DEPARTMENT OF EDUCATION

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

PROGRAMME OUTCOMES (POs), PROGRAMME SPECIFIC OUTCOMES (PSOs) and COURSE OUTCOMES (COs) of B.Ed. (2021-22)

Program Outcomes (POs) of B.Ed. :

On the successful completion of two-year B.Ed. program pupil teachers will be able to-

PO1: Get empowered in subject, content and pedagogy.
PO2: Analyze the interest, needs and inclination of subjects.
PO3: Create a learning environment which integrates theory and practice.
PO4: Draw out talents and creativity through various curricular and extra- curricular activities.
PO5: Identify the diversities and dealing it in inclusive classrooms environments.
PO6: Demonstrate proficiency in teaching at Primary, middle / secondary school level.
PO7: Develop a sense of professionalism in teaching.

Program Specific Outcomes (PSOs) of B.Ed. :

After successfully completion of the Program, learners will be able:

PSO1: To acquire knowledge about theoretical considerations and their behavioral application of Philosophical, Sociological and Psychological Concepts, Theories, Assumptions, Notation and practical knowledge in teaching learning process.

PSO2: To develop pedagogical understandings, skills, abilities and activities among students for their effective representation/demonstration in classroom practices.

PSO3: To develop inter-personal dialogue ability, professional capabilities, communication skills of students for effective teaching learning process.

PSO4: To understand the use of various ICT tools and apply in their educational settings.

PSO5: To appreciate the role of teacher, school, community and their interactions for conservation and protection of environment and promote sustainable development as well.

PSO6: To prepare themselves for dealing with problems of diverse learners by applying procedural understanding of Guidance and Counseling.

PSO7: To sensitize about their role as an agent of social change and promoter of peace and harmony between traditional and modern values.

CHATTRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR 208024
(Formerly Kanpur University)
DEPARTMENT OF EDUCATION
Bachelor of Education (B.Ed.)
(W.e.f.session2021-22)

COURSE STRUCTURE

SEMESTER I				
A. THEORY (CORE PAPERS)			**MARKS(CREDITS)**	
PAPER	**PAPER CODE**	**TITLE OF PAPER**	**INTERNAL MARKS & CREDITS**	**EXTERNAL MARKS & CREDITS**
PAPER I	BED101	PHILOSOPHICAL PERSPECTIVES OF EDUCATION	25(1)	75(3)
PAPER II	BED102	SOCIOLOGICAL PERSPECTIVES OF EDUCATION	25(1)	75(3)
PAPER III	BED103	PSYCHOLOGICAL PERSPECTIVES OF EDUCATION	25(1)	75(3)
B. OPTIONAL PAPERS				
PAPER IV	BED104	INCLUSIVE EDUCATION	25(1)	75(3)
	BED105	VALUE AND PEACE EDUCATION		
	BED106	GENDER, SCHOOL AND SOCIETY		
C. PRACTICUM WORK				
	BED107	TWO PRACTICAL OF EDUCATIONAL PSYCHOLOGY	30+20 = 50 (2)	
	BED108	VISIT TO A SPECIAL SCHOOL AND IDENTIFY THE PROBLEMS OF DIFFERENTLY ABLED STUDENTS		
D. PROFESSIONAL DEVELOPMENT				
	BED109	PERSONALITY DEVELOPMENT (CLASSROOM SEMINARS/WORKSHOPS AND OTHER ACTIVITIES)	GRADE (A TO E)	
	BED110	LANGUAGE PROFICIENCY IN ENGLISH (LANGUAGE LAB, INTERACTION SESSIONS)		
	BED111	MUSIC/DRAMA/CRAFT/YOGA AND OTHER RELATED ACTIVITIES.		
TOTAL			**450 (18)**	

SEMESTER II				
A. THEORY (CORE PAPERS)			MARKS(CREDITS)	
PAPER	**PAPER CODE**	**TITLE OF PAPER**	**INTERNAL MARKS & CREDITS**	**EXTERNAL MARKS & CREDITS**
PAPER I		***PEDAGOGY OF SCHOOL SUBJECT-I***	25(1)	75(3)
PAPER II		***PEDAGOGY OF SCHOOL SUBJECT-II***	25(1)	75(3)
	NOTE:- *Students have to select any two pedagogy papers from the following group 'A' 'B' & 'C' *****Students are restricted to select only one paper from a group***			
		GROUP 'A'		
	BED201	PEDAGOGY OF PHYSICAL SCIENCE		
	BED202	PEDAGOGY OF COMPUTER SCIENCE		
	BED203	PEDAGOGY OF SOCIAL SCIENCE		
		GROUP 'B'		
	BED204	PEDAGOGY OF BIOLOGICAL SCIENCE		
	BED205	PEDAGOGY OF MATHEMATICS		
	BED206	PEDAGOGY OF HINDI LANGUAGE		
	BED207	PEDAGOGY OF ENGLISH LANGUAGE		
	BED208	PEDAGOGY OF SANSKRIT LANGUAGE		
	BED209	PEDAGOGY OF URDU LANGUAGE		
		GROUP 'C'		
	BED210	PEDAGOGY OF COMMERCE		

	BED211	PEDAGOGY OF HOME SCIENCE		
	BED212	PEDAGOGY OF FINE ARTS		
	BED213	PEDAGOGY OF MUSIC		
PAPER III	BED214	TECHNOLOGICAL PERSPECTIVES OF EDUCATION	25(1)	75(3)
B. ELECTIVE PAPERS (STUDENT HAVE TO CHOOSE ANY ONE PAPER)				
PAPER IV	BED215	ENVIRONMENTAL EDUCATION	25(1)	75(3)
	BED216	HUMAN RIGHTS EDUCATION		
	BED217	EDUCATION FOR HAPPINESS		
C. PRACTICUM WORK				
	BED218	FOUR WEEKS PRACTICE TEACHING	50(2)	
D. PROFESSIONAL DEVELOPMENT **(Activity based papers)**				
	BED219	PERSONALITY DEVELOPMENT FOR A DYNAMIC TEACHER	GRADE (A TO E)	
	BED220	CARE FOR ENVIRONMENT		
	BED221	MUSIC/DRAMA/CRAFT/YOGA AND OTHER RELATED ACTIVITIES.		
TOTAL			**450 (18)**	

SEMESTER III				
A. THEORY (CORE PAPERS)			MARKS(CREDITS)	
PAPER	**PAPER CODE**	**TITLE OF PAPER**	**INTERNAL MARKS & CREDITS**	**EXTERNAL MARKS & CREDITS**
PAPER I	BED301	SCHOOL MANAGEMENT AND LEADERSHIP	25(1)	75(3)
PAPER II	BED302	EDUCATIONAL GUIDANCE AND COUNSELLING	25(1)	75(3)
B. INTERNSHIP/FIELD WORK- 16 WEEKS				
PAPER III	BED303	1. MORNING ASSEMBLY 2. ATTENDANCE REGISTER 3. TEACHERS DAIRY 4. CONTINUOUS AND COMPREHENSIVEEVALUATION (CONSTRUCTION AND ADMINISTRATION OF ACHIEVEMENTTEST) 5. REFLECTION AND CONSOLIDATION OFINTERNSHIP (REPORT WRITING) 6. ACTION RESEARCH AND REPORTWRITING 7. CELEBRATION OF SPECIAL DAYS AND WRITING REPORT WITH THEIR MESSAGES 8. ANY OTHER DUTIES ASSIGNED BY THEPRINCIPAL	100(4)	
C. FIELD WORK				
	BED304	VISIT TO AN INSTITUTION KEEPING VIEW OF INCLUSIVE EDUCATION AND PREPARE REPORT	GRADE (A TO E)	
D. PROFESSIONAL DEVELOPMENT				
	BED305	MUSIC/DRAMA/CRAFT/YOGA AND OTHER RELATED ACTIVITIES	GRADE (A TO E)	
FINAL TEACHING (PEDAGOGY-I)				50(2)
FINAL TEACHING (PEDAGOGY-II)				50(2)
INTERNSHIP VIVA-VOCE				50(2)
TOTAL (THEORY 200 MARKS +			**450 (18)**	

SEMESTER IV				
A. THEORY (CORE PAPERS)			**MARKS(CREDITS)**	
PAPER	**PAPER CODE**	**TITLE OF PAPER**	**INTERNAL MARKS & CREDITS**	**EXTERNAL MARKS & CREDITS**
PAPER I	BED401	DEVELOPMENT OF EDUCATION SYSTEM IN INDIA	25(1)	75(3)
PAPER II	BED402	CONCURRENT ISSUES OF EDUCATION IN INDIA	25(1)	75(3)
PAPER III	BED403	PROCESS OF CURRICULUM DEVELOPMENT	25(1)	75(3)
B. OPTIONAL PAPERS				
PAPER IV	BED404	EDUCATIONAL MEASUREMENT AND EVALUATION	25(1)	75(3)
	BED405	HEALTH AND YOGA EDUCATION		
C. FIELD WORK				
	BED406	COMMUNITY WORK; VISIT TO A SLUM AND IDENTIFIED THE EDUCATIONAL PROBLEMS IN THE LIGHT OF RTE.	GRADE (A TO E)	
D. PROFESSIONAL DEVELOPMENT				
	BED407	LIFE SKILL AND PERSONALITY DEVELOPMENT	GRADE (A TO E)	
	BED408	MUSIC/DRAMA/CRAFT/YOGA AND OTHER RELATED ACTIVITIES.		
	BED409	**COMPREHENSIVE VIVA-VOCE (BASED ON COMPLETE B.ED. COURSE)**		50(2)
TOTAL (THEORY 400 MARKS + PRACTICAL 50 MARKS)			**450 (18)**	
GRAND TOTAL (THEORY 1400 MARKS + PRACTICAL 400 MARKS)			**1800(72)**	

SEMESTER-I

(A- Compulsory Paper)

PAPER - I PHILOSOPHICAL PERSPECTIVES OF EDUCATIONPAPER CODE- BED101

Course Objectives

To enable the pupil teacher to -

- Understand the process and purpose of Education and it's philosophy˙
- Analyze the process and purpose of Education.
- Critically evaluate the philosophical context of Education.
- Construct the knowledge in real life situations and act upon it.
- Reflect upon different philosophical Schools of Thought.
- Understand the vision of Indian thinkers on practical aspects of Philosophy.
- Follow the ways of nurturing values and inculcating human duties.

Course Outcomes (COs)

The pupil teacher will be able to –

- explain the concept of philosophical perspectives in education
- explain relevance of philosophical perspectives in education
- explain philosophical perspectives in education
- explain philosophy as sciences
- explain branches of philosophy
- explain Indian and western branches of philosophy

UNIT I: BASICS OF EDUCATION

- Education - Meaning, Concept, Nature and aims of education
- Agencies of Education - Formal, Informal, Non-Formal- Role of Home, School, Society,Mass Media and social media.

UNIT II: PHILOSOPHY & EDUCATION

- Philosophy- Meaning, Concept, Nature, Relationship between Philosophy andEducation.
- Functions of Educational Philosophy, Comparison of Eastern and Western Philosophy.

UNIT III: INDIAN & WESTERN PHILOSOPHY: AN OVERVIEW

- Indian Philosophy and its contribution: Vedanta, Jainism, Buddhism in the context ofEducation.
- Schools of Philosophy- Idealism, Naturalism, Pragmatism, Realism in the context ofEducation.

UNIT IV: INDIAN & WESTERN PERSPECTIVE OF EDUCATIONAL THINKERS

- Indian Educational thinker: Mahatma Gandhi, Ravindra Nath Tagore,Gijju Bhai, Swami Vivekananda and J. Krishnamoorty.
- Western Educational thinker: Plato, Rousseau, Paulo Freire and John Dewey

Practicum:

1. Class attendance (5marks)
2. Mid-Term Test (10 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper. (10 marks)

Suggested Readings:

1. Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
2. Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi:Vikas Publishing House Pvt. Ltd.
3. Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
4. Broudy, H. S. (1965). Values in the Education Enterprise: Building a Philosophy ofEducational. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Brubacher, J. S. (Ed). (1953). Modern Philosophies of Education 54th year books NSSE.Chicago: University of Chicago press.
6. Butler, T. D. (1908). Four philosophies and their practice in education and religion.New York: Harper Brothers Publishers.
7. Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education. Agra:Vinod Pustak Mandir.
8. Hansen, D˙ T˙ (Ed˙)˙ (2006)˙ John Dewey and Our Educational Prospect: critical Engagement with Dewey‘s Democracy and Education. Albany, NY: State University of NewYork Press.
9. Pandey, R. S. (1982). An Introduction to Major Philosophies of Education. Agra: Vinod Pustak Mandir.
10. Pandey, R.S. (2007). Philosophizing Education, New Delhi; Kanishka Publishing House.
11. Peters, R. S. (Ed.). (1975). Concept of Education. London: Oxford University Press.
12. Peters, R. S. (Ed.). (1975). The Philosophy of Education. London: Oxford University Press.
13. Rusk, R. R. (1956). The Philosophical Bases of Education, London; University of LondonPress.
14. Singha, J. (1961). Introduction to Philosophy, Kolkatta; Shinha Pub. House.
15. Wynne J.P. (1977). Philosophies of Education. London: Prentice- Hall. Inc.

Books Recommended (Hindi):

- अग्रवाल, एस0 के0 शिक्षा के दार्शनिक एवम समाजशात्रीय आधार आगरा भार्गव बुक हाउस।
- गप्ता, लक्ष्मी नारायण महान पश्चात्य एवंभारतीय शिक्षा शास्त्री इलाहाबाद कैलाश प्रकाशन
- चौबे, सरयूपसाद एवं चौबे अखिलेश, भारत हेतु शिक्षा दर्शन, दिल्ली मयूर पेपर बुक्स ।
- दुबे, आर के0, महान भारतीय शिक्षा शास्त्री गोरखपुर , प्रेमनारायण बैजल ।
- पाठक, पी0 डी0 आर त्यागी डी0 एस0 डी0, भारत के शिक्षा दर्शन और शैक्षिक समस्यायें आगरा विनोद पुस्तक मन्दिर ।
- पाण्डेय, रामशकल, शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमिः आगरा, विनोद पुस्तक मन्दिर।
- पाल, एस0 के0 गुप्त, लक्ष्मी नारायण, मदन मोहन, शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन
- माथुर, एस0 एस0, शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर। लाल, रमन बिहारीः शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, रस्तोगी पब्लिके ान, मेरठ
- सक्सेना, एन0 आर0 एस0, शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस।

PAPER-II: SOCIOLOGICAL PERSPECTIVES OF EDUCATION
PAPER CODE- BED102

Course Objectives

To enable the pupil teacher to -

- Understand Contemporary Indian society and education
- Understand diversity, inequality and marginalization in society and their implications forEducation.
- Understand the importance and role of education in the contemporary society.
- Study the process of social change and socialization.
- Promote the development of a sense of commitment to teaching profession and socialwelfare.
- Develop reflective thinking in the creation of a new social order.
- Acquaint themselves about the educational provisions as enshrined in the Constitution ofIndia.

Course outcomes (COs)

Pupil teacher will be able to-

- explain the concept of sociological perspectives in education
- explain relevance of sociological perspectives in education
- explain sociological perspectives in education
- explain sociology as a science
- differentiate sociology with other social sciences
- explain various theories of sociology
- discuss concepts of social structure and social systems
- list various social institutions
- explain the importance of various social institutions
- explain the various concepts related with Social Processes
- explain the concept of Social Change
- explain the concept of Social Policies & Development
- discuss the role of social policies in the social and human development.

Unit I: BASICS OF SOCIOLOY

- Sociology - Meaning, Nature, Difference between Educational Sociology and Sociology ofEducation, The new social order, concept of social diversity in terms of religion, culture, languages, castes, tribes, religion etc.
- Establishing unity in diversity and multicultural society for peaceful and collective living.
- Secularism and education, education as a tool of economic development, Social andcultural change.

Unit II : CONSTITUTIONAL PROVISION & VALUE RELATED TO EDUCATION

- Constitution of India: Preamble, fundamental rights and duties of citizens. Directive principlesof the state policies, articles related to educational provisions.
- Constitutional values related to aims of education in the context of constitutional promises offreedom, justice, equality and fraternity. Education and Democracy.

Unit III : EDUCATIONAL EQUALITY AND OPPORTUNITIES

- Equality of educational opportunities in terms of gender (male, female and transgender),caste, tribes, disabled and minorities.
- Issues and concepts relating to inequality, discrimination and marginalization that stands inthe way of Universalization of education. Role of teacher in linking school with society.

Unit IV : ISSUES AND POLICYS IN EDUCATION

- Right to Education, Sarva Shiksha Abhiyan (SSA),. National Literacy Mission (NLM), Mid-Day Meal scheme (MDM),
- Common School System, Kasturba Gandhi Balika Vidyalaya (KGBV), Ashram PaddhatiSchool

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (10 mark)
3. Practicum / Paper based activity designed by the teacher / Assignmentand Presentation of any topic related with the paper (10 marks), e.g

SUGGESTED READINGS

- Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
- Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
- Batra, P. (2005) Voice and Agency of teachers: Missing link in national curriculum framework 2005. Economic and Political weekly, 4347-4356
- Castells, M. (2011) The rise of network society: The information age : Economy , Societyand culture (Vol. I, II, III) John Wiley & sons.
- Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education.Agra: Vinod Pustak Mandir.
- Dewey, J. (1956). The school and Society. Chicago: University of Chicago Press.
- Dewey, J. (1963). Democracy and education. New York: Macmillan.
- Freire, P (1970). Cultural action for freedom. Penguin education Special, Ringwood,Victoria, Australia
- Freire, Paulo (1993). Pedagogy of the oppressed (revised ed.). London, UK: Penguin books.
- Ghosh, S.C. (2007) History of education in India , Rawat publications .
- Govt. of India (2009) The right of Children to free and compulsory education act 2009
- Hansen, D. T. (Ed.). (2006)˙ John Dewey and Our Educational Prospect: critical Engagement with Dewey's Democracy and Education. Albany, NY: State University of New York Press.
- Nambissan, G.B.(2009) Exclusion and discrimination in school experiences of Dalitchildren , Indian institute of Dalit Studies and UNICEF.
- Pathak A. (2013) social implication of schooling; knowledge, Pedagogy and consciousness.Aakar books

Books Recommended (Hindi):

- अगवाल, एस0 के0 . शिक्षा के दार्शनिक एवम समाजशात्रीय आधार आगरा भार्गव बुक हाउस।
- गप्ता, लक्ष्मी नारायण महान पश्चात्य एवंभारतीय शिक्षा शास्त्री इलाहाबाद कैलाश प्रकाशन
- चौबे, सरयूपसाद एवं चौबे अखिलेश, भारत हेतु शिक्षा दर्शन, दिल्ली मयूर पेपर बुक्स । दुबे, आर के0, महान भारतीय शिक्षा शास्त्री गोरखपुर , प्रेमनारायण बैजल ।
- पाठक, पी0 डी0 आर त्यागी डी0 एस0 डी0, भारत के शिक्षा दर्शन और शैक्षिक समस्यायें आगरा विनोद पुस्तक मन्दिर ।
- पाण्डेय, रामशकल, शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमिः आगरा, विनोद पुस्तक मन्दिर।
- पाल, एस0 के0 गुप्त, लक्ष्मी नारायण, मदन मोहन, शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन
- माथुर, एस0 एस0, शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर। लाल, रमन बिहारीः शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, रस्तोगी पब्लिकेशन, मेरठ
- सक्सेना, एन0 आर0 एस0, शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस।

Paper III: Psychological Perspectives of Education

PAPER CODE- BED103

Course objectives

The pupil-teacher will be able to:

- Understand the concept of Educational Psychology.
- Understand the concept of Growth & Development.
- Develop an understanding towards the concept of learning and its various theories.
- Understand the concept of transfer of learning and motivation.
- Develop an understanding towards the concept of Intelligence, its theories andmeasurement.
- Familiarize with the concept of personality and its theories.
- Develop understanding towards balanced mental health, hygiene & defense mechanism.
- Implement psychological principles in classroom as a prospective teacher.

Course outcomes (COs)

- To study the implications of various principles, procedure and theories of psychology in theteaching-learning process.
- To study the growth and development of child and adolescence in relation to differentstages of growth and development.
- To acquire knowledge and understanding about the learner and the teaching-learning processto bring effectiveness in the learning outcomes.
- To know characteristics of adolescents and their problems.
- To be acquainted with Group Dynamics and Role of the Teachers.
- To study the concept of learning, theories of learning and their implications.
- To identify and understand the needs and differences among learners and provide adequateguidance and counseling.
- To develop an understanding of the concept of emotional intelligence.
- To study the need based model of achievement motivation given by Maslow.
- To incorporate the principles of educational psychology in the betterment of educationsystem and effective teaching-learning.

Unit I: Educational Psychology and Human Development

- Educational Psychology: Concept, Methods, Scope. Concept of Human Growth &Development-Principles, individual differences in classroom situation.
- Infancy, Childhood and Adolescence: concept, characteristics and development withspecial reference to theories of Piaget, Kohlberg and Vygotsky.

Unit II: Learning & Motivation

- Learning: concept, nature and factors influencing learning. Behavioral approaches tolearning: Thorndike‘s trial and error theory.
- Pavlov‘s classical conditioning and Skinner‘s operant conditioning.
- Cognitive approaches to learning: Gestalt insight theory and Gagne‘s hierarchy oflearning.
- Motivation: need & importance. Transfer of learning: concept, types, and role of teacher inensuring positive transfer of learning.

Unit III: Intelligence and Creativity

- Intelligence: Concept, meaning and its nature, Theories: Spearman‘s two factor theory, Thurston‘s group factor theory, Guilford‘s model of intellect, Howard Gardner‘s theory ofmultiple intelligence, measurement of Intelligence.

- Creativity: concept, nature and techniques & methods for fostering creativity- brainstorming, problem solving, group discussion, play way, quiz etc.

Unit IV: Personality and Mental Health

- Personality: Meaning, nature and determinants of personality. Theories of personality: traittheories, type theories and trait cum type theory.
- Mental health & hygiene: meaning, characteristics. Adjustment and Defense mechanism:concept and types.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (10 marks)
3. Practicum / Paper based activity designed by the teacher / Assignmentany topic the paper (10 marks), e.g.

Suggested Readings

1. Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication.Meerut. Aswal G.S. (2009). Educational Psychology (2ed), Vani Prakashan, Patna.
2. Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehart andWinston.
3. Anderson, R.C. & Faust, G. (1973). Educational Psychology, New York: Harper andRow.
4. Bernard, H.W. (1952). Mental Hygiene for class room Teaching, New York: Mc GrawHill, 1952.
5. Bhatia, H.R. (1977). Text Book of Educational Psychology, Delhi: Mc Millan Co.,1977.
6. Bigge, M.L. and Hunt, M.P. (1962). Psychological Foundations of Education, NewYork: Harper and Row.
7. Chauhan, S.S (2010). Advanced Educational Psychology. Vikas Publishing House,New Delhi.
8. Crow and Crow (1957). Mental Hygiene, New York: Mc Graw Hill book co., 1957.
9. Crow, L.D. and Crow, A. (1956). Human Development and Learning, New York,Americal Book Co. Dececco, J.P & Crawford, W.L: Psychology of Learning and Instruction, New Delhi,Prentic Hall of India.
10. Hurlock, E.B. (1997). Child Development (VI Ed.). Tata Mcgrow Hill Publishing Company Limited, Noida.
11. Hilgard, E.R. & Bower, G.H. (1974). Theories of Learning, New York: Appleton.
12. Hurlock, E.B. (1973). Adolescent Development, New Delhi: Mc Graw Hill.
13. Hurlock, E.B. (1956). Child Development, New York: Mc Graw Hill.
14. Kumar R. (2009). Child Development (Vol: I, II). APH Publishing Corporation, NewDelhi.
15. Kuppuswamy, B.: Advanced Educational Psychology, New Delhi: Delhi UniversityPublished.
16. Lazarus, R.S. (1963). Personality and Adjustment, New Jersey: Prentic Hall Inc.
17. Lindgren, H.C.: An Introduction to Sociology, Wiley Eastern Ltd.
18. Mangal, S.K.: Advanced Educational Psychology, New Delhi: Prentice Hall of IndiaPvt. Ltd.
19. Mishra, Bhawna (1999). Education and child Development. Mohit Publications, NewDelhi.
20. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
21. Morgan and King: Educational Psychology, New Delhi: Prentice Hall of India.
22. Pillai, N.P., Pillai, K.S. & Nair, K.S.: Psychological Foundations of Education.
23. Shafer & Shoben: Psychology of Adjustment, C. Carmichael Constable & Co. Ltd.
24. Skinner, C.E. (1964). Educational Psychology, New Delhi: Prentice Hall of Indi
25. Pandey, Ram Shakal (2007). Education Psychology, Surya Publication, Meerut.
26. Sharma, Kamlesh, Manav Bikas, Syar Publication, Agra.
27. Woolfolk, A. Misra, G. Jha, A. (2012). Fundamental Educational Psychology, Delhi:Pearsons.

SEMESTER- I

(B- Optional Paper) Choose any one-

Paper-IV (A) Inclusive Education

PAPER CODE-BED104

Course objectives

The Pupil-teacher will be able:

- To familiarize with the concept of an Inclusive Education.
- To make them able to identify and understand the problems of socially-disadvantaged children.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To sensitize for accommodating inclusions in classroom.
- To appreciate various practices to promote Inclusion in school as well as in society.

Course outcomes (COs)

The pupil teacher will be able to -

- familiarize student-teachers with the concept of Inclusive Education and appreciate itsPhilosophy in the context of Education for All
- identify and address the diverse needs of all learners acquaint with the trends and issuesin Inclusive Education
- develop capacity of student- teachers for creating an inclusive School
- appreciate various inclusive practices to promote Inclusion in the classroom
- understand the meaning and significance of Inclusive education
- gain knowledge on Policy and legislative frameworks promoting inclusion
- learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies,CCE)
- understand the linkages and collaborations for resource mobilization.

Unit I: Inclusive Education

- Inclusive Education: Concept, meaning and Importance of Inclusive Education.
- Difference between Special Education and Inclusive Education. Historical perspectiveof inclusive Education for children with special needs.
- Inclusive Education in India: Constitutional provisions for person with disability, PWDAct 1995, 2016, RTE Act 2009 and salient features of NPE-2020 to promote inclusion.

Unit II: Inclusion for Socially Disadvantaged Children

- Socially disadvantaged children: Meaning of socially disadvantaged children (ST, SC,OBC, Minority, Girls and Slum children).
- Problems of socially disadvantaged children.

Unit III: Children with special needs

- Children with special needs: Concept, Meaning, Classification, Characteristic andidentification of gifted children.
- Disabilities: Types of disabilities. Characteristics, causes and identifications of theEducational needs. Mental, physical and learning disabilities

Unit IV: Inclusive Practices

- Inclusive practices in the classroom: Pedagogical strategies: co-operative
- learning strategies, peer tutoring, social learning and multisensory teaching.
- Creating and sustaining inclusive practices: Role of Teachers, Parents and Community.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (10 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment andPresentation of any topic related with the paper (10 marks), e.g.

Suggested Readings:

विशिष्ट बालक : महेश भार्गव; एच0 पी0 भार्गव बुक हाउस, आगरा।

- Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, PrenticeHall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Blackurst & Berdine (1981), Introduction to Special Education.
- Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999) .Inclusive Education, London: Kogan.
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwinpress, sage Pub
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.

Paper IV (B): VALUE AND PEACE EDUCATION

PAPER CODE- BED105

Course objectives

The Pupil-teacher will be able:

- To understand the concept, nature and classification of values.
- To understand the importance of values in human life.
- To understand the concept of world peace from different perspective.
- To develop sensitizations towards value education
- To inculcate values in every aspects of life.

Course outcomes (COs)

The Pupil teacher will be able to-

- understand the importance of values and peace in daily life.
- identify the nature of values in a multicultural context.
- understand the impact of curriculum, social issues and media on human values
- critically analyze the values from religious, moral, educational and social institutions.
- value human rights and analyze its implementation in the context of a global society.
- justify relevance of Value and peace education in creating and sustaining aninternational social order.

Unit I: Value Education

- Value Education: meaning, nature, need and importance, value system - Role of cultureand civilization.
- Sources of values, determinants of values (Biological, Social, Psychological Ecological) their bearing on education, Indian culture and values

Unit II: Classification of Values

- Classification of values: Material, Social, Moral, Spiritual and democratic; Inculcation ofvalues through education, Positive and negative values. Role of education to overcome negative values.
- Ethical values- Professional ethics, Family values- Components, structure and responsibilities of family, Neutralization of anger, Adjustability, Threats of family life,Caring for needy and elderly.

Unit III: Realization of Values in Society

- Values realization, value conflict and their resolution, value crisis and role of education to address them, development of values as a life-long process.
- Effect of international affairs on values of life, Issues of Globalization-Modern warfare- terrorism, Environmental issues. Mutual respect of different cultures, religions and their beliefs.

Unit IV: Peace Education

- Peace Education: concept, nature, need and Importance. Role of Educationin promoting peace.
- Relevance of world peace: First world war- causes, countries involved an result, Establishment of League of Nation, Second World War: causes, countries involved andresult, Relevance of United Nations Organization (U.N.O.) in promoting peace.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (10 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation ofany topic related with the paper (10 marks), e.g.

Suggested Readings:

1. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R.Pub
2. Chakravarthy, S. K. (1999).Values and ethics for Organizations:theory and Practice. New Delhi: Oxford University Press.
3. Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing.

Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults:A changing Scenario New Delhi: M.D. Publications.

4. Department of Educational Psychology and Foundations of Education(n.d.). Education for Values in Schools: A Framework. New Delhi
5. Jeong, Ho-Won (2000). Peace and Conflict Studies: An Introduction.Burlington: Ashgate Publications
6. Rao, R. K.(1986).Moral Education: A Practical Approach. Mysore:RIMSE.
7. Ruhela, S. P. (1986). Human Values and education. New Delhi:Sterling Publications.
8. Satchidananda, M. K. (1991). Ethics, Education, Indian Unity andCulture. Delhi: Ajantha Publications.
9. VenKataiash, N. (1998).Value Education, New Delhi

Paper IV(C) - GENDER, SCHOOL & SOCIETY

PAPER CODE-BED107

Course Objectives

To enable the pupil teacher to:

- Understand the key concept of gender (male, female and transgender),gender bias, gender stereotypes, empowerment, gender parity, patriarchy, feminism.
- Explain the Social construction of gender with special reference to society.
- Know the policies, plans, schemes and different laws of government forpromoting gender parity.
- Learn about gender issues in school, curriculum, pedagogical process and itsintersection with class, caste, religion and region.

Course outcomes (COs)

The pupil teacher will be able to-

- Discuss and debate on gender based right and responsibilities.
- Interpret human rights in relation to gender.
- Understand the nature and process of the socialization.
- Suggests and invent some policy interventions in the school education.
- Analyze and create a project on social issues based on gender.

Unit-I Key concepts of Gender Issues

- Concepts, terms and relate them with their context in understanding the powerrelation to gender, sex, sexuality, patriarchy, masculinity and feminism, gender bias, gender stereotyping and empowerment.
- Patriarchy, power, resources and opportunities.

Unit II Social Construction of Gender

- Socialization in family and at school, Occupation and identity, Stereotypesabout Females prevalent in the society, media and literature.
- Gender and its intersection with poverty, class, caste, religion.

Unit III: Gender, Power and Education

- Gender identities and socialization practices in : Family, School and otherformal and informal organization.
- Schooling of girls: Inequalities and resistances (issues of access, retention andexclusion), Overview of girl education in India with special reference to U.P.

Unit-IV Gender Jurisprudence (Indian context)

- Understanding the importance of addressing sexual harassment in family,neighborhood and other formal and informal institutions.
- Prenatal Diagnostic Technique Act, 1994; Domestic Violence Act, 2005,Reservation for Women, Supreme Court Verdict about transgender.

Practicum

1. Class attendance (5marks)
2. Mid Term Test (10 marks)

3. Practicum / Paper based activity designed by the teacher / Assignment andPresentation of any topic related with the paper (10 marks), e.g.

Suggested Reading

- Desai, Neera and Thakkar, Usha.(2001). Women in Indian Society. National Book Trust.New Delhi
- Dunne, M.et al.(2003). Gender and Violence in School. UNESCO
- Kostas, Marios (20 June 2019). ‒Discursive construction of hegemonic masculinity an emphasized femininity in the textbooks of primary education: children‘s discursive agency and polysemy of the narratives‖. Gender and Education:-1
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National FocusGroup .Gender Issues & Education
- Srivastava, Gouri (2012). Gender and Peace in Textbooks and Schooling Process.Concept Publishing Company Pvt. Ltd., New Delhi
- Sherwani Azim.(1998) The Girl Child in Crises. Indian Social Institute, New Delhi
- UNESCO (2015). A Guide for Gender Equality in Teacher Education Policy and Practices(PDF). Paris, UNESCO. pp. 9-10, 59-61. ISBN 978-92-3100069-0.
- http://www.genderandeducation.com/issues/secondgeapolicyreportwolf/
- http://www.genderandeducation.com/resources-2/pedagogies/curriculum/
- http://www.publications.awe.asn.au/gender-and-the-national-curriculum

C-Practicum/Field Work

Practical of Educational Psychology

PAPER CODE-BED107

1. Choose any two Practical of Educational Psychology based on list mentioned below

(30 marks)

List of Practical of Educational Psychology

1. Transfer of learning test.
2. Mental fatigue test.
3. Multidimensional personality inventory
4. Bells adjustment test.

Special school visit and identify the problems ofdifferently abled students

PAPER CODE-BED108

1. Visit any one of special school and identify the problems of differently abledstudents and report writing

(20Marks)

D-Professional Development

1. **Personality Development(Through Classroom seminars/workshops)**

PAPER CODE-BED109

2. **Language Proficiency in English**

PAPER CODE-BED110

1. **Language proficiency in English will be developed through use language lab and peer groupinteraction session**

2. **Music/Drama/Craft/Yoga and other related activities**

PAPER CODE-BED110

1. **Music/Drama/Craft/Yoga and other related activities to develop a vibrant prospective of teacher**

SEMESTER- II

(CORE PAPERS)
Pedagogy of School Subjects
GROUP 'A'
PEDAGOGY OF PHYSICAL SCIENCE
PAPER CODE- BED201

COURSE OBJECTIVES

To enable the Pupil teacher to-

- develop insight on the meaning and nature of physical science.
- determine aims and objectives in the content area of physical science.
- know and practice various approaches and methods of teaching physical science.
- develop lesson plan in the content area of physical science.
- familiarize with the curriculum organization in physical science.

Course outcomes (COs)

The pupil teacher will be able to-

- appreciate physical science as dynamic and expanding body of knowledge.
- identify and formulate aims and objectives of physical science teaching.
- write the instructional objectives in the behavioral terms
- use various methods and approaches of teaching physical science
- analyze the content pedagogically.

UNIT –I: MEANING, AIMS AND OBJECTIVES OF TEACHING PHYSICALSCIENCE

- meaning and nature of physical science and its correlation with other subjects.
- aims and objectives of teaching physical science at secondary level.
- bloom's taxonomy and revised bloom's taxonomy of educational objectives.
- writing instructional objectives in behavioral terms.

UNIT- II INSTRUCTIONAL APPROACHES

- methods of physical science teaching- problem solving method, lecture cum demonstration method, project method, heuristic method, inductive and deductiveapproach, Laboratory method.
- innovative instructional method- brainstorming, micro-teaching, team teaching.
- practical application of computers for a teacher.
- action research

UNIT-III PLANNING OF INSTRUCTION

- lesson planning: basic elements, characteristics, approaches (herbartian, r .c.e.m,blooms, n.c.e.r.t) and significance. year and unit planning.
- teaching learning materials- importance and construction of improvised apparatus, oer-moocs
- evaluation- types of evaluation (cce, grading system, cbcs), construction of achievementtest
- remedial and diagnostic teaching.

UNIT-IV SCIENCE CURRICULUM AND RESOURCE OF LEARNING

- principles of curriculum organization, critical analysis of existing secondary levelphysical science curriculum
- physical science laboratories: setting and importance, construction of improvisedapparatus for physical science teaching.
- critical understanding of a physical science text book

- qualities of a good physical science teacher

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks
Attendance	5marks.

Suggested Readings:-

- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text book of Science ofClassX, New Delhi: NCERT.
- Kohli , V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co. 1021
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science
- Developing as a Reflected Secondary Teacher. New Delhi : SAGE Publications IndiaPrivate Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow.Delhi: Doaba House.
- Davar ,M.(2012).Teaching of Science. New Delhi: PHI Learning Private Limted.
- New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep andDeeppub.
- Washten, Nathan S. (1967). Teaching Science Creatively. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). Teaching Science in today‘s SecondarySchools.Boston: Allen and Becon.
- Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation.
- NCERT. (2000). Position paper-National focus group on teaching of sciences. retrievedfrom https://ncert.nic.in/focus-group.php?ln=

PEDAGOGY OF COMPUTER SCIENCE

PAPER CODE- BED202

Course Objectives

To enable the Pupil teacher to-

- develop a broad understanding of the principles and procedures used in computerscience education.
- develop their skills necessary for preparing international accessories.
- know the methods of planning instruction for the classroom.
- learn successfully various methods of teaching computer science and use themjudiciously.
- manage introduction activity in such a way that the vast majority of the learner attainsmost of the objectives.

Course outcomes (COs)

The pupil teacher will be able to-

- understand basic structure and organization of computer system.
- get the basic idea of operating system and associated concepts.
- get familiar with fundamental concepts of computer networking and internet.
- get hands-on with frequently used word processing, presentation and data managementsoftware.
- develop proficiency in web based and interactive e-learning.

UNIT I: HISTORICAL PERSPECTIVE, AIMS AND OBJECTIVES OF COMPUTERSCIENCE

- historical development of computer (hardware and software)
- present status of computer science as a school subject.
- aims and objectives of teaching computer science. (blooms & revised bloomstaxonomy)
- significance of teaching computer science at secondary schools level.

UNIT II: DEVELOPMENT OF CURRICULUM IN COMPUTER SCIENCE

- Principles and rationale of curriculum development
- Organizing the syllabi both logically and psychologically according to the age groups ofchildren.
- Organization of Computer Science Laboratory.
- Text books of Computer Science, qualities of a good text book of Computer Science.

UNIT III: INSTRUCTION AND METHODS OF TEACHING COMPUTER SCIENCE

- Methods of Teaching Computer Science: Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method.
- CAI technique, Video Technology, Power Point Presentation, Software, Webinars,Google forms, etc.
- Teaching Learning Materials- Importance and construction of improvised apparatus,OER- MOOCs
- Action research

UNIT IV: UNIT PLANNING, LESSON PLANNING AND TEACHING AIDS

- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulusvariation, Explaining, Black Board-Writing etc.
- Meaning and Definition of unit plan and lesson plan; Importance and steps of planning alesson.
- Lesson planning: Basic elements, characteristics, approaches (Herbartian, R

.C.E.M,BLOOMS, N.C.E.R.T) and significance.

- Evaluation- types of Evaluation (CCE, Grading system, CBCS), Construction ofAchievement test, Remedial and diagnostic teaching.

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks
Attendance	5marks.

Suggested Reading:

- Agarwal J. C. (2006). Essential of Educational Technology:Teaching and learning. NewDelhi: Vikas Publishing House Pvt. Ltd.
- Alexis, M. L. (2001). Computer for every one. New Delhi: Vikas Publishing house Ltd.
- Allison, L. J., and Chris, P. (2007). Preparing for blended e-learning. UK: Routledge.
- Bennett, S., Marsh, D., & Killen, C., (2008). Handbook of online education continuum.New York: International Publishing group.
- Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: VikasPublishing house Ltd.
- Goel, H. K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot.
- Krishnamurthy, R. C. (2003). Educational technology: Expanding our vision. Delhi:Authors Press.
- Harley, H. (2007). The internet: Complete reference. New Delhi: Tata McGrow HillPub.co., Ltd.
- John, W. (2007). Learning and teaching using ICT. New Delhi: Learning Matters Ltd.
- Joyce, Well., (2004). Models of teaching. U.K: Prentice hall of India.
- Kochhar, S. K. (1992). Methods and techniques of teaching. New Delhi: SterlingPublishers Pvt Ltd.
- Kumar, K. L. (1997). Educational technology. New Delhi: Angel International (P) Ltd.
- Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.
- Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill PublishingCo Ltd.
- Oosterhof, A. C. (1990). Classroom applications of educational measurement. Ohio:Merrill Publishing.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educationaltechnology. New Delhi: Sterling Publishers Private Limited.
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books.Depot
- Sharma, R. C. (1998). Modern science teaching. New Delhi: Dhanpat Raj and Sons.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: SurjeetPublications.
- NCERT. (2006). Position paper-National focus group on Educational Technology.retrieved from https://ncert.nic.in/focus-group.php?ln=

PEDAGOGY OF SOCIAL SCIENCE

PAPER CODE-BED203

Course Objectives

To enable the Pupil Teacher to-

- Appreciate the importance of integrating the knowledge through multidisciplinaryapproach.
- Develop the keen insight of using different strategies, methods and skills for using and transacting knowledge.
- Develop the competence of instructional planning.
- Develop the skills of using teaching-learning resources and creating instructionalmaterial competently.
- develop the competence of evaluating and assessing the learning of students
- Develop into a confident teacher having authority on subject-matter and its transaction.

Course outcomes (COs)

The pupil teacher will be able to-

- understand the need for teaching Social Sciences as an integrated discipline
- Develop the ability to justify the relevance of Social Sciences in terms of contemporaryevents.
- Develop understanding about the basic differences between Social Studies and SocialSciences.
- Prepare lesson plans on different topics based on Social Science text books
- Adopt different teaching strategies to teach Social Science to secondary school students
- Apply appropriate classroom management techniques in handling Social Science classes
- Conduct different continuous evaluation techniques to measure student‘s performance
- **UNIT I- SOCIAL SCIENCE AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS**
- Rationale of including certain Subjects under Social Science
- Social Science Vs. Natural Science & Social Science Vs. Social Study
- Uniqueness and Interdependence of disciplines under Social Science
- Aims and objectives of pedagogy of Social Science at Secondary level (based onBloom and revised Bloom‘s taxonomy)

UNIT II - INSTRUCTIONAL STRATEGIES & LESSON PLANNING

- Micro teaching & Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M, BLOOMS, N.C.E.R.T) and significance. Year and Unit planning
- Methods : Lecture cum Demonstration, Project, Socialized Recitation, Source, Supervised Study, Group Discussion (Discourse & Debate), Inductive-Deductive, StoryTelling, Time-Line
- Teaching Learning Materials- importance and construction of improvised Apparatus,OER-MOOCs
- Action Research

UNIT III – CONSTRUCTION OF CURRICULUM AT SECONDARY LEVEL

- Curriculum-Meaning, concept & principles of curriculum construction, Appraisal andcriticism of existing Social Science curriculum
- Social Science club and laboratory; setting and importance
- Critical understanding of Social Science Text Book
- Resources : Primary and Secondary (Natural flora and fauna, Aids: Atlas, Maps, Globe,Charts, Models, Graphs, Interactive Boards, Multi-Media, Educational Gaming Software)

UNIT IV - ASSESSMENT AND EVALUATION

- Purpose, Types, Characteristics, Techniques and Tools of Evaluation,
- Diagnostic Evaluation , Remedial Teaching, Continuous and Comprehensive Evaluation(CCE)
- Testing Cognition and Testing Performance, Grading system, CBCS , Construction of

Achievement test

- Critical Analysis of a Social Science Textbook with reference to Syllabus

PRACTICUM / INTERNAL ASSESSMENT

- Micro-Teaching- 10 marks.
- Mid-term Exam 10 marks
- Attendance 5marks.

SUGGESTED READINGS

- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, Universityof Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges.Sage Publications India Pvt. Ltd. New Delhi.
- Bossing,N.L.(1952): Teaching in secondary schools, New Delhi, Amrind Pub.
- Brown ,J.W., lewic, R.B. and Harceroad F.F. (1977); A V Instruction technology,Media and methods(5th edition) McGraw hill book company.
- Bining, A.C. &Bining, D.H.(1952), Teaching of social studies in secondary schools,Tata McGraw Hill Publishing Co. Ltd. Bombay
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Dale , E.(1969): Audio-Visual Methods in teaching, New York, Holt, Rinehart andWinston.
- Edgar, B.W. &Stanely (1958), Teaching social studies in high school, Heath andcompany, Boston D.C.
- G. S. Verma : Samajik Vigyan Shikshan , Meerut, Loyal Book Depot
- Gurusharan Das Tyagi : Samajik Adhyayan ka Shikshan, Agra, Agrawal Publications
- J.C. Agarwal (2006) Teaching of social studies (4th edition), Noida, Vikas PublicationHouse.
- Misra, Salil and Ranjan, Ashish (2012)Teaching of Social Sciences:History,Context and Challenges in Vandana Saxena (ed.),Nurturing the Expert Within, Pearson, New Delhi
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence ErilbaumAssociates Publishers, London
- NCERT. (2006). Position paper-National focus group on teaching of social sciences. retrieved from https://ncert.nic.in/focus-group.php?ln=

(CORE PAPERS)
Pedagogy of School SubjectsGROUP 'B'
PEDAGOGY OF BIOLOGICAL SCIENCE
PAPER CODE- BED204

COURSE OBJECTIVES

To enable the Pupil teacher to

- Develop broad understanding of principles and knowledge used in Biological science.
- Develop their essential skills for practicing Biological science.
- Know various approaches and methods of teaching Biological science.
- Prepare lesson planning of Biological Science properly.
- Manage instructional activity in such a way that vast majority of the learner attainedmost of the objectives.

Course outcomes (COs)

The pupil teacher will be able to-

- Develop an understanding of the objectives of teaching biology and the development of biology education.
- Build and use various tools related to biology teaching
- Plan and prepare course plans for teaching biology
- Critically analyze the status of biology in contemporary school education
- Use different approaches methods and techniques of teaching biology in teachinglearning process
- Create various supporting learning materials for effective teaching of biology
-
- **UNIT -l: MEANING, AIMS AND OBJECTIVES OF TEACHING BIOLOGICALSCIENCE**
- Meaning and Nature of biological science and it's correlation with other subjects.
- Aims and Objectives of teaching Biological science at secondary level.
- Bloom's Taxonomy and Revised Bloom's Taxonomy of Educational Objectives.
- Writing Instructional objectives in behavioral terms.

UNIT-II INSTRUCTIONAL APPROACHES

- Methods of science teaching- Lecture cum demonstration method, Project method,Heuristic method, Laboratory method.
- Innovative instructional method- Brainstorming, Micro-Teaching, Team Teaching.
- Practical application of computers for a teacher.
- Action research

UNIT-III PLANNING OF INSTRUCTION

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R.C.E.M,BLOOMS, N.C.E.R.T) and significance. Year and Unit planning
- Teaching Learning Materials- importance and construction of improvised Apparatus,OER- MOOCs
- Evaluation- types of Evaluation (CCE, Grading system, CBCS), Construction ofAchievement test
- Remedial and diagnostic teaching.

UNIT-IV BIOLOGICAL SCIENCE CURRICULUM AND LEARNING RESOURCES

- Principles of curriculum organization, critical analysis of existing secondary levelbiological science curriculum

- Biological Science laboratories: setting and importance, construction of improvised apparatus for biological science teaching.
- Critical understanding of a Biology Text Book
- Qualities of a good biological science teacher

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks
Attendance	5marks.

Suggested Readings-

- Agarwal D.D.: Modern Methods of Teaching Biology, New Delhi: Sorup and Sons,2002
- Das R. C.: Science Teaching in Schools, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
- Edward, Chand Fisher R. L.: Teaching elementary school science, Gangasaran and sons.
- Bhatt. Puran Chand: Science process skills in teaching and learning, New Delhi:Commonwealth publication,
- Mangal S. K.: Teaching of science, New Delhi: Arya Book Depot, 1992.
- Rawat M. S.: Biology teaching, Agra: Sahitya Prakashan, 1996.
- Sharma R. C.: Modern Science Teaching, Delhi : Dhanpat Rai and Sons, 1995.
- Sood J. K.: Science Teaching, Agra: Vinod Pustak Mandir, 2003.
- Vaidya N.: Science teaching for the 21 st century, New Delhi: Deep and DeepPublications.
- Ravi Kumar S.K.: Teaching of Bilogy, Jaipur: Mangal Deep Publications.
- Siddiqui Najma N. and Siddiqui M: Teaching of Science Today and Tomorrow, Delhi:Doaba House.
- Nanda V.K.: Science Education Today, New Delhi: Anmol Publications Pvt. Ltd.
- Yadav Seema and Singh A.K.: Teaching of Life Science, New Delhi: DominantPublications.
- Sharma B.M. and Sharma A.S.: Encyclopedia of Education in 21 st Century Science –Education, Volume – 8, New Delhi: Commonwealth Publication.
- Yadav K. : Teaching of Life Science, New Delhi: Anmol Publications.
- Vaidya, N.: The Impact Science Teaching,New Delhi: Oxford & IBH Publishing.
- Shukla, C.S.: Biology Teaching, Meerut: International Publishing House, 2005.
- NCERT. (2000). Position paper-National focus group on teaching of sciences. retrievedfrom https://ncert.nic.in/focus-group.php?ln=

PEDAGOGY OF MATHEMATICS

PAPER CODE- BED205

Course Objectives

To enable the Pupil teacher to-

- develop broad understanding of aims and objectives used in Mathematics teaching.
- develop their essential skills of Mathematics teaching.
- know various approaches and methods of teaching Mathematics
- prepare lesson plan and Unit Plan of Mathematics properly.
- manage instructional activity in such a way that vast majority of the learner attainedmost of the objectives.

Course outcomes (COs)

The pupil teacher will be able to-

- understand aims and objectives Principles and Knowledge used in Mathematicsteaching.
- develop their essential skills related instructional method.
- prepare lesson planning of Mathematics properly.
- critically analyze Mathematics curriculum
- conceptualize evaluation and its types.

UNIT -l AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

- meaning and nature of Mathematics and it's correlation with other school subjects.
- ims and Objectives of pedagogy of mathematics at secondary level (Bloom's Taxonomyand Revised Bloom's Taxonomy).
- Bloom‘s Taxonomy and Revised Bloom‘s Taxonomy of Educational Objectives.
- Writing Instructional objectives in behavioral terms.

UNIT-II: INSTRUCTIONAL APPROACHES

- Methods of Mathematics teaching- Inductive-deductive, analysis-synthesis method, Lecture cum demonstration method, Project method, Heuristic method, Laboratory method.
- Innovative instructional method- Brainstorming, Programmed Instruction, Team Teaching.
- Micro- Teaching.
- Action research

UNIT-III PLANNING OF INSTRUCTION

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M, BLOOMS,N.C.E.R.T) and significance. Year and Unit planning
- Teaching Learning Materials- importance and construction of improvised Apparatus, OER-MOOCs
- Curriculum-Meaning, concept & principles of curriculum construction, critical analysisof existing mathematics curriculum of secondary level.
- Mathematics club and laboratory; setting and importance

UNIT-IV MATHEMATICS CURRICULUM AND RESOURCES OF LEARNING

- Critical understanding of a mathematics Text Book
- Qualities of a good mathematics teacher
- Evaluation- (CCE, Grading system, CBCS), Construction of Achievement test
- Remedial and diagnostic teaching.

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks

Attendance 05marks.

SUGGESTED READINGS

- Aggarwal, J.C.(2001). Principles, Methods and Techniques of teaching. New Delhi:Vikas Publishing House Pvt. Ltd.
- Arora, S.K.(2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt.Ltd.
- Bishop, G.D.(1965). Teaching Mathematics in the Secondary School. London: Collins Publication.
- Bhasin, Sonia (2005). Teaching of Mathematics- A practical Approach. Mumbai :Himalaya Publishing House
- Butler H. Charles and Wren F. Lynwood. (1996). the Teaching of SecondaryMathematics. New York: The Maple Press Company
- Dececco, J.P. and Crawford, W. (1977). The psychology of learning and Instruction.New Delhi: Prentice Mall of India Pvt. Ltd.
- Jain, S.L. GanitShikshan. Jaipur : Rajasthan Granth Academy, 1973 •
- Kapur, J.N. (2002). Suggested experiments in school mathematics. New Delhi: AryaBook Depot.
- Kulshreshtha, A.K. (2008). Teaching of Mathematics Meerut: R. Lall Books Depot. •
- Mangal, S.K. (1981). A Text Book on Teaching of Mathematics. Ludhiana: PrakashBrothers Educational Publishers. •
- NCERT, A Text Book of content-cum-methodology of teaching Mathematics, NewDelhi :NCERT
- Shah, G.B. (1964) New Dimensions in Teaching Mathematics. Baroda : Faculty ofEducation and Psychology, •
- Sharma, N.R. Ganit Shikshan, Kyun aur Kaise. Agra : Ratan Prakashan Mandir • Siddhu, K.S. The Teaching of Mathematics. New Delhi : Sterling Publication, 1982
- NCERT. (2006). Position paper-National focus group on Teaching of Mathematics.retrieved from https://ncert.nic.in/focus-group.php?ln=

PEDAGOGY OF HINDI LANGUAGE
PAPER CODE-BED206

(हिन्दी शिक्षण)

पाठ्यक्रम उद्देश्यः–

छात्राध्यापक इस विशय के अध्ययन के उपरान्त योग्य हो जायेंगेः–

- हिन्दी शिक्षण के सामान्य एवं अनुदेशनात्मक उद्देश्यों को समझना।
- हिन्दी भाषा एवं उससे सम्बन्धित क्षेत्रों में दक्षता हासिल करना।
- श्रवण भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों को समझना।
- हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त, विधियाँ, प्रविधियाँ, सूत्र एवं शिक्षण युक्तियों से परिचित कराना।
- हिन्दी भाषा शिक्षण में मूल्यांकन का महत्व, मूल्यांकन की नवीन प्रविधियों से परिचित कराना।

पाठ्यक्रम अधिगम परिणामः–

- हिन्दी भाषा के विभिन्न स्वरूपो ंको समझने में समर्थ होगें।
- हिन्दी शिक्षण के सिद्धान्तों एवं सूत्रों का प्रयोग करने में समर्थ होंगे।
- हिन्दी शिक्षण के कौशलों का अभ्यास कराने में सामर्थ्य करेंगे।
- हिन्दी शिक्षण से सम्बन्धित विभिन्न उपकरणों का निर्माण एवं प्रयोग करने में समर्थ होंगे।
- हिन्दी भाषा के विभिन्न विधाओं को सिखाने हेतु भिन्न पाठ–योजनाओं को समझेंगे एवं निर्माण करने में समर्थ होंगे।

इकाई प्रथम (हिन्दी भाषा का स्वरूप) :–

- हिन्दी भाषा का उद्भव एवं विकास।
- भाषा के विविध रूप–(मातृभाषा, सम्पर्क भाशा, राजभाषा, प्रादेकि भाषा, राष्ट्रभाषा)।
- हिन्दी शिक्षण की प्रकृति–हिन्दी ध्वनि विज्ञान, हिन्दी शब्द विज्ञान, हिन्दी वाक्य विज्ञान।
- प्राथमिक एवं माध्यमिक स्तर पर हिन्दी भाषा शिक्षण के उद्देश्य।

इकाई द्वितीय (भाषा के रूप में हिन्दी एवं शिक्षण) :–

- हिन्दी में कक्षा–शिक्षण के सामान्य सिद्धान्त एवं सूत्र।
- भाषा शिक्षण–सिद्धान्त।
- हिन्दी भाषा का अन्य विषयों के साथ सह–सम्बन्ध।
- हिन्दी शिक्षक – गुण एवं विशेषतायें।

इकाई तृतीय (हिन्दी शिक्षण विधियाँ एवं उपागम) :–

- हिन्दी शिक्षण विधियाँ, प्रविधियाँ, एवं शिक्षण युक्तियां।
- हिन्दी शिक्षण के सन्दर्भ में:– गद्य शिक्षण, पद्य शिक्षण, व्याकरण शिक्षण, नाटक शिक्षण और कहानी शिक्षण के उद्देश्य एवं विधियाँ।
- पाठ योजना निर्माण एवं उपागम (हरबर्ट, आर0सी0ई0एम0, ब्लूम्स और एन0सी0ई0आर0टी0)
- विविध पाठ्य योजनायें एवं उनका प्रारूप।

इकाई चतुर्थ (भाषा कौशल विकास एवं मूल्यांकन) :–

- हिन्दी में– श्रवण कौशल, पठन कौशल, लेखन (वर्तनी) कौशल, भाषण (उच्चारण) कौशल एवं भाषा कौशल के विकास के उपाय।
- भाषा शिक्षण में दृश्य–श्रव्य साधनों की भूमिका।
- हिन्दी शिक्षण मूल्यांकनः अर्थ, विशेषतायें, प्रकार, नवीन प्रविधियाँ (सी0सी0ई0, ग्रेडिंग प्रणाली, सी0बी0सी0एस0) निदानात्मक एवं उपचारात्मक शिक्षण।
- हिन्दी में पाठय् सहगामी क्रियायें (वाद–विवाद, भाशण, संगोश्ठी, अन्ताक्षरी एवं कविता लेखन)।

आन्तरिक मूल्यांकनः

सूक्ष्म शिक्षण	10 अंक
मिड टर्म टेस्ट	10 अंक

कक्षा उपस्थिति 05 अंक

अनुमोदित पुस्तकें:–

- चतुर्वेदी, शिखा (2010) हिन्दी शिक्षण आर0 लाल बुक डिपो, मेरठ
- नरूला, मधु (2013) हिन्दी शिक्षण, 21सेन्चुरी पब्लिकेशन, पटियाला
- तिवारी ,भोला नाथ (2015), हिन्दी विज्ञान प्रकाशन किताब महल, दरियागंज,नई दिल्ली
- पचौरी, गिरी (2010), हिन्दी शिक्षण सीमा भार्मा, आर0 लाल बुक डिपो, मेरठ
- पाण्डेय, राम भाकल (1998) हिन्दी भाषा शिक्षण विनोद पुस्तक मन्दिर, आगरा
- भाई योगेन्द्र जीत (1996), हिन्दी भाषा शिक्षण विनोद पुस्तक मन्दिर, आगरा
- लाल, रमण बिहारी (2016) हिन्दी शिक्षण रस्तोगी पब्लिकेशन, मेरठ
- भार्मा, बी0एल0 (1996) हिन्दी शिक्षण आर0 लाल बुक डिपो, मेरठ
- सक्सेना, राधारानी (2013), नवाचारी शिक्षण पद्वतियॉ, राजस्थान ग्रन्थ अकादमी, जयपुर
- सिंह, कर्ण(2021) हिन्दी भाषा शिक्षण लखीमपुर, खीरी
- सिंह, निरंजन कुमार (2007) माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर
- NCERT. (2006). Position paper-National focus group on Teaching of Indian Language.

PEDAGOGY OF ENGLISH LANGAUGE
PAPER CODE-BED207

Course Objectives

To enable the Pupil Teacher to-

- understand the nature, characteristics and the use of English language.
- aquaint the required skills and their inter links for mastering a language.
- apply the various approaches for planning for successful language teaching.
- understand approaches for teaching different aspects of language.
- enhance the skills to study of the semantic, phonetic, graphic and phonetic – graphic aspects.
- sound knowledge of teaching technology of the language.

Course outcomes (COs)

The pupil teacher will be able to-

- understand the need and importance of English Language
- develop proficiency in the Language
- be Familiar with the psycholinguistics and sociolinguistics aspects of Language
- use technology to enrich Language Teaching
- be aware of the pedagogical practices required for teaching English as Second Language
- facilities the effective use of learning resources.
- encourage continuous professional development
- develop an appreciation of the role of the English in both academic and Life.

Unit-I: BACKGROUND TO THE STUDY OF ENGLISH

- Historical perspective with development of English as Subjects & discipline.
- Role of English in the present Scenario; Position of English in the Indian school curriculum in the context of the three language formula. English as a second Language.
- Aims and objectives of teaching English at Secondary level.
- Role of teaching English in development of Education, Society, National Integration and International understanding.

UNIT-II: CONTENT AND PEDAGOGICAL ANALYSIS, METHODS OF TEACHING AND SKILLS OF TEACHING

- Teaching of prose, poetry, composition and grammar.
- Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods, material, composition and grammar.
- Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach.

Unit-III: PLANNING OF INSTRUCTION

- Micro teaching & Lesson planning- : concept, importance, Basic elements, characteristics, approaches (Herbartian, R .C.E.M, BLOOMS, N.C.E.R.T) and significance.
- Year and Unit Lesson Planning;
- Preparation of Prose, Poetry, Grammar & Composition: It‘s importance, planning and teaching.
- Teaching Learning Materials- Audio-visual Aids, OER- MOOCs

UNIT IV: DEVELOPMENT OF LINGUISTIC SKILLS AND EVALUATION

- Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing
- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS) Construction of Achievement test
- DiagnosticEvaluation , Remedial Teaching

Critical Analysis of English Textbook with reference to Syllabus

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks
Attendance	5marks.

SUGGESTED READINGS:-

- National Curriculum Framework 2005; NCERT, December 2005.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
- National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
- Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge.
- Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
- Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house.
- Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.
- Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015
- Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015
- Agnihotri, R.K., Khanna, A.L. 1994. (eds.), Second Language Acquisition: Sociocultural and Linguistic Aspects of English in India (RAL1). New Delhi: Sage Publications.
- Beaumount, M. 1996. The Teaching of Reading Skills in Second/Foreign Language. Patras: The Hellenic Open University.
- Cummins, J. and Swain, M. 1986. Bilingualism in Education. London: Longman.
- Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Prabhu, N.S. 1987. Second Language Pedagogy. Oxford; New York: Oxford University Press.
- Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73:4. Pp. 440-64.
- Kumar, Krishna, 2011. The Child_s Language and the Teacher, a Handbook, New Delhi, National Book trust India,.
- NCERT. (2006). Position paper-National focus group on Teaching off English. retrieved from https://ncert.nic.in/focus-group.php?ln=

PEDAGOGY OF SANSKRIT LANGAUGE
PAPER CODE-BED208

Course Objectives

To enable the Pupil-teacher to-

- understand different role of language.
- develop aesthetic sense, role and importance of Sanskrit as Indigenous language.
- develop the potential Sanskrit teaching at different levels.
- understand and prepare of lesson plans of teaching Sanskrit.
- appreciate the use of audio-visual aids and ICT.

Course outcomes (COs)

The pupil teacher will be able to-

- understand the need and importance of Sanskrit Language
- develop proficiency in the Sanskrit Language
- Be Familiar with the psycholinguistics and sociolinguistics aspects of Sanskrit Language
- use technology to enrich Sanskrit Language Teaching
- be aware of the pedagogical practices required for teaching Sanskrit as Language
- encourage continuous professional development in Sanskrit
- develop an appreciation the role of Sanskrit in both academic and Social Life.

UNIT-I ROLE AND IMPORTANCE OF SANSKRIT LANGUAGE

- Introduction of Sanskrit language and its Characteristics.
- The nature of Sanskrit and its Phonology, Morphology and Syntax.
- The importance of Sanskrit in Indian Society and its place in the curriculum at School levels.
- Co-relation of Sanskrit with other school subjects.

UNIT- II AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE PEDAGOGY

- Aims and objectives of pedagogy of Sanskrit at different levels.
- General Principles and maxims of Sanskrit teaching.
- Methods and Techniques of teaching Sanskrit
- Aims and method of teaching-Prose, Poetry, Grammar, Composition and translation.

UNIT-III LESSON PLANNING AND ITS TEACHING LEARNING MATERIALS

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M, BLOOMS, N.C.E.R.T) and significance. Year and Unit planning in Sanskrit teaching.
- Lesson plan of Prose, Poetry and Grammar in Sanskrit teaching.
- Micro teaching skills.
- Audio-visual aids and their importance in Sanskrit teaching and co-curricular activities.

UNIT-IV ASSESSMENT & EVALUATION

- Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing in Sanskrit language
- Evaluation of integrated lesson plan in Sanskrit language
- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS) Construction of Achievement test in Sanskrit language
- DiagnosticEvaluation , Remedial teaching in Sanskrit language

PRACTICUM / INTERNAL ASSESSMENT

- Micro-Teaching- 10 marks.
- Mid-term Exam 10 marks
- Attendance 5marks.

SUGGESTED READINGS

- Apte, D.G. and Dongre, P.K. (1980) Teaching of Sanskrit in secondary school, Acharya

Book Depot, Baroda,.

- Chaturvedi, R.S. (1998) Sanskrit Shikshan Padhati, Shilpi Prakashan, Agra.
- Govt. of India (2000) Methodology of teaching and training in Higher Education, Delhi.
- Pandey, Ram Sakal, (2006) Sanskrit Shikshanvidhi, Vinod Pustak Mandir Agra.
- Singh, Karan (2007)Teaching of Sanskrit, Govinda Prakashan, Lakhimpur khiri.
- NCERT. (2006). Position paper-National focus group on Teaching of Indian Language. retrieved from https://ncert.nic.in/focus-group.php?ln=

PEDAGOGY OF URDU LANGAUGE
PAPER CODE-BED209

Course Objectives

To enable the Pupil teacher to-

- knowledge of mother tongue and to familiarize with the appropriate terminology.
- working knowledge of grammatical system in Urdu.
- write in an appropriate manner for a particular purpose with a particular audience in mind.
- teaching and principles of translation.
- observation and demonstration of teaching skills.
- writing habit and skill to explain various methods of writing and to expose their difference.
- awareness of formation of good sentences.
- awareness with the method of teaching language differently.

Course outcomes (COs)

The Pupil teachers will be able to:

- understand the need and importance of Urdu Language
- develop proficiency in the Urdu Language
- be Familiar with the psycholinguistics and sociolinguistics aspects of Urdu Language
- use technology to enrich Urdu Language Teaching
- be aware of the pedagogical practices required for teaching Urdu as Language
- encourage continuous professional development in Urdu Language
- develop an appreciation the role of Urdu Language in both academic and Social Life.

UNIT-I: ROLE AND IMPOTANCE OF URDU LANGUAGE

- Nature of Urdu Language
- Urdu as language of knowledge
- Urdu as a first, second and third language
- Urdu as Mother tongue and school language, Importance of Urdu language in curriculum.

UNIT-II: AIMS AND OBJECTIVES OF URDU LANGUAGE PEDAGOGY

- Aims and objectives of pedagogy of Urdu Language at different levels.
- difference between Urdu language as a school subject and language as a medium of instruction and communication,
- Methods of Urdu Language Teaching; Grammar cum translation method, Direct method, Natural method, Communicative approach
- General Principles and maxims of Urdu teaching.

UNIT-III: LESSON PLANNING AND ITS TEACHING- LEARNING MATERIALS

- Lesson planning- : Basic elements, characteristics, approaches (Herbartian, R .C.E.M, BLOOMS, N.C.E.R.T) and significance. Year and Unit planning in Urdu teaching.
- Lesson plan of Prose, Poetry and Grammar in Urdu teaching.
- Micro teaching skills.
- Audio-visual aids and their importance in Urdu teaching and co-curricular activities.

UNIT-IV ASSESSMENT & EVALUATION

- Development of following linguistic skills: Listening and understanding, Speaking, Reading, Writing in Urdu language
- Evaluation of integrated lesson plan in Urdu language
- Purpose, Types, Characteristics, Techniques and Tools of Evaluation, (CCE, Grading system, CBCS) Construction of Achievement test in Urdu language
- DiagnosticEvaluation, Remedial teaching in Urdu language.

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks
Attendance	5marks.

SUGGESTED READINGS

- Teaching of Urdu; Saleem Farani
- Method of Teaching Urdu; Fakhrul Hasan
- How to Teach Urdu; Moulvi Salim Abdullah
- How to write Urdu; Rasheed Hasan Khan
- Poetry and Teaching of Poetry; Akhatar Anshari
- Teaching of Language; Moulvi Abdul Hai
- Qaumi Darsiyat Ka Khaka(2005) NCERT, New Delhi.
- National Focus Group ka Position Paper(2010) _barae Hindustani Zabanon kiTadrees' NCERT, New Delhi.
- Rahnuma Kitab (Teachers_ Manual) (2010)Secondary & Higher Secondary Stage, NCERT, New Delhi.
- Tadrees aur Aamozish ke Tameeri Ravaiye,(2011)NCERT, New Delhi,
- Bachche ki Zaban aur Ustad-ek Lahiya amal,(2007), National Book Trust, New Delhi.
- Agnihotri, R.K,(1995), Multilingualism as a classroom resource, Spriti Publication, Johannesberg.
- Mohanty, A.K, (2015), Bilingualism in a multilingual society, CIIL, Mysore.
- Ottaway, A.K.C,(n.d), Usool-e-Talim aur Amal-e-Taleem,NCPUL, New Delhi.
- NCERT. (2006). Position paper-National focus group on Teaching of Indian Language. retrieved from https://ncert.nic.in/focus-group.php?ln=

(CORE PAPERS)

Pedagogy of School SubjectsGROUP 'C'

PEDAGOGY OF COMMERCE

PAPER CODE- BED210

Course Objectives

To enable the Pupil teacher to-

- develop broad understanding of aims and objectives of Commerce teaching
- develop their essential skills for practicing commerce education.
- know various approaches and methods of teaching Commerce
- prepare lesson planning of Commerce properly.
- critically analyses commerce curriculum

Course outcomes (COs)

The pupil teacher will be able to-

- pupil teacher will be able to understand aims and objectives of commerce teaching.
- pupil teacher will be able to develop their essential skills related instructional method.
- pupil teacher will be able to prepare lesson planning of Commerce properly.
- pupil teacher will be able to critically analyses commerce curriculum
- pupil teacher will be able to conceptualize evaluation and its types

UNIT -l AIMS AND OBJECTIVES OF TEACHING COMMERCE

- Meaning and Nature of Commerce and it's correlation with other school subjects.
- Aims and Objectives of teaching commerce at secondary level.
- Bloom's Taxonomy and Revised Bloom's Taxonomy of educational objectives.
- Writing Instructional objectives in behavioral terms.

UNIT-II INSTRUCTIONAL APPROACHES

- Methods of commerce teaching- Inductive-deductive, analysis-synthesis method Lecture cum demonstration method, Project method, Heuristic method, Laboratory method.
- Innovative instructional method- Brainstorming, Micro- Teaching, Program Teaching, Team Teaching.
- Practical application of computers for a teacher.
- Remedial and diagnostic teaching.

UNIT-III PLANNING OF INSTRUCTION

- Lesson planning: Basic elements, characteristics approaches and significance.
- Teaching Learning Materials- importance and construction of improvised Apparatus
- Evaluation:- CCE, Grading system, CBCS, Blue-Print, Construction and Administration of Achievement Test.
- Action research

UNIT-IV COMMERCE CURRICULUM AND RESOURCE OF LEARNING

- Curriculum-meaning and principles of organization of curriculum
- Appraisal and criticism of existing commerce curriculum of secondary school
- Text Book of commerce- criteria for evaluation
- Quality of a good commerce teacher

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks
Attendance	5marks.

SUGGESTED READINGS

- Aggarwal, J.C. (2004). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House
- Aggarwal, J.C. (2014).Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House
- Tiwari, S.A. (2005). Commerce Education in the Global Era. Delhi: Adhyayan Publishers.
- Tomar, S. (2005). Teaching of Commerce. Agra: Vinod Pustak Mandir.
- Venkates et. Al. (2004). Methods of Teaching Commerce. New Delhi: Discovery Pub. House.

PEDAGOGY OF HOME SCIENCE
PAPER CODE- BED211

Course Objectives

To enable the Pupil teacher to-

- develop broad understanding of principles and knowledge used in Home Science Teaching.
- explain the Scope and Importance of Home Science as a school subject.
- specify the Aims and objectives of Teaching Home Science at secondary stage.
- develop the understanding of Ideal curriculum in Home Science.
- know various approaches, methods and Teaching Aids in Home Science Teaching.
- prepare Effective lesson plan in Home Science.
- explain various tools used in evaluation in Home Science.

Course outcomes (COs)

The pupil teacher will be able to-

- the Pupil teacher will be able to:
- enumerate on the meaning, nature, scope and objectives of teaching Home Science at Secondary and Senior Secondary level.
- state the importance of teaching Home Science in Schools.
- apply various techniques and approaches of Teaching Home Science at secondary and senior secondary level.
- plan instructions effectively for teaching learning process of Home Science at school level.
- plan and modify the setup of Home Science laboratory to conduct practical‘s according to the changing needs of the curriculum.
- evaluate student performance with a holistic perspective.

UNIT I: NATURE OF HOME SCIENCE AND ITS ROLE IN FAMILY AND COMMUNITY

- The nature and scope of Home Science as a discipline in science.
- Historical perspective and major landmarks in the evolution of home science as a subject.
- The contemporary meaning of Home Science and its place in school education.
- Home Science in socio-cultural context with focus on societal issues and concerns and Interface between Home science and skill development.

UNIT II: CURRICULUM, PEDAGOGIC ISSUES IN HOME SCIENCE AND LEARNING RECOURSES IN HOME SCIENCE

- Objectives of teaching of Home Science at elementary, secondary and senior secondary level, Unit planning, lesson planning
- Methods & Approaches in teaching Home Science: Demonstration, Discussion, Practical, Project , Problem solving, Seminar, Experimentation, Field trips, ICT, Market Survey ,Exhibition, Display, peer learning, Role play and Brain storming, Optimal utilization of community resources and simulated teaching.
- Types of Teaching Aids - On the basis of sense organs involved - On the basis of size of learner group - On the basis of learners control over teaching aid - On the basis of experience provided by an aid
- Effective use of teaching aid

UNIT III: LABORATORY ORGANIZATION AND EXPERIMENTATION IN HOME SCIENCE

- Report, records and registers: (i) Purchase, storage and maintenance of material and equipment
- Characteristics, organization and management of Home Science laboratory

- Layout of design: (i) single subject Home Science laboratory (ii) multipurpose home science laboratory
- Sustainability through innovative designs and Guidelines for teachers

UNIT IV: CURRICULUM AND EVALUATION IN HOME SCIENCE

- Introduction and Principles of curriculum construction, Curriculum organization: critical analysis
- Correlation of Home Science with other subjects, Role of Home Science teacher in curriculum development and transaction
- Measurement vs Assessment vs Evaluation, Concept and Types of Evaluation : Diagnostic, Formative and Summative
- Evaluation as a continuous and comprehensive evaluation, Techniques and devices of evaluation in Home Science

Recommended Books

- Chandra, Arvinda;(1978) Introduction to Home Science, Metropolitan Book Co., New Delhi;
- Mann, Mohinder K.(1976) Home Management for Indian; Kalyani Publishers, Delhi,
- Das, R.R. & Ray,(1979) Binita; Teaching of Home Science; Sterling Publishers, New Delhi,
- Devadas, Rajammal P.(1958); Teaching of Home Science in Secondary Schools; All India Council for Secondary Education, New Delhi,
- Devadas, R.P.; (1968.) Textbook of Home Science; Ministry of Food, Govt. of India,
- Asthana N. Home Science Education: Growth and future prospects(paper) Meri Journal of Education,vol1,no.1 April 2006, Management Education and Research Institute, Delhi
- Chandra,A., Shah,A. & Joshi ,A. 1989. Fundamental of Teaching Home Science. New Delhi. Sterling Publishers Private Limited
- Malaviya,R. (2010). Influence of Technology: Adolescent‘s Interests, Journal of Psychosocial Research, Vol.5 No.1
- Malaviya,R. (2007). Evolution of Home Science Education: The Metamorphosis. University News: Journal of Higher Education. Vol. 45, No.08, Feb 19-25, 2007
- Tikoo,S (2010). Professionalism in Home Science, Delhi. Academic Excellence
- Lady Irwin College (2008). Excellence in Home Science: Contemporary Issues and Concerns, Delhi. Academic Excellence
- Lady Irwin College (1990). A Textbook of Home Science. Delhi Orient Longman
- Lakshmi, K. (2006). Technology of teaching of home science. New Delhi: Sonali Publishers.
- Seshaih, P.R. (2004). Methods of teaching home science. Chennai: Manohar Publishers & Distributors.
- Nibedita, D.(2004).Teaching of Home Science. New Delhi: Dominant Publishers and Distributers.
- Shalool, S. (2002). Modern methods of teaching of home science.(I Edition). New Delhi: Sarup&Sons.
- Jha, J.K. (2001). Encyclopaedia of teaching of home science.(Vol I&II), New Delhi: Anmol Publications Private Limited.
- Yadav, S. (1997). Teaching of home science.New Delhi: Anmol Publishers.
- Yadav, S. (1997). Text book of nutrition and health. New Delhi: Anmol Publishers.
- Shah, A. et al (1990). Fundamentals of teaching home science. New Delhi: Sterling Publishers Private Limited.

  Bhatia, K.K. (1990). Measurement and evaluation in education, Prakash Publication, Ludhiana

PEDAGOGY OF FINE ARTS
PAPER CODE-BED212

Course Objectives

To enable the student teacher to-

- get acquainted with importance of Fine art and its place in curriculum.
- understand the concept of representing models and imagination of Fine Art.
- get acquainted of methods of teaching of fine Art
- correlate of Arts Education with other school subject.
- get acquainted with practical skill in fine Art.

Course outcomes (COs)

The Pupil teachers will be able to-

- develop basic understanding of different Fine art forms and their impact in our life.
- enhance artistic and aesthetic sensibility of learners to enable them to respond to the beauty in different Fine Art forms.
- develop skills for integrating different Fine Art forms across school curriculum at Secondary level.
- create awareness of the rich cultural heritage, artists and artisans in the society

Unit-I BASIC OF FINE ART

- Concept, Importance and Scope of different forms of Art
- Nature, scope and aims of teaching Fine Art.
- Importance of Fine Arts and its place in the curriculum at School level.
- Significance of teaching Fine Arts at school level.

Unit-II AIMS AND OBJECTIVES OF TEACHING FINE ARTS

- Aims and Objectives of teaching Fine Arts. (Blooms & Revised Blooms Taxonomy)
- Curriculum Organization of fine Arts.
- Critical appraisal of the existing syllabus in fine Arts.
- Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.

Unit-III LESSON PLANING AND TEACHING AIDS OF FINE ARTS

- Lesson planning to teach Fine Arts : Micro, Macro, ICT Based, Diary Based, Test Based, Model based (Line, Color, Design, Still Life, Poster)
- Methods of teaching Fine Art and Its Approaches: Free Expression, Representation, Designing and clay modeling at various stages.
- Representing model and imagination in Teaching of Fine Art
- Audio –Visual aids and their use in teaching of Fine Arts and critical appraisal of present text books in Fine Arts.

Unit-IV PROFESSIONAL DEVELOPMENT OF ARTS TEACHER AND EVALUATION

- Qualities and professional competencies of a Fine Arts teacher.
- Composition and Appreciation of Fine Arts
- Art Room, its need, equipment and decoration.
- Evaluation: CCE, Grading system, CBCS, Construction of Achievement test, Remedial and diagnostic teaching.

PRACTICUM / INTERNAL ASSESSMENT

Micro-Teaching-	10 marks.
Mid-term Exam	10 marks
Attendance	5marks.

Suggested Readings:

- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., Teaching and Appreciation of Art in Schools.
- LowenfeldViktor .Creative and Mental Growth.
- Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.
- Sharma, L.C., History of Art, Goel Publishing House, Meerut.
- Read, Herbert. Education through art.
- Shelar, Sanjay. Still Life. Jyotsna Prakashan
- NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre. retrieved from https://ncert.nic.in/focus-group.php?ln=

PEDAGOGY OF MUSICPAPER CODE- BED213

Course Objectives

To enable the Pupil teacher to-

- understand the history, importance, and co-relation of Music with other school
- comprehend the knowledge of swarms and sruti and Bloom‘s taxonomy of instructional
- prepare pedagogical analysis of the content and develop a lesson plan for the classroom
- acquire competence in skills for the teaching of Music.
- develop teaching aids to teach Music.
- familiarize the qualities of Music and Music teacher.
- understand the different methods of teaching Music.
- acquiring competency in preparing tools of evaluation.

Course outcomes (COs)

The pupil teacher will be able to-

- identify, analyze and work conceptually with the elements and organizational patterns of music and their interaction, employing this understanding in aural, verbal, and visual analyses and applications.
- distinguish and analyze music according to historical, cultural, and stylistic contexts, and to address culture and history from diverse perspectives.
- apply relevant forms of music technology, including their basic functions and integrative nature.
- demonstrate a fundamental proficiency in keyboard skills.
- demonstrate and apply the research skills necessary for musical and contextual understanding of musical elements and relevance.
- demonstrate the conducting and technical skills necessary to effectively and artistically lead a collaborative rehearsal.

Unit I- INTRODUCTION

- Nature and scope of Music, Vocal and Instrumental Music.
- Aims and Objective of teaching Music at School level.
- The importance of Music and its place in the curriculum at School levels.
- Curriculum: Classical, Light, Film and Folk music and the claims of each for inclusion in the syllabus: songs for school children

Unit II- SUBJECT MATTER OF MUSIC:

- General principles of teaching Rags, Melodic grace, devices and Tune.
- Training in Rhythmic perception, Correlation of Music with other school subjects.
- Audio-visual aids and their use in teaching Music.
- Textbooks: criteria of a good textbook in Music, a critical appraisal of the present textbooks in Music.

Unit III- MUSIC IN SCHOOL CURRICULUM

- Importance of Music in School Curriculum
- Music Room: Its equipment‘s and organization.
- Different type of tests: (Theory and Practical) construction, administration and test of performance.
- Knowledge of subject matter contents up to Secondary level.

Unit IV- BIOGRAPHIES OF THE FOLLOWING EMINENT MUSICIANS

- Swami Haridas, Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V. N. Bhatkhande

- Qualities of a Good Artist.

PRACTICUM / INTERNAL ASSESSMENT

- Micro-Teaching- 10 marks.
- Mid-term Exam 10marks
- Attendance 5marks.

SUGGESTED READING

- Awasthi, S.S.A.,(1964)Critique of Hundustani Music and Music Education, AdhunikPrinter, Jalandhar.
- Bhatkanda, V.N., (2003), Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
- Nhatnagar, S., (1988)Teaching of Music, Monika Prakashan,Shimla.
- Archer, W.G. (1959), India and Modern Art, London,.
- Arnoson, H.H.(1969), History of Modern Art, London.
- Barr, A.H, (1954), Masters of Modern Art, New York.
- Brown Percy : Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta
- The Teaching of Music by Prof. P. Suambarmoorthy
- A critique of Hindustani Music and Music Education by S. S. Awasthi
- Sangeet Bodh by Dr. S. S. Awasthi
- Teaching of music by Gauri Kuppaswamy & M. Hariharan
- Sangeet Visharad by Vasant, Hathras Prakashan
- Hamare Sangeetagya by Prakash Narayan
- Pranav Bharti by Pt. Omkar Nath Thakur
- The Scope of Music, Oxford Univ. Press by Buck
- Voice Training by Grew, Oxford Univ. Press
- Lok Sangeet Ank (Hathras Prakashan)
- NCERT. (2006). Position paper-National focus group on Art, Music Dance and Theatre. retrieved from https://ncert.nic.in/focus-group.php?ln=

SEMESTER-II
(CORE PAPERS)
TECHNOLOGICAL PERSPECTIVES OF EDUCATION
PAPER CODE-BED214

Course Objectives

To enable the Pupil teacher to-

- become effective user of technology in education.
- understanding the nature and scope of educational technology and also about the various forms of technology.
- understanding of the system approach to education and communication, theories and modes of communication.
- develop basic skills in the production of different types of instructional material.
- develop an awareness in students about the recent innovations and future perspectives of educational technology.
- acquaint the learner with the challenges and opportunities emerging in integrating new technology in educational process.
- make the student familiar with new trends, techniques in education along with e-learning.

Course outcomes (COs)

The pupil teacher will be able to-

- explain the concept of Educational Technology.
- implement appropriate teaching and learning strategies as per content.
- understand types of educational technology and their application in classroom teaching.
- use various information and communication technology to make classroom instruction interactive and effective.
- design appropriate instructional strategies for effective classroom transaction.
- develop instructional media and materials for use in teaching and learning.

UNIT I UNDERSTANDING OF EDUCATIONAL TECHNOLOGY

- Educational Technology: Meaning, Nature, Scope and Significance. Types of Educational Technology: Hardware, Software and System Approach
- Various Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioral Technology.
- Computer Assisted Instruction: Meaning, concept and basic assumptions, Types or Modes.
- E-Learning: Meaning, Nature, Characteristics, Modes and Styles of E-Learning: Support Learning, Blended Learning.

UNIT II STRATEGIES OF INSTRUCTIONAL TECHNOLOGY

- Teaching: Meaning, Definition, Characteristics, Difference in Teaching Instruction, Conditioning, Training and Indoctrination.
- Teaching Methods and Strategies: Lecture, Demonstration, Narration, Illustration, Problem Solving, Project method, Brain Storming, Discussion.
- Mass Media and Technological Media in Education
- Approaches to integrating ICT in teaching and Learning.

UNIT III CRITICAL UNDERSTANDING OF ICT

- Information and Communication Technology: Meaning, Advantages, Processes and Barriers
- Multimedia: meaning & concept, text, graphics, animation, audio, video. Various types of educational gaming software
- Computer network: LAN, MAN, WAN

- Web Resources– navigating, searching, evaluating, saving and bookmarking.

UNIT IV DIMENSIONS OF TEACHING

- Models of Teaching: Meaning & concept, Characteristics and Types.
- Concept attainment model, Group Investigation Model, Advanced Organizer Model with Its syntax. Flanders Interaction analysis Model
- Programmed Instruction: Meaning, Characteristics, Types (Linear, Branching & Mathetics).
- Virtual Classroom: Concept, Advantages and Limitations

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (10 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.

To develop an indigenous teaching aid for mass education appeal.
To prepare any multimedia instruction model.
To prepare a report on Flanders Interaction Analysis.
To prepare a report on teaching model.

Suggested Readings:

- Aggarwal, J.C. (2001). Principles, Methods and Techniques of Teaching. Delhi: Vikas.
- Aggarwal, J.C. (2008). Elementary Educational Technology. Delhi: Shipra Publication.
- Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to eLearning, Kogan Page Limited.
- Bengalee, Coomi (1986). Introduction to Educational Technology: Innovations in Education. Mumbai: Saith.
- Bhatia, K.K. (2001). Foundation of Teaching Learning Process. Ludhiyana: Tandon Publishers.
- Bhatt, B. D.,Sharma, S. R.(1992). Educational Technology: Concept and Technique. New Delhi: Kanishka Publg House.
- Dahiya, S.S. (2008). Educational Technology: Towards Better Teaches Preference. Delhi: Shirpa Publication.
- Das, R. C.(1993). Education Technology: A Basic Text. New Delhi: Sterling.
- Jain, P. (2004). Educational technology. New Delhi: Dominant.
- Joyce, B. (1978). Information Processing Models of Teaching. New Jersey: Prentice Hall.
- Joyce, B. (2009). Models of Teaching. New Delhi: Phi Learning.
- Kumari, S. (2006). Increasing Role of Technology in Education. Delhi: Isha.
- Mangal, S.K. (2002). Essentials of Teaching Learning and Information Technology. Ludhiyana: Tandon Publishers.
- Mukhopadhyay, M. (1990). Educational Technology: Challenging Issues. New York: Sterling.
- Oak, S. (1994). Shaikshanik Tantravidnyan. Pune: Shri Vidya.
- Pachauri, S. C. (2011). Educational Technology. Aph Publishing Corporation: New Delhi.
- Picciano, A. G. (2010). Educational Leadership and Planning for Technology. Prentice Hall: Boston.
- Rastogi, S.(1998). Educational Technology for Distance Education. Jaipur: Rawat Publication.
- Robert, H. (1990). Instructional Media and The New Technologies of Instruction. London: John Wiley and Sons.

- Salmon, G. (2002). E-Tivities: The Key to Active Only Learning. Sterling, VA : Stylus Publishing Inc. ISSN 0 7494 3686 7 Retrieved from https://tojde.anadolu.edu.tr/tojde8/reviews/etivities.htm
- Saxena, N. R. Swaroop,Oberoi, S.C.(2004). Essentials of educational technology and management. Meerut: R.Lall Book Depot.
- Schrum, L. (2011). Considerations on Educational Technology Integration: The Best of JRTE. International Society for Technology in Education: Eugene.
- Sethi, D. (2010). Essentials of Educational Technology and Management. Jagdamba Publishing Company: Delhi 27. Sharma, A.R. (2001). Educational Technology. Agra: Vinod.
- Singh, C.P.(2011). Advanced Educational Technology. Lotus Press: New Delhi.
- Sleeman, P.J., Cobun, Ted C, Rockwell, D. M.(1979). Instructional Media and Technology: A Guide to Accountable Learning Systems. New York: Longman.
- Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
- Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons.
- Walia, J. S. (2003). Educational technology. Jalandhar: Paul.
- Yadav, D. S. and Shastri, K.N. (2009). Educational technology: Delhi.

Useful Websites

- http://www.learningapple.com/id3/resources.htm
- http://members.rediff.com/missan/Comp_Web_Inst_Designers.htm
- http://www.coe.uh.edu/courses/cuin6373/whatisid.html
- http://www.coe.uh.edu/courses/cuin6373/index.html
- http://edutechwiki.unige.ch/en/Instructional_design

SEMESTER-II
B-ELECTIVE PAPERS
(STUDENT HAS TO CHOOSE ANY ONE PAPER)

PAPER IV (A): ENVIRONMENTAL EDUCATION
PAPER CODE-BED215

Course Objectives:

The teacher will be able to:

- understand the concept of environment and its various aspects.
- become aware and sensitive towards environment and its allied problems.
- realize the need of environment protection and sustainable development.
- acquire knowledge about the different methods of teaching in environmental education.
- acquire knowledge of the tools and techniques for the evaluation of environmental education.

Course outcomes (COs)

The pupil teacher will be able to-

- master core concepts and methods from ecological application in environmental problem solving.
- master core concepts and methods from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
- appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems.
- understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.
- apply systems concepts and methodologies to analyze and understand interactions between social and environmental processes.
- reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.
- demonstrate proficiency in quantitative methods, qualitative analysis, critical thinking, and written and oral communication needed to conduct high-level work as interdisciplinary scholars and/or practitioners.

UNIT I: ENVIROMENTAL EDUCATION: BASIC CONCEPTS

- Meaning, Concept, Nature, Importance and Scope of Environment.
- Meaning, Concept, Nature, Scope, Objectives and Importance of Environmental Education.
- Meaning, Concept and Importance of Ecosystem, Relationship between Man and Environment.
- Perspectives of environmental concerns: social and natural sciences.

UNIT II: UNDERSTANDING DEVELOPMENT IN THE CONTEXT OF ENVIRONMENT

- Rain Water Harvesting, Eco Tourism, Environmental Ethics.
- Global Environmental Problems: Global Warming, Climatic Change, Ozone Layer Depletion.
- Methods of teaching Environmental Education- Seminar, Workshop, Problem Solving, Field trips and Surveys, Projects, Exhibition.
- Addressing the real and complex issues of Development.

UNIT III: VARIOUS APPROACHES IN ENVIRONMENTAL EDUCATION

- Interdisciplinary and Multidisciplinary Approach of Including Environmental Education in the School Curriculum.
- Environmental Awareness and Management: Conservation, Protection and

SustainableDevelopment.

- Use of Media and Technology in Environmental Education.
- Significance and scope of environmental issues at the global, national & local levels in school curriculum

UNIT IV: CO-CURRICULAR ACTIVITIES AND EVALUATION

- Co-curricular activities in Environmental Education including Plantation, Awareness Campaigns, Monuments and Community work.
- Concept and Techniques of Evaluation with Reference of Environmental Awareness, Attitudes and values.
- Factors responsible for flora and fauna extinction, Measures to conserve flora andFauna, Causes of forest fire and its measures of prevention
- Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom

PRACTICUM:

Mid-term Exam= 10

Assignment or Presentation on given topic = 05

Project related to any issue of Environment (SAY NO TO POLYTHENE, GO GREEN, SDG etc.) = 05

Class attendance (5marks)

Participation in Activities like Plantation, Swach Bharat Abhiyan, etc.

Organization of Environmental Awareness Programmes like nukkad natak, cultural days.

Celebrating Days & Weeks Related with Environment (For e.g. Wild Life Week,World Environment Day, Earth Day, World Water Day Etc) in Schools.

SUGGESTED READINGS:

- Agarwal, J.C. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
- Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
- Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
- Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup & Sons, New Delhi.
- Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.
- Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi
- Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau.
- Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer,
- J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
- CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education
- Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Educating for the Environment. Ahmadabad: CEE.
- Driver R. Guesne, E. &Tiberghien, A. (1985). Children‘s Ideas in Science. U.K.: Open University Press

- Harvey, B. &Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
- Kumar, D. K. Chubin, D. (2000). Science, Technology and Society : A source book on research and practice. London: Kluwer Academic Publication
- Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.
- Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE)Education. In The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education. Science and Technology Education.
- NCERT. (2006). Position paper-National focus group on Education for Peace. retrieved from https://ncert.nic.in/focus-group.php?ln=

ELECTIVE PAPER
PAPER IV: HUMAN RIGHTS EDUCATION
PAPER CODE- BED216

Course Objective

- develop analytical skills to question and appraise Human Rights policies and practices at national and international levels.
- explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics.
- understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights.
- educate students to recognize and interpret the nature of and need for human rights to respond to moral violations.
- encourage students to identify, compare, and appraise diverse cultural and theoretical representations of human rights.
- prepare students to design and critically assess multidisciplinary connections to human rights both across the university and within their own educational programs.
- engage students to participate in human rights practice through high impact student learning experiences.

Course outcomes (COs)

The Pupil teacher will be able to:

- analyze how concepts of gender are created, maintained, challenged through embodiment, cultural representations, and social organization.
- describe the social construction of gender and explain who these constructions are shaped by the time, location, and culture that they are situated in.
- explain how theories of gender have been influenced by and influence their social contexts.
- apply concepts and theories related to gender studies to a disciplinary or interdisciplinary creative, scholarly.
- identify and evaluate the historical, philosophical, political and cultural developments establishing human rights as a set of global norms, agreements, and procedures.
- explore global human rights institutions, law, and processes, and assess the impact of their interaction with national and local cultural practices and norms.
- critically examine the impact of diverse geographic, cultural and theoretical contexts on the social acceptance and practical application of human rights norms.
- synthesize interdisciplinary approaches and contributions to topics such as gender, race, poverty, violence and post-colonialism within a human rights framework.
- reflectively evaluate the effectiveness of human rights practice on local, national or international humanitarian efforts.

UNIT-I: UNDERSTANDING HUMAN RIGHTS

- Human Rights- Definition, nature, need and Importance
- Historical Development of Human Rights, Constitutional Provisions for Human Rights in India.
- Difference between Human Rights and Fundamental Rights.
- Human Rights Education in India, Famous Human rights movement in India

UNIT-II : CONCURRENT ISSUES RELATED TO HUMAN RIGHTS

- Consumer Rights and Structure of Consumer Courts in India,
- R.T.I. Act 2005
- Human RightsCommission in India.
- Agencies for Human Right Education in India viz. Family, School, State and NGOs

UNIT III: HUMAN RIGHTS MOVEMENTS IN INDIA

- National Freedom movements
- Social and Political Movements
- Dalit Movements
- Women‘s Movements

UNIT IV: SOCIETY AND HUMAN RIGHTS: PROMOTION AND PROTECTION

- Role of NGOs
- Role of Mass-Media
- Role of Educational Institutions
- Role of Government

Practicum:

Mid-term Exam- 10
Assignment or Presentation on given topic - 05
Project related to any issue of Human Rights - 05
Class attendance (5marks)
Visit to orphanage, women protection home, child protection home
Collection of data related to Human Rights and its analysis
Debates and discussions on violation of rights of Disadvantaged groups
Analysis of the Films post screening of the following: Bawander, India‘s Daughter,Water etc.
Analysis of textual materials from the perspective of gender bias and stereotype.

Suggested Readings:

- Sen, Amartya, 2004, _Elements of a Theory of Human Rights, Philosophy and public-Affairs, 32. No.4
- Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.
- Bajpai, Asha(2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
- Baxi, Upendra (2010) The Future of Human Rights, Oxford University Press: New Delhi.
- Byrne, Darren, J.O. (2000), Human Rights: An Introduction, New Delhi, Pearson Education Limited. Chandohoke, Neera (2012) Contested Secession: Rights, Self-determination, Democracy, and Kashmir, Oxford University Press, New Delhi
- Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd. Conventions on the Rights of the child (2000), MHRD Govt of India.
- Dagar, B.S. (1948), Perspectives in Human Rights Education, Chandigarh, .Haryana Sahitya Academy.
- Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.
- Elbers, Frank (2002), Human Rights Education Resource book, Cambridge, MA: Human Rights Education Associates.
- Gopalan, S.B. (1998) India and Human Rights, New Delhi, LokSabha Secretariat.
- Gupta, Madan (2001) What will be Human Rights of students, New Delhi,
- Jnanada Pub. Hugh (1991) The challenges of Human Rights, London, Cassell, Education Ltd.

- Illich, Ivan (1972)Deschoolingsociety , Middlesex, England, Penguin Books Ltd.
- Krishanmurthy, J. (2001), The First and Last Freedom, Chennai, Krishanmurthy Foundation.
- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Macwan, Martin (2006), Dalit Rights, New Delhi, NHRC.
- Mani, V.S.(1998), Human Rights in India: An overview, Institute for the world congress on Human Rights, New Delhi.
- MHRD (2003), Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi.
- Mittler, P. (2000) Working towards Inclusive Educating Social contexts, London, David Fulton publishers.
- NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.
- Pachuari, S.K. (1995), Children and Human Rights, Delhi, APH, Publication.
- Pachuari, S.K. (1995), Women and Human Rights, Delhi, .APH, Publication.
- Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi
- NCERT. (2006). Position paper-National focus group on gender issues in the curriculum.
- NCERT. (2006). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT. retrieved from https://ncert.nic.in/focus-group.php?ln=

ELECTIVE PAPERS

PAPER IV: EDUCATION FOR HAPPINESS
PAPER CODE-BED217

Course Objectives

To enable the Pupil teacher to-

- understand the concept of happiness and its interrelationship with education.
- understand the Role of happiness in Education.
- understand the demand of happiness in education and its reality (issues and problems)in Indian education system.
- accustom with the underpinnings of happiness in various schools of philosophy.
- to know the perspective of various eastern and western philosophers on happiness.
- understand the concept of education for happiness and its silent features.
- understand the importance of education for happiness and implement in his teaching.

Course outcomes (COs)

The Pupil Teachers will be able to -

- develop self-awareness and mindfulness amongst learners about Happiness.
- inculcate skill of critical thinking & inquiry in the learners for peaceful living.
- enable learners to communicate effectively and express themselves freely and creatively to promote happiness and peace in the society.
- enable learners to understand their expectations in relationships, develop empathy, and ensure healthy relationships with family, peers & teachers.
- enable learners to apply life skills to deal with stressful & conflicting situations around them.
- develop social awareness & human values in learners to engage in meaningful contribution in society.
- develop holistic approach to education in a universal context.

UNIT- I : BASICS OF HAPPINESS

- Happiness: Concept, meaning and nature
- Domains of happiness and itsfactors.
- Demand of education for happiness in 21st century: issues and problems (Secondary level).
- Notion of the Quality life.

UNIT –II EUCATION AND HAPPINESS

- Functions of education for Happiness.
- Role of education in happiness.
- Relationship between happiness and education, positive discipline
- Exploring Happiness through Education and Awareness.

UNIT-III: HAPPINESS CONTEXT: INDIAN AND WESTERN

- Historical background of happiness in Indian Perspective.
- Indian: Bhagvad Gita, Buddha, Sad-Darshan, Charvaka, Aurobindo,Vivekanand, J. Krishnamurti and Osho.
- Historical background of happiness in Western Perspective.
- Western: Socrates, Aristotle, Kant, Russell, Bentham and Mill, Seligman

UNIT –IV AN APPROACH TO EDUCATION FOR HAPPINESS AND PEACE

- Stage-Specific Approach for Happiness and Peace
- Teachers as Peace Builders
- Pedagogical Skills and Strategies for Happiness
- Integrating Happiness Concerns in Classroom Transactions

PRACTICUM:

Mid-term Exam= 10

Assignment or Presentation on given topic = 05

Project related to any issue of Happiness and Education = 05

Class attendance (5marks)

To prepare a report on comparison of notion of good life with his life.

To develop a project report on collective Happiness

To prepare a report on western concept of Happiness

To prepare a report on Indian concept of Happiness

Suggested Reading:

- Haribhadra (1986). Sad-Darsana Samuccaya (A Copendium of Six Philosophies). Delhi: Eastern Book Linkers
- Aurobindo (1977). Sri Aurobindo and the Mother on Happiness and Peace. Pondicherry: Sri Aurobindo Society.
- Kapoor, Subodh (2002). Encyclopaedia of Upanisads and its Philosophy (Vol. 4). New Delhi: Cosmo Publications
- Osho (2008). Joy: The Happiness that comes from within. NY: St. Martin‘s Press.
- Russell (1930). The Conquest of Happiness. Retrieve from- https://russell-j.com/beginner/COH-TEXT.HTM
- Kant (2012). Critique of Judgement. NY: Dover Publications, Inc.
- Wike, V.S. (1994). Kant on Happiness in Ethics. Albany: State University of New York Press.
- Krishnamurti (1927). The Kingdom of Happiness. NY: Boni & Liveright.

PROFESSIONAL DEVELOPMENT
PERSONALITY DEVELOPMENT FOR A DYNAMIC TEACHER

(Activity based paper)

PAPER CODE- BED219

Course Objectives

To enable the Pupil teacher to-

- develop talent, facilitate employability enabling the incumbent to excel and sustain as a professional teacher.
- bring about personality development with regard to the different behavioral dimensions that have far reaching significance in the direction of organizational effectiveness.
- make students know about self-awareness, life skills, soft skills, need for personal development etc.

Course outcomes (COs)

The Pupil teacher will be able to-

- develop, exhibit and accurate sense of self.
- develop and nurture a deep understanding of personal motivation.
- develop an understanding of personal and professional responsibility.
- demonstrate good interpersonal relationships with peer learner, teachers, non-teaching staff and community.
- applying the comprehensive set of skills and knowledge for life success.

UNIT I INTRODUCTION TO PERSