BTME-3503	5
10.	INDUSTRIAL AUTOMATION AND ROBOTICS	BTME-3505	5
11.	International Relations	BLB-3505	5
12.	Principles of Taxation Law (Direct Taxation)	LLB-2304	3
13.	Gender Justice	LLB-3505A	5
14.	Electronic Measurements & Instrumentation	BTEC-2305	3
15.	Neural Network and Fuzzy logic	BTEC-2309	3
16.	Antenna and Wave Propagation	BTEC-3503	5
17.	Cognitive Radio	BTEC-3510	5
18.	Advanced Communication Systems	BTEC-4710	7
19.	Mobile Computing	BTEC-4711	7
20.	Non-conventional Energy Sources	BTEE-4703	7
21.	Generation and Economics of Electric Power	BTEE-3503	5
22.	Electrical Measurement & Instrumentation	BTEE-2305	3
23.	Life Skills Education	BED-303	4
24.	Inclusion Education	BED-304	4
25.	Engagement with community (Experiences fort Social and Environmental Sensitivity).	BED-304	4

26.	Fashion Styling (Practical)		1
27.	Fashion Illustration and Design (Practical)		2
28.	Concept Making		1
29.	Research and Planning		2
30.	History of Art -I		1
31.	Creative Painting -I		1
32.	History of Art -II		2
33.	Creative Painting -II		2
34.	Optics & Laser	BPHY-1151	1
35.	Modern Physics	BPHY-1252	2
36.	Nuclear Physics	BPHY-3511	5
37.	Calculus	BMAT-1101	1
38.	Algebra	BMAT-1102	1
39.	Numerical Analysis	MMAT-2305	3
40.	Organization Behavior	BB-2303	4
41.	Consumer Behavior	BB-2402	4
42.	Corporate Strategic	BB-3601	6
43.	Rock Mechanics	BTCE-2305	3
44.	Construction Machinery & Works Management	BTCE-2311	3
45.	Numerical Methods & Statistics in Civil Engineering	BTCE-3512	5
46.	Remote Sensing & GIS	BTCE-3513	5
47.	Disaster Management	BTCE-4716	7
48.	Airport & Harbor Engineering	BTCE-4719	7
49.	Theory and Practices of GST	BCM-2305	3
50.	Foreign Trade Practices	BCM-3502	5
51.	Managerial Skills	BCM-2306	3
52.	Basic Cellular Pathology	BMLT-2304	3
53.	Blood Bank	BMLT-3504	5
54.	SPCL2	MZOO-2305	3
55.	Wildlife and its management	MZOO-2402	4
56.	Apiculture	BZOO-2305	3
57.	Environment and Public Health	BZOO-3503	5
58.	Plant Resource Utilization	MBOT-2303	3
59.	Forestry	MBTO-2404	4
60.	Food Microbiology	MMB-2304	3
61.	Industrial production of biofertilizers	MMB-2401	4
62.	Environmental Microbiology	BMB-2302	3
63.	Biofertilizers & Biopesticides	BMB-3501	5
64.	Exercise Therapy	BPT-2305	3
65.	Community Medicine and Rehabilitation	BPT-3503	5
66.	Environmental Studies	BEVS-1101	2
67.	Applied Chemistry	BTCH-1101	1/2
68.	Foundation Course in Food Production -I	HM-1101	1
69.	Foundation Course in Front Office	HM-1103	1

L-- Lecture

T-- Tutorial

P---Practical

CWA Class work Assessment

LWA Lab work Assessment

MTE Mid Term Exam

ETE End Term Exam

**Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation”
RIMT University.**

Semester: IV (Pass %age will be 40% in each paper)

Subject		Contact Hours/Week			Credit	Evaluation Scheme (% of Total Marks)					Exam Duration (Hours)	
Code	Title	L	T	P		CWA	LWA	MTE	ETE	Total		
BED-401	Learning Assessment	5	0	0	5	18	---	12	70	100	03hrs	
BED-402	Inclusion School and Education	2	0	0	2	09	---	06	35	50	1.5hrs	
BED-403	School, Society and Gender	2	0	0	2	09	---	06	35	50	1.5hrs	
BED-404	Understanding the Self	2	0	0	2	09	---	06	35	50	1.5hrs	
BED-405	Texts; Reading and Reflecting	2	0	0	2	09	---	06	35	50	1.5hrs	
BED-406	Language Proficiency and Learner	2	0	0	2	09	---	06	35	50	1.5hrs	
BED-407	Health and Physical Education	2	0	0	2	09	---	06	35	50	1.5hrs	
BED-408 & BED-409	Optional Courses (Any Two)	Opt.(i)	2	0	0	2	09	---	06	35	50	1.5hrs
		Opt.(ii)	2	0	0	2	09	---	06	35	50	1.5hrs
	(i) Environment Education											
	(ii) Guidance and Counselling											
	(iii) Special Education											
	(iv) Life Skills Education											
	Total				23					500		

List of Open Electives

Sr.	Subject Title	Subject Code	Semester
1.	Agricultural Heritage	AEXT 1101	1
2.	Environmental Studies and Disaster Management	AENV 2101	3
3.	Intellectual Property Rights	APBG 3105	3
4.	Agricultural Marketing, Trade and Prices	AECN 3103	5
5.	Object Oriented Programming language using C++	BTCS-2303	3
6.	Artificial Intelligence	BTCS-4701	7
7.	Simulation & Modelling	BTCS-3601	6
8.	MANUFACTURING PROCESS	BTME-2305	3

9.	MECHANICAL MEASUREMENT & METROLOGY	BTME-3503	5
10.	INDUSTRIAL AUTOMATION AND ROBOTICS	BTME-3505	5
11.	International Relations	BLB-3505	5
12.	Principles of Taxation Law (Direct Taxation)	LLB-2304	3
13.	Gender Justice	LLB-3505A	5
14.	Electronic Measurements & Instrumentation	BTEC-2305	3
15.	Neural Network and Fuzzy logic	BTEC-2309	3
16.	Antenna and Wave Propagation	BTEC-3503	5
17.	Cognitive Radio	BTEC-3510	5
18.	Advanced Communication Systems	BTEC-4710	7
19.	Mobile Computing	BTEC-4711	7
20.	Non-conventional Energy Sources	BTEE-4703	7
21.	Generation and Economics of Electric Power	BTEE-3503	5
22.	Electrical Measurement & Instrumentation	BTEE-2305	3
23.	Life Skills Education	304	3
24.	Inclusion Education	304	3
25.	Engagement with community (Experiences fort Social and Environmental Sensitivity).	304	3
26.	Fashion Styling (Practical)		1
27.	Fashion Illustration and Design (Practical)		2
28.	Concept Making		1
29.	Research and Planning		2
30.	History of Art -I		1
31.	Creative Painting -I		1
32.	History of Art -II		2
33.	Creative Painting -II		2
34.	Optics & Laser	BPHY-1151	1
35.	Modern Physics	BPHY-1252	2
36.	Nuclear Physics	BPHY-3511	5
37.	Calculus	BMAT-1101	1
38.	Algebra	BMAT-1102	1
39.	Numerical Analysis	MMAT-2305	3
40.	Organization Behavior	BB-2303	4
41.	Consumer Behavior	BB-2402	4
42.	Corporate Strategic	BB-3601	6
43.	Rock Mechanics	BTCE-2305	3
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46.	Remote Sensing & GIS	BTCE-3513	5
47.	Disaster Management	BTCE-4716	7
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53.	Blood Bank	BMLT-3504	5

54.	SPCL2	MZOO-2305	3
55.	Wildlife and its management	MZOO-2402	4
56.	Apiculture	BZOO-2305	3
57.	Environment and Public Health	BZOO-3503	5
58.	Plant Resource Utilization	MBOT-2303	3
59.	Forestry	MBTO-2404	4
60.	Food Microbiology	MMB-2304	3
61.	Industrial production of biofertilizers	MMB-2401	4
62.	Enviromental Microbiology	BMB-2302	3
63.	Biofertilizers & Biopesticides	BMB-3501	5
64.	Exercise Therapy	BPT-2305	3
65.	Community Medicine and Rehabilitation	BPT-3503	5
66.	Enviornmental Studies	BEVS-1101	2
67.	Applied Chemistry	BTCH-1101	1/2
68.	Foundation Course in Food Production -I	HM-1101	1
69.	Foundation Course in Front Office	HM-1103	1
70.	Creative Writing		
71.	Photography		
72.	Social Media		
73.	Running Commentary		
74.	Cosmetic Science	BP809ET	8
75.	Social & Prevention Pharmacy	BP802ET	8
76.	Biostatics & Research Methods	BP801ET	8
77.	Basics of Computer Prog.	BTCS-1101	1

L-- Lecture

T-- Tutorial

P---Practical

CWA Class work Assessment

LWA Lab work Assessment

MTE Mid Term Exam

ETE End Term Exam

Note: For Evaluation scheme see ordinance number 8 “Regulation for Academic Evaluation” RIMT University.

SUBJECT TITLE: PHILOSOPHICAL PERSPECTIVE IN EDUCATION

SUBJECT CODE: BED-101

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
5	0	0	5

Internal Assessment : 30

End Term Exam : 70

Duration of Exam : 3Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section c will consist of 10 questions of 3 marks in each which will cover the entire syllabus uniformly and carry 30 marks in all.

(B) OBJECTIVES AND OUTCOME OF COURSE: To enable students

- Make pupil teachers understand the concept of education
- Understand the historical background of education in India
- Help them to know the concept of philosophy and its relationship with education.
- Understand the educational philosophy of some reputed thinkers.
- Sensitize the pupil teachers towards human values and teachers role in creation of values based system of education

(C) CONTENTS OF SYLLABUS:

SECTION – A

- i. Education: Meaning, Nature, Scope, types of Education; informal, formal and non-formal.
- ii. Philosophy : its nature and scope ; metaphysics, epistemology, axiology
- iii. Philosophy and education: Relationship between philosophy and education, Aims and determinants of education with reference to curriculum and pedagogy
- iv. Philosophies of education: Naturalism, Idealism, pragmatism and Realism

SECTION – B

- v. Reflections on education: Guru Nanak Dev Ji, R.N.Tagore, Gandhi, Aurobindo and Vivekanand`s contribution to educational philosophy.
- vi. Reflection on Education: Education aims recommended by Education Commission(1964-66) and NPE(1986).
- vii. Values: Concept, types, sources and role of teacher in inculcating values.
- viii. Human Rights: Concept, role of education in promoting human rights.

(D) Sessional Work (any one of the activities)

- (i) Preparing a handout of quotes of educational thinkers (any one) on education, human conduct, truth and morality.
- (ii) Analysis and study of values of school students.
- (iii) Content analysis of spiritual and moral theme/issue taken up by a newspaper (on national or vernacular)

(E) BOOKS RECOMMENDED

- a. Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi : Sanjay Prakashan.
- b. Black, H.S. (1955). Building a Philosophy of Education, New Delhi : Prentice Hall of India.
- c. Rajput, J.S. (2006). Human values and Education. New Delhi: Pragun Publications.
- d. Pring, R. (2004). Philosophy of Education – Aims, Theory, Common Sense and Research, New York: Continuum.
- e. Sinha, Jadunath (2006). Outlines of Indian Philosophy. Calcutta: New Control.
- f. Solomon, R.C. (2008) The Little Philosophy Book. New York: OUP
- g. Lal, B.K. (1978/2005). Contemporary Indian Philosophy. Delhi: Motilal Banarsi Dass
- h. Brubacher, J. S. Modern Philosophies in Education
- i. Oomen, T.K. (2014). Social Exclusion independent India. Orient Blackswan.
- j. Taneja, V.R. (1998) Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

(F) EVALUATION

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
Attendance	06 Marks
Written Assignment	12 Marks
Two Mid Term Examination	12 Marks

(G) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

SUBJECT TITLE: UNDERSTANDING THE LEARNER AND LEARNING

SUBJECT CODE: BED-102

SEMESTER : I :B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
5	0	0	5

Internal Assessment : 30

End Term Exam : 70

Duration of Exam : 3Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the learner and his potentiality;
- Understand the process of human development with special reference to adolescence;
- Analyze the characteristics and problems of Indian adolescents;
- Familiarize with administration and interpretation of psychological tests;
- Apply the understanding of the different typed of learners in various classroom situations;
- Understanding the motivation and its impact in the classroom.

(C) CONTENTS OF SYLLABUS:

SECTION – A

- i. Educational psychology- concept, nature, scope and importance
- ii. Growth and development: meaning, difference, principles, influence of heredity and environment on growth and development of a child.
- iii. Indian Adolescents: Characteristics of emotional, social, cognitive and moral development, Problems of Indian adolescents.

SECTION – B

- iv. Individual differences: inter and intra individual differences, concept, causes and implications.
- v. Intelligence: concept, theories-Spearman, and Gardner. Uses and limitations of Intelligence tests.
- vi. Learning: Meaning, process and factors affecting learning of an individual, Trial and error theory and classical conditioning theory.
- vii. Motivation: Concept, types and techniques, educational implications.
- viii. Learner with special needs: Meaning and types: Gifted, Delinquents, Slow learner and their educational programmes.

(D) SESSIONAL WORK (any one of the activities)

- (i) Administration and interpretation of any one psychological test (Intelligence/Motivation).
- (ii) Visit to a school and write a report on problems being faced by the Students.

