

RIMT UNIVERSITY MANDI GOBINDGARH PUNJAB



Study Scheme & Syllabus

For

**B.Ed
(First to Four Semester)**

Program Code: ED304

Syllabi Applicable For Admissions in 2020 Onwards

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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% | 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 (Pass %age will be 40% in each paper)

| Subject | | Contact Hours/ Week | | | Credit | Evaluation Scheme (% of Total Marks) | | | | | |
|----------|---|---------------------|---|---|--------|--------------------------------------|-----|-----|-----|-------|-----------------------|
| Code | Title | L | T | P | | CWA | LWA | MTE | ETE | Total | Exam Duration (Hours) |
| BED-1101 | Philosophical perspective in education | 4 | 1 | 0 | 5 | 25 | --- | 15 | 60 | 100 | 03hrs |
| BED-1102 | Understanding the learner & Learning | 4 | 0 | 1 | 5 | 25 | --- | 15 | 60 | 100 | 03hrs |
| BED-1103 | Teaching for academic Learning | 4 | 1 | 0 | 5 | 25 | --- | 15 | 60 | 100 | 03hrs |
| BED-1104 | Library & other learning resources | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1105 | Art in Education | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| * | Student will have to opt any two subjects out of the following | | | | | | | | | | |
| | Pedagogy of school Subject (I) | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| | Pedagogy of school Subject (II) | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| | Total | | | | 23 | | | | | 500 | |
| BED-1106 | Teaching of English | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1107 | Teaching of Punjabi | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1108 | Teaching of Hindi | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1109 | Teaching of Science | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |

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|----------|--------------------------------|---|---|---|---|----|-----|----|----|----|--------|
| BED-1110 | Teaching of Mathematics | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1111 | Teaching of Commerce | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1112 | Teaching of Economics | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1113 | Teaching of Social Studies | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1114 | Teaching of History | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1115 | Teaching of Political Science | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1116 | Teaching of Fine Arts | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1117 | Teaching of Music | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1118 | Teaching of Physical Education | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1119 | Teaching of Computer Science | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1120 | Teaching of Home Science | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1121 | Teaching of Sociology | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |

| List of Open Electives | | |
|-------------------------------|---|---------------------|
| Sr. | Subject Title | Subject Code |
| 1 | Environmental Studies and Disaster Management | BED-1122 |
| 2 | Artificial Intelligence | BED-1123 |
| 3 | Gender Justice | BED-1124 |
| 4 | Basics of Computer Programme | BED-1125 |
| 5 | Life Skill Education | BED-1126 |

L – Lecture
CWA Class work Assessment

T—Tutorial

P--Practical



Program Name: B.Ed
Program Code: ED 304

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 (*Pass %age will be 40% in each paper*)

| Subject | | Contact Hours/Week | | | Credit | Evaluation Scheme (% of Total Marks) | | | | | |
|----------|---|--------------------|---|---|-----------|--------------------------------------|-----|-----|-----|------------|-----------------------|
| Code | Title | L | T | P | | CWA | LWA | MTE | ETE | Total | Exam Duration (Hours) |
| BED-1201 | Sociological perspective in education | 4 | 1 | 0 | 5 | 25 | --- | 15 | 60 | 100 | 03hrs |
| BED-1202 | Educational policy & Contemporary issues in India | 4 | 1 | 0 | 5 | 25 | --- | 15 | 60 | 100 | 03hrs |
| BED-1203 | Knowledge of curriculum | 4 | 1 | 0 | 5 | 25 | --- | 15 | 60 | 100 | 03hrs |
| BED-1204 | School Management | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1205 | ICT in Education | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| * | Student will have to opt any two subjects out of the following | | | | | | | | | | |
| | Pedagogy of school Subject (I) | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| | Pedagogy of school Subject (II) | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| | Total | | | | 23 | | | | | 500 | |
| BED-1206 | Teaching of English | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1207 | Teaching of Punjabi | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1208 | Teaching of Hindi | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1209 | Teaching of Science | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |

| | | | | | | | | | | | |
|----------|--------------------------------|---|---|---|---|----|-----|----|----|----|--------|
| BED-1210 | Teaching of Mathematics | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1211 | Teaching of Commerce | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1212 | Teaching of Economics | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1213 | Teaching of Social Studies | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1214 | Teaching of History | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1215 | Teaching of Political Science | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1216 | Teaching of Fine Arts | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1217 | Teaching of Music | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1218 | Teaching of Physical Education | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1219 | Teaching of Computer Science | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1220 | Teaching of Home Science | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-1221 | Teaching of Sociology | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |

| List of Open Electives | | |
|-------------------------------|------------------------------|---------------------|
| Sr. | Subject Title | Subject Code |
| 1 | Concept Making | BED-1222 |
| 2 | Creative Writing | BED-1223 |
| 3 | Social Media | BED-1224 |
| 4 | Wild Life and its Management | BED-1225 |
| 5 | Research and Planning | BED-1226 |

L – Lecture

T—Tutorial

P--Practical

CWA Class work Assessment



Program Name: B.Ed
Program Code: ED 304

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) | | | | | |
|--|-------------------------------|--------------------|---|---|--------|--------------------------------------|-----|-----|-----|-------|-----------------------|
| Code | Title | L | T | P | | CWA | LWA | MTE | ETE | Total | Exam Duration (Hours) |
| School Internship Subject – I & School Internship Subject - II | | 0 | 0 | 2 | 2 | 30 | --- | --- | 100 | 130 | 35 Minutes |
| School Internship Subject - II | | 0 | 0 | 2 | 2 | 30 | --- | --- | 100 | 130 | 35 Minutes |
| BED-2306 | Teaching of English | | | | | | | | | | |
| BED-2307 | Teaching of Punjabi | | | | | | | | | | |
| BED-2308 | Teaching of Hindi | | | | | | | | | | |
| BED-2309 | Teaching of Science | | | | | | | | | | |
| BED-2310 | Teaching of Mathematics | | | | | | | | | | |
| BED-2311 | Teaching of Commerce | | | | | | | | | | |
| BED-2312 | Teaching of Economics | | | | | | | | | | |
| BED-2313 | Teaching of Social Studies | | | | | | | | | | |
| BED-2314 | Teaching of History | | | | | | | | | | |
| BED-2315 | Teaching of Political Science | | | | | | | | | | |
| BED-2316 | Teaching of Fine Arts | | | | | | | | | | |
| BED-2317 | Teaching of Music | | | | | | | | | | |

| | | | | | | | | | | | |
|----------|--|---|---|---|---------------------------|----|-----|-----|----|----|------------|
| BED-2318 | Teaching of Physical Education | | | | | | | | | | |
| BED-2319 | Teaching of Computer Science | | | | | | | | | | |
| BED-2320 | Teaching of Home Science | | | | | | | | | | |
| BED-2321 | Teaching of Sociology | | | | | | | | | | |
| BED-2322 | Engagement with Community (Experience for social & environmental sensitivity) | 0 | 0 | 1 | 1 | 15 | --- | --- | 25 | 40 | viva |
| | Personality Development | | | | Non – Credential Subjects | | | | | | |
| | Health & Yoga | | | | | | | | | | |
| | Communication Skills | | | | | | | | | | |
| | Total | | | | | | | | | | |
| | | | | | 05 | | | | | | 300 |

| List of Open Electives | | |
|-------------------------------|-----------------------------------|---------------------|
| Sr. | Subject Title | Subject Code |
| 1 | Non-Conventional Energy Resources | BED-2323 |
| 2 | Organization Behavior | BED-2324 |
| 3 | Forestry | BED-2325 |
| 4 | Research and Planning | BED-2326 |
| 5 | Plant Resources Utilization | BED-2327 |

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 | | | C R E D I T | Evaluation Scheme (% of Total Marks) | | | | | |
|----------|--|--------------------|---|---|----------------------------|---|-----|-----|-----|------------|-----------------------|
| Code | Title | L | T | P | | CWA | LWA | MTE | ETE | Total | Exam Duration (Hours) |
| BED-2401 | Learning Assessment | 4 | 1 | 0 | 5 | 25 | --- | 15 | 60 | 100 | 03hrs |
| BED-2402 | Inclusion School and Education | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2403 | School, Society and Gender | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2404 | Understanding the Self | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2405 | Texts; Reading and Reflecting | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2406 | Language Proficiency and Learner | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2407 | Health and Physical Education | 1 | 0 | 1 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| | Opt. any two subjects:- | | | | | | | | | | |
| BED-2408 | Environmental Issues and Awareness through Education | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2409 | Guidance and Counselling | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2410 | Educational Technology | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2411 | Teacher Education | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| BED-2412 | Special Education | 2 | 0 | 0 | 2 | 13 | --- | 07 | 30 | 50 | 1.5hrs |
| | Total | | | | 21 | | | | | 500 | |

| List of Open Electives | | |
|-------------------------------|---------------------------------|---------------------|
| Sr. | Subject Title | Subject Code |
| 1 | International Relations | BED-2413 |
| 2 | Disaster Management | BED-2414 |
| 3 | Advanced Communication System | BED-2415 |
| 4 | Exercise Therapy | BED-2416 |
| 5 | Environmental and Public health | BED-2417 |

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-1101

SEMESTER: I B.Ed

CONTACT HOURS/WEEK:

| Lecture(L) | Tutorial(T) | Practical(P) | Credit(C) |
|------------|-------------|--------------|-----------|
| 4 | 1 | 0 | 5 |

Internal Assessment: 40

End Term Exam: 60

Duration of Exam: 3Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|-----------------|---|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Education: Meaning, Nature, Scope, types of Education; informal, formal and non-formal. • Philosophy : its nature and scope ; metaphysics, epistemology, axiology | 5 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Philosophy and education: Relationship between philosophy and education. • Philosophies of education: Naturalism, Idealism, pragmatism | |
| UNIT-III | <ul style="list-style-type: none"> • Reflections on Education: Guru Nanak Dev Ji, M.K. Gandhi and Vivekanand`s contribution to educational philosophy. • Reflection on Education: Education aims recommended by Education Commission (1964-66) and NPE(1986). | |
| UNIT-IV | <ul style="list-style-type: none"> • Values: Concept, types, sources and role of teacher in inculcating values. • Human Rights: Concept, role of education in promoting human rights. | |

SESSIONAL WORK (any one of the activities)

- Preparing a handout of quotes of educational thinkers (any one) on education, human conduct, truth and morality.
- Analysis and study of values of school students.

(C) BOOKS RECOMMENDED:

1. Aggarwal J.C. & Gupta, S. (2006). Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications.
3. Ansari, S.H. (2003). Philosophical Foundations of Education. New Delhi: Sanjay Prakashan.
- Black, N. et al. (2003). Philosophy of Education. UK: Blackwell Publishers.
4. Chakrabarti, Mohit (2014). Value Education: Changing Perspectives. New Delhi: Kanishka Publishers and Distributors.
5. Kaur, Jasraj and Saraswat, R (2015) Philosophical Foundations of Education, Rakhi Prakashan, Agra.
7. Nandra, I.S. (2010). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Century Publications.
9. Rajput, J.S. (2006). Human Values and Education. New Delhi: Pragun Publications.
10. Sachdeva, M.S. (2013). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Century Publications.
11. Sachdeva, Surjit Singh (2014). Philosophical and Sociological Foundations of Education (Pbi.). Patiala: Twenty First Century Publications.
12. Sharma, Promila (2006). Philosophy of Education. New Delhi: APH Publishing Corporation
13. Sekhon, Sukhwinder & Kaur Amardeep (2019). Philosophical and Sociological Bases of Education.
14. Sexena, N.R. Swaroop (2014). Philosophical and Sociological Principles of Education. Meerath: Vinay Rakheja Publishers.
15. Sharma, K. Yogendra (2004). Foundations in Sociology of Education. New Delhi: Kanishka Publishers, Distributors.
16. Sharma, R.N (2009). Philosophy and Sociology of Education. Delhi: Surjeet Publications.

(D) EVALUATION:

| | |
|--|----------|
| Theory Examination (External) | 60 Marks |
| Internal Assessment | 40 Marks |
| (a) Attendance | 10 Marks |
| (b) Written Assignment/Practical /Presentation | 15 Marks |
| (c) Two mid Term Examination | 15 Marks |

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 05 questions of 04 marks in each which will cover the entire syllabus uniformly and carry 20 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 is compulsory.

SUBJECT TITLE: UNDERSTANDING THE LEARNER & LEARNING

SUBJECT CODE: BED-1102

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

| Lecture(L) | Tutorial(T) | Practical(P) | Credit(C) |
|------------|-------------|--------------|-----------|
| 5 | 0 | 1 | 5 |

Internal Assessment : 40

End Term Exam : 60

Duration of Exam : 3Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|---------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Educational psychology- concept, nature, scope and importance • Growth and development: meaning, difference, principles, influence of heredity and environment on growth and development of a child. | 05 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Indian Adolescents: Characteristics of emotional, social, cognitive and moral development, Problems of Indian adolescents. • Individual differences: inter and intra individual differences, concept, causes and implications. | |
| UNIT-III | <ul style="list-style-type: none"> • Intelligence: concept, theories-Spearman, and Gardner. Uses and limitations of Intelligence tests. • Learning: Meaning, process and factors affecting learning of an individual, Trial and error theory and classical conditioning theory. | |
| UNIT-IV | <ul style="list-style-type: none"> • Motivation: Concept, types and techniques, educational Implications. • Learner with special needs: Meaning and types: Gifted, Delinquents, Slow learner and their educational programmes. | |

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.

(C) BOOKS RECOMMENDED:

1. Aggarwal, J.C. (2014) Essentials of Educational Psychology. Vikas Publishing house PVT. LTD. New Delhi
2. Bhatnagar, A.B., Meenakshi Bhatnager and Anurag Bhatnagar. Surya publication Meerut.
3. Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing.
4. Hall, C.S., Gardner, L. and John, B.C. (2010) Theories of Personality. Delhi: Aggarwal Printing Press.
5. Kumar, R. (2009) Child Development. (Vol. I To II). New Delhi: APH
6. Mangal, S.K. Advanced Educational Psychology. PHI Learning Private limited, New Delhi.
7. Nayak, A.K, V.K. Rao (2004) Educational Psychology. A.P.H. Publishing Corporation 5, Ansari road, Darya Gang New Delhi.
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. Singh, Agyagit. (2011) Understanding the learner and learning process. Twenty First century publication Patiala.
11. Singh, Agyagit. (2013) The learner: Nature and Development. Twenty First century publication Patiala.
12. Singh, Agyagit. (2015) Understanding the learner. Twenty First century publication Patiala.
13. Virk, Jaswant kaur and Richa Sharma Sood (2012) Understanding the learner and learning process. Twenty First century publication Patiala.
14. Walia, J.S. (2004) Foundations of Educational Psychology. Paul publishers, N.N.11 Gopal Nager, Jalandhar

(D) EVALUATION:

| | |
|--|----------|
| Theory Examination (External) | 60 Marks |
| Internal Assessment | 40 Marks |
| Attendance | 10 Marks |
| Written Assignment /practical/presentation | 15 Marks |
| Two Mid Term Examination | 15 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 four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 4 marks each which will cover the entire syllabus uniformly and carry 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 is compulsory

SUBJECT TITLE: TEACHING FOR ACADEMIC LEARNING

SUBJECT CODE: BED - 1103

SEMESTER: I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 40

End Term Exam: 60

Duration of Exam: 3Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/ Week |
|----------|---|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Teaching concept: Nature, Characteristics, Principles and Maxims. Styles of teaching: Meaning, Types and Relevance of teaching styles in classroom. • Teaching Concept through discovery and exposition method | 5 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Models of teaching: Meaning, Concept, fundamental elements. • Glaser's Basic Teaching Model, Bruner's Concept attainment model. | |
| UNIT-III | <ul style="list-style-type: none"> • Learning Concept: Characteristics, Relationship between teaching and learning. • Constructivism in relation to teacher and learner. | |
| UNIT-IV | <ul style="list-style-type: none"> • Personalised system of instruction: Objectives, Characteristics & Uses. • Learning Environment: Meaning, Need for Organization, Procedures, Planning spaces for learning. | |

SESSIONAL WORK (Any one of the following)

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

(C) BOOKS RECOMMENDED:

1. Skinner, B.F. (1968). "The Technology of Teaching", New York: Appleton Century Crofts.
2. Pandey, K.P. (1980). "A First course in instructional Technology", Delhi: Amitash Prakshan.
3. Pandey, K.P. (1983). "Dynamics of Teaching Behaviour", Bhaziabad: Amitash Parkashan.
4. Sharma, R.A. (1991). "Technology of Teaching", Meerut: R. Lall Book Depot.
5. Sharma, S.K. (2005). "Technology of Teaching". Meerut: 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.
8. Singh Agyajit and Sood, R. (2015). "Teaching Learning Process", Patiala: Twenty First Century Publications.

(D) EVALUATION:

| | |
|-------------------------------|----------|
| Theory Examination (External) | 60 Marks |
| Internal Assessment | 40 Marks |
| (a) Attendance | 10 Marks |
| (b) Written Assignment | 15 Marks |
| (c) Two mid Term Examination | 15 Marks |

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 05 questions of 04 marks in each which will cover the entire syllabus uniformly and carry 20 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 is compulsory.

SUBJECT TITLE: LIBRARY AND OTHER LEARNING RESOURCES

SUBJECT CODE: BED-1104

SEMESTER: I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) 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 acquaint them with basic principles of school libraries.
- To acquaint and prepare student-teachers for the application of information technologies in school libraries.

(B) CONTENTS OF SYLLABUS :

| Sr. No | Contents | Content Hours/Week |
|----------|--|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Library Meaning, Aims & Objectives, Need and Importance of School library in Education, Five Laws of Library Science. • Role of Teacher Developing and Making Use of Library. | 2 Hours Per Week(12 Weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Accession Registrar, Open and Close Access System. Resources in Library. • Types of Libraries: Academic, Public, Special and Digital. | |
| UNIT-III | <ul style="list-style-type: none"> • Library Classification: Meaning, need and purpose. • Library Cataloguing: meaning, objectives and importance. | |
| UNIT-IV | <ul style="list-style-type: none"> • Specific problems of school library • Types of Books, Different Reading Material and Techniques of Keeping these Books and Material. | |

Practical Work/Project

***To prepare entries of 15 Books of accession register.**

***Classification of 15 Titles at 3 digits level according to Dewey decimal classification (DDC) Dewey Decimal Classification**

(C) 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 (2015). Exploring Library and Other Resources.—21st Century Patiala
9. Bahl, Sakshi (2015). Exploring Library and Other Learning Resources-21st Century Patiala.

(D) EVALUATION:

| | |
|---------------------------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 |
| Written Assignments/Project/Practical | 7 |
| Two Mid Terms Exam | 7 |

(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 2 questions of 5 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 TITLE: ART IN EDUCATION

SUBJECT CODE: BED-1105

SEMESTER: I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|------------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Art and aesthetics: meaning concept and significance at the secondary level of school education • Difference between education in art and art in education | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Elements of art: line, form, light, shade, colour, texture and tone | |
| UNIT-III | <ul style="list-style-type: none"> • Knowledge of Indian tradition and its relevance in education • Knowledge of Indian contemporary art | |
| UNIT-IV | <ul style="list-style-type: none"> • Indian contemporary artist: Amrita Shergill, Nek Chand, M.F. Hussain, Satish Gujral | |

SESSIONAL WORK (any one of the activities)

- (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

(C) BOOKS RECOMMENDED:

1. Chetna Bharti(2006): Teaching of Fine Arts.Ludhiana,Kalyani Publisher.
2. Chetna Bharti,(2013): Komal Kala Shikshsan.Ludhiana,Kalyani Publisher.
3. Chawla, S.S.: Teaching of Art
4. H.R.Drihhs(2009): The art of teaching. New Delhi, Kosmo Publisher.
5. Janardan Prasad, (2005).Art Education.New Delhi,Kanishka Publisher.
6. Jaswani, K.K.: Teaching and Appreciation of Art in Schools
7. Jeswani, K.K.: Art in Education
8. Khanna, s. And nbt 91992), joy of making Indian toys, popular science, New Delhi: nbt.
9. Prasad, devi (1998). Art as the basis of education, New Delhi: nbt
10. Read, Herbert: Education Through Art
11. Sahi, Jane and Sahi, (2009). Learning through art, aklavya.
12. Schultz & Harold Schores, H.: Art in the Elementary School
13. Shikha Rani Pradhan (2015): Art in Education.Patiala,Twenty First Century Publications.
14. Sudhir Sharma (2015): Shiksha me Kala, Patiala,Twenty First Century Publications.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignments/Presentation/Practical | 7 Marks |
| (c)Two Mid Terms Examination | 7 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 2 questions of 5 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 TITLE: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
TEACHING OF ENGLISH
SUBJECT CODE: BED-1106
SEMESTER : I B.Ed
CONTACT HOURS/WEEK:

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

Internal Assessment :20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • 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. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • History and Status of English language in India: Basic linguistic principles, objectives, methods: Translation, Bilingual and Direct. • Presentation Skills: (i) Dramatization (ii) Extempore (iii) Declamation | |
| UNIT-III | <ul style="list-style-type: none"> • Mechanics & Methods of Reading; Letter and non-letter methods, silent & loud reading, intensive & extensive reading and reading for comprehension. • Introduction to speaking and listening | |
| UNIT-IV | <ul style="list-style-type: none"> • Use of dictionary & thesaurus as resources in teaching and learning the language. Grammar its different types and methods of teaching Grammar: Inductive & deductive. • Teaching Writing Skills (i) Mechanics of writing (ii) Teaching | |

| | | |
|--|--|--|
| | writings to the beginners (iii) From controlled to free practices (iv) Creative writing | |
|--|--|--|

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

(C) 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.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| A) Attendance | 6 |
| b) Written Assignments /Practical/Presentation | 7 |
| c) Two mid Terms Exam | 7 |

(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 2 question of 5 marks in each which will cover the entire syllabus uniformly.

(A) INSTRUCTIONS FOR THE CANDIDATES :

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

SUBJECT: TEACHING OF PUNJABI

SUBJECT CODE: BED-1107

SEMESTER: I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(T) T[d/P L

!ftfdnkoEhnk B{z gzikph GkPk dh T[sgsh, ftek; gqfefonk ns/ ;o{g s'A ikD{ eokT[Dk.

! ftfdnkoEhnK B{z GkPk rqfjD eoB ;pzXh XkoBktK s'A ikD{ eokT[Dk.

! ftfdnkoEhnK B{z wks GkPk f;Zfynk d/ T[d/PK, wjZst ns/ f;XKsk s'A ikD{ eokT[Dk.

! ftfdnkoEhnK B{z GkPk f;ZyD dh gqfefonK s/ fefonktK dh ;jh tos' eoB d/ : 'r pDkT[Dk.

! ftfdnkoEhnK B{z uzr/ GkPK nfXnkge d/ r[DK s'A ikD{ eokT[Dk.

! ftfdnkoEhnK ftZu gzikph GkPk gqsh o[uh, brB s/ fgnko g?dk eoBk.

! ftfdnkoEhnK ftZu gzikph GkPk dk ;jh gq: 'r eo ;eD dhNk : 'rsktK g?dk eoBk.

(n) f;b/p;

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------------|
| UNIT-I | <ul style="list-style-type: none"> GkPk dh gqfeosh, GkPk dh T[sgsh s/ f;XKs , gzikph GkPk dk fBek; s/ ftek;, ni'e/ ;w/A ftZu gzikph GkPk B{z dog/P u[D"shnK, r[ow[Zyh fbgh dk fBek; s/ ftek;. GkPk rqfjD eoB ;pzXh fgnki/, uow;eh ns/ tkfJroN;eh dhNk XkoBktK. | 2 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> wks GkPk dk pZu/ dh f;Zfynk bJh wjZst. wks GkPk dh f;Zfynk d/ T[d/P ns/ f;XKs. | |
| UNIT-III | <ul style="list-style-type: none"> GkPk f;Zfynk ftZu ;[DB e"Pb, f;Zfynk d/ T[d/P, wjZst, gqGktPkbh ;[DB bJh PosK, ;[DB e"Pb bJh nkdoP ;fEshnK. GkPk f;Zfynk ftZu p'bukb e"Pb, f;Zfynk d/ T[d/P, wjZst, nkdoP tkoskbg d/ r[D, nP[ZX T[ukoB d/ ekoB s/ ;[Xko bJh :sB. | |

| | | |
|---------|--|--|
| UNIT-IV | <ul style="list-style-type: none"> • gzikph GkPk nfXnkge d/ r[D, nfXnkge dk wjZst. • gzikph nfXnkge d/ coi, gzikph GkPk nfXnkge dh toswnB ;fEsh. | |
|---------|--|--|

gq: 'fre fefonktK (fszBK ftZu'A e'Jh fJZe)

1H gzikph GkPk dhnk ;wZf;nktK s/ ;e{b gZXo s/ ftuko uouK.
 2H fwvb gZXo s/ ftfdnkoEhnK tZb'A ehshnK iKdhk fbysh nP[ZXhnK bJh T[gukokswe T[gkn.
 3H fwvb gZXo s/ ftfdnkoEhnK tb' T[ukoB ;w/A ehshnK iKdhk nP[ZXhnK bJh T[gukokswe T[gkn.

(J) ;jKfJe g[;se ;{uh

1H f;zx,joehos, gzikph Ppd o{g ns/ Ppd
 2H f;zx, ihH pHH, r[owZyh fbgh dk iBw s/ ftek; (1950)
 3H gdw, fgkok f;zx, gzikph p'bh dk fJfsjk; (1969).
 4 f;zx, gq/w gqek;, gzikph GkPk dk fgS'eV.
 5 ;/y'A, ;H;, ;/y'A, wHeH, gzikph GkPk dk nfXnkgB, (2009).
 6 Bzdok fJzdod/t f;zx Bzdok, gzikph GkPk dk nfXnkgB, (2016).

(;) w[bKeD

| | |
|---|----|
| pkjoh w[bKeD | 30 |
| nzdo{Bh w[bKeD | 20 |
| (T) jkIoh | 06 |
| (n) fbysh ekoiH ;g'"DhnK \$gq'i?eN ekoi | 07 |
| (J) xo/b{ gqhfyntK (2) | 07 |

(j) g/go ;?N eoB bJh jdkfJsKL^ gqPB gZso ftZu e[b fszB Gkr j'Dr/. Gkr (T), (n) ns/ (J).Gkr (T) d/ gqPB f;b/p; d/ gfjb/ :{fBN ns/ d{i/ :{fBN ftu'A j'Dr/. Gkr (n) d/ gqPB shi/ ns/ u"E/ :{fBN ftZu' j'Dr/.d't/ GkrK ftZu'A fJZe^fJZe gqPB eoBk j?. jo gqPB 10 Bzpo dk j't/rk. Gkr (J) ftZu 02 gqPB j'Dr/. jo/e gqPB 05 Bzpo dk j't/rk. Gkr (J) d/ gqPB ;ko/ f;b/p; ftZu'A j'Dr/.

(e) ftfdnkoEhnK bJh jdkfJsKL

Gkr (T) ns/ (n) ftZu'A e'Jh fJZe^fJZe gqPB eoBk j't/rk.
 Gkr (J) d/ ;ko/ gqPB eoB/ j'Dr/.

SUBJECT TITLE: ihNdl ix=,
SUBJECT CODE: BED-1108
SEMESTER: I B.Ed
CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam; 1.5 Hrs

k) ihNdl ix=, ke £ÖeXy :

- .aza kl ivi.Nn .UimkaAo ko janna
- .aza ke Sväp AOr VyvSqa ko sm&na
- .aza sl%ne ke trlke AOr p{i'ya ko sm&na
- .aza ke Vyavhairk p[yog me' inpu,ta lana
- ihNdl A?yapk ke ivixZ\$ gu,o' se Avgt krana

%) pa#(y'm ivzy sUcl :

| Sr. No | Contents | Contact Hours |
|-----------------|--|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • .aza "AqRúAa/arúp™k*it E'v ihNdl .aza kl £TpiÒ tqa ivkas devnagrl ilip" £d(.vú ivkasú v ivxeztaE' tqa slmaE' | 02hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • ihNdl .aza" mat*.azaú raZ\$ály .aza v ANtRraZ\$ly .aza ke äp me' £ÖeXy v mhTv | |
| UNIT-III | <ul style="list-style-type: none"> • .azayl kOxl" év, kOxl " AqRú mhTvú ivi/ya' • Bolcal kOxl" AqRú mhTvú ivi/ya' ihNdl ix=k" gu, Ev' vtRman iSqit | |
| UNIT-IV | <ul style="list-style-type: none"> • .aza ix=," samaNy is?da't v sU] E'v šnkl ix=, ko p[.avxall bnane me' .Uimka - | |

g) p[ayoigk kayR (dono me se koj Ek)

1 SkUl Str pr ihNdl .aza se sMbiN/t smSyaAo pr ccaR

2 p[aşmrl Str pr ix=aqIRyo' Šara kl janl vall le%n kayR sMbN/I Axu?dlya' v £pcar

`) sNd.R puStk sUcl "

- 1.kumarúyogex(2004).Aa/uink ihNdl ix=, n; idLlI Epl Ec piBlix'g korporexn
- 2.jltú yogeNd[.aj (1972).ihNdl ix=, Aagra " ivnod puStkmiNdr
- 3.%NnaúJyoit (2015).ihNdl ix=, n; idLlI " /nptray E<@ kMpnlú
- 4.sfaya r` unaq 1997).ihNdl ix=, ivi/ jalN/r " p'jab `r
- 5..ai\$ya ke ke AOr nar'g sl El. Aa/uink ihNdl iviv/a' p[kax piBlk b[djR bra;
- 6.nálaúm/u (2013).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn

7. naykúsurex %bRú p™it.a (2010).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn
8. kOrú svRjlt (2009).ihNdl ix=, ni idLII: kLyall p[kaxn
9. isNhap[sad x]u~n (1964).ihNdl .aza kl ix=, ivi/ idLII

;) mULya'kn "

| | |
|------------------------------------|--------|
| bahrI prl=, ke | 30 A'k |
| AaNtirk prl=, ke | 20 A'k |
| (a)hajrl ke | 6 A'k |
| (b)ili%t kayR/ p[ojeK\$/p™Stutlkr, | 7 A'k |
| (c)`relu prl=a (do bar) | 7 A'k |

c) p[Xn p] bnane sMbN/I ihdayte "

p[Xn p] ke tln .ag hoge - .ag k AOr .ag % me do-do p[Xn hoge - .ag k ke p[Xn pa#(y'm kl (ška_i -1) AOr (ška_i -2) AOr .ag % ke p[Xn pa#(y'm kl (ška_i -3) AOr (ška_i -4) me se hoge - hr p[Xn 10 A'k ka hoga - .ag g me 2 p[Xn hoge - hr p[Xn ke 5 A'k hoge - .ag g ke p[Xn pUre pa#(y'm me se hoge -

^) ix=aqlRyo' ke iIE ihdayte "

ix=aqlRyo' ko .ag k AOr .ag % me se Ek Ek p[Xn krna hoga - .ag g AinwayR hW -

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

SUBJECT CODE : BED-1109

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK :

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> Nature and significance of Science: Nature, Scope and Importance of Science, Correlation in Science: Concept, correlation with other subjects. 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. | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> Science Curriculum: Meaning, Principles of Curriculum construction, Approaches to Curriculum organization, Science Curriculum improvement in India. | |
| UNIT-III | <ul style="list-style-type: none"> 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. | |
| UNIT-IV | <ul style="list-style-type: none"> Science Text Book: Meaning and Characteristics of good text book. Evaluation of a Text book. Science Teacher: Science teacher and Professional growth. | |

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 behavioral form on any three Science topic.

(C) BOOKS RECOMMENDED:

1. Cutting, Goger and Kelly, Orla (2014). Creative Teaching in Primary Science.
2. Dunne.Mick (2014). Primary Science (2nd ed.).
3. Mohan, R. (2002). Innovation Science Teaching Delhi: Prentice – hall.
4. Kaur Rakshinder (2007), Teaching of Science, Twenty first century publications, Patiala.
5. Kholi,V.K. How to Teach science, Shri Krishnan Publications, Ambala.
6. Mohan, Radha (2004), Innovative Science Teaching For Physical Science Teachers, Prentice Hall Of India, New Delhi.
7. Mangal, S.K. Teaching of Science, Arya Book Depot, New Delhi.
8. Siddiqi & Siddiqi (2002) Teaching of Science today and tomorrow, Doaba House, New Delhi.
9. Sharma, R.C. (1998) Modern Science Teaching, Dhanpal Rai Publishers, New Delhi.
10. Sundarajan, S. (1995) Teaching Science in Middle School: A Resource Book. Orient Longman, Hyderabad.

11. UNESCO (1996) Source Book for Science Teaching, UNESCO: Paris.
12. Vaidya, N(1999) Science Teaching for the 21st Century, Deep and Deep Publishers, New Delhi.

(D) EVALUATION:

| | |
|----------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 |
| Written Assignments | 7 |
| Two Mid Terms Exam | 7 |

(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 2 questions of 5 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 is compulsory.

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Nature of mathematics: Meaning, Nature, Importance and values of mathematics, scope of mathematics. • Historical development of notations and hypothesis in mathematics: Contributions to mathematics (Aryabhatta, Pythagoras) | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Teaching Aids: Meaning, Needs and Importance of Teaching Aids, principles of selections of Audio-Visual aids, Types of Teaching Aids. | |
| UNIT-III | <ul style="list-style-type: none"> • Objectives: Aims and objectives of teaching mathematics in elementary and secondary school; Bloom's taxonomy of educational objectives. • Mathematics Teacher: Meaning, Needs and Importance of teacher, qualification of a mathematics teacher, qualities of mathematics teacher. | |
| UNIT-IV | <ul style="list-style-type: none"> • Pedagogical analysis : Meaning and procedure for continuing pedagogical analysis. Classification of content, objectives, evaluation etc. | |

Activities (Any one of the following)

- Teaching aid from the 3-dimensional aspects.
- Creative way of teaching of mathematics at elementary level.

(iii) Preparing a question bank for mathematics.

(C) BOOKS RECOMMENDED:

- a. Taylor, Helen and Harris, Andrew : Learning and Teaching Mathematics.
- 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.

(D) EVALUATION:

| | |
|----------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 |
| Written Assignments | 7 |
| Two Mid Terms Exam | 7 |

(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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1111

SEMESTER : I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|--|-------------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Commerce: meaning, nature, objectives, importance, scope: • Relationship with other subjects; Curriculum: meaning, principles, process, defects of curriculum, suggestion for removing the defects. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Teacher: Qualities, Training and role; Commerce Room: Need, Importance, Equipment. | |
| UNIT-III | <ul style="list-style-type: none"> • Commerce text book: meaning, types, importance and qualities; Criterion for selection of text books. | |
| UNIT-IV | <ul style="list-style-type: none"> • 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.

(C) 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 | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignments/Presentation/practical | 7 Marks |
| Two Mid Terms Exam | 7 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 2 questions of 5 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 CODE: BED-1112
SEMESTER: I B.Ed.
CONTACT HOURS/WEEK:

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

Internal Assessment: 20
End Term Exam: 30
Duration of Exam: 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Economics: meaning, nature, objectives, importance, scope; Relationships with other subjects; Curriculum: meaning, principles . | 02 hours per week(12weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Approaches to curriculum design - topical, concentric, unit; Evaluation: Meaning and importance of Evaluation. | |
| UNIT-III | <ul style="list-style-type: none"> • Economics text book: meaning, types, importance, criteria for the selection of text book. | |
| UNIT-IV | <ul style="list-style-type: none"> • 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

(C) 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.

(D) EVALUATION:

| | |
|----------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignments | 7 Marks |
| Two mid Terms Exam | 7 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 2 questions of 5 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 is compulsory.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF ECONOMICS
SUBJECT CODE: BEDU-1212

SEMESTER :II B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Methods – Lecture, discussions, source, project, problem solving, inductive and deductive methods; Audio visual aid: meaning and importance of teaching aid | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Curriculum of economics – critical analysis of curriculum of economics, useful selection for economics curriculum, Evaluation – Assumptions, complete programme of evaluation of economics. | |
| UNIT-III | <ul style="list-style-type: none"> • Lesson Planning; meaning, definition, characteristics, importance and model lesson plan | |
| UNIT-IV | <ul style="list-style-type: none"> • Techniques of teaching; Explanation, illustration, description, questioning, assignments, brain-storming, seminar, dramatization, supervised study. | |

(C) 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

(D) EVALUATION:

| | |
|---------------------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Project work | 7 Marks |
| Two Mid-term Examinations | 7 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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1113
SEMESTER : I B.Ed.
CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Concept, nature, scope and importance of social studies, Aims and Objectives of teaching of social studies at school level. • Social studies room-need and importance. | 02 hours per week(12 week) |
| UNIT-II | <ul style="list-style-type: none"> • Approaches of organizing social studies curriculum-concentric, spiral, topical and integrated . • Lesson plan-need, importance and steps of writing it in teaching of social studies. | |
| UNIT-III | <ul style="list-style-type: none"> • Devices and techniques of teaching social studies-Narration Description , Illustration and Questioning. • Social studies teacher-Qualities and role. | |
| UNIT-IV | <ul style="list-style-type: none"> • Audio-visual aids-Meaning, importance of audio visual aids: chalkboard, globe, models, charts, overhead projector, slide projector. • Evaluation in social studies-modern concept and types of evaluation. | |

Activities (Any one of the following)

1. Writing instructional objectives in behavioral 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.

(C) 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.

(D) EVALUATION:

| | |
|---|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| a) Attendance | 6 Marks |
| b) Written Assignments/Practical/Presentation | 7 Marks |
| c) Two mid Terms Exam | 7 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 is compulsory.

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

SUBJECT CODE: BED-1114

SEMESTER : 1 B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Understand the meaning, scope and importance of history.
- Develop an understanding of aims and objective of teaching of history.
- Use various methods, audio-visual aids and latest information technology.
- Develop an understanding of tools techniques of evaluation.
- Understanding the latest development in current affairs/events.

(B) CONTENTS OF SYLLABUS

| Sr. No | Contents | Contact Hours/Week |
|----------|--|--------------------|
| UNIT-I | <ul style="list-style-type: none"> • History : meaning, nature, objectives, importance, scope. • Relationship with other subjects: Social science, science and language. | 02hours(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Role of history teacher for use and development of history, Qualities of history teacher. • Techniques for teaching history: Questioning, narration, illustration, discussion and seminar their use and applications. | |
| UNIT-III | <ul style="list-style-type: none"> • History text books: meaning, types, importance and qualities • Classification of instructional objectives of teaching history in operational terms. | |
| UNIT-IV | <ul style="list-style-type: none"> • Curriculum: meaning, need, importance, principles of curriculum construction. • lesson plan: meaning, Need and importance of lesson planning. | |

SESSIONAL WORK (Any one of the following)

- (i) Identification of difficulties in learning.
- (ii) Evaluate one chapter of history of any class.
- (iii) Visit any one historical place and write down its historical importance.

(C) BOOKS RECOMMENDED:

1. Arora, K.L. Teaching of history. Parkash brothers educational Publishers Ludhiana.
2. Burnston, W.H.: Principles of History Teaching.
3. Chaubhe, K.P.: Audio-visual Aids in Teaching of Indian History.
4. Ghata, V.D.: The Teaching of History.
5. Ghosh, K.D.: Creative Teaching in History.
6. Hill, C.P.: Suggestion for Teaching of History, UNESCO.
7. Kochhar, S.K (2004) Teaching of history. Sterling Publishers private Limited.
8. N.C.E.R.T.: Effective Teaching of History in India.
9. Mehta, D.D. Teaching of history and Civis. Tandon Publishers, Ludhiana.
10. Srinivas Moturi, I.Prasada Rao, Digumarti Bhaskara Rao(2004) Discovery Publishers house New Delhi.
11. Singh, Y.K(2004). Teaching of history- modern Methods APH Publishing Corporation 5 Ansari road, Darya Ganj, New Delhi.
12. Singh, R.P(2004) Teaching of history. R.Lall book depot, Meerut.
13. Prakash, Budh: A New Approach to History.
14. Pathak, S.P.(2004) Teaching of history-The Paedo- centric approach. Kanishka Publishers Distributors, New Delhi

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Practical/ Presentation | 7 Marks |
| Two Mid-term Examinations | 7 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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1115

SEMESTER: I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

- To enable the student teacher to:
- To develop an understanding about the concept of political science.
- To develop an understanding of objectives of teaching of Political science.
- To develop ability to understand the concept of curriculum.
- To acquaint the pupil-teacher with different methods and audio visual aids.
- To develop proper understanding of concept of evaluation.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|--|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Concept, nature, importance, and objectives of teaching of political science. • Political science teacher-Qualities of political science teacher. | 02 hours per week(12 week) |
| UNIT-II | <ul style="list-style-type: none"> • Methods of teaching of political science- Lecture, Discussion, Story telling. • Lesson planning -concept, importance and steps of writing it in teaching of political science. | |
| UNIT-III | <ul style="list-style-type: none"> • Curriculum-meaning, characteristics, principles of teaching of political science. • Political Science text-book-meaning, importance and Qualities | |
| UNIT-IV | <ul style="list-style-type: none"> • Audio-visual aids-Meaning, projective and non-projective aids of teaching of political science. • Evaluation in political science-meaning, importance, tools and techniques of continues and comprehensive of evaluation. | |

Activities (Any one of the following)

4. Preparation of model lesson plan on any topic of political science.
5. Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED:

1. Aggarwal, J.C (1986) Teaching Of political science& civics, south Asia publication.
2. Chopra, J.K (2012) Teaching of political science, unique educational publication.
3. Khanna, Raj kumar (2008) Teaching of political science, Twenty first century publication, Patiala.
4. Syed, M.H (2004) Modern teaching of civics/Political science, Anmol publication pvt.ltd.
5. Yadav Nirmal(2003) Teaching of political science, Anmol publication PVT.Ltd.
6. Kaur, Jaskiranvir (2010) Teaching of Political Science, Tandon Publication.
7. Verma, Upendra (2010) Teaching of Political Science, Rajat Publication.
8. Khanna,S.D (1986) Teaching of Political Science. Doaba House Publication.
9. Chopra,J.K (2004) Teaching of Political Science. Commonwealth Publishers.
10. Mathur,Pawan (2005)Teaching of Political Science. Sumit Enterprises

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| a) Attendance | 6 |
| b) Written Assignments /Practical/Presentation | 7 |
| c) Two mid Terms Exam | 7 |

(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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1116

SEMESTER: I B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) 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:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|------------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Define Art: Indian And Western Concept Of Art • Elements of Art : Line, Form, Colour, Texture And Tone | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Six Limbs of Indian Art (Shadanga) • Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective. | |
| UNIT-III | <ul style="list-style-type: none"> • Place of Art In Daily Life • Aims and Objectives of Teaching Art | |
| UNIT-IV | <ul style="list-style-type: none"> • Significance of Fine Arts as a School Subject. Correlation of Art and Craft with other school subjects. • Qualities and functions of an art teacher. | |

SESSIONAL WORK (any one of the activities):

- Write instructional objectives of teaching Fine Arts for any Five Topics
- Critical analysis of Fine Arts curriculum at Secondary Level.
- Discussion on Role of art in life.

(C) BOOKS RECOMMENDED:

1. Chetna Bharti(2006): Teaching of Fine Arts.Ludhiana,Kalyani Publisher.
2. Chetna Bharti,(2013): Komal Kala Shikhshan.Ludhiana,Kalyani Publisher.
3. Chawla, S.S.: Teaching of Art
4. H.R.Drihhs(2009): The art of teaching. New Delhi, Kosmo Publisher.
5. Janardan Prasad, (2005).Art Education.New Delhi,Kanishka Publisher.
6. Jaswani, K.K.: Teaching and Appreciation of Art in Schools
7. Jeswani, K.K.: Art in Education
8. Khanna, s. And nbt 91992), joy of making Indian toys, popular science, New Delhi: nbt.
9. Prasad, devi (1998). Art as the basis of education, New Delhi: nbt
10. Read, Herbert: Education Through Art
11. Sahi, Jane and Sahi, (2009). Learning through art, aklavya.
12. Schultz & Harold Schores, H.: Art in the Elementary School
13. Shikha Rani Pradhan (2015): Art in Education.Patiala,Twenty First Century Publications.
14. Sudhir Sharma (2015): Shiksha me Kala, Patiala,Twenty First Century Publications.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignments/Presentation/Practical | 7 Marks |
| (c)Two Mid Terms Examination | 7 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 2 questions of 5 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: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF COMPUTER SCIENCE

SUBJECT CODE: BED-1119

SEMESTER : I 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 need & importance of computer education as a subject.
- Understand the different teaching methodologies for teaching of computer education.
- Discuss the importance of computer curriculum & computer textbooks.
- Understand how to set up & maintain a computer laboratory.
- Acquire the knowledge on latest trends in information technology.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|------------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Computer: Meaning, Characteristics and importance of Computers; Hardware and Software. • Computer Science: Aim, objectives & importance, applications of computer with special reference to education & society; Bloom's taxonomy of educational objectives. | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Curriculum: concept, design & principles of curriculum; integration of computer education with other subjects. | |
| UNIT-III | <ul style="list-style-type: none"> • Computer Science text book: meaning, types, importance and qualities. | |
| UNIT-IV | <ul style="list-style-type: none"> • Computer Science Teacher: qualifications and qualities, professional growth and role in teaching learning process. | |

SESSIONAL WORK (any one of the activities)

- I. Critical analysis of computer science curriculum at school level for any class. *
- II. Power point presentation .

III. Use of any one educational software in teaching.

(D) BOOKS RECOMMENDED:

- a) Babu Muthuja, R.Usharani, Harsh Marwah; Teaching of Computer Science-I
- b) Kevin Hare (Second Edition); Computer Science Principles
- c) Moturi Ravi Kumar, Digumarti Bhaskara Roa; Methods of Teaching Computer Science
- d) Dr. Jyoti Ahuja, Bhawana Ahuja; Pedagogy of Computer Science
- e) Prof. John Milin Sandeep M. (www.bookmandelhi.com); Teaching of Computer Science;
- f) Hemant Kumar Goel ; Teaching of Computer Science
- g) Vinay Bharti ; Pedagogy of Computer Science;

(D) EVALUATION

| | |
|-------------------------|----------|
| External Examination | 35 Marks |
| Internal Assessment | 15 Marks |
| (a) Attendance | 3 Marks |
| (b) Written Assignments | 6 Marks |
| (c) 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 question each from the sections A and B and the entire section C is compulsory.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-I) TEACHING OF SOCIOLOGY
SUBJECT CODE: BED-1121
SEMESTER : 1st B.Ed
CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Develop an understanding of aims and objectives of teaching of sociology.
- To acquaint pupil teachers with different methods and techniques of teaching of sociology.
- To acquaint the pupil-teachers with different audio-visual aids & utilization technique.
- To integrate the knowledge draws from various sources History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages).

(B) CONTENTS OF SYLLABUS

| Sr. No | Contents | Contact Hours/Week |
|-----------------|---|---------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Meaning, nature, scope and importance of sociology in modern context. • Relation of Sociology with other subjects: Political Science, History and Geography. | 2 Hours (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy. • Role of Sociology teacher for use and development of Sociology, Qualities of Sociology teacher. | |
| UNIT-III | <ul style="list-style-type: none"> • Methods of teaching: Lecture method, Project method, Survey method, Discussion method and Problem solving method. • Modern techniques and Devices: Assignment, Seminars, Dramatization, Illustration, Questioning, ICT in teaching of sociology. | |
| UNIT-IV | <ul style="list-style-type: none"> • Sociology text books: meaning, types, importance and qualities. • Curriculum: meaning, need, importance, principles of curriculum construction. | |

SESSIONAL WORK (Any one of the following)

- i. Writing a report on any social activity performed by the students.
- ii. Prepare a Project report on any Indian Thinkers.

(C) BOOKS RECOMMENDED:

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

(D) EVALUATION:

| | |
|---------------------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 |
| Written Assignment/Project work | 7 |
| Two Mid-term Examinations | 7 |

(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 2 questions of 5 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 is compulsory



Program Name: B.Ed
Program Code: ED 304

SYLLABUS

SEMESTER-II

SUBJECT TITLE: SOCIOLOGICAL PERSPECTIVE IN EDUCATION

SUBJECT CODE: BED-1201

SEMESTER: II B.Ed

CONTACT HOURS/WEEK:

| Lecture (L) | Tutorial (T) | Practical (P) | Credit (C) |
|-------------|--------------|---------------|------------|
| 4 | 1 | 0 | 5 |

Internal Assessment: 40

End Term Exam: 60

Duration of Exam: 3 Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours |
|-----------------|--|---------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Sociology of education: concept, Nature and Scope. • Social Stratification: caste, class, gender, religious stratification in Indian society | 5hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Culture: concept, characteristics and its interaction with Education • Social Change: concept, factors responsible for Social Change | |
| UNIT-III | <ul style="list-style-type: none"> • Sustainable development: concept, importance and its awareness through education • National Development and Education: concept, scope and indicators of National Development. | |
| UNIT-IV | <ul style="list-style-type: none"> • Education for 21st century – the four pillars of education (delor’s Commission 1996) • Education in and for Democracy. | |

SESSIONAL WORK (Any one of the following)

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

(C) BOOKS RECOMMENDED:

1. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
2. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
3. Dewey, John (1966). *Democracy and Education*, New York: The Freeman's Press.
4. Kaur, Kirandeep and Singh Lakhwinder (2011) *Philosophical and Sociological Foundations of Education (Punjabi)*. Faridkot: Jashan Publications.
5. Kumar, Vijay (2003). *Sociological Foundations of Education*. New Delhi: Sanjay Prakashan.
6. Nandra, I.S. (2010). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.
7. Pathak, R. P. (2007). *Philosophical and Sociological Perspectives of Education*. New Delhi: Atlantic Publishers.
8. Russel, Bertrand (1969). *Education and Social Order*, London: Unwin.
9. Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
10. Sachdeva, M.S. (2013). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.
11. Sachdeva, Surjit Singh (2014). *Philosophical and Sociological Foundations of Education (Pbi.)*. Patiala: Twenty First Century Publications.
12. Sharma, Promila (2006). *Philosophy of Education*. New Delhi: APH Publishing Corporation
13. Sharma, K. Yogendra (2004). *Foundations in Sociology of Education*. New Delhi: Kanishka Publishers, Distributors.
14. Sharma, R.N (2009). *Philosophy and Sociology of Education*. Delhi: Surjeet Publications.

(D) EVALUATION:

| | |
|--|----------|
| Theory Examination (External) | 60 Marks |
| Internal Assessment | 40 Marks |
| (a) Attendance | 10 Marks |
| (b) Written Assignment/Practical /Presentation | 15 Marks |
| (c) Two mid Term Examination | 15 Marks |

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 05 questions of 04 marks in each which will cover the entire syllabus uniformly and carry 20 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 is compulsory.

SUBJECT: EDUCATIONAL POLICY & CONTEMPORARY ISSUES IN INDIA

SUBJECT CODE: BED-1202

SEMESTER :II B.Ed.

CONTACT HOURS/WEEK:

| | | | |
|------------|-------------|--------------|-----------|
| Lecture(L) | Tutorial(T) | Practical(P) | Credit(C) |
| 4 | 1 | 0 | 5 |

Internal Assessment : 40

End Term Exam : 60

Duration of Exam : 3Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|-----------------|--|---------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Education policy- Meaning, characteristics and policy determinants. • Role of MHRD and NCERT in policy formulation. | 05 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Education planning: meaning, importance, types of educational planning. • The current plan – Allocation of funds for different levels of education . | |
| UNIT-III | <ul style="list-style-type: none"> • National education commission (1964-66) – policy recommendations. National policy of education (1986) - Policy recommendations. • Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan | |
| UNIT-IV | <ul style="list-style-type: none"> • Right to education Act- (2009) • 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.

(C) BOOKS RECOMMENDED:

- 1) Government of India (1985) the challenge of education. New Delhi , Ministry of Human Resource Development (mimeo).
- 2) Government of India (1986) national policy on education 1986. New Delhi : Ministry of Human Resource Development.
- 3) Government of India (1992) National Policy of education 1986 .(revised). New Delhi: Ministry of Human Resource Development.
- 4) Government of India (2001). National human development report 2001. New Delhi: Planning Commission.
- 5) Khanna Raj Kumar (2010) Development of Educational System of India Twenty First Century Publications, Patiala.
- 6) Khanna Raj Kumar (2011) Contemporary issues & Concern in secondary education. Twenty First Century Publications, Patiala.
- 7) Khanna Raj Kumar (2012) Emerging trends in Indian Education. Twenty First Century Publications, Patiala.
- 8) Nandra, Inderdev Singh. (2016) Educational Policy & Planning in Contemporary India. Twenty First Century Publications, Patiala.
- 9) Nandra, Inderdev Singh, Manoj Kumar, Raj Kumar Khanna.(2015) Indian Education and Contemporary issues. Twenty First Century Publications, Patiala.
- 10) Sharma, K.K, M.S.Sachdeva and Shivani Bindal(2007) Education in emerging Indian society. Twenty First Century Publications, Patiala.
- 11) Walia, J.S.(2005) Modern Indian Education and its problems. Paul publishers, N.N.11 Gopal Nager, Jalandhar.
- 12) Walia, J.S. Indian Education and contemporary issues. Ahim Paul publishers, N.N.11 Gopal Nager, Jalandhar

(D) EVALUATION:

| | |
|--|----------|
| External examination | 60 Marks |
| Internal assessment | 40 Marks |
| Attendance | 10Marks |
| Written assignment/Practical/ Presentation | 15Marks |
| Two mid term examinations | 15Marks |

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question paper will consist of the three sections A, B and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have 4 questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 4 marks each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

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

SUBJECT: KNOWLEDGE OF CURRICULUM

SUBJECT CODE: BED-1203

SEMESTER : II B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment: 40

End Term Exam: 60

Duration of Exam: 3Hrs

(A) 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
- Understand the role of stakeholders in curriculum.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Curriculum: concept, need and importance, types, defects of present curriculum; curriculum and syllabus, facets - hidden curriculum and bias in curriculum. • Curriculum development: objectives, basic elements, principles, role of teacher. | 5 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Current issues in curriculum: gender differences, environmental issues, inclusiveness, value concerns, human rights. • Stakeholders in Curriculum: Learner characteristics, Teacher's experiences, Parental expectations. | |
| UNIT-III | <ul style="list-style-type: none"> • Approaches to Curriculum development: Subject-centred and learner-centred. • Content organization; Spiral curriculum, unitization of syllabus. | |
| UNIT-IV | <ul style="list-style-type: none"> • Recommendations of NCF- 2005 for curriculum development. • Vocational bias and skill development curriculum. | |

SESSIONAL WORK (Any one of the following)

- (i) Curriculum construction of any one subject from class 6 to 10.
- (ii) Identifying gender bias in any one chapter of a school text book.
- (iii) Critical appraisal of NCF-2005.

(C) BOOKS RECOMMENDED

1. Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
2. Cole Luella (1950). *A History of Education: Socrates to Montessori*, New York: Holt, Rinehart & Winston.
3. Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
4. Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
5. Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press.
6. Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
7. Lakshmi, T.K.S. & Yadav M.S. (1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
8. Kumar K. (1996). *Learning from Conflict*, New Delhi: Orient Longman.
9. Dewey, J. (1997) My Pedagogic Creed", in D.J. Flinders and S.J. Thornton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
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 publications.
12. Nandra I. (2015). *Knowledge of curriculum*, Patiala: Twenty first century publications.

(D) EVALUATION

| | |
|-------------------------------|----------|
| Theory Examination (External) | 60 Marks |
| Internal Assessment | 40 Marks |
| (a) Attendance | 10 Marks |
| (b) Written Assignment | 15 Marks |
| (c) Two mid Term Examination | 15 Marks |

(E) INSTRUCTIONS FOR THE PAPER-SETTER:

The question will consist of three Sections: A, B, and C. Section A (UNIT-I) & (UNIT-II) and B (UNIT-III) & (UNIT-IV) will have four questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 05 questions of 04 marks in each which will cover the entire syllabus uniformly and carry 20 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 is compulsory.

SUBJECT: SCHOOL MANAGEMENT

SUBJECT CODE: BEd-1204

SEMESTER :II B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|--|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • School management-concept, nature, scope, • Discipline-concept, types, freedom and discipline, importance, causes of indiscipline and suggestions for improving discipline. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Time table meaning, types, importance and principles • Co-curricular activities-concept, content, types, advantages, importance and organization of different co-curricular activities. | |
| UNIT-III | <ul style="list-style-type: none"> • Leadership: concept, theories and qualities of leader. • School Personnel- Head of the institution, teachers and students | |
| UNIT-IV | <ul style="list-style-type: none"> • Supervision- concept, types, principles, methods of supervision defects in existing supervisory programme and suggestions. | |

SESSIONAL WORK (Any one of the following)

- Preparation of blue print of the time- table.
- Organization of morning assembly at the school/college.
- Constitute the welfare committees of students.
- Visit of school as a supervisor.

(C) BOOKS RECOMMENDED:

1. Ediger Marlow and Rao Digumarti Bhaskara (2004) School Organisation. Discovery Publishing house New Delhi.
2. Chaube, S.P. and Chaube A (2004) School Organisation. Vikas Publishing house Pvt Ltd
3. Kowalski, Theodore. J (2001). Case Studies on Educational Administration (3rd ed.) New York, Longman.
4. Khanna, Raj kumar (2011) School management and Administration. Twenty First Century Publications, Patiala.
5. 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.
6. Tilak, J. B.G (1992). Education and Structural Adjustment. Prospects 22 (4), 84: 407- 22.
7. Drucker (2001). Management Challenges for the 21st Century. New York: Harperbusiness.
8. Mukerjee, S.N.- Secondary School Administration. 72
9. Rao, V.K. (2005) management of education. A.T.H. Publishing Corporation, Delhi.
10. Safaya & Shaida- School Administration & Organisation.
11. Sidhu, K.S.- School Organisation & Administration. International Prakashan, Jalandhar.
12. Sachdeva, M.S and Singh Mangal (2016) School management. Twenty First Century Publications, Patiala.
13. Sodhi, T.S. and Suri Aruna (2006) Management of school Education. Bawa Publication Patiala.
14. Sharma, T.R. (2005) School management and Administration. Twenty First Century Publications, Patiala.
15. Walia, J.S.- Foundations of School Administration and organisation. Paul publishers, N.N.11 Gopal Nager, Jalandhar.
16. Walia, J.S. (2015-16) School Management. Ahim Paul publishers, N.N.11 Gopal Nager, Jalandhar

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Practical/ Presentation | 7 Marks |
| Two Mid-term Examinations | 7 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 2 questions of 5 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 is Compulsory.

SUBJECT: ICT IN EDUCATION

SUBJECT CODE: BED-1205
SEMESTER :2nd B.Ed.
CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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 principle
- 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|--|------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • ICT: concept, characteristics and importance and role of information technology in teaching-learning process, challenges of integrating ICT in school education. • Computer fundamentals: meaning, characteristics of computer | 02 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Input Devices- key board, mouse, touch screen, light pen, joy stick <ul style="list-style-type: none"> a. Output Devices- VDU, Printer, Scanner, Laser b. Data Storage Devices- Hard Disc, Compact Disc, Pen Drives | |
| UNIT-III | <ul style="list-style-type: none"> • Computer applications in Learning: concept, features and advantages of MS-Word, Excel and Power point. | |
| UNIT-IV | <ul style="list-style-type: none"> • Hardware Technologies and their applications: 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) Prepare a power point presentation for secondary school students

(C) 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 | 30 marks |
| Internal Assessment | 20 marks |
| Attendance | 6 |
| Written Assignment/Project | |
| Work/Response Sheets | 7 |
| Two Mid –term Examinations/ House test | 7 |

(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 2 questions of 5 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 is compulsory.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF ENGLISH
SUBJECT CODE: BED-1206
SEMESTER :II B.Ed
CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|--|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Vocabulary its types and various ways of teaching and expansion of vocabulary, • Developing the writing skills: Choice of script, dictation and spellings. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Formal and Informal writings such as Application/Letters, short story, diary, notices reports, Advertisements etc. • Teaching Composition; Types and procedure. Poetry and prose; its meaning, style of writing & recitation/reading with respect to rhyme scheme and language used. | |
| UNIT-III | <ul style="list-style-type: none"> • Audio-Visual aids: meaning, importance and its types with special reference to preparation of charts, models, PPT and use of print media. • ICT, Concept of language lab. | |
| UNIT-IV | <ul style="list-style-type: none"> • Lesson Planning: Importance, preparation of lesson plans for Teaching Prose, Poetry, Grammar and Composition, • 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

(C) 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.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| a) Attendance | 6 |
| b) Written Assignment/Practical/Presentation | 7 |
| c) Two Mid-term Examinations | 7 |

(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 2 questions of 5 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 is compulsory.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF PUNJABI
SUBJECT CODE: BED-1207
SEMESTER : II B.Ed
CONTACT HOURS/WEEK:

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

Internal Assessment: 20
End Term Exam: 30
Duration of Exam: 1.5Hrs

T) T[d;/a

- 1H ftfdnkoEh nfXnkgeK B{z gzikph ;kfjs d/ ftzfGB o{gK dhnK nfXnkgB ftXhnK s'A ikD{ eokT[Dk.
- 2H ftfdnkoEh nfXnkgeK B{z Gk;ak f;ZyD dh gqhfefonk s/ fefonktK dh ;jh tos'A eoB d/ : 'r pDkT[Dk.
- 3H ftfdnkoEh nfXnkgeK B{z gVQB dh wjZssk dZ; e/ ;e{b g[;sekb/ gqsh o[uh g?dk eoBk.
- 4H ftfdnkoEh nfXnkgeK B{z ;{yw nfXnkgB ns/ gkm : 'iBk ;jh o{g ftZu fsnko eo ;eD d/ : 'r pDkT[Dk.
- 5H ftfdnkoEh nfXnkgeK ftZu Gkf;ae, ;kfjse ns/ p"fxe : 'rsktK dk ftek; eoBk.
- 6H ftfdnkoEh nfXnkgeK ftZu y'ikswe ns/ f;oiDkswe e[;absktK dk ftek; eoBk.
- 7H ftfdnkoEh nfXnkgeK ftZu ;e{b gZxo s/ gzikph Gk;ak d/ nfXnkgB ;zpzXh g/;a nkT[D tkbhnK w[;aebK jZb eoB dh : 'rsk g?dk eoBk.
- (n) f;b/p;**

| Sr. No | Contents | Contact Hours/Week |
|-----------------|--|-----------------------------------|
| UNIT-I | <ul style="list-style-type: none"> Gk;ak f;Zfynk ftZu gVQB e";ab d/ T[d;/a, wjZssk, gqw[Zy ftXhnK, fe;wK, pZFFunk ftZu gVQB o[uhnK T[s/fis eoB d/ :sB. Gk;ak f;Zfynk ftZu fbyD e";ab d/ T[d;/a, wjZssk, gqw[Zy ftXhnK, nt;EktK, ;apd i[rsK dh rbshnK, ;[Xko :sB. | 2 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> ;e{b g[;sekbk dh wjZssk, ;zrmB, ;wZroh, toswb ;FFesh. fdq;aNh ;q's ;jkfJe ;kXBK dh wjZssk, torheoB, b'VhAd/ ;jkfJe ;kXB. | |
| UNIT-III | <ul style="list-style-type: none"> eftsk f;ZFfynk d/ T[d;/a ns/ gqw[Zy ftXhnK. tkose f;ZFfynk d/ T[d;/a ns/ gqw[Zy ftXhnK. ftnkeoD f;ZFfynk d/ T[d;/a ns/ gqw[Zy | |

| | | |
|----------------|--|--|
| | ftXhnK. | |
| UNIT-IV | <ul style="list-style-type: none"> w[bKeD dhNk fe;wK, ftXhnK, fBozso ns/ ;w[Zuk w[bKeD. ;{yw nfXnkgB ns/ e';ab, gkm :'iBk dk wjZst ns/ fsnkoh. | |

gq:'fre fefonktK (fszBK ftZu' e'Jh fJZe)

1H;hBhno ;ze?voh gZXo s/ ftfdnkoEhnK tZb' ehshnK iKdhnK gVQB nPZ[XhnK bJh T[gukokswE T[gkn.

2H;hBhno ;ze?voh gZXo s/ ftfdnkoEhnK tZbA' ehshnK iKdhnK fbysh nPZ[XhnK bJh T[gukokswE T[gkn.

3H gzikph Gk;ak dh toswkB ;fEsh ns/ gzikph Gk;ak gqsh pZfunK dh o[uh ;zpzXh ;e{b gZXo s/ ftuko uouk.

(J) ;jKfJe g[;se ;{uh

- 1) joehos f;zx, gzikph ;apd o{g ns/ ;apd.
- 2) g/qw gqek;a f;zx, gzikph Gk;ak dk fgS'eV.
- 3) ihHphH f;zx, r[ow[yh fbgh dk iBw s/ ftek;;, (1950)
- 4) fgnkok f;zx gdw, gzikph p'bh dk fJfsjk;;, (1969)
- 5) ;H;H;/y', wHeH;/y', gzikph Gk;ak dk nfXnkgB, (2009)
- 6) fJzdod/t f;zx Bzdok, gzikph Gk;ak dk nfXnkgB, (2015)

(;)

w[bKeD

| | |
|---|----|
| pkjoh w[bKeD | 30 |
| nzdo{Bh w[bKeD | 20 |
| (T) jkIoh | 06 |
| (n) fbysh ekoiH ;g'"DhnK \$gq'i?eN ekoi | 07 |
| (J) xo/b{ gqhfyntK (2) | 07 |

(j) g/go ;?N eoB bJh jdkfJsKL^ gqPB gZso ftZu e[b fszB Gkr j'Dr/. Gkr (T), (n) ns/ (J).Gkr (T) d/ gqPB f;b/p; d/ gfjb/ :{fBN ns/ d{i/ :{fBN ftu'A j'Dr/. Gkr (n) d/ gqPB shi/ ns/ u"E/ :{fBN ftZu' j'Dr/.d't/ GkrK ftZu'A fJZe^fJZe gqPB eoBk j?. jo gqPB 10 Bzpo dk j't/rk. Gkr (J) ftZu 02 gqPB j'Dr/. jo/e gqPB 05 Bzpo dk j't/rk. Gkr (J) d/ gqPB ;ko/ f;b/p; ftZu'A j'Dr/.

e) ftfdnkoEhnK bJh jdkfJsKL

Gkr (T) ns/ (n) ftZu'A e'Jh fJZe^fJZe gqPB eoBk j't/rk. Gkr (J) d/ ;ko/ gqPB eoB/ j'Dr/.

SUBJECT TITLE: ihNdl ix=,
SUBJECT CODE: BED-1208
SEMESTER: II B.Ed
CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam; 1.5 Hrs

k) ihNdl ix=, ke £ÖeXy :

- 1- .aza dh fofHkUu Hkwfedkvksa dks tkuuk A
 - 2- .aza ds Lo:i vkSj O;oLFkk dks le>uk A
 - 3- .aza lh[kus ds rjhds vkSj izfØ;k dks tkuuk A
 - 4- .aza;h dkS'kykas esa n{krk A
 - 5- .aza ds O;kogkfjd iz;ksx esa fuiq.krk ykuk A
 - 6- lkfgR; dh fofHkUu fo/kkvksa dk Kku djokuk A
 - 7- ikB&;kstuk fuekZ.k ds ;ksX; cukuk A
 - 8- ewY;kdu dh ;ksX;rk dk fodkl djuk A
 - 9- lgk;d f'k{k.k lkexzh ds fuekZ.k rFkk iz;ksx ds ;ksX; cukuk A
- %) pa#(y'm ivzy sUcl :**

| Sr. No | Contents | Contact Hours |
|----------|--|-------------------------------------|
| UNIT-I | okpu dkS'ky &vFkZ] egRo] mn~ns';] fof/k;ka ys[ku dkS'ky &vFkZ]egRo]l`tukRed ys[ku dh fof/k;ka x f'k{k.k & vFkZ]mn~ns';]fof/k;ka i f'k{k.k & vFkZ mn~ns';]fof/k;k | 02hours per week(12 weeks) |
| UNIT-II | O;kdj.k f'k{k.k%vFkZ] egRo] fof/k;ka ikB~;iqLrd%vFkZ]i;ksfxrk]ikB~;iqLrd dh fo'ks"krk,aA | |
| UNIT-III | ewY;kadu%vFkZ]egRo o iz'u i= fuekZÆ ds flökuUrA n``; JO; lk/ku% vFkZ] egRo o iz;ksxa | |
| UNIT-IV | lw{e f'k{k.k & vFkZ] egRo] f'k{k.k dkS'ky&izLrkouk dkS'ky]O;k[k;k dkS'ky]iz'u dkS'ky] | |

| | | |
|--|--|--|
| | ikB & ;kstuk & vFkZ] egRo o l'iku | |
|--|--|--|

g) p[ayoigk kayR (dono me se ko; Ek)

1-fgUnh lkfgR; ds fodkl esa dksbZ nks egku ys[kddkj ,oa dgkuhdkj ds ;ksxnku ij fjiksVZ rS;kj djsaA

2-fgUnh lkfgR; ds fodkl esa dksbZ nks egku dfo;ksa ,oa dfof=;ksa ds ;ksxnku ij fjiksVZ rS;kj djsaA

`) sNd.R puStk sUcl "

- 1.kumarúyogex(2004).Aa/uink ihNdl ix=, n; idLlI Epl Ec piBlix'g korporex
- 2.jltú yogeNd[.aj (1972).ihNdl ix=, Aagra " ivnod puStkmiNdr
- 3.%NnaúJyoit (2015).ihNdl ix=, n; idLlI " /nptray E<@ kMpnú
- 4.sfaya r`unaq 1997).ihNdl ix=, ivi/ jalN/r " p'jab `r
- 5..ai\$ya ke ke AOr nar'g sl El. Aa/uink ihNdl iviv/a' p[kax piBlk b[djR bra;
- 6.nálaúm/u (2013).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn
- 7.naykúsurex %bRú p™it.a (2010).ihNdl ix=, pi\$yala : 21st se'curl piBlkexn
8. kOrú svRjlt (2009).ihNdl ix=, n; idLlI: kLyall p[kaxn
- 9.isNhap[sad x]u~n (1964).ihNdl .aza kl ix=, ivi/ idLlI

;) mULya'kn "

- | | |
|------------------------------------|--------|
| bahrl prl=, ke | 30 A'k |
| AaNtirk prl=, ke | 20 A'k |
| (a)hajrl ke | 6 A'k |
| (b)ili%t kayR/ p[ojeK\$/p™Stutlkr, | 7 A'k |
| (c)`relu prl=a (do bar) | 7 A'k |

c) p[Xn p] bnane sMbN/I ihdayte "

p[Xn p] ke tln .ag hoge - .ag k AOr .ag % me do—do p[Xn hoge - .ag k ke p[Xn pa#(y'm kl (ška; -1) AOr (ška; -2) AOr .ag % ke p[Xn pa#(y'm kl (ška; -3) AOr (ška; -4) me se hoge - hr p[Xn 10 A'k ka hoga - .ag g me 2 p[Xn hoge - hr p[Xn ke 5 A'k hoge - .ag g ke p[Xn pUre pa#(y'm me se hoge -

^) ix=aqlRyo' ke iIE ihdayte "

ix=aqlRyo' ko .ag k AOr .ag % me se Ek Ek p[Xn krna hoga - .ag g AinvayR hW -

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF SCIENCE
SUBJECT CODE: BED-1209
SEMESTER :II B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintenance of stock and store registers. | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Methods of teaching: Lecture method, Lecture-cum-demonstration, Heuristic method, Inductive & deductive method, Problem-solving method, Project method. | |
| UNIT-III | <ul style="list-style-type: none"> • Micro Teaching: Procedure or Cycle of Micro Teaching, Advantage of Micro Teaching Lesson planning in science: concept objectives, importance and steps. | |
| UNIT-IV | <ul style="list-style-type: none"> • Evaluation: Concept, importance, type, Difference between Examination, Measurement & Evaluation, Qualities of good evaluation programme. | |

SESSIONAL WORK (Any one of the following)

- Pedagogical analysis of any science topic
- Development of a macro lesson plan based on any science topic.

(C) BOOKS RECOMMENDED

1. Cutting, Goger nd Kelley, Orla (2014). Creative Teaching in Primary Science.
2. Dunne. Mick (2014). Primary Science (2nd ed).
3. Mohan, R. (2002). Innovation Science Teaching Delhi: Prentice-hall.
4. Kaur, Rakshinder (2007), Teaching of Science, Twenty First century publication, Patiala.
5. Kohli, V.K. How to Teach Science, Shri Krishna Publication, Ambla.
6. Mangal, S.K. Teaching of Science , Arya Book Depot, New Delhi.
7. Siddiqi & Siddiqi (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
8. Sharma, R.C.(1998) Modern Science Teaching, Dhanpal Rai Publishers, New Delhi.
9. Kulsreshtha, S.P. (2005) Teaching of Science, Surya Publication, Meerut.
10. Soni, Anju,(2000) Teaching of Science, Tandon Publications,Ludhiana.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Presentation/ Practical | 7 Marks |
| Two Mid-term Examinations | 7 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 2 questions of 5 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 is compulsory.

SUBJECT: PEDAGOGY OF A SCHOOL SUBJECT (PART-II) TEACHING OF MATHEMATICS**SUBJECT CODE: BED-1210****SEMESTER :II B.Ed**

CONTACT HOURS/WEEK:

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

Internal Assessment: 20
End Term Exam: 30
Duration of Exam: 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Strategies for learning and Teaching Mathematics: Concept formations and Concept attainment model and Constructivism and Zone of proximal development for learning and Teaching of concepts. | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Methods of Teaching: Lecture, Discussion, Demonstration, Inductive-Deductive, Problem-solving and Project. | |
| UNIT-III | <ul style="list-style-type: none"> • Lesson Planning: Importance, Objectives, Phases, Basic steps, Components; Micro Teaching: Steps, Some important skills. | |
| UNIT-IV | <ul style="list-style-type: none"> • Mathematics Laboratory: Purposes of Mathematics Laboratory, Need, Importance of Mathematics Laboratory, Equipments for Mathematics Laboratory. | |

SESSIONAL WORK (Any one of the following)

- Critical analysis of any mathematics topic.
- Development of a macro lesson plan based on any mathematics topic.

(C) 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.

(D) EVALUATION:

| | |
|---|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/ Presentation/ Practical | 7 Marks |
| Two Mid-term Examinations | 7 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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1211

SEMESTER : 2nd B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment : 20
End Term Exam : 30
Duration of Exam : 1.5Hrs

(A) 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

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-------------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • 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. | 02 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • 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. | |
| UNIT-III | <ul style="list-style-type: none"> • <i>Techniques of teaching</i>:-introduction, importance, questioning, drill, observation, examination, explanation illustration, assignment. | |
| UNIT-IV | <ul style="list-style-type: none"> • 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.

(C) BOOKS RECOMMENDED

1. Gupta ,Rainu : Teaching of Commerce
2. Ghosh,D.K : Financial of Education(Vol. 1 to 3.)
3. Doughlas ,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

(D) EVALUATION

| | |
|-----------------------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignments /Project Work | 7Marks |
| Two Mid-Term Examination | 7 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) and will have two questions from the respective units of the syllabus and will carry 10 marks each. Section C will consist of 2 questions of 5 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 section A and B and the entire Section c.

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

SUBJECT CODE: BED-1212

SEMESTER: 2nd B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) 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.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|--|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Methods – Lecture, discussions, source, project, problem solving, inductive and deductive methods. • Audio visual aid: meaning and importance of teaching aid. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Curriculum of economics – critical analysis of curriculum of economics, useful selection for economics curriculum, • Evaluation – Assumptions, Essentials of good evaluation. | |
| UNIT-III | <ul style="list-style-type: none"> • Lesson Planning; meaning, definition, characteristics, importance and model lesson plan. | |
| UNIT-IV | <ul style="list-style-type: none"> • Techniques of teaching; Explanation, Narration, illustration, question answer, assignments, brain- storming, seminar. | |

(C) BOOKS RECOMMENDED:

5. Dhillon, Satinder(2002): Teaching of Economics, New Delhi; Kalyani Publishers.
6. Dr. Dhillon, Satinder : Arthshaster Da Adhiapan (Pbi. Univ).
7. Dr. Harpreet Kaur: Teaching of Economics, Ludhiana; Tandon Publication.
8. Dr. Shikha Dhall (2014): Teaching of Economics. Patiala; Twenty First Century Publisher.
9. N.R. Saxena (2014): Teaching of Economics. Meerut; R. Lall Book Depot.
10. Renu Gupta (2006): Arthshaster Shikshan. New Delhi; Jagdhmba Publication.
11. Siddiqui, M.H. (2004): Teaching of Economics, New Delhi; Ashish Publishing House.
12. Sidhu H.S. (2007): Teaching of Economics, Patiala; Twenty First Century Publisher.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignments/Presentation/Practical | 7 Marks |
| (c) Two Mid Terms Examination | 7 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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED- 1213

SEMESTER : II B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) 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.

(B) CONTENTS OF

| Sr. No | Contents | Contact Hours/Week |
|----------|--|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Methods of teaching of social sciences-Lecture, Discussion, project, text book method. • Micro Teaching –Meaning, micro teaching cycle, micro teaching skills: introducing the topic, questioning, explanation, stimulus variation, blackboard writing. | 02 hours per week(12 week) |
| UNIT-II | <ul style="list-style-type: none"> • Lesson planning-Meaning, characteristics and procedure of lesson planning. • National integration and social studies: Meaning, importance, role of social studies in promoting national integration. | |
| UNIT-III | <ul style="list-style-type: none"> • Social studies text book-need & importance, qualities. • Evaluation-Meaning, importance, purposes and tools and techniques of evaluation. | |
| UNIT-IV | <ul style="list-style-type: none"> • Continuous and comprehensive Evaluation- meaning and Tools and techniques of continuous and comprehensive evaluation. • 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.

(C) 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.

(D) EVALUATION:

| | |
|-------------------------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 |
| (b) Written Assignment/Project work | 7 |
| (c) Two Mid-term Examinations | 7 |

(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 is compulsory.

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

SUBJECT CODE: BED-1214

SEMESTER: II B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Acquaint prospective teachers with various methods and audio-visual aids and latest information technology.
- Enable prospective teachers to emphasize the role of history in developing the national and international understanding.
- Enable prospective teachers with various techniques of evaluation.
- Enable prospective teachers to prepare lesson plan by using specific methods of teaching history.

(B) CONTENTS OF SYLLABUS

| Sr. No | Contents | Contact Hours/Week |
|----------|---|--------------------|
| UNIT-I | <ul style="list-style-type: none"> • Methods of teaching history: -story telling, lecture, discussion, source, project and problem solving | 02hours(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Audio-visual aids: meaning, importance, types. Internship in teaching: concept and importance. | |
| UNIT-III | <ul style="list-style-type: none"> • Evaluation in history: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type. | |
| UNIT-IV | <ul style="list-style-type: none"> • Lesson planning: concept, objectives, principles of lesson plan and steps | |

SESSIONAL WORK (Any one of the following)

- Importance of historical studies.
- Write down any historical event
Role of history for future orientation.

(C) BOOKS RECOMMENDED:

1. Arora, K.L. Teaching of history. Parkash brothers educational Publishers Ludhiana.
2. Chaubhe, K.P.: Audio-visual Aids in Teaching of Indian History.
3. Ghata, V.D.: The Teaching of History.
4. Ghosh, K.D.: Creative Teaching in History.
5. Hill, C.P.: Suggestion for Teaching of History, UNESCO.
6. Kochhar, S.K (2004) Teaching of history. Sterling Publishers private Limited.
7. N.C.E.R.T.: Effective Teaching of History in India.
8. Mehta, D.D. Teaching of history and Civis. Tandon Publishers, Ludhiana.
9. Srinivas Moturi, I. Prasada Rao, Digumarti Bhaskara Rao (2004) Discovery Publishers house New Delhi.
10. Singh, Y.K (2004). Teaching of history- modern Methods APH Publishing Corporation 5 Ansari road, Darya Ganj, New Delhi.
11. Singh, R.P (2004) Teaching of history. R.Lall book depot, Meerut.
12. Prakash, Budh: A New Approach to History.
13. Pathak, S.P. (2004) Teaching of history- The Paedo-centric approach. Kanishka Publishers Distributors, New Delhi

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/ Practical/Presentation | 7 Marks |
| Two Mid-term Examinations | 7 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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1215

SEMESTER : II B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(C) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- To develop an understanding about the methods of teaching of political science.
- To develop an understanding of micro teaching.
- To develop the ability to prepare the lesson plan.
- To acquaint the pupil-teacher with different audio visual aids.
- To develop proper understanding of the concept and types of evaluation.

(D) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Devices and techniques of teaching of political science- Questioning, illustration, narration. • Political science room-need and importance. | 02 hours per week(12 week) |
| UNIT-II | <ul style="list-style-type: none"> • Micro teaching-Meaning, micro teaching cycle, micro teaching skills: introducing the topic, questioning, explanation, stimulus variation, blackboard writing. | |
| UNIT-III | <ul style="list-style-type: none"> • Audio-visual aids- meaning, importance and advantages. • Current affairs in political science -meaning, need and importance. | |
| UNIT-IV | <ul style="list-style-type: none"> • Lesson planning –meaning, characteristics and procedure of lesson planning. • Evaluation in political science- meaning, Types of evaluation. | |

Activities (Any one of the following)

- Prepare a lesson plan on any topic related to political science.
- Critically analyze any current topic from newspaper on politics.
- Preparation of a low-cost teaching aid.

(E) BOOKS RECOMMENDED:

11. Aggarwal, J.C (1986) Teaching Of political science& civics, south asia publication.
12. Chopra, J.K (2012) Teaching of political science, unique educational publication.
13. Khanna, Raj kumar (2008) Teaching of political science, Twenty first century publication, Patiala.
14. Syed, M.H (2004) Modern teaching of civics/Political science, Anmol publication pvt.ltd.
15. Yadav Nirmal(2003)Teaching of political science, Anmol publication PVT.Ltd.
16. Kaur, Jaskiranvir(2010)Teaching of Political Science, Tandon Publication.
17. Verma, Upendra(2010)Teaching of Political Science, Rajat Publication.
18. Khanna, S.D(1986)Teaching of Political Science. Doaba House Publication.
19. Chopra, J.K(2004)Teaching of Political Science. Commonwealth Publishers.
20. Mathur, Pawan(2005)Teaching of Political Science. Sumit Enterprises.

(F) EVALUATION:

| | |
|---|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 |
| Written Assignments /Practical/Presentation | 7 |
| Two mid Terms Exam | 7 |

(G) 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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1216

SEMESTER: 2nd B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable student teacher to:

- Be familiar with the methods of teaching Fine Art and to encourage creativity in school children.
- Be equipped with the latest techniques of evaluating student's achievements in art.
- Learn and understand the principles, concepts and techniques of teaching art and to apply them in actual teaching.
- Attain elementary knowledge of various components of arts.
- Plan lessons and deliver them effectively in class room.

(C) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|-----------------|--|------------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Methods of Teaching Art: Lecture Method; Demonstration Method; Observation Method; Project Method; Method of Imagination | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Child Art: Meaning, Importance, and stages. | |
| UNIT-III | <ul style="list-style-type: none"> • Techniques in Painting: Drawing, Painting. • Lesson Planning: concept, importance, Principles and steps. | |
| UNIT-IV | <ul style="list-style-type: none"> • Evaluation in Fine Arts: concept, importance and types | |

SESSIONAL WORK (Any one of the following)

1. Portrait of any one eminent educationist/social issue
2. Preparation of five lesson plans.

3. Construction of an achievement test.

(C) BOOKS RECOMMENDED:

1. Chetna Bharti(2006): Teaching of Fine Arts.Ludhiana,Kalyani Publisher.
2. Chetna Bharti,(2013): Komal Kala Shikshsan.Ludhiana,Kalyani Publisher.
3. Chawla, S.S.: Teaching of Art
4. H.R.Drihhs(2009): The art of teaching. New Delhi, Kosmo Publisher.
5. Janardan Prasad, (2005).Art Education.New Delhi,Kanishka Publisher.
6. Jaswani, K.K.: Teaching and Appreciation of Art in Schools
7. Jeswani, K.K.: Art in Education
8. Khanna, s. And nbt 91992), joy of making Indian toys, popular science, New Delhi: nbt.
9. Prasad, devi (1998). Art as the basis of education, New Delhi: nbt
10. Read, Herbert: Education Through Art
11. Sahi, Jane and Sahi, (2009). Learning through art, aklavya.
12. Schultz & Harold Schores, H.: Art in the Elementary School
13. Shikha Rani Pradhan (2015): Art in Education.Patiala,Twenty First Century Publications.
14. Sudhir Sharma (2015): Shiksha me Kala, Patiala,Twenty First Century Publications.

(D) EVALUATION

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignments/Presentation/Practical | 7 Marks |
| (c)Two Mid Terms Examination | 7 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 2 questions of 5 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 is compulsory.

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

SUBJECT CODE: BED-1219

SEMESTER : II B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the need & importance of computer education as a subject.
- Understand the different teaching methodologies for teaching of computer education.
- Discuss the importance of computer curriculum & computer textbooks.
- Understand how to set up & maintain a computer laboratory.
- Acquire the knowledge on latest trends in information technology.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|--|------------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Methods of teaching of Computer Science: demonstration, lecture, problem solving and Project methods, • Aims of teaching computer science. | 2 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Lesson planning: concept, characteristics, importance and steps. • Computer Laboratory: concept, planning, importance, benefits. | |
| UNIT-III | <ul style="list-style-type: none"> • Evaluation in computer science: Concept, importance, type, Difference between Examination, Measurement & Evaluation, Qualities of good evaluation programme. | |
| UNIT-IV | <ul style="list-style-type: none"> • Internet: meaning, scope and applications in Education, Role of ICT in teacher education, technology in education, CAI. | |

SESSIONAL WORK (Any one of the following)

Hands on experience:

- MS Power Point

- ii) MS Word and
- iii) MS Excel

(C) BOOKS RECOMMENDED

- h) Kevin Hare (Second Edition); Computer Science Principles
- i) Moturi Ravi Kumar, Digumarti Bhaskara Roa; Methods of Teaching Computer Science
- j) Dr. Jyoti Ahuja, Bhawana Ahuja; Pedagogy of Computer Science
- k) Prof. John Milin Sandeep M. (www.bookmandelhi.com); Teaching of Computer Science;
- l) Hemant Kumar Goel ; Teaching of Computer Science
- m) Dr. S. Rajasekar ; Methods of Teaching Computer Science;
- n) Y.K. Singh, Ruchila Nath ; Teaching of Computer Science

(D) EVALUATION

| | |
|---|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignment/Presentation/Practical | 7 Marks |
| (c) Two mid Terms Exam | 7 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 2 questions of 5 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 in compulsory.

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

SUBJECT CODE: BED-1221

SEMESTER : 2nd B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam : 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teacher to:

- Understanding and Knowledge pupil teachers concerning curriculum organization of sociology.
- To understand the approaches of curriculum of sociology.
- To acquaint the pupil-teachers with recent trends in sociology.
- To develop national and international understanding in teaching & Sociology.
- To develop concept of social group and social mobility.

(B) CONTENTS OF SYLLABUS

| Sr. No | Contents | Contact Hours/Week |
|-----------------|---|---------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Audio-visual aids: meaning, importance, types. Internship in teaching: concept and importance. | 2 Hours (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Evaluation in Sociology: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type. | |
| UNIT-III | <ul style="list-style-type: none"> • lesson plan: meaning, Need and importance of lesson planning. principles of lesson plan and steps. | |
| UNIT-IV | <ul style="list-style-type: none"> • Sociology Room- Need and importance. • Recent trends in teaching of Sociology international understanding. | |

SESSIONAL WORK (Any one of the following)

- (i) Importance of sociological studies.

- (ii) Write down any sociological issue.
- (iii) Role of sociology in life.

(C) BOOKS RECOMMENDED:

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

(D) EVALUATION:

| | |
|---------------------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 |
| Written Assignment/Project work | 7 |
| Two Mid-term Examinations | 7 |

(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 2 questions of 5 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 is compulsory.



Program Name: B.Ed
Program Code: ED 304

SYLLABUS

SEMESTER-III

SUBJECT TITLE: SCHOOL INTERNSHIP & ENGAGEMENT WITH COMMUNITY

SUBJECT CODE: BED-2306-2321 & BED-2322

SEMESTER: III B.Ed

CONTACT HOURS/WEEK:

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

| Subject | Internal | External | Total |
|-------------------------------------|-----------|--------------|------------|
| School Internship Subject I | 30 | 100 | 130 |
| School Internship Subject II | 30 | 100 | 130 |
| Engagement with Community | 15 | 25 | 40 |
| | | Total | 300 |

Internship in schools is organized for a minimum duration of 16 weeks. During this period, the students are provided with opportunities to each in government and private schools with systematic supervisory support and feedback from faculty. During the internship, student-teacher 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 4 weeks of supervised teaching practice in the school. This phase would include school engagement, peer observations and observations of interns lesson by faculty. During this period, each trainee-teachers has to plan at least 10 lessons in each school subject. At the culmination of this phase, the subject teacher will conduct 1 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 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 teacher 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 program and conduct the study in detail. A 72 report is to be prepared detailing all the steps of study. The tools, techniques used, response sheets or any other valuable document 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 10 marks.



Program Name: B.Ed
Program Code: ED 304

SYLLABUS

SEMESTER-IV

SUBJECT TITLE: LEARNING ASSESSMENT

SUBJECT CODE: BED-2401

SEMESTER :IV B.Ed.

CONTACT HOURS/WEEK:

| | | | |
|------------|-------------|--------------|-----------|
| Lecture(L) | Tutorial(T) | Practical(P) | Credit(C) |
| 4 | 1 | 0 | 5 |

Internal Assessment :40

End Term Exam :60

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(12 weeks)4 hours per week |
| 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 | 60 Marks |
| Time | 3hrs |
| Internal Assessment | 40 Marks |
| Attendance | 10 Marks |
| Written Assignment/Project work/Presentations | 15 Mark |
| Two Mid-term Examinations/ House Test | 15 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 5 questions of 4 marks each which will cover the entire syllabus uniformly and carry 20 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: INCLUSION SCHOOL AND EDUCATION

SUBJECT CODE: B.ED-2402

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

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 (1995). | |

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

(D) EVALUATION

| | |
|---|----------|
| Theory Examination (External) | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Practical/Presentation | 7 Marks |
| Two Mid Term Examination | 7 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 2 questions of 5 marks in each which will cover the entire syllabus uniformly and carry 10 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES:

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

SUBJECT TITLE: SCHOOL, SOCIETY AND GENDER

SUBJECT CODE: BED-2403

SEMESTER: IV B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

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 | <ul style="list-style-type: none"> • Concept of gender, sex, sexuality, patriarchy. Gender equality in India with special reference to Caste, class and religion. | 2 hours per week (12 Weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Concept of Gender Equity and equality in education. Problems of access, Retention, Stagnation and drop out. | |
| UNIT-III | <ul style="list-style-type: none"> • Role of Education in Gender Sensitization. • Role of curricular and Co- curricular activities in combating gender bias. | |
| UNIT-IV | <ul style="list-style-type: none"> • Schooling of girls: Inequalities and Intervention for girls Participation in schooling • 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 women's 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. Goyal, S. (2017) : Gender, School and Society, Patiala: Twenty First Century Publications.
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 | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignment/Practical /Presentation | 7 Marks |
| (c) Two Mid Terms Exam | 7 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 2 questions of 5 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

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

SUBJECT TITLE: UNDERSTANDING THE SELF
SUBJECT CODE: BED-2404
SEMESTER: IV B.Ed
CONTACT HOURS/WEEK:

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

Internal Assessment: 20
End Term Exam: 30
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 | <ul style="list-style-type: none"> • Socialization and Development of Self: At home, community and at school. • Role of Positive Thinking in Self development. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • The Influence of Peer Group, technology and globalization on identity formation. | |
| UNIT-III | <ul style="list-style-type: none"> • Schooling as a process of identity formation: Developing national, secular and humanistic identity. | |
| UNIT-IV | <ul style="list-style-type: none"> • 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. Bhattacharya, Srinibas (2000). Sociological Foundations of Education. New Delhi: Atlantic Publishers and Distributors.
2. Baron, R.A. (2012). Psychology. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Cornelisson, R.M.M., Mishra, G., Varma, S. (2011a). Foundation of Indian psychology: vol.1, concept and theories, New Delhi, India: Pearson.
4. M Carnoy, D Rhoten (2002). What Does Globalization Mean for Educational Change ? A Comparative Approach, Comparative Education Review.
5. Pathak, Avijit (2004). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Noida.
6. Ramalingam, Dr. Panch. (2010). Recent Studies in School Psychology. New Delhi, Authorpress.
7. Rekha, Kaur Jasjot, Raminderjit Kaur (2016). Understanding the Self. Patiala, Twenty First Century Publications.
8. Sarah Grison, Michal S. Gazzaniga. Psychology in your life (2016) . Norton, W.W & company Inc.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignment/Practical /Presentation | 7 Marks |
| (c) Two Mid Terms Exam | 7 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 2 questions of 5 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

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

SUBJECT: TEXTS; READING AND REFLECTING

SUBJECT CODE: BED-2405

SEMESTER : IV B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

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 SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|-----------------|--|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Reading resources: National policy education(1986) • Reading resources: National curriculum framework (2005). | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Reflection on core element (NPE-1986): Aims of education, pedagogy and evaluation. • Reflection on core elements (NCF-2005): Aims of education, pedagogy and evaluation | |
| UNIT-III | <ul style="list-style-type: none"> • Reading of text books (class viii/ix) -science , social sciences, mathematics and language. • Problems faced by children in reading –causes and remedies. | |
| UNIT-IV | <ul style="list-style-type: none"> • Reflection on core elements in the above stated school text books with respect to gender, environment and health. • Evaluation of Reading skills. | |

SESSIONAL WORK (any one of the activities):

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

(C) BOOKS RECOMMENDED:

1. Garg, Seema (2017) Reading and reflecting on text. 21st century publication, Patiala.
2. Grellet, F. (1981) Developing Reading Skills; A practical guide to reading comprehension exercises. Cambridge University press.
3. Indra devi, M, Prasant kumar, J, Rao, Digumarti Bhaskar (2005) Values in languages Text Book. Discovery publishing house, Patiala.
4. Nandra, Inder dev (2017) Reading and Reflecting on text. 21st century publication, Patiala.
5. Nandra, Inder dev and Amandeep kaur Lahari (2017) Reading and Reflecting on text. 21st century publication, Patiala.
6. Shri vastave B.P.; The Teaching of Reading. Bharti publication new Delhi.
7. Indra devi, M, Prasant kumar, J, Rao, Digumarti Bhaskar (2005) Values in languages Text Book. Discovery publishing house, Patiala.

(D) EVALUATION:

| | |
|---|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Practical/Presentation | 7 Marks |
| Two Mid-term Examinations | 7 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 2 questions of 5 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 is compulsory

SUBJECT: LANGUAGE PROFICIENCY AND LEARNER

SUBJECT CODE: BED-2406

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

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

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/ Week |
|-----------------|--|------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Engaging with popular Subject- based Expository Writing: Selected Articles, biographical writing. | 02 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Engaging with different writing: newspapers, magazine and contemporary educational issues. | |
| UNIT-III | <ul style="list-style-type: none"> • School Magazine: objective, significance and layout • Wall Magazine: objective, significance and preparation | |
| UNIT-IV | <ul style="list-style-type: none"> • Classroom discourse and its nature, Discussion and Questioning as tool for learning. • 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 school newspaper.
- Debate and Discussion in classroom on contemporary educational issues.
- Review writing of any biography.

(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. Kumar, Krishna. (2007). The child's language and the Teacher. New Delhi: National Book.
3. Sullivan, M. (2008). Lessons for Guided writing. Scholastic. National curriculum framework.(2005).
4. Ghosh, S. (2009). Mass Communication: An Indian Perspective. Shishu Sahitya Samsad.
5. Sinha, S. (2009). Roseblatt's Theory of Reading. Explaining Literature contemporary education dialogue.6 (2),pp. 223-237.
6. Mangal, U.(2010). Teaching of Hindi. New Delhi: Arya Book Depot.
7. Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.
8. Nandra I. (2016) Strengthening language proficiency, Patiala: Twenty first century publications.

(D) EVALUATION:

| | |
|-------------------------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignment/Project work | 7 Marks |
| (c) Two Mid-term Examinations | 7 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 02 questions of 05 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

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

SUBJECT: HEALTH AND PHYSICAL EDUCATION

SUBJECT CODE: BED- 2407

SEMESTER : IV B.Ed

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

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.
- Sensitize, motivate and help them to acquire the skills for physical fitness.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|----------|---|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Endocrine glands: Functions and location in the body. • Human Nervous System: parts and its functions. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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: Drug abuse, Alcoholism, smoking, obesity, stress and depression. | |

SESSIONAL WORK (any one of the activities):

- (i) 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 | 30Marks |
| Marks Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Project work/Response Sheets | 7 Marks |
| Two Mid-term Examinations/ House Test | 7 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 2 questions of 5 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 is compulsory.

SUBJECT: ENVIRONMENTAL ISSUES AND AWARENESS THROUGH EDUCATION

SUBJECT CODE: BED- 2408

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment : 20

End Term Exam : 30

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 preservall of resources.
- To enable student teacher to develop desirable sensitivity, attitude, values and respect for the environment.
- Develop positive attitude.

(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, Teacher's Role in Environmental Education efforts at school level. | 02 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Environmental Issues: Pollution, Green House Effect, Global Warming, Depletion in Ozone layer, Acid Rain: Causes & Effects. | |
| UNIT-III | <ul style="list-style-type: none"> ii. Ecology: Meaning, Characteristics, Principles and Types. iii. Ecosystem: Meaning, Importance, Types, Components, Food Web, Food Chain. | |
| UNIT-IV | <ul style="list-style-type: none"> • Conservation: Natural Resources, Forest and wild life. • Health Environment: Meaning, definitions, Characteristics, and How to build healthy environment. | |

SESSIONAL WORK (any one of the activities)

6. To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/subject taken up by the print media.
7. Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED:

1. Sekhri, Isha (2012). Environmental Education. Twenty first Century Publications Patiala.
- Shrivastva, K.K (2004). Environmental Education. Kanishka Publishers & Distributors.
2. Kumar, V (2000) Modern Method of Teaching Environmental Education. New Delhi: Sarup & Sons.
3. Kohli, V.K, Environmental Pollution & Management Vivek Publishers.
4. Sharma, R, (2015) Environmental Education- Causes & Remedies, Twenty first Century Publications, Patiala.
5. K, Amandeep (2017) Environmental Education, Twenty first Century Publications, Patiala.
6. Saxena, A.B (2004) Environmental Education, National psychological corporation .
7. Trivedi, P.R (2004) Environmental Education, A.P.H. Publishing corporation.
8. Nasrin, P.R (2004) Environmental Education, A.P.H. Publishing corporation.
9. Sobti, Saroj & Surjit (2009) Environmental Education , Twenty First Century Publications, Patiala.
10. Rajagopalan, R (2006). Environmental Studies from Crisis to Cure. Oxford University.

(D) EVALUATION:

| | |
|---|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 |
| Written Assignments /Practical/Presentation | 7 |
| Two mid Terms Exam | 7 |

(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 2 questions of 5 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 is compulsory.

SUBJECT TITLE: GUIDANCE AND COUNSELLING

SUBJECT CODE: BED-2409

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

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 | <ul style="list-style-type: none"> • Guidance: - meaning, Nature, Scope, need and types- educational, Vocational and personal- their meaning and objectives. • Principles of Guidance and Counselling. | 2 Hours per week(12 Weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Guidance Services: - Individual information Service- meaning, importance, Placement service-Types, function, principle and follow-up service-Importance, Need, Purposes . • Testing Techniques- Testing of mental abilities, aptitudes and interests. • Non Testing Techniques- Interview, Rating Scales, Cumulative Record Card. | |
| UNIT-III | <ul style="list-style-type: none"> • Counselling:-Concept, Approaches- Directive, Non Directive, Eclectic. • Principles of Counselling. • Qualities and training of a counselor | |
| UNIT-IV | <ul style="list-style-type: none"> • Counselling Interview:- Steps in Counselling interview • Role of Teacher as Counsellor. • 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: Principles of Guidance and Counseling, Kalyani Publishers.
7. Goyal, R.P.: Sikhya Ate Visayak Agvayee (Punjabi University)(Publication)

(D) EVALUATION:

| | |
|----------------------|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignments | 7 Marks |
| Two mid Terms Exam | 7 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 2 question of 5 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 is compulsory.

SUBJECT: EDUCATION TECHNOLOGY

SUBJECT CODE: BED-2410

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Understand the meaning, nature, and Characteristics of educational technology.
- Understand the role of educational technology in education.
- Understand the concept of programmed learning.
- Understand the concept of Mass Media.
- Understand the concept M-learning.
- Understand the Recent trends in educational technology.

(D) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/ Week |
|-----------------|---|------------------------------|
| UNIT-I | <ul style="list-style-type: none"> Education technology: meaning, Nature, Characteristics, Types. Role of Educational Technology in modern educational practices. | 02 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> Programmed Learning: Concept, Characteristics, Difference between programmed learning and traditional learning. | |
| UNIT-III | <ul style="list-style-type: none"> Mass Media and Education: meaning, Purposes, Role of Mass media in education. | |
| UNIT-IV | <ul style="list-style-type: none"> Recent Trends in Educational Technology. M-Learning: Meaning, Objectives, Advantages and disadvantages. | |

SESSIONAL WORK (any one of the activities):

- Preparation of any topic of school level (from class 6th to 10th) through M-learning.
- Preparation of lesson plan by using PPT.
- Write a Report on effects of mass media on our society.

(C) BOOKS RECOMMENDED:

- 9) Walia.J.S (2015-16) Educational technology. Ahim Paul Publication, jalandhar.
- 10) Sethi.M (2015) Educational technology.21st century publication, Patiala.
- 11) Mangal.S.K ,uma mangal(2014).Essential of educational technology.PHI learning private limited,Delhi.
- 12) Thakur.A.S,Abhinav thakur(2013-14)Essential of educational technology. Agrawal publications,Agra-2.
- 13) Sharma.R.A(2013) Essential of educational technology.R.Lall Book Depot,Meerut.
- 14) Nandra.I.S(2009)Educational technology.21st century publication ,Patiala.
- 15) Sachdeva.M.S, chanchal kumar,kusum Sharma(2009)Essential of educational technology.21st century publication,Patiala.
- 16) Bhusan,A.&Ahuja,M,(1992)Educational technology.Vikas publication, Meerut.
- 17) Berwal, S., Thakur A.S.. (2011). Essentials of Educational Technology” Patiala: TwentyFirst Century Publications.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignment/Practical /Presentation | 7 Marks |
| (c) Two Mid-term Examinations | 7 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 02 questions of 05 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

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

SUBJECT: TEACHER EDUCATION
SUBJECT CODE: BED-2411
SEMESTER: IV B.Ed.
CONTACT HOURS/WEEK:

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

Internal Assessment: 20
End Term Exam: 30
Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE:

To enable the student teachers to:

- Familiarize with teaching profession and teacher education.
- Gain insight on problems of teacher education in India.
- Know the qualities of a good teacher.
- Understanding the new recommendations of NCF 2009 on teacher education.
- Understanding the innovations and new trends in teacher education.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|-----------------|---|------------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Teacher education: Meaning, Nature, importance. • Qualities of a good Teacher. Problems of Teacher Education in India. | 02 hours per week (12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Objectives of Teacher Education At different Levels: Pre Primary, Primary, Secondary level. | |
| UNIT-III | <ul style="list-style-type: none"> • NCF 2009 on Teacher Education. | |
| UNIT-IV | <ul style="list-style-type: none"> • Innovations in Teacher Education: Meaning, Nature and strategies. • Current Trends in teacher Education. | |

SESSIONAL WORK (any one of the activities):

- Critical appraisal of teacher education programme (ETT/B.Ed./M.Ed.) being implemented in a teacher education institution.

- Attitudinal survey of teacher trainees.

(C) BOOKS RECOMMENDED:

1. Balasubramaniam, P.S. and Vimala E.P. Kumar. Teacher Education.
2. Bansal, N.K. (2003). Teacher Education Programmes in India and France compared.
3. University News, 41(33), 9.
4. Jawanda, J.S. In-service Teacher Education.
5. NCERT: Second All India Survey of Teacher Education.
6. Saxena, Mishra and Mohanty: Teacher Education, Meerut, R. Lall Book Depot. Shanna, R. A. Teacher Education.
7. Rao. V.K., (2004). "Teacher Education" New Delhi: A.P.H. Publishing House.
8. Singh, Yogesh Kumar & Nath, Ruchika (2005). Teacher Education. New Delhi: APH Publishing Corporation.
9. Preparing Professional and Humane Teacher. New Delhi: NCTE.Pire, E.A. Better Teacher Education. Ramachandran, V. and Ramkumar, V. (2011). Education in India. New Delhi: National Book Trust.
10. Handa, Anupam and Kumar, Naresh (2013). Teacher Education. Patiala: Twenty First Century Publications.
11. Radha M.(2013), Teacher Education, Delhi, PHI Learning Pvt. Ltd.
12. Garg I.(2014), Teacher Education, New Delhi, A.P.H. Publishing Corporation.
13. Namarta (2014), Teacher Education, Meerut, R. Lall Book depot.
14. Kaur, G. (2014).Teacher Education, Patiala : Twenty first century publications.
15. Saxena N.R. Mishra B.K.(2015) Teacher Education Meerut, R.Lall Book Depot.
16. Sharma S.P.(2015) Teacher Education, New Delhi, Kanishka Publishers.

(D) EVALUATION:

| | |
|--|----------|
| External Examination | 30 Marks |
| Internal Assessment | 20 Marks |
| (a) Attendance | 6 Marks |
| (b) Written Assignment/Practical /Presentation | 7 Marks |
| (c) Two Mid-term Examinations | 7 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 02 questions of 05 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES:

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

SUBJECT TITLE: SPECIAL EDUCATION

SUBJECT CODE: BED-2412

SEMESTER: IV B.Ed.

CONTACT HOURS/WEEK:

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

Internal Assessment: 20

End Term Exam: 30

Duration of Exam: 1.5Hrs

(A) OBJECTIVES AND OUTCOME OF COURSE

To enable the student teachers to:

- Develop an awareness and skill in identifying special children.
- Equip themselves with latest trends of the special education.
- Impart knowledge about functioning of special schools.

(B) CONTENTS OF SYLLABUS:

| Sr. No | Contents | Contact Hours/Week |
|-----------------|--|-----------------------------|
| UNIT-I | <ul style="list-style-type: none"> • Special Education: Meaning, need, importance and classification. | 02 hours per week(12 weeks) |
| UNIT-II | <ul style="list-style-type: none"> • Trends in special education: Mainstreaming, community based rehabilitation, inclusion and individualized education programme. | |
| UNIT-III | <ul style="list-style-type: none"> • Identification- characteristics, causes and education of children with mentally retarded, orthopedically handicapped, visually impaired and children with locomotors impairment. | |
| UNIT-IV | <ul style="list-style-type: none"> • Learning disabilities: Types and remediation. | |

SESSIONAL WORK (any one of the activities)

- Activities (Any one of the following)
 - i. Visit to a special school.
 - ii. Problems of teachers in dealing with special children in inclusive setting.
 - iii. Identification of different type of learning disability.

(C) BOOKS RECOMMENDED

1. Alur, M. (2002). Introduction in Hegarty, S., & Alur M (Eds.), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
2. BenDer, W. N. (2002). Differentiating Instruction for Students With Learning Disabilities: Best Practices for General and Special Educators. Thousand Oaks, CA: Corwin Press.
3. Ghai, A. (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88- 100). London: Continuum.
4. Kumar Jitinder (2013) Inclusive Education: A journey through challengers Twenty First Century Publications.
5. Mithu Alur and Michael Bach (2005). Inclusive Education from Rhetoric to Reality, New Delhi, Viva Books Ltd.
6. Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), India Education Report. A Profile of Basic Education (pp. 96-108). New Delhi: Oxford University Press.
7. Singh Agyajit & Surjit Singh (2010) Education of Exceptional Children, Patiala Twenty First Century Publications.
8. Virk Jaswant, Alka Arora and Richa Sharma Sood (2010) Fundamentals of Inclusive Education Twenty First Century Publications.2
9. Virk.Jaswant Kaur(2017) Inclusive School Patiala Twenty First Century Publications, Patiala.

(D) EVALUATION

| | |
|---|----------|
| Theory Examination (External) | 30 Marks |
| Internal Assessment | 20 Marks |
| Attendance | 6 Marks |
| Written Assignment/Practical/Presentation | 7 Marks |
| Two Mid Term Examination | 7 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 2 questions of 5 marks in each which will cover the entire syllabus uniformly and carry 10 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

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