(E)BOOKS RECOMMENDED:

- (1) Bigge, M.C. & Row. (1971): Learning Theories for Teachers (2nd Ed.). N.Y.: Harper Collins.
- (2) Bower, G.H. and Hilgard, E.R. (1981) theories of Learning. Prentic Hall, Inc. Englewood Cliffs, New Jersey.
- (3) Woolfolk, A. (2006) Educational Psychology. New Delhi: Pearson Publications.
- (4) Hall, C.S., Gardener, L. and John, B.C. (2010) Theories of Personality. Delhi: Aggarwal Printing Press.
- (5) Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing.
- (6) Havighurst, R. et al. (1995). Society and Education. Baston: Allyn ad Bacon.
- (7) Kamat, A.R.(1985). Education and Social Change in India. Bombay: Samaiya Publishing Co.
- (8) Rinehart and Winston, Bhatia, K.K. (2008). Basis of Educational Psychology. Ludhiana: Kalyani Publishers.
- (9) Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology.Agra: Woolfork.
- (10) Upadhya, B. & Singh Y.K.(2011). Encyclopaedia of Education Psychology.(vol. I to II).Delhi: APH
- (11) Crawford, W & De Cecco, J.P. The Psychology of Learning and Instruction Delhi:Previtice-Hall.
- (12) Kumar,R.(2009) Child Development.(Vol.I To II). New Delhi: APH

EVALUATION:

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
Attendance	06 Marks
Written Assignment	12 Marks
Two Mid Term Examination	12 Marks

(G)INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

SUBJECT TITLE: TEACHING FOR ACADEMIC LEARNING

SUBJECT CODE: BED-103

SEMESTER : I: B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
5	0	0	5

Internal Assessment : 30

End Term Exam : 70

Duration of Exam : 3Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section c will consist of 10 questions of 3 marks in each which will cover the entire syllabus uniformly and carry 30 marks in all.

(B) OBJECTIVES AND OUTCOME OF COURSE:

On completion of this course the students will be able to;

- Improve their teaching – learning classroom context.
 - Become aware of different context of teaching and situate schools as a special environment.
 - Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
 - Develop understanding of thesis of learning.
 - Prepare teachers for reflecting teaching.

(C) CONTENTS OF SYLLABUS:

SECTION – A

- i. Teaching concept: Nature, Characteristics, Principal and Maxima.
Styles of teaching: Meaning, Types and Relevance of teaching styles in classroom
- ii. Teaching Concept through discovery and exposition method
- iii. Models of teaching: Meaning, Concept, fundamental elements. Glaser’s Basic Teaching Model, Bruner’s Concept teaching model.

SECTION – B

- i. Learning Concept: Characteristics, Relationship between teaching and learning.
- ii. Approaches to learning:
 - a. Behaviouristic (Pavlov, Thorndike, Skinner)
 - b. Cognitive (Gestalt)
 - c. Constructivism in relation to teacher and learner.
- ii. Learning Environment: Meaning, Need for Organisation, Procedures, Planning spaces for learning.

(D)ACTIVITIES (Any one of the following)

- (i) Preparation of a plan based on any model of teaching for teaching any topic included in curriculum.
- (ii) Writing Behavioural Objective of any three lessons.
- (iii) Critical analysis of learning situation of any school and prepare a report.

(E) BOOKS RECOMMENDED:

1. Pandey, K.P. (1983). “Dynamics of Teaching Behaviour”, Bhaziabad: Amitash Parkashan.
2. Pandey, K.P.(1980).“A First course in instructional Technology”, Delhi:Amitash Prakshan.
3. Skinner,B.F.(1968).”The Technology of Teaching”, New York: Appleton Century Crofts.
4. Sharma R.A.(1991).”Technology of Teaching”,Meerut:R,Lall Book Depot.
5. Sharma, S.K. (2005). “Technology of Teaching”. Merrut: R. Lall Book Depot.
6. Sharma, S.k.(2005).“Leaning and Teaching: Learning Process”, Delhi: Gyan Books Private Ltd.
7. Srivastava, D.S. and Kumari, S. (2005). “Education: Understanding the Learner”, Delhi: Gyan books Private Ltd.

(F) EVALUATION:

Theory Examination (External)	70 Marks
Internal Assessment	30 Marks
Attendance	06 Marks
Written Assignment	12 Marks
Two Mid Term Examination	12 Marks

(G) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

SUBJECT TITLE: TEACHING LIBRARY AND OTHER LEARNING RESOURCES**SUBJECT CODE: BED-104****SEMESTER : I B.Ed.****CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15**End Term Exam : 35****Duration of Exam : 1.5Hrs****(A) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

- To enable the student -teachers to develop an understanding of meaning, concept and nature of school library services.
- To impart to knowledge to student teachers about the need and importance of library services in the present school education.
- To ac quaint them with basic principles of school libraries.
- To acquaint and prepare student-teachers for the application of information technologies in school libraries.

(C) CONTENTS OF SYLLABUS:**SECTION – A**

- (a) Meaning, Aims & Objectives, Need and Importance of School library in education.
- (b) Role of teacher developing and making use of library.
- (c) Five laws of library science and their solutions.
- (d) Library procedure: Library management, Cataloguing, locating a book/material in the library, Layout of the library policies.

SECTION – B

- (a) Types of Library : Academic, Public, Special and Digital .
- (b) Specific problems of school library
- (c) Infrastructure for setting up of a school library.
- (d) Types of books ,different reading material and techniques of keeping these books and material.

(D) BOOKS RECOMMENDED:

1. Devi, Savitiri and Johri. Nutan (1986).bibliographic Reprints: Library Science and informatics. New Delhi. NASSDOC.
- 2.Kaur, Sumeet. School Library and information Services. Ludhiana: Tandon Publication.
- 3.Kumar,Krishna(1997).Library Organization .Vikas Publishing House Pvt.Ltd.
- 4.Singh,Sewa(1985-1990).Indian Library and information Science Literature .New Delhi:ESS ESS Publications.
- 5.Singh,SEWA ; Vir Malhan,inder and Arora,R.L(1971-1980).Indian Library Literature .New Delhi:Today and Tomorrow's
- 6.Upneja,Sunil K.(2007). School Library Services.Ludhiana: Tandon Publishers.
- 7.Wadhawan,Rajan (2009). School Library Services.Ludhiana: Tandon Publications.
- 8.Brahia,Sukhjinder Singh. Exploring Library and Other Resources.—21st Century Patiala

(E)) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section

SUBJECT TITLE: ART IN EDUCATION**SUBJECT CODE: BED-105****SEMESTER : I B.Ed.****CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment :15**End Term Exam : 35****Duration of Exam : 1.5Hrs****(A) INSTRUCTIONS FOR THE PAPER-SETTER:**

The question paper will consist of three sections: A, B, And C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the basics of different art forms:- impact of art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

(C) CONTENTS OF SYLLABUS:**SECTION – A**

- i. Art and aesthetics: meaning concept and significance at the secondary level of school education
- ii. Difference between education in art and art in education
- iii. Elements of art: line, form, light and shade, colour, texture and tone

SECTION – B

- i. Knowledge of Indian tradition and its relevance in education
- ii. Knowledge of Indian contemporary art
- iii. Indian contemporary artist: amrita Sherrill, Nek Chand, M.F. Hussain, Satish Gujral

(D) ACTIVITIES (ANY ONE OF THE FOLLOWING)

- (I) Theme based projects from any one of the curriculum area covering its social, Economic, cultural and scientific aspects integrating various arts and craft forms:
- (II) Textbook analysis to find scope to integrate art forms either in the text or activities or exercises:
- (III) Documentation of the process of any one art from the pedagogical basis such as collage, handwriting skill and computer generated poster making

(E) BOOKS RECOMMENDED:

- 1 . Khanna, s. And nbt 91992), joy of making Indian toys, popular science, new Delhi: nbt.
- 2. Prasad, devi (1998). Art as the basis of education, New Delhi: nbt
- 3. Sahi, Jane and Sahi, r(2009). Learning through art, aklavya.
- 4. Joshi, kireet (2011), philosophy of Indian art. Delhi: popular media

(F) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(G) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

SUBJECT TITLE: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

TEACHING OF ENGLISH

SUBJECT CODE: BED-106

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment :15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections: A, B, And C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the nature and importance of English language;
- Identify the proficiency, interests and needs of learners in the context of grammar and vocabulary;
- Develop presentation skills among learners;
- Develop activities and tasks for English language learners;
- Apply methods, approaches and materials for teaching English at different levels in the Indian context.

(C) CONTENTS OF SYLLABUS:

SECTION – A

- i. Language: meaning,nature and its roles. Difference between home language and school language and role of home language/Mother tongue in learning the school language/foreign language.
- ii. History and Status of English language in India: Basic linguistic principles, objectives, methods: Translation, Bilingual and Direct.
- iii. Presentation Skills: (i) Dramatization (ii) Extempore (iii) Declamation

SECTION – B

- iv. Mechanics &Methods of Reading; Letter and non-letter methods, silent & loud reading, intensive & extensive reading and reading for comprehension.
- v. Introduction to speaking and listening
- vi. Use of dictionary & thesaurus as resources in teaching and learning the language. Grammar its different types and methods of teaching Grammar: Inductive & deductive.

- vii. Teaching Writing Skills (i) Mechanics of writing (ii) Teaching writings to the beginners (iii) From controlled to free practices (iv) Creative writing.

(D) ACTIVITIES (ANY ONE OF THE FOLLOWING)

- (i) Discussion on the problems of English language at elementary level.
(ii) Identification of grammatical errors at the elementary level and remedial measure

(E) BOOKS RECOMMENDED:

1. Gurrey, P. (1954). The teaching of written English. London: Longmans Green and Co.
2. Regional Institute of English, Chandigarh (1972). Teaching English. Regional Institute of English, Chandigarh
3. Bhatia, Achla & Kaur, Ravjeet (2011). Modern Teaching of English. Patiala: Twenty First Century Publications
4. Bhatia, K.K. Teaching and Learning English as a Foreign Language
5. Chapman, L.R.H. Teaching English to Beginners, Longmans, London.
6. Raman, M. (2004). English Language Teaching. Atlantic Publishers, New Delhi.
7. Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.
8. Notes for Teachers in Training – Regional Institute English Chandigarh, O.U.P.
9. Venkateswaran, S. Principles of Teaching English.
10. Venugopal, K.R. Methods of Teaching English, Neel Kamal Publishers.

(F) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(F) INSTRUCTIONS FOR THE CANDIDATES :

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

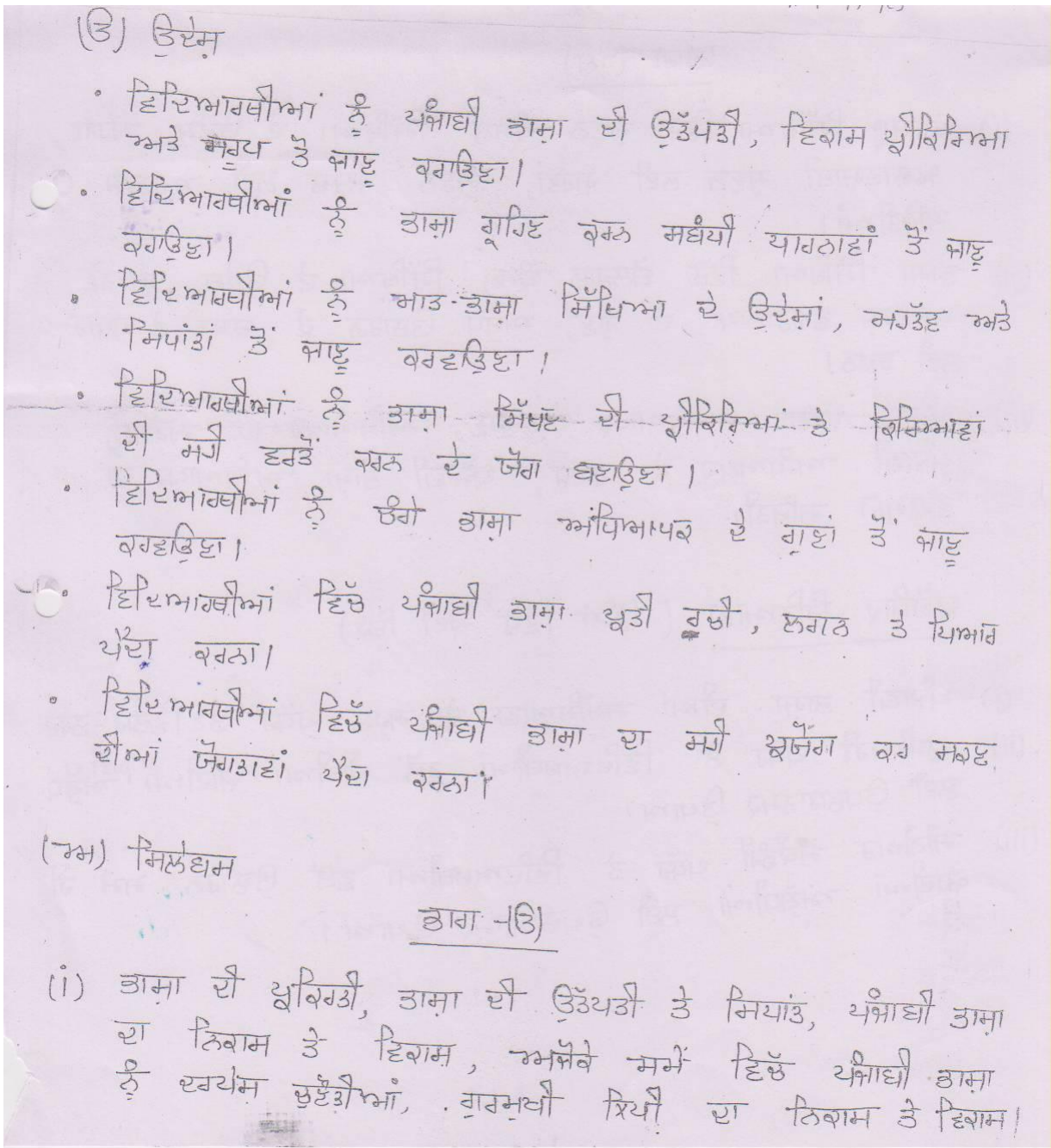
SUBJECT: TEACHING OF PUNJABI
SUBJECT CODE: BED-107
SEMESTER : I B.Ed.
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs



- (ii) ਤਾਜ਼ਾ ਵ੍ਰੀਟਿੰਗ ਕਰਨ ਸੰਬੰਧੀ ਖਿਆਲ, ਦੁਬਸਰੀ, ਅਤੇ ਵਾਇਗਰਟਮਰੀ ਦੀਆਂ ਧਾਰਨਾਵਾਂ।
- (iii) ਮਾਤ-ਤਾਜ਼ਾ ਦਾ ਬੱਚੇ ਦੀ ਸਿੱਖਿਆ ਲਈ ਮਹੱਤਵ, ਮਾਤ-ਤਾਜ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਮਿਥਾਂਤ।

ਤਾਜ਼ਾ - (ਅ)

- (i) ਤਾਜ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਫਲ ਕੌਸਲ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਖੁਫ਼ਾਇਸ਼ਾਲੀ ਸੁਫਲ ਲਈ ਸਰਤਾਂ, ਸੁਫਲ ਕੌਸਲ ਲਈ ਆਦਰਸ਼ ਸਥਿਤੀਆਂ।
- (ii) ਤਾਜ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਬੋਲਚਾਲ ਕੌਸਲ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਆਦਰਸ਼ ਵਾਤਾਵਾਤ ਦੇ ਗੁਣ, ਅਸੁੱਚ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ ਲਈ ਜਤਨ।
- (iii) ਖੰਜਾਈ ਤਾਜ਼ਾ ਅਧਿਆਪਕ ਦੇ ਸੁਫਲ, ਅਧਿਆਪਕ ਦਾ ਮਹੱਤਵ, ਖੰਜਾਈ ਅਧਿਆਪਕ ਦੇ ਫਰਜ਼, ਖੰਜਾਈ ਤਾਜ਼ਾ ਅਧਿਆਪਕ ਦੀ ਵਰਤਮਾਨ ਸਥਿਤੀ।

ਖੁਫ਼ਾਇਸ਼ਾਲੀ ਵਿਵਿਧਾਵਾਂ (ਤਿੰਨਾਂ ਵਿੱਚੋਂ ਕੋਈ ਦੋ)

- (i) ਖੰਜਾਈ ਤਾਜ਼ਾ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਤੇ ਸੁਫਲ ਯਥੋਂ ਤੇ ਵਿਚਾਰ-ਲੇਖ
- (ii) ਵਾਇਗਰਟਮਰੀ ਯਥੋਂ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵਲੋਂ ਕੀਤੀਆਂ ਗਾਂਢੀਆਂ ਅਸੁੱਚ ਲਈ ਉਚਾਰਤਮਰ ਉਧਾਮ।
- (iii) ਸੈਰੀਅਰ ਸੈਰੀਅਰ ਯਥੋਂ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵਲੋਂ ਉਚਾਰਨ ਸਮੇਂ ਕੀ ਗਾਂਢੀਆਂ ਅਸੁੱਚੀਆਂ ਲਈ ਉਚਾਰਤਮਰ ਉਧਾਮ।

1) ਸਗਦਿਕ ਪੁਸਤਕ ਸੂਚੀ

- ਸਿੰਘ, ਗੁਰਬੀਰਤ.: ਪੰਜਾਬੀ ਸ਼ਬਦ ਕ੍ਰਮ ਅਤੇ ਸ਼ਬਦ
- ਸਿੰਘ, ਜੀ. ਈ. (1950). ਗੁਰਮੁਖੀ ਲਿਖੀ ਦਾ ਕਨਕ ਤੇ ਵਿਕਾਸ.
- ਯਦਮ, ਖਿੰਮਾਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਵਿਕਾਸ
- ਨੰਦਰਾ ਵਿਦਵਾਨ ਸਿੰਘ (2015). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਸ਼
- ਸੇਖੋਂ, ਸ. ਸ., ਸੇਖੋਂ ਮ. ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਸ਼
- ਸਿੰਘ, ਪ੍ਰੇਮ ਕੁਮਾਰ. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ

(ਸ) ਮੁਲਾਂਕਣ

ਦਾਸ਼ੀ ਮੁਲਾਂਕਣ	35
ਅਧਿਐਸ਼ ਮੁਲਾਂਕਣ	15
ਗਦੀ	03
ਲਿਖਤੀ ਕਾਰਜੀ ਸੰਪਰੀਆ/ਪ੍ਰੋਜੈਕਟ ਕਾਰਜ	06
ਘੋਲ ਖੋਜੀਆਵਾਂ (2)	06
ਸਮਾਂ	1/2 ਘੰਟੇ

(ੜ) ਪੱਥਰ ਸੈਟ ਕਰਨ ਲਈ ਜਦਾਇਤਾਂ - ਖੁਸ਼ਨ ਪੱਥਰ ਵਿੱਚ ਕੁਲ 03

ਭਾਗ ਜੋੜੀ। ਭਾਗ (ੜ) ਅਤੇ (ਅ) ਵਿੱਚ 2-2 ਖੁਸ਼ਨ ਜੋੜੀ
 ਭਾਗ (ੜ) ਦੇ ਖੁਸ਼ਨ ਸਿਲੱਬਸ ਦੇ ਪਹਿਲੇ ਭਾਗ ਅਤੇ (ਅ) ਦੇ ਦੂਜੇ ਭਾਗ
 ਵਿੱਚ ਜੋੜੀ। ਜੇ ਖੁਸ਼ਨ 10 ਨੰਬਰ ਦਾ ਜੋੜੀ। ਭਾਗ (ੜ) ਵਿੱਚ
 ਪਹਿ ਖੁਸ਼ਨ ਜੋੜੀ ਜੇਕਰ ਖੁਸ਼ਨ 3 ਨੰਬਰ ਦਾ ਜੋੜੀ। ਭਾਗ (ੜ) ਦੇ ਖੁਸ਼ਨ
 ਸਾਰੇ ਸਿਲੱਬਸ ਵਿੱਚ ਜੋੜੀ

(ਕ) ਵਿਦਿਅਕਸ਼ੀਆ ਲਈ ਜਦਾਇਤਾਂ - ਭਾਗ (ੜ) ਤੇ (ਅ) ਵਿੱਚ ਕੋਈ ਵਿੱ

ਖੁਸ਼ਨ ਕਰਨਾ ਜੋੜੀ। ਭਾਗ (ੜ) ਦੇ ਸਾਰੇ ਖੁਸ਼ਨ ਕਰਨੇ ਜੋੜੀ।

SUBJECT TITLE: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

TEACHING OF HINDI

SUBJECT CODE: BED-108

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment :15

End Term Exam : 35

Duration of Exam : 1.5Hrs

क हिन्दी शिक्षण के उद्देश्य

- भाषा की विभिन्न भूमिकाओं को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा सीखने के तरीके और प्रक्रिया को समझना
- भाषा के व्यावहारिक प्रयोग में निपुणता लाना
- हिन्दी अध्यापक के विशिष्ट गुणों से अवगत कराना

ख पाठ्यक्रम

ईकाई क

1. भाषा : अर्थ, उत्पत्ति, प्रकृति, भाषा का वर्ग और समाज से सम्बन्ध
2. लिपि: अर्थ, स्वरूप, महत्व
देवनागरी लिपि: उद्भव, विकास, व विशेषताएं तथा सीमाएं
3. हिन्दी भाषा: मातृभाषा, राष्ट्रीय भाषा व अन्तर्राष्ट्रीय भाषा के रूप में उद्देश्य व महत्व

ईकाई ख

1. भाषायी कौशल: श्रवण कौशल : अर्थ, महत्व, उद्देश्य, विधियां
बोलचाल कौशल: अर्थ, महत्व, उद्देश्य, विधियां
2. हिन्दी शिक्षक : शिक्षक का महत्व, हिन्दी शिक्षक के सामान्य व विशिष्ट गुण
3. भाषा शिक्षण के सामान्य सिद्धांत व सूत्र एवं इनकी शिक्षण को प्रभावशाली बनाने में भूमिका । भाषा शिक्षण के विविध प्रणालियां : प्रत्यक्ष प्रणाली, संरचनात्मक प्रणाली, संश्लेषणात्मक प्रणाली

ग प्रायोगिक कार्य :

1. स्कूल स्तर पर हिन्दी भाषा से सम्बन्धित समस्याओं पर चर्चा

2. प्राइमरी स्तर पर शिक्षार्थियों द्वारा की जाने वाली लेखन कार्य सम्बन्धी अशुद्धियाँ व उपचार
3. सीनीयर सेकेण्डरी स्तर पर शिक्षार्थियों द्वारा उच्चारण सम्बन्धी की जाने वाली अशुद्धियों के लिए उपचारात्मक सुझाव

सहायक पुस्तक सूची :

जीत, योगेन्द्र भाई १९७२	हिन्दी शिक्षण आगरा : विनोद पुस्तकमन्दिर
खन्ना, ज्योति २०१५	हिन्दी शिक्षण : धनपतराय एण्ड कम्पनी, नई दिल्ली
सफाया रघुनाथ १९९७	हिन्दी शिक्षण विधि जालन्धर : पंजाब घर
भाटिया के के और नारंग सी एल	आधुनिक हिन्दी विविधां प्रकाश पब्लिक ब्रदर्स बराह
सर्वज्ञित कौर २००९	कल्याली प्रकाशन नई दिल्ली
सिन्हा प्रसाद शत्रुघ्न १९६४	हिन्दी भाषा की शिक्षण विधि पटना दिल्ली

घ मूल्यांकन

बाहरी परीक्षण के	35 अंक
आन्तरिक परीक्षण के	15 अंक
हाजरी के	3 अंक
लिखित कार्य प्रोजेक्ट कार्य	6 अंक
घरेलु परीक्षा दो बार	6 अंक
समय	3 ।

प्रश्न पत्र बनाने सम्बन्धी हिदायत:

प्रश्न पत्र के तीन भाग होंगे। भाग क और ख में दो-दो प्रश्न होंगे। भाग क के प्रश्न पाठ्यक्रम के पहले भाग और भाग ख के प्रश्न पाठ्यक्रम के दूसरे भाग में से होंगे। हर प्रश्न 10 अंक का होगा। भाग ग में 5 प्रश्न होंगे। हर प्रश्न के तीन अंक होंगे। भाग ग के प्रश्न पूरे पाठ्यक्रम में से होंगे -

शिक्षार्थियों के लिए हिदायत:

शिक्षार्थियों को भाग क और भाग ख में से एक एक प्रश्न करना होगा। भाग ग अनिवार्य है।

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF SCIENCE

SUBJECT CODE: BED-109

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A)INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B)OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Identity objectives of teaching Science at different School Stages.
- Understand the nature and significance of Science.
- Develop habit of Observation, exploration, classification and systematic way of thinking.
- Understand the impact of Science upon our way of life
- Acquaint with scientific method and enable them to develop scientific attitude.

(C) CONTENTS OF SYLLABUS:

SECTION – A

- i. Nature and significance of Science : Nature, Scope and Importance of Science,
Correlation in Science: Concept, correlation with other subjects.
- ii. Aims and Objectives of teaching Science at elementary and secondary school, need and criteria for selection of objective, Bloom’s Approach to the Taxonomy of the Educational objectives, Meaning and need of Pedagogical analysis.
- iii. Science Curriculum: Meaning, Principles of Curriculum construction, Approaches to Curriculum organization, Science Curriculum improvement in india.

SECTION – B

- (i) Learning Experience and Teaching Aids: Edgar Dale’s cone of learning experiences, importance and concept of Teaching Aids. Concept of improvisation. Role of ICT in Science Teaching.

- (ii) Science Text Book: Meaning and Characteristics of good text book. Evaluation of a Text book. Science Teacher: Science teacher and Professional growth.

(D) Activities (Any one of the following)

- (i) pedagogical analysis of any Science topic.
- (ii) Developing a model (working static) on any topic in Science.
- (iii) Writing instructional objectives in behavioural form on any three Science topic.

(D) BOOKS RECOMMENDED:

1. Kaur Rakshinder (2007), Teaching of Science, Twenty first century publications, Patiala.
2. Kholi, V.K. Kholi to teach science, shri Krishnan publications, Ambala.
3. Mohan, Radha (2004), innovative Science teaching for physical science teachers, prentice Hall of india, New Delhi.
4. Siddiqi and Siddiqi (2002) Teaching of Science today and tomorrow, Doaba House, New Delhi.

(F) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(G) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF MATHEMATICS

SUBJECT CODE: BED-110

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A)INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B)OBJECTIVES AND OUTCOME OF COURSE:

- To enable the student teachers to:
- Understand the nature of mathematics.
- Understand the importance and objectives of teaching mathematics.
- Understand the methodology of teaching to be used while teaching mathematics.
- Understand the principles of curriculum constructions in mathematics.
- Improve competencies in secondary level mathematics.
- Setup mathematics club in the school and organize its activities.

(C) CONTENTS OF SYLLABUS:

SECTION – A

- iv. Nature of mathematics: Meaning, Nature, Importance and values of mathematics, scope of mathematics.
- v. Historical development of notations and hypothesis in mathematics: Contributions to mathematics (Aryabhatta, Bhaskarasharya, Pythagoras, Ramanujam)
- vi. Teaching Aids : Meaning, Needs and Importance of Teaching Aids, principles of selections of Audio-Visual aids, Types of Teaching Aids.

SECTION – B

- (i) objectives : Aims and objectives of teaching mathematics in elementary and secondary school; Bloom’s taxonomy of educational objectives.
- (ii) Mathematics Teacher: Meaning, Needs and Importance of teacher, qualification of a mathematics teacher, qualities of mathematics teacher.

- (iii) Pedagogical analysis : Meaning and procedure for continuing pedagogical analysis. Classification of content, objectives, evaluation etc.

(D) Activities (Any one of the following)

- (i) Teaching aid from the 3-dimensional aspects.
- (ii) Creative way of teaching of mathematics at elementary level.
- (iii) Preparing a question bank for mathematics.

(D) BOOKS RECOMMENDED:

- a. Taylor, Helen and Harris, Andrew : Learning and Teaching Mathem
- b. Hansen, et al : Children's Errors in Mathematics.
- c. Witt, Marcus : Primary Mathematics for Trainee Teachers.
- d. Chambers, P: Teaching Mathematics in Secondary School.
- e. Butler and Wren : The Meaning of Secondary School Mathematics.
- f. Chadha, B.N : The Teaching of Mathematics.
- g. Gakhar, S.C : Teaching of Mathematics.
- h. Mangal. S.K. : Teaching of Mathematics.
- i. N.C.E.R.T Text Books (6th Class to 10th Class)
- j. Sidhu, K.S. : Teaching of Mathematics.
- k. Dr. Neetu Sethi : Teaching of Mathematics.

(F) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(G) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.



SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF COMMERCE

SUBJECT CODE: BED-111

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the objectives, methods and techniques of teaching of commerce at the school stage.
- Instill the competence of organizing co-curricular activities for enriching the subject matter of commerce.
- Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- Present, conduct and organize projects, surveys, seminars, conferences.

(C) CONTENTS OF SYLLABUS:

SECTION-A

(i) Commerce: meaning, nature, objectives, importance, scope: Relationship with other subjects; Curriculum: meaning, principles, process, defects of curriculum, suggestion for removing the defects.

(ii) Teacher: Qualities, Training and role; Commerce Room: Need, Importance, Equipment.

SECTION-B

(i) Commerce text book: meaning, types, importance and qualities; Criterion for selection of text books.

(ii) Teaching Aids: Importance, types, projected and non-projected aids; Instructional Material for Teaching aid in Commerce: meaning, importance, types, principles.

Activities (Any one of the following)

- (i) Role on Multi National Corporation (MNC)
- (ii) Evaluate Budget of the current year
- (iii)Preparation of a low-cost teaching aid



(D) BOOKS RECOMMENDED:

1. Gupta, Rainu : Teaching of Commerce.
2. Ghosh, D.K. : Financing of Education. (Vol.I to III.)
3. Douglas, Palmford and Anderson: Teaching Business Subjects, Prentice Hall.
4. Musselman and Hann: Teaching Book-Keeping and Accounting, McGraw Hill.
5. Tonne, Lopham and Freeman: Methods of Teaching Business Subjects, McGraw Hill.
6. Tonne, Herbert, A.: Principles of Business Education, McGraw Hill.

(D) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.



SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF ECONOMICS

SUBJECT CODE: BED-112

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the concept, Principles, and theories for growth and development of Indian Economy.
- Understand technology of teaching i.e. Instructional Objectives, Teaching Methods, Devices, Techniques, Teaching aids and Lesson plans.
- Formulate practical solutions of day to day economic problems.
- Carry curriculum transactions effectively by developing an effective evaluation.
- Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- Interpret, Calculate and Evaluate Economic data, maps, tables, diagrams and graphs.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- (i) Economics: meaning, nature, objectives, importance, scope; Relationships with other subjects; Curriculum: meaning, principles
- (ii) Approaches to curriculum design - topical, concentric, unit; Evaluation: Meaning and importance of Evaluation.

SECTION-B

- (i) Economics text book: meaning, types, importance, criteria for the selection of text book.
- (ii) Teacher: qualities, functions; Economics Room: Importance and Equipment.

Activities (Any one of the following)

- (i) Define and evaluate the term GNP
- (ii) Role of economics in life (Case study of any one family)
- (iii) Evaluate income and expenditure of any one secondary school

(D) BOOKS RECOMMENDED:

- 1. Dhillon, Satinder : Teaching of Economics.
- 2. Kanwar, B.S. : Teaching of Economics.
- 3. Mittal, R.L. : Arth Shastar Da Adhiapan (Pbi. Uni.)
- 4. Mukherjee, Sandhya : Teaching of Economics.
- 5. Rai, B.C. : Teaching of Economics.
- 6. Sidhu, H.S. : Teaching of Economics.
- 7. Siddiqui, M.H. : Teaching of Economics.
- 8. Yadav, Amita : Teaching of Economics.

(E) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one question each from the sections A and B and the entire section C.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF SOCIAL STUDIES

SUBJECT CODE: BED-113

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

- To develop an understanding about the concept of social studies.
- To develop an understanding of aim and objectives of teaching of social studies.
- To develop ability to organize curriculum of social studies.
- To acquaint the pupil-teacher with different audio visual aids.
- To develop proper understanding of modern concepts and tools of evaluation.

(C) CONTENTS OF SYLLABUS:

SECTION-A

1. Concept, nature, scope and importance of social studies, Aims and Objectives of teaching of social studies at school level. Relationship of social studies with other subjects; mathematics, art science, language.
2. Approaches of organizing social studies curriculum-concentric, spiral, correlational, integrated.
3. Social studies room-need and importance.
4. Lesson plan-need, importance and steps of writing it in teaching of social studies.

SECTION-B

1. Social studies text book-need importance and qualities.
2. Social studies teacher-Qualities and role.
3. Audio-visual aids-meaning, importance of audio visual aids: chalkboard, maps, graphs, globe, models, charts, overhead projector, slide projector.
4. Evaluation in social studies-modern concept and types of evaluation.

Activities (Any one of the following)

1. Writing instructional objectives in behavioural form for five topics from the text book.
2. To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/subject taken up by the print media.
3. Preparation of a low-cost teaching aid.

(D) BOOKS RECOMMENDED:

1. Aggarwal J.C; Teaching Of Social Studies.
2. Binning and Binning; Teaching of Social Studies in Secondary Schools. McGraw Hill
3. Kocher. S.K; Teaching of Social Studies.
4. Nasiah .K; Social Studies in Schools. Oxford.
5. Sandhu P.K; Teaching Of Social Studies (Punjabi)
6. Shaida B.D. and shaida, A.K; Teaching Of Social Studies.
7. Wesley E.N.; Teaching Of Social Studies in High School.
8. Boota Singh Sekho, Sukhdeep Kaur, Punam Midda; Teaching Of Social Studies (Punjabi).
9. Khanna, Raj Kumar; Teaching Of Social Studies.

(E) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one question each from the sections A and B and the entire section C.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF FINE ARTS

SUBJECT CODE: BED-116

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable student teachers to:

- Learn and understand the concept, importance and scope of art and to apply them in teaching and in daily life.
- Acquaint with objectives and different principles of fine arts.
- Develop the skill of using various teaching methods and techniques for teaching of fine arts.
- Development criticism and aesthetic sense.
- Develop Imagination and sense of appreciation and interest in teaching of fine arts.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- Define Art: Indian And Western Concept Of Art
- Elements of Art : Line, Form, Colour, Texture And Tone
- Six Limbs of Indian Art (Shadanga)

SECTION-B

- Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective.
- Place of Art In Daily Life
- Aims and Objectives of Teaching Art

SECTION -C

- Significance of Fine Arts as a School Subject.
- Qualities and functions of an art teacher.
- Correlation of Art and Craft with other school subjects.



Activities (Any one of the following)

- (i) Write instructional objectives of teaching Fine Arts for any Five Topics
- (ii) Critical analysis of Fine Arts curriculum and secondary: Level.
- (iii) Discussion on Role of art in life

(D) BOOKS RECOMMENDED:

- (iv) Chawla, S.S.: Teaching of Art
- (v) Jaswani, K.K.: Teaching and appreciation of Art in Schools
- (vi) Jaswani, K.K.: Art in Education
- (vii) Chetna Bharti: teaching of fine arts

(E) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.



**Program Name: Bachelor of Education
B.Ed**

SYLLABUS

SEMESTER-II



SUBJECT: SOCIOLOGICAL PERSPECTIVE IN EDUCATION

SUBJECT CODE: BED-201

SEMESTER :2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
5	0	0	5

Internal Assessment : 30

End Term Exam : 70

Duration of Exam : 03Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the concept of education from a sociological perspective.
- Analyze social stratification in Indian society.
- Inculcate human values among the learners.
- Be an agent of change for removal of various types of disparities.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- (i) Sociology of education: concept, Nature and Scope.
- (ii) Culture: concept, characteristics, acculturation and enculturation.
- (iii) Social Stratification : caste, class, gender, religious stratification in Indian society
- (iv) Social versus natural inequality.

SECTION-B

- (v) Sustainable development: concept, importance and its awareness through education
- (vi) Education for 21st century - the four pillars of education (Delor's Commission (1996).

SESSIONAL WORK (Any one of the following)

- (i) Report on different types of disparities in Indian society.
- (ii) Evaluation of Right to Education Act-2009 in any one School.



(D) BOOKS RECOMMENDED:

1. Ball, Stephen, J (1990). Politics and Policy-making in Education: Explorations in Political Sociology. London: Routledge.
2. Bruner, J.C (1997). The Culture and Education, London: Harvard University Press.
3. Friere, Paulo (1972). Pedagogy of the Oppressed. Harmond worth: Penguin.
4. Gandhi, M.K (1962). The Problem of Education, Ahmadabad: Navajivan Publishing House.
5. Sen, Amartya (1999). Development as Freedom. Oxford: Clarendon.
6. Hurn, C.J. (1993). Limits and Possibilities of Schooling: An Introduction to the Sociology of Education. Boston: Allyn and Bacon.
7. Pandey, K.P.(2007). Perspectives in Social Foundations of Education. Delhi: Shipra
8. Singharoy, D.K.(Ed.). (2010). Interrogating Social Development. Delhi: Manohar

(E) EVALUATION:

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work	12
Two Mid-term Examinations	12

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



SUBJECT: EDUCATIONAL POLICY AND CONTEMPORARY ISSUES IN INDIA
SUBJECT CODE: BED-202
SEMESTER :2nd B.Ed
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
5	0		5

Internal Assessment : 30
End Term Exam : 70
Duration of Exam : 3Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of the three sections A,B and C. Section A and B will have 4 questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the education policy and its determinants.
- Identify and apply various approaches of educational planning.
- Analyze the functioning of administrative bodies.
- Critically analyze recent education policies.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- 1) Education policy- Meaning, characteristics and policy determinants.
- 2) Role of MHRD and NCERT in policy formulation.
- 3) Education planning: meaning, importance, types and approaches of educational planning.
- 4) The current plan – Mobilization and allocation of funds for different levels of education .

SECTION-B

- 1) National education commission (1964-66) – policy recommendations.
- 2) National policy of education (1986) -Policy recommendations.
- 3) U.C Kulandaiswamy report on vocationalization of education (1988) – policy recommendations.
- 4) National knowledge commission (2005)- policy recommendations.
- 5) Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan
- 6) Right to education Act- (2009)
- 7) Skill develop mission (2014)

SESSIONAL WORK (Any one of the following)

- Study of mid day meal practices in the school and suggestions for further improvement.
- Study of availability of the text books and students school bags contents.

(D) BOOKS RECOMMENDED:

- 1) Naik, J.P. (1965). Educational planning in india. New Delhi: Allied.
- 2) Basu, Aparna (1972) Essays in the history of Indian education. New Delhi: concept.
- 3) Dharampal (1983). The beautiful tree: indigenous Indian education in the eighteenth century. Delhi: Biblia impex.
- 4) Dreze, J. and A.K. Sen (1995) basic education as a political issue, journal of educational planning and administration, 9(1) (January): 1-26.
- 5) Government of India (1950) constitution of India. New Delhi
- 6) Government of India (1985) the challenge of education. New Delhi , Ministry of Human Resource Development (mimeo).
- 7) Government of India (1986) national policy on education 1986. New Delhi : Ministry of Human Resource Development.
- 8) Government of India (1992) National Policy of education 1986 .(revised). New Delhi: Ministry of Human Resource Development.
- 9) Government of India (2001). National human development report 2001. New Delhi: Planning Commission.

(F) EVALUATION:

External examination	70 marks
Time	3 hrs.
Internal assessment	30 marks
Attendance	6
Written assignment/project work	12
Two mid term examinations	12

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C

SUBJECT: KNOWLEDGE OF CURRICULUM

SUBJECT CODE: BED-203

SEMESTER :2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
5	0		5

Internal Assessment : 30

End Term Exam : 70

Duration of Exam : 3Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of the three sections A,B and C. Section A and B will have 4 questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the need and importance of curriculum.
- Analyze different issues in curriculum.
- Apply different approaches to curriculum construction.
- Role of Teacher in Curriculum Development
- Construct curriculum for children with special needs.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- (i) Curriculum: concept, need and importance, types, defects of present curriculum; curriculum and syllabus, facets - hidden curriculum and bias in curriculum;
- (ii) Curriculum development: objectives, basic elements, principles, factors influencing curriculum development, role of teacher.
- (iii) Current issues in curriculum: gender differences, environmental issues, inclusiveness, value concerns, human rights
- (iv) Stakeholders in Curriculum: Learner characteristics, Teacher's experiences, Parental expectations

SECTION-B

- (i) Approaches to Curriculum development: Subject-centred and learner-centred.
- (ii) Content organization; Spiral curriculum, unitization of syllabus, integration of school curriculum with futuristic needs.
- (iii) Vocational bias and skill development curriculum.
- (iv) Recommendations of NCF- 2005 for curriculum development.
- (v) Curriculum for children with special needs: purpose and importance, curriculum needs of gifted, visually challenged and slow learner.

SESSIONAL WORK (Any one of the following)

- (i) Preparing a report on difficulties faced in chapter wise teaching of the school subject.
- (ii) Identifying gender bias in any one chapter of a school text book.
- (iii) Critical appraisal of NCF-2005.

(D) BOOKS RECOMMENDED

1. Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
2. Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
3. Cole Luella (1950). *A History of Education: Socrates to Montessori*, New York: Holt, Rinehart & Winston.
4. Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press.
5. Dewey, J. (1997) My Pedagogic Creed", in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
6. Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
7. Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
8. Kumar K. (1996). *Learning from Conflict*, New Delhi: Orient Longman.
9. Lakshmi, T.K.S. & Yadav M.S. (1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
10. Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, New Delhi: Sage Publication.
11. Srivastava, H.S. (2010). *Curriculum and Methods of Teaching*. Delhi: Shipra

(E) EVALUATION

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work	12
Two Mid-term Examinations	12

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



SUBJECT: SCHOOL MANAGEMENT
SUBJECT CODE: BED-204
SEMESTER :2nd B.Ed
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15
End Term Exam : 35
Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:-

- Understand the concept and importance of school management.
- Understand the concept of time table and co-curricular activities.
- Understand the role of worthy head masters and teachers.
- Understand the roles of students' self-government.
- Understand the concept of supervision.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- (I) School management-concept, nature, scope, Time table- meaning, types, importance and principles. Discipline- concept, types, freedom and discipline, importance, causes of indiscipline and suggestions for improving discipline.
- (II) Co-curricular activities-concept, content, types, advantages, importance and organisation of different co-curricular activities.

SECTION-B

- (I) Leadership: concept, theories and qualities of leader. School Personnel- Head of the institution, teachers and students
- (II) Supervision- concept, types, principles, methods of supervision, defects in existing supervisory programme and suggestions.

SESSIONAL WORK (Any one of the following)

- (i) Preparation of blue print of the time- table.

- (ii) Organisation of morning assembly at the school/college.
- (iii)Constitute the welfare committees of students.
- (iv)Visit of school as a supervisor.

(D) BOOKS RECOMMENDED:

1. Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman.
2. Mukhopadhyay, Marmar and Tyagi, R.S (2005). Governance of School Education in India. New Delhi, NIEPA.
3. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New, Delhi, The European Commission.
4. Tilak, J. B.G (1992). Education and Structural Adjustment. Prospects 22 (4), 84: 407- 22.
5. Drucker (2001). Management Challenges for the 21st Century. New York: Harperbusiness.
6. Glasser (1998). The Quality School, 3rd ed. Harper-perennial Library.
7. Mukerjee, S.N.- Secondary School Administration. 72
8. Safaya&Shaida- School Administration & Organisation.
9. Sidhu, K.S.- School Organisation & Administration. International Prakashan, Jalandhar.
10. Walia, J.S.-Foundations of School Administration and organisation. Paul.

(E) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



SUBJECT: ICT IN EDUCATION
SUBJECT CODE: BED-205
SEMESTER :2nd B.Ed
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment
: 15**

End Term Exam : 35
Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

At the end of the course, the student-teacher will be able to:

- Interpret and adapt ICT `s in line with educational aims and principal
- Acquire knowledge of computers its accessories and software
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching
- Understanding feature of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet
- Acquire skill in accessing word wide web and internet and global accessing of information
- Integrate technology in to classroom teaching learning strategies.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- I) ICT: concept, characteristics and importance, role of information technology in teaching-learning process, challenges of integrating ICT in school education.
- II) Computer fundamentals: meaning, characteristics of computer
- III) Input Devices- key board, mouse, touch screen, light pen, joy stick
 - a. Output Devices- VDU, Printer, Scanner, Laser
 - b. Data Storage Devices- Hard Disc, Compact Disc, Pen Drives

SECTION-B

- I) Computer applications in Learning: concept, features and advantages of MS-Word, Excel and Power point.
- II) Hardware Technologies and their applications: DLP projector, Audio-video recording instruments and CCTV. New trends in ICT : Smart classroom, EDUSAT, online resources in learning. Computer virus: Meaning, causes and remedies, Anti-virus

SESSIONAL WORK (Any one of the following)

- (i) Prepare your CV using computer and get its print out.
- (ii) Use an interactive white board and write a report.
- (iii) Prepare a power point presentation for secondary school students

(D) BOOKS RECOMMENDED:

1. Abbott,C(2001).ICT: Changing education,UK; Psychology press.
2. Khan,N. (2004). Education Technology. New Delhi; Rajat Publications.
3. Mambi, Adam J. (2010) ICT Law Book; A Source book for information and Communication Technologies. Tanzania; Mkukina Nyota Publishers Ltd.
4. Mangal,S.K. & Mangal, Uma (2010) . Essentials of Educational Technology. New Delhi; PHI Learning Pvt.Ltd.
5. Mehra,V. (2004). Educational Technology, New Delhi; S.S. Publishers.
6. Sharma, R.A. (2006). Technological Foundations of Education. Meerut; R. Lall Book Depot.

(D) EVALUATION:

External Examination	35 marks
Internal Assessment	15 marks
Attendance	3
Written Assignment/Project	
Work/Response Sheets	6
Two Mid –term Examinations/ House test	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF ENGLISH

SUBJECT CODE: BED-206

SEMESTER :2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections; A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

(B)OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Develop the required skills and their inter links for mastering the language.
- Prepare and use teaching aids in the classroom and ICT (INTERNET and Computer Technology);
- Understand the teaching of poetry, prose and drama;
- Understand the functions of language lab;
- Understand constructive approach to language teaching and learning;
- Understand the process of language assessment/evaluation.

(C)CONTENTS OF SYLLABUS:

SECTION-A

- (i) Vocabulary its types and various ways of teaching and expansion of vocabulary,
- (ii) Developing the writing skills: Choice of script, dictation and spellings.
- (iii) Formal and Informal writings such as Application/Letters, short story, diary, notices reports, Advertisements etc.
- (iv) Teaching Composition; Types and procedure. Poetry and prose; its meaning, style of writing & recitation/reading with respect to rhyme scheme and language used.

SECTION-B

- v) Audio-Visual aids: meaning, importance and its types with special reference to preparation of charts, models, PPT and use of print media.
- (vi) ICT, Concept of language lab.
- (vii) Lesson Planning: Importance, preparation of lesson plans for teaching Prose, Poetry, Grammar and Composition,

- (viii) Evaluation, meaning and importance of tests and examination, different types of tests; oral, written and Some ways and means for testing different skills of English Language

SESSIONAL WORK (Any one of the following)

- (i) Analysis of advertisement in regional newspaper on the basis of language.
- (ii) Preparation of transparencies

(E) BOOKS RECOMMENDED:

1. Bhatia, Achla & Kaur, Ravjeet (2011). Modern Teaching of English. Patiala: Twenty First Century Publications.
2. Bhatia, K.K. Teaching and Learning English as a Foreign Language.
3. Chapman, L.R.H. Teaching English to Beginners, Longmans, London.
4. Deepika & Singh, Surjit (2010). Techniques of Teaching English. Patiala: Twenty First Century Publications.
5. Fisby, A.W. (1970). Teaching English: Notes and Comments in English Overseas, E.L.B.S., London.
6. N.C.E.R.T. (1970). English for Today Book I & II at Home and School.
7. Raman, M. (2004). English Language Teaching. Atlantic Publishers, New Delhi.
8. Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.
9. Seely, John. Oxford Guide to Writing and Speaking Teaching of English.
10. Singh, Y. K. (2005). Teaching of English. APH Publication Corporation, New Delhi.
11. Notes for Teachers in Training – Regional Institute English Chandigarh, O.U.P.
12. Venkateswaran, S. Principles of Teaching English.
13. Venugopal, K.R. Methods of Teaching English, Neel Kamal Publishers.

(F) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

(G) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF PUNJABI
SUBJECT CODE: BED-207
SEMESTER :2nd B.Ed
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment

: 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(ੳ) ਉਦੇਸ਼

1. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵਿੱਭਿਨ ਰੂਪਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ।
2. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੀ ਪ੍ਰੀਕਿਰਿਆ ਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
3. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦੀ ਮਹੱਤਤਾ ਦੱਸ ਕੇ ਸਕੂਲ ਪੁਸਤਕਾਲੇ ਪ੍ਰਤੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
4. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸੂਖਮ ਅਧਿਆਪਨ ਅਤੇ ਪਾਠ ਯੋਜਨਾ ਸਹੀ ਰੂਪ ਵਿੱਚ ਤਿਆਰ ਕਰ ਸਕਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
5. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਭਾਸ਼ਿਕ, ਸਾਹਿਤਕ ਅਤੇ ਬੌਧਿਕ ਯੋਗਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
6. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਖੋਜਾਤਮਕ ਅਤੇ ਸਿਰਜਣਾਤਮਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
7. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ ਹੱਲ ਕਰਨ ਦੀ ਯੋਗਤਾ ਪੈਦਾ ਕਰਨਾ।

(ਅ) ਸਿਲੇਬਸ

ਭਾਗ - ਲ਼

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਕਿਸਮਾਂ, ਬੱਚਿਆਂ ਵਿੱਚ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਉਤੇਜਿਤ ਕਰਨ ਦੇ ਯਤਨ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਲਿਖਣ ਕੌਸ਼ਲ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਅਵਸਥਾਵਾਂ, ਸ਼ਬਦ ਜੁਗਤਾਂ ਦੀ ਗਲਤੀਆਂ, ਸੁਧਾਰ ਯਤਨ।
3. ਸਕੂਲ ਪੁਸਤਕਾਲਾ ਦੀ ਮਹੱਤਤਾ, ਸੰਗਠਨ, ਸਮੱਗਰੀ, ਵਰਤਮਾਨ ਸਥਿਤੀ।
4. ਦ੍ਰਿਸ਼ਟੀ ਸ਼੍ਰੇਣ ਸਹਾਇਕ ਸਾਧਨਾਂ ਦੀ ਮਹੱਤਤਾ, ਵਰਗੀਕਰਨ, ਲੋੜੀਂਦੇ ਸਹਾਇਕ ਸਾਧਨ।

ਭਾਗ - ਅ

1. ਕਵਿਤਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ।
2. ਵਾਰਤਕ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ।
3. ਵਿਆਕਰਣ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ।
4. ਮੁਲਾਂਕਣ ਦੀਆਂ ਕਿਸਮਾਂ, ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਅਤੇ ਸਮੁੱਚਾ ਮੁਲਾਂਕਣ।
5. ਸੂਖਮ ਅਧਿਆਪਨ ਅਤੇ ਕੌਸ਼ਲ, ਪਾਠ ਯੋਜਨਾ ਦਾ ਮਹੱਤਵ ਅਤੇ ਤਿਆਰੀ।

ਪ੍ਰਯੋਗਿਕ ਕਿਰਿਆਵਾਂ (ਤਿੰਨਾਂ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ)

1. ਪ੍ਰਾਇਮਰੀ ਪੱਧਰ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵੱਲੋਂ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਪੜ੍ਹਨ ਅਸ਼ੁੱਧੀਆਂ ਲਈ ਉਪਚਾਰਾਤਮਕ ਉਪਾਅ।
2. ਪ੍ਰਾਇਮਰੀ ਪੱਧਰ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵੱਲੋਂ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਲਿਖਤੀ ਅਸ਼ੁੱਧੀਆਂ ਲਈ ਉਪਚਾਰਾਤਮਕ ਉਪਾਅ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਵਰਤਮਾਨ ਸਥਿਤੀ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਬੱਚਿਆਂ ਦੀ ਰੁਚੀ ਸੰਬੰਧੀ ਸਕੂਲ ਪੱਧਰ ਤੇ ਵਿਚਾਰ ਚਰਚਾ।

(ੲ) ਸਹਾਇਕ ਪੁਸਤਕ ਸੂਚੀ

1. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ
2. ਜੀ.ਬੀ. ਸਿੰਘ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, (1950)
3. ਪਿਆਰਾ ਸਿੰਘ ਪਦਮ, ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, (1969)
4. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, (2015)
5. ਸ.ਸ.ਸੇਖੋ, ਮ.ਕ.ਸੇਖੋ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, (2009)
6. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ

(ਸ) ਮੁਲਾਂਕਣ

ਬਾਹਰੀ ਮੁਲਾਂਕਣ	35
ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ	15
ਹਾਜ਼ਰੀ	03
ਲਿਖਤੀ ਕਾਰਜੀ ਸੋਪਣੀਆਂ/ਪ੍ਰੋਜੈਕਟ ਕਾਰਜ	06
ਘਰੇਲੂ ਪ੍ਰੀਖਿਆਵਾਂ (2)	06
ਸਮਾਂ	1 1/2 ਘੰਟੇ

(ਹ) ਪੇਪਰ ਸੈਟ ਕਰਨ ਲਈ ਹਦਾਇਤਾਂ:- ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਵਿੱਚ ਕੁੱਲ 03 ਭਾਗ ਹੋਣਗੇ। ਭਾਗ (ੳ) ਅਤੇ (ਅ) ਵਿੱਚ 2-2 ਪ੍ਰਸ਼ਨ ਹੋਣਗੇ ਭਾਗ (ੳ) ਦੇ ਪ੍ਰਸ਼ਨ ਸਿਲੇਬਸ ਦੇ ਪਹਿਲੇ ਭਾਗ ਅਤੇ (ਅ) ਦੂਸਰੇ ਭਾਗ ਵਿੱਚੋਂ ਹੋਣਗੇ। ਹਰ ਪ੍ਰਸ਼ਨ 10 ਨੰਬਰ ਦਾ ਹੋਵੇਗਾ। ਭਾਗ (ੲ) ਵਿੱਚ ਪੰਜ ਪ੍ਰਸ਼ਨ ਹੋਣਗੇ ਹਰੇਕ ਪ੍ਰਸ਼ਨ 3 ਨੰਬਰ ਦਾ ਹੋਵੇਗਾ। ਭਾਗ (ੲ) ਦੇ ਪ੍ਰਸ਼ਨ ਸਾਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਹੋਣਗੇ।

(ਕ) ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਹਦਾਇਤਾਂ:- ਭਾਗ (ੳ) ਤੇ (ਅ) ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਹੋਵੇਗਾ। ਭਾਗ (ੲ) ਦੇ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹੋਣਗੇ।

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF HINDI
SUBJECT CODE: BED-208
SEMESTER :2nd B.Ed
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

**Internal Assessment
: 15**

End Term Exam : 35

Duration of Exam : 1.5Hrs

क हिन्दी शिक्षण के उद्देश्य

1. भाषा की विभिन्न भूमिकाओं को जानना ।
2. भाषा के स्वरूप और व्यवस्था को समझना ।
3. भाषा सीखने के तरीके और प्रक्रिया को जानना ।
4. भाषायी कौशलों में दक्षता ।
5. भाषा के व्यावहारिक प्रयोग में निपुणता लाना ।
6. साहित्य की विभिन्न विधाओं का ज्ञान करवाना ।
7. पाठ-योजना निर्माण के योग्य बनाना ।
8. मूल्यांकन की योग्यता का विकास करना ।
9. सहायक शिक्षण सामग्री के निर्माण तथा प्रयोग के योग्य बनाना ।

ख पाठ्यक्रम

ईकाई-1

1. भाषायी कौशल: क. वाचन अथवा पठन कौशल - अर्थ, महत्व, उद्देश्य, क्रियाएं विधियां
ख. लेखन कौशल - अर्थ, लेखन प्रक्रिया, महत्व, सृजनात्मक लेखन की विधियां
2. हिन्दी शिक्षण: क. गद्य शिक्षण - गद्य का अर्थ, उद्देश्य, सोपान विधियां
ख. पद्य शिक्षण - पद्य का अर्थ, उद्देश्य, सोपान, विधियां
3. व्याकरण शिक्षण: व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां
4. पाठ्य पुस्तक एवं पुस्तकालय: अर्थ, उपयोगिता, विद्यार्थियों की पुस्तकालय में रुचि विकसित करने के उपाय, पाठ्य पुस्तक की विशेषताएं।

ईकाई-2

5. मूल्यांकन: अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।
6. दृश्य श्रव्य साधन: अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां
7. सूक्ष्म शिक्षण - अर्थ, महत्व, सूक्ष्म शिक्षण कौशल दीर्घ पाठ-योजना - अर्थ, महत्व सोपान

ग प्रायोगिक कार्य :

1. हिन्दी साहित्य के विकास में कोई दो महान लेखककार एवं कहानीकार के योगदान पर रिपोर्ट तैयार करें।
2. हिन्दी साहित्य के विकास में कोई दो महान कवियों एवं कवित्रियों के योगदान पर रिपोर्ट तैयार करें।

सहायक पुस्तक सूची :

जीत, योगेन्द्र भाई 1972	हिन्दी शिक्षण आगरा : विनोद पुस्तकमन्दिर
खन्ना, ज्योति 2015	हिन्दी शिक्षण : धनपतराय एण्ड कम्पनी, नई दिल्ली
सफाया रघुनाथ 1997	हिन्दी शिक्षण विधि जालन्धर : पंजाब घर
भाटिया के के और नारंग सी एल	आधुनिक हिन्दी विविधां प्रकाश पब्लिक ब्रदर्स बराड
सर्वजीत कौर 2009	कल्याली प्रकाशन नई दिल्ली
सिन्हाप्रसादशत्रुघ्न 1964	हिन्दी भाषा की शिक्षणविधि पटना दिल्ली

घ मूल्यांकन

बाहरी परीक्षण के	35 अंक
आन्तरिक परीक्षण के	15 अंक
हाजरी के	3 अंक
लिखित कार्य प्रोजेक्ट कार्य	6 अंक
घरेलु परीक्षा दो बार	6 अंक
<u>समय</u>	<u>1½ घण्टा</u>

प्रश्न पत्र बनाने सम्बन्धी हिदायते:

प्रश्न पत्र के तीन भाग होंगे। भाग क और ख में दो-दो प्रश्न होंगे। भाग क के प्रश्न पाठ्यक्रम के पहले भाग और भाग ख के प्रश्न पाठ्यक्रम के दूसरे भाग में से होंगे। हर प्रश्न 10 अंक का होगा। भाग ग में 5 प्रश्न होंगे। हर प्रश्न के तीन अंक होंगे। भाग ग के प्रश्न पूरे पाठ्यक्रम में से होंगे -

शिक्षार्थियों के लिए हिदायते:

शिक्षार्थियों को भाग क और भाग ख में से एक एक प्रश्न करना होगा। भाग ग अनिवार्य है



SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF SCIENCE

SUBJECT CODE: BED-209

SEMESTER :2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 15

End Term Exam: 35

Duration of Exam: 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections; A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

(B)OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Identity objectives of teaching science at different school stages
- Understand the nature and significance at science
- Development habit of observation, exploration, classification and systematic way of thinking.
- Understand the impact of science upon our way of life
- Acquaint with scientific methods and enable them to develop scientific attitude.

(C)CONTENTS OF SYLLABUS:

SECTION-A

- (1) Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintenance of stock and store registers.
- (2) Methods of teaching: Lecture method, Lecture-cum-demonstration, Heuristic method, Inductive & deductive method, Problem-solving method, Project method.

SECTION-B

- (1) Micro Teaching: Procedure or Cycle of Micro Teaching, Advantage of Micro Teaching, Teaching Skill & Some important sill: Lesson planning in science: concept objectives, importance and steps.
- (2) Evaluation: Concept, importance, type (Continuous & Comprehensive Evaluation), Difference between Examination, Measurement & Evaluation, Qualities of good evaluation Programme.

SESSIONAL WORK (Any one of the following)

- (i) Pedagogical analysis of any science topic



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- (ii) Development a model (working/static) on any in science.
- (iii) Writing instructional objectives in behavioural from on any three science topics.

(F) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

(G) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF MATHEMATICS

SUBJECT CODE: BED-210

SEMESTER : 2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment:

15

End Term Exam: 35

Duration of Exam: 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections; A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Understand the nature of Mathematics.
- Understand the importance and objectives of teaching mathematics.
- Understand the methodology of teaching to be used while teaching mathematics.
- Improve competencies in secondary level mathematics.
- Setup mathematics club in the school and organize its activities.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- (I) **Strategies for learning and Teaching Mathematics:** Concept formations and Concept attainment. Concept attainment model and Constructivism and Zone of proximal devilmnt for learning and Teaching of concepts.
- (II) **Methods of Teaching:** Lecture, Discussion, Demonstration, Inductive-Deductive, Problem-solving and Project.

SECTION-B

- (I) **Lesson Planning:** Importance, Objectives, Phases, Basic steps, Components; Micro Teaching: Steps, Some important skills.
- (II) **Mathematics Library:** Need and importance of Mathematics Library, Material for Mathematics Library.
Mathematics Laboratory: Purposes of Mathematics Laboratory, Need, Importance of Mathematics Laboratory, Equipments for Mathematics Laboratory

SESSIONAL WORK (Any one of the following)

- (i) Preparation of Case study of Slow or Gifted learners in Mathematics.
- (II) Constructions of achievement test.
- (III) Preparation of enrichment program for Gifted children in Mathematics.

(D) BOOKS RECOMMENDED:

1. Taylor, Helen and Harris, ANDREW: Learning and Teaching Mathematics.
2. Hansen et al: Children's Errors in mathematics.
3. Witt, Marcus: Teaching Mathematics for Trainee Teachers.
4. Chambers, P : Teaching Mathematics in Secondary School.
5. Butler and Wren : The Meaning of Secondary School Mathematics.
6. Chadha, B.N : The teaching of Mathematics.
7. Gakhar, S.K : Teaching of Mathematics.
8. Mangal, S.K: Teaching of Mathematics.
9. N.C.E.R.T. Text Books (6th class to 10th class)
10. Sidhu, K.S: Teaching of Mathematics.
11. Dr. Neetu sethi : Teaching of Mathematics.

(E) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF COMMERCE

SUBJECT CODE: BED-211

SEMESTER :2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections; A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Identity and apply different methods and techniques of teaching of commerce at the school stage.
- Instill the competence of organizing co-curriculum activities for enriching the subjects' matter of commerce.
- Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- Present, conduct, and organize projects, surveys, seminars, conferences.
- Develop the skill of lesson planning and construction of an achievement test of Commerce

(C) CONTENTS OF SYLLABUS:

SECTION-A

- I. Methods of teaching commerce: Concept, principles for selection of teaching methods, Lecture, discussions, source, case study, problem solving, project method, question Answer method, source method.
- II. Approaches to organization of subject matter: unit, topical, concentric approach
Evolution in commerce:-Introduction, meaning, objectives of evolution, aims, various Devices of testing; aptitude test, interest test, diagnostic, achievement test.

SECTION-B

- I. Techniques of teaching:-introduction, importance, questioning, drill, observation, examination, explanation illustration, assignment.

- II. Micro teaching:-introduction, definition, identification of teaching skill, Merits
Advantage of micro teaching .Lesson planning in commerce:-meaning, features,
principles, step, design.

SESSIONAL WORK (Any one of the following)

- I. Prepare a balance sheet of any educational institute
II. Critical analysis of one unit of commerce at the secondary level.
III. Role of financial sector in modern economy.

(D) BOOKS RECOMMENDED

1. Gupta ,Rainu : Teaching of Commerce
2. Ghosh,D.K : Financial of Education(Vol. 1 to 3.)
3. Douglas ,Palmford & Anderson : Teaching Business Subjects, Prentice Hall
4. Mussakman & Hann : Teaching Book –keeping and accounting ,McGraw
Hall
5. Tonne, Lopham & Freeman : Methods of teaching business Subjects, McGraw
Hill
6. Tonne, Herbert, A : Principles of business Education, McGraw Hill

(E) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments /Project Work	6 Marks
Two Mid-Term Examination	6 Marks

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one question each from the section A and B and
the entire Section C.



SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF ECONOMICS

SUBJECT CODE: BED-212

SEMESTER :2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections; A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

(B) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Understand the Concept, Principles and theories for growth and Development of Indian Economy.
- Understand technology of teaching i.e. Instructional Objectives, Teaching Method, Devices, Techniques, Teaching aids and Lesson Plans.
- Formulate Practical Solutions of day to day economic problems.
- Carry Curriculum transactions effectively by developing an effective evaluation.
- Develop the skill of effective Teaching making use of various devices, techniques and teaching aid
- Interpret, calculate and Evaluate Economic data, maps, table, diagrams and graphs.

(C) CONTENTS OF SYLLABUS:

SECTION-A

- I. Methods – Lecture, discussions, source, project, problem solving, inductive and deductive methods; Audio visual aid: meaning and importance of teaching aid
- II. Curriculum of economics – critical analysis of curriculum of economics, useful selection for economics curriculum, Evaluation – Assumptions, compete programme of evaluation of economics.

SECTION-B

I.Lesson Planning; meaning, definition, characteristics, importance and model lesson plan

II .Techniques of teaching; Explanation, illustration, description, questioning, assignments, brain-storming, seminar, dramatization, supervised study.



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(D) BOOKS RECOMMENDED:

1. Dhillon, Satinder : Teaching of Economics
2. Mittal, R.L. : Arth Shaster Da Adhiapan (Pbi.Univ)
3. Sidhu H.S. : Teaching of Economics
4. Siddiqui, M.H. : Teaching of Economics

(E) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)
TEACHING OF SOCIAL STUDIES

SUBJECT CODE: BED-213

SEMESTER :2nd B.Ed

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections; A, B and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

(B)OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Acquaint pupil teacher with different methods and devices.
- Develop an understanding of micro teaching
- Know how to plan lesson.
- Develop an understanding of tools techniques of evaluation.
- Understanding the latest development in current affairs/events.

(C)CONTENTS OF SYLLABUS:

SECTION-A

- (3) Methods of teaching of social sciences-Lecture, Discussion, Source, project, text book method.
- (4) Micro Teaching –Meaning, micro teaching cycle, micro teaching skills: introducing the topic, questioning, explanation, stimulus variation, blackboard writing.
- (5) Lesson planning-Meaning, characteristics and procedure of lesson planning.
- (6) Instructional planning –concept, need and importance

SECTION-B

- (3) Devices and techniques of teaching social studies-Narration ,Description ,Illustration, Questioning and problem solving.
- (4) Evaluation-Meaning ,importance, purposes and tools and techniques of evaluation
- (3) Continuous and comprehensive Evaluation- meaning and Tools and techniques of continuous and comprehensive evaluation.
- (4) Current affairs- in social studies- Meaning, importance and methods.

SESSIONAL WORK (Any one of the following)

- (i) Identification of difficulties in learning social sciences.

(ii) Evaluate social issues in newspaper.

(E) BOOKS RECOMMENDED:

1. Aggarwal J.C; Teaching Of Social Studies.
2. Binning and Binning; Teaching of Social Studies in Secondary Schools. McGraw Hill.
3. Kocher.S.K; Teaching of Social Studies.
4. Nasiah .K; Social Studies in Schools. Oxford.
5. Sandhu P.K; Teaching Of Social Studies(Punjabi).
6. Shaida B.D. and shaida,A.K; Teaching Of Social Studies.
7. Wesley E.N.; Teaching Of Social Studies in High School.
8. Boota Singh Sekho, Sukhdeep Kaur, Punam Midda; Teaching Of Social studies(Punjabi).
9. Khanna, Raj Kumar; Teaching Of Social Studies.

(F) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

(G) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt two questions each from the sections A and B and the entire section C.



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SYLLABUS

SEMESTER-III



SUBJECT TITLE: SCHOOL INTERNSHIP SUBJECT I & II

SUBJECT CODE: 306-321,322

SEMESTER : III B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
0	0	5	5

Internal Assessment : 70

External Assessment : 230

Internship in schools is to be organised for a minimum duration of 16 weeks. During this period, the students should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. During the Internship, a student - teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

School internship should include an initial phase of four weeks of Supervised Teaching Practice in the school. This phase would include school engagement, peer observations and observations of interns' lessons by faculty. During this period, each trainee - teacher has to plan at least 10 lessons in each school subject. At the culmination of this phase, the subject teacher will conduct one discussion lesson for each school subject. First discussion lesson should be held during "Teaching Practice" and 2nd should be at the end of the "Teaching Practice" and this will evaluate the performance of the internal. Each discussion lesson will be of 10 marks.

During Internship, the student - teachers apart from taking regular classes as per the time - table of the school, has to perform certain activities/assignments. Each student - teacher has to plan and deliver at least 40 lessons in each school subject. Besides, the student - teachers are to observe 20 lessons, 10 in each school subject taught by fellow student - teachers.

Further, each student - teacher has to develop strategies/teaching techniques to identify a slow learner/talented learner/child with learning difficulties or any other case/problem for action research at the initial stage of internship programme and conduct the study in detail. A 72 report is to be prepared detailing all the steps of the study. The tools, techniques used, response sheets or any other valuable documents in support of the study should be submitted along with the report. The action research report will be evaluated either by the teacher supervising the internship or by the subject teacher. This action research report will carry 20 marks.

Furthermore, each student teacher is required to prepare and submit teaching learning materials. The quality of the material will be evaluated by the subject teachers and student teachers will be awarded out of 10 marks.



During internship the performance of students will be assessed continuously by internal examiner and at the completion of internship by a panel of internal and external examiners. The final lesson for each school subject will be of 100 marks.

In addition to the above requirements of the university, the student -teachers would have to participate and perform other activities of the school as and when assigned by head of the school. A certificate of satisfactory work by the Principal/ Headmaster of the school shall be issued to the candidate after completion of Internship.

EVALUATION

Subject	Internal	External	Total
School Internship Subject I	30	100	130
School Internship Subject II	30	100	130
Engagement with Community	10	30	40
		Total	300



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SYLLABUS
SEMESTER-IV

SUBJECT TITLE: LEARNING ASSESSMENT

SUBJECT CODE: BED-401

SEMESTER : IV B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
5	0	0	5

Internal Assessment : 30

End Term Exam : 70

**Duration of Exam :
3Hrs**

(A) OBJECTIVES AND OUTCOME OF COURSE:

On the completion of this course the students will be able to:

- Gain a critical understanding of issues in assessment and evaluation.
- Differentiate between various types of assessment.
- Use of a wide range of assessment tools.
- Select and construct various types of assessment tools appropriately.
- Evolve realistic, comprehensive and dynamic assessment.

(B) CONTENTS OF SYLLABUS:

Sr. No.	Contents	Contact Hours/Weeks
UNIT - I	<ul style="list-style-type: none"> • Assessment: Meaning, Characteristics, purpose. • Evaluation: Meaning, Characteristics of good evaluation, diagnostic, formative and summative evaluation. 	05 hours per week (12 weeks)
UNIT - II	<ul style="list-style-type: none"> • Techniques of assessment: assignments, projects, tests: objective and essay type, Seminars and Reports as assessment devices. • Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation as assessment devices. 	
UNIT - III	<ul style="list-style-type: none"> • Statistical tools and techniques: percentage, percentile rank, • Frequency distribution, central tendency measures- mean, median and mode; normal distribution curve. 	
UNIT - IV	<ul style="list-style-type: none"> • Continuous and comprehensive evaluation: concept, significance, merits and limitations. • Examination Reforms: flexibility, quality and range of questions, school based credit 	

SESSIONAL WORK (any one of the activities)

- (i) Prepare a report on implementation of CCE at school level.
- (ii) Construction of an achievement test in any school subject at elementary/secondary.
- (iii) Critical appraisal of learning outcomes – scholastic and co - scholastic.

(C) BOOKS RECOMMENDED

- i. Singh H.S.(1974).Modern Educational Testing. New Delhi: Sterling Publication.
- ii. Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- iii. Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- iv. Norris N. (1990). Understanding Educational Evaluation, Kogan Page Ltd.
- v. Rao, Manjula (1998). Training material on continuous and comprehensive evaluation (monograph) Mysore: Regional Institute of Education (NCERT).
- vi. Ved Prakash, et.al. (2000). Grading in schools, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.
- vii. Rao, Manjula (2004): Evaluation in schools – a training package (monograph), Mysore: Regional Institute of Education (NCERT).
- viii. Nandra. I. (2011): Learning Resources & Assessment of learning, Patiala: Twenty First Century Publication.
- ix. Gregory, R.J. (2014). Psychological Testing: History, Principles and Applications (6th Edition). New Delhi: Pearson Publications.
- x. Kaur. J., Bist. R. (2016) Assessment of Learning. Patiala: Twenty First Century Publication.
- xi. Nandra, I.(2017). Assessment for Learning. Patiala: Twenty first Century Publications.

(D) EVALUATION

External Examination	70 Marks
Time	3hrs
Internal Assessment	30 Marks
Attendance	6 Marks
Written Assignment/Project work	12 Marks
Two Mid-term Examinations/ House Test	12 Marks

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

SUBJECT TITLE: INCLUSIONS SCHOOL AND EDUCATION

SUBJECT CODE: BED-402

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0	0	2

Internal Assessment: 15

End Term Exam: 35

Duration of Exam:

1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE

To enable the student teachers to:

- Understand the concept and importance of inclusiveness in education.
- Use different teaching strategies for inclusive education.
- Understand the role of teachers, parents and community for supporting inclusion.
- Understand the recommendations of various Policies.
- To understand Diversity, Disability and Inclusion

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Inclusive Education: meaning, concept and its Importance. • Difference between special, integrated and inclusive education, Barriers in inclusive education 	02 hours per week(12 weeks)
UNIT-II	<ul style="list-style-type: none"> • Teaching strategies for inclusive education and creating conducive environment in inclusive schools. 	
UNIT-III	<ul style="list-style-type: none"> • Creating and sustaining inclusive practices: Role of teachers, parents and community. 	
UNIT-IV	<ul style="list-style-type: none"> • Project Integrated Education for Disabled Children (1987), the Persons with Disabilities Act (1985). 	

SESSIONAL WORK (any one of the activities)

1. Field visit to school promoting inclusive practices.
2. Analysis of teaching learning practices with reference to inclusion.
3. Prepare a case study on any of the categories (mentioned above) of children with diverse

needs.

(C) BOOKS RECOMMENDED

1. Archer L, Hutchings M. and Ross A (2003). Higher Education and Social Class Issues of Exclusion and Inclusion. London: Routledge Falmer Taylor and Francis Group.
2. Jha, J and D. Jhingran (2002). Elementary Education for the Poorest an other Deprived Groups: the Real Challenge of Universalisation, New Delhi: Centre For Policy Research.
3. Ghai, A (2002). Disability in the Indian Context: Post-Colonial PerspectivCorker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88-100). London: Continuum.
4. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
5. Stringfield, S (2006). Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning, Routledge, UK.
6. Mithu Alur and Michael Bach (2005). Inclusive Education from Rhetoric to Reality, New Delhi, Viva Books Ltd.
7. Singh Agyajit & Surjit Singh (2010) Education of Exceptional Children, Patiala Twenty First Century Publications.
8. Sharma Yoginder K and Madhulika Sharma (2014) Inclusive Education –Special Educational Needs of Learners New Delhi , Kanishka Publisher
9. Dr.Jaswant Kaur Virk (2017) Inclusive School Patiala Twenty First Century Publications.
10. Dr. Jitinder Kumaur (2013) Inclusive Education: A journey through challengers Twenty First Century Publications.
11. Dr. Agyajit & Surjit Singh (2014) Education of Exceptional Children, Patiala Twenty First Century Publications.
12. Virk Jaswant, Alka Arora and Richa Sharma Sood (2010) Fundamentals of Inclusive Education Twenty First Century Publications.

(D) EVALUATION

Theory Examination (External)	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignment	6 Marks
Two Mid Term Examination	6 Marks

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section c will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly and carry 15 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

SUBJECT TITLE: SCHOOL, SOCIETY AND GENDER

SUBJECT CODE: BED-403

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment: 15

End Term Exam: 35

Duration of Exam: 1.5Hrs

(C) OBJECTIVES AND OUTCOME OF COURSE:

After Completion of Course, the students will able to:

- Understand the basic terms, Concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.
- Understand some important landmark in connection with gender and education in the contemporary perspective.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	1. Meaning of gender, sex, sexuality, patriarchy, masculinity and feminism. 2. Gender equality in India with special reference to Caste, class and religion.	2 hours per week (12 Weeks)
UNIT-II	1. Concept of Gender Equity and equality in education. Problems of access, Retention, Stagnation and drop out. 2. Gender Indentities and socialization practices in family, school, other formal and Informal Organizations.	
UNIT-III	1. Role of Education in Gender Sensitization: Identifying education as a catalyst agent for gender equality. 2. Role of curricular and Co- curricular activities in combating gender bias.	
UNIT-IV	1. Schooling of girls: Inequalities and Intervention for girls Participation in schooling 2. Efforts of government and non- government organization in dealing with gender inequalities.	

SESSIONAL WORK (any one of the activities):

- Identification of gender bias in school text book.

- Preparation of report on organizational climate in single- sex and co- education school.

(C) BOOKS RECOMMENDED:

1. Aeker, S (1994) Feminist theory and the study of gender and education.
2. Ahmad, Karuna (1984) Social context of womens education 1921 -81, New frontiers in higher education Vol- XV No. 3
3. Barks, O (1971): Sociology of Education Ed.2 Landon : Batsford.
4. Crapo, H. (ed) (1970) : Family. Class and education, London: Longman
5. Kumar, K (1991): Political agenda of Education, New Delhi: Sage.
6. Shokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
7. Tyler, W. (1977): The sociology of educational inequality, London: Methuen.
8. Lips, Hilary M. (1989) Sex and Gender an Introduction, California: Mountainview, Mayfield Publishing Company.

(D) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections: A, B, And C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one question each from the sections A and B and the entire section C.



Program Name: Bachelor of Education
B.Ed

SUBJECT TITLE: UNDERSTANDING THE SELF

SUBJECT CODE: BED-404

SEMESTER : IV B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

- Be aware of the processes of socialization.
- Understand the self of the growing ‘student’ as well as ‘teacher’.
- Shape their own and student’s sense of identity.
- Reflect on one’s aspirations and possibilities in order to develop a growing sense of agency as a ‘teacher’, a ‘professional’, as well as a ‘human being’.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Socialization and Development of Self: At home, community and at school inter linkages within wider social-cultural contexts. ii. Role of Positive Thinking in Self development.	02 hours per week(12 weeks)
UNIT-II	iii. The Influence of Peer Group, media message, technology and globalization on identity formation.	
UNIT-III	iv. Schooling as a process of identity formation: Developing national, secular and humanistic identity.	
UNIT-IV	v. Constructive role of education and ‘critical pedagogy’ in moving towards peaceful living.	

SESSIONAL WORK (any one of the activities)

- SWOC Analysis matrix of self (Strength, Weakness, Opportunities and Challenges).
- Developing Emotional Integration through Practice of Yoga & Meditation.

(C) BOOKS RECOMMENDED:

1. Sarah Grison, Michal S. Gazzaniga. Psychology in your life (2016) . Norton,W.W & company Inc.
2. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors.
3. M Carnoy,D Rhoten (2002).What Does Globalization Mean for Educational Change ? A Comparative Approach, Comparative Education Review.
4. Pathak, Avijit (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Noida.
5. Ramalingam, Dr.Panch. (2010). Recent Stidies in School Psychology. New Delhi, Authorpress.
6. Cornelisson,R.M.M.,Mishra,G.,Varma,S.(2011a). Foundation of Indian psychology: vol.1, concept and theories, New Delhi, India:Pearson.
7. Baron, R.A. (2012).Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
8. Dr. Rekha, Kaur Jasjot, Dr. Raminderjit Kaur (2016). Understanding the Self. Patiala, Twenty First Century Publications.

(D) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two Mid Terms Exam	6 Marks

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

SUBJECT: TEXTS: READING AND REFLECTING
SUBJECT CODE: BED-405
SEMESTER : IV B.Ed
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15
End Term Exam : 35
Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Understand different types of Text.
- Understand National policy on education.
- Understand national curriculum framework.
- Reflection upon different types of policy documents.
- Reflection upon core elements of text book on gender, environment and health.
- Understand problem faced by children in reading.

(B) CONTENTS OF

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Reading resources: National policy on education(1986). ii. Reading resources: National curriculum framework (2005).	02 hours per week(12 weeks)
UNIT-II	iii. Reflection on core element (NPE-1986): Aims of education, pedagogy and evaluation. iv. Reflection on core elements(NCF-2005):Aims of education, pedagogy and evaluation	
UNIT-III	v. Reading of text books(class viii/ix) -science ,social sciences, mathematics and language. vi. Reflection on core elements in the above stated school text books with respect to gender, environment and health.	
UNIT-IV	vii. Evaluation of Reading skills with special reference to test of rate of reading. viii. Problems faced by children in reading –causes and remedies.	

SESSIONAL WORK (any one of the activities):

- (i) Analysis of two articles/advertisement from newspaper/magazine etc.
- (ii) Writing a book review and critically analyzing the content and language of the

text.

(C) BOOKS RECOMMENDED:

1. Nandra, inder dev (2017) Reading and Reflecting on text. 21st century publication, Patiala.
2. Garg, Seema (2017) Reading and reflecting on text. 21st century publication, Patiala.
3. Indra devi, M, Prasant kumar, J, Rao, Digumarti Bhaskar (2004) Values in languages Text Book. Discovery publishing house, Patiala.
4. Shri vastave B.P.; The Teaching of Reading. Bharti publication new delhi.
5. Grellet, F. (1981) Developing Reading Skills; A practical guide to reading comprehension exercises. Cambridge University press.

(D) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work	6
Two Mid-term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections; A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each, which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

SUBJECT: LANGUAGE PROFICIENCY AND LEARNER

SUBJECT CODE: BED-406

SEMESTER : IV B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

- i. To enable student teacher to comprehend ideas, for reflection and thinking, as well as for expression and communication.
- ii. To enable student teacher to enhance one's facility in the language of instruction is thus a vital need of student-teachers.
- iii. To enable student teacher to strengthen the ability to 'read', 'think', 'discuss & communicate' as well as to 'write'.
- iv. To enable student teacher to Understand the concept of classroom transaction.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	i. Engaging with popular Subject- based Expository Writing: Selected Articles, biographical writing.	02 hours per week (12 weeks)
UNIT-II	ii. Engaging with different writing: newspapers, magazine and contemporary educational issues.	
UNIT-III	iii. School Magazine: objective, significance and layout iv. Wall Magazine: objective, significance and preparation	
UNIT-IV	v. Classroom discourse and its nature, Discussion and Questioning as tool for learning. vi. Engaging with educational writing: Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning.	

SESSIONAL WORK (any one of the activities):

- Preparation of a plan to use multilingualism as a strategy in the classroom.

- Debate and Discussion in classroom on the policies specified in the syllabus and report writing thereof.

(C) BOOKS RECOMMENDED:

1. Mishra, P. and Koehler, M.J. 2006. “Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge”. Teachers College Record, Vol. 108, No. 6, pp. 1017- 1054.
2. Ghosh, S. (2009). Mass Communication: An Indian Perspective. Shishu Sahitya Samsad.
3. Sachdeva, M.S.(2013). Teaching of English. Patiala: Twenty First Century Publications.
4. Mangal, U.(2010). Teaching of Hindi. New Delhi: Arya Book Depot.
5. Sinha, S.(2009). Roseblatt’s Theory of Reading. Explaining Literature contemporary education dialogue.6(2),pp. 223-237.
6. Sullivan, M. (2008). Lesssons for Guided writing. Scholastic. National curriculum framework.(2005).
7. Kumar, Krishna.(2007). The child’s language and the Teacher. New Delhi: National Book.

(D) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two Mid Terms Exam	6 Marks

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

SUBJECT: HEALTH AND PHYSICAL EDUCATION
SUBJECT CODE: BED-407
SEMESTER :IV B.Ed
CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	0	1	2

Internal Assessment : 15
End Term Exam : 35
Duration of Exam : 1.5Hrs
(A) OBJECTIVES

To enable the student teachers to:

- Understand the concept of holistic health and its various dimensions.
- Understand the importance of sports and yoga for development of holistic health.
- Develop positive attitude.
- Be equipped about their health status.
- Be aware about rules of safety in hazardous situation.
- Sensitise, motivate and help them to acquire the skills for physical fitness.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	Endocrine glands: Functions and location in the body. Human Nervous System: parts and its functions.	02 hours per week(12 weeks)
UNIT-II	Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition. School Health Programmes: Health Service, Health Supervision and Health Instruction.	
UNIT-III	Health Education: concept, objective, importance and principles of Health Education. Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures and remedial exercises and massage therapies.	
UNIT-IV	Yoga: Modern concept, types, need and importance, benefits of specific yoga asans with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana). Contemporary health problems and preventions: Dru abuse, Alcoholism, smoking, obesity, stress and depression.	

SESSIONAL WORK (any one of the activities):

- Prepare a chart of balanced diet.

- (ii) Performing different Yoga Asnas.
- (iii) Preparation of first-aid box.

(C) BOOKS RECOMMENDED

1. Bucher, C.A. (1964) Foundations of Physical Education, New York: Mosby and company.
2. Kang Gurpreet singh & Deol Nishan Singh. (2013). An Introduction to Health and Physical Education, 21st century publications, India.
3. Alderman, H., Behrman, J. R., Lavy, V., & Menon, R (1997). Child Nutrition, Child Health, and School Enrolment, Policy Research Working Paper 1700 (January).
4. The World Bank Policy Research Department, Poverty and Human Resources Division.
5. Agarwal, D. K., Upadhyay, S. K., Tripathi, A. M., Agarwal K. N (1987). Nutritional Status, Physical Work Capacity and Mental Function in School Children. Nutrition Foundation of India, Scientific Report 6.
6. Brahman, G. N. V. (2003). Evaluation of Mid Day Meal Programme in the States of Andhra Pradesh, Karnataka, Orissa, Tamil Nadu, Kerala, and Gujarat. Paper presented at a workshop on mid-day meal programme in schools in India convened by the Nutrition Foundation of India, New Delhi. August, 1.
7. Chandler A.M. K, Walker S. P, Connolly K, Grantham-McGrenor S. M (1995). School Breakfast Improves Verbal Fluency in Undernourished Jamaican Children. Journal of Nutrition, 125 (4), 894-900.
8. Drèze, Jean & Aparajita Goyal (2003). Future of Mid-Day Meals, Economic and Political Weekly, November 4673- 4683 (special articles).
9. Government of India (2004). Guidelines for National Programme of Nutritional Support to Primary Education. New Delhi: Ministry of Human Resource Development, Department of Elementary Education and Literacy.
10. Levinger, B (1996). Nutrition, Health and Education For All. Newton, MA: Education Development Centre.
11. Liu, J. Raine, A. Venables, P. H. Dalais, C. Mednick, S.A. (2003). Malnutrition at Age 3 years and Lower Cognitive Ability at Age 11 years: Independence from Psycho-social Adversity. Arch Pediatrics & Adolescent Medicine. 157 (60): 593 -600.
12. Mathews, R (1996). Importance of Breakfast to Cognitive Performance and Health, Perspectives in Applied Nutrition, 3,3: 204-212.
13. Mehrotra, Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. Economic and Political Weekly. March 11.

14. Mosley, W H and L. C. Chen (1984). An Analytical Framework for the Study of Child Survival in Developing Countries, Population and Development Review, 10, 25–45.
15. National Institute of Educational Planning and Administration (2006). Report of Review Workshop on National Programme of Nutritional Support to Primary Education, New Delhi.

(D) EVALUATION

External Examination	35 Marks
Marks Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignment/Project work/Response Sheets	6 Marks
Two Mid-term Examinations/ House Test	6 Marks

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

SUBJECT: ENVIRONMENTAL ISSUES AND AWARENESS THROUGH EDUCATION

SUBJECT CODE: BED-408

SEMESTER : IV B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment : 15

End Term Exam : 35

Duration of Exam : 1.5Hrs

(C) OBJECTIVES AND OUTCOME OF COURSE:

- To enable student teacher to get acquainted with the concept of environment and environmental education.
- To enable student teacher to be aware of the problems of environment issues and preserval of resources.
- To enable student teacher to develop desirable sensitivity, attitude, values and respect for the environment.
- To enable student teacher to understand the concept of ecosystem.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	<ul style="list-style-type: none"> • Educational Environment: Meaning, Need, Objectives, Methods, Importance and Principles, Curriculum, Teacher's Role in Environmental Education efforts at school level. 	02 hours per week (12 weeks)
UNIT-II	<ul style="list-style-type: none"> ii. Environmental Issues: Pollution, Green House Effect, Global Warming, Depletion in Ozone layer, Acid Rain: Causes & Effects. 	
UNIT-III	<ul style="list-style-type: none"> iii. Ecology: Meaning, Characteristics, Scope, Principles and Types. iv. Ecosystem: Meaning, Importance, Characteristics, Types, Components, Food Web, Food Chain. 	
UNIT-IV	<ul style="list-style-type: none"> v. Conservation: Natural Resources, Energy, Forest and wild life through exhibitions and plantation, Eco-Clubs, Government commitment in National and International fields. vi. Health Education: Meaning, definitions, Characteristics, Obstacles and How to build healthy environment. 	

SESSIONAL WORK (any one of the activities):

1. Writing instructional objectives in behavioural form for five topics from the text book.
2. To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/subject taken up by the print media.
3. Preparation of a low-cost teaching aid.

4. Visit to a School having Eco- Club.

(C) BOOKS RECOMMENDED:

1. Sekhri, Isha(2012).Environmental Education. Patiala: Twenty first Century Publications.
2. Sobti, Saroj & Singh ,Surjit (2009) . Environmental Education (Pbi).Patiala : Twenty First Century Publications.
3. Rajagopalan, R.(2006). Environmental Studies from Crisis to Cure. Oxford University.
4. Shrivastva, K.K.(2004). Environmental Education. New Delhi : Kanishka Publishers & Distributors.
5. Kumar, V.(2000). Modern Method of Teaching Environmental Education. New Delhi: Sarup & Sons.
6. Kohli, V.k.& Kohli , V. Environmental Pollution & Management . Vivek Publishers.

(D) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignments	6
Two Mid Terms Exam	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one questions each from the sections A and B and the entire section C.

SUBJECT TITLE: GUIDANCE AND COUNSELING

SUBJECT CODE: BED-409

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
2	0		2

Internal Assessment: 15

End Term Exam: 35

Duration of Exam: 1.5Hrs

(D) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:-

- Understand the need and importance of Guidance and Counseling.
- Understand the process involved in guidance and Counseling.
- To familiarize with testing and non- testing techniques.
- Organize guidance programme in Secondary/Senior Secondary Schools.

(B) CONTENTS OF SYLLABUS:

Sr. No	Contents	Contact Hours/Week
UNIT-I	1. Guidance: - meaning, Nature, Scope, need and types-educational, Vocational and personal- their meaning and objectives. 2. Principles of Guidance and Counseling.	2 Hours per week(12 Weeks)
UNIT-II	1. Guidance Services: - Individual information Service, Counseling Service, Placement and follow-up services. 2. Testing Techniques- Testing of mental abilities aptitudes' and interests. 3.Non Testing Techniques- Interview, Rating Scales, Cumulative Record Card.	
UNIT-III	1. Counseling:-Concept, Approaches- Directive, Non Directive, Eclectic. 2. Principles of Counseling. 3. Qualities and training of a counselor.	
UNIT-IV	1. Counseling Interview:- Steps in Counseling interview 2. Role of Teacher as Counselor 3.Organization of Guidance Programme. Meaning, Objectives, Importance and various Patterns.	

SESSIONAL WORK (any one of the activities):

1. Interest Inventory
2. Visit to an Employment Exchange.



3. Study of an adolescent for guidance.

(C) BOOKS RECOMMENDED:

1. Walia, J.S:- Foundation of Guidance, Paul Publishers.
2. Rao, S.N and Sahajpal, P: Counseling and Guidance (3rd edition). Delhi, McGrill Hill.
3. Jones, A.E: Principles of Guidance, Tata Mc Graw Hill.
4. Nanda, S.K: Guidance and Counseling, Tandon Publishers.
5. Gupta, S.Barki & Mukkhopadayay: Career and Counseling Education.Delhi:Kalpaz
Guidance and Counseling-A Manual, Sterling Publication.
6. Bhatia, K.K: Priciples of Guidance and Counseling, Kalyani Publishers.
7. Goyal,R.P.:Sikhya Ate Visayak Agvayee (Punjabi University(Publication)

(D) EVALUATION:

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3 Marks
Written Assignments	6 Marks
Two mid Terms Exam	6 Marks

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of three sections: A, B, And C. Section A(UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 question of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

Candidates are required to attempt one question each from the sections A and B and the entire section C.



**Program Name: Bachelor of Education
B.Ed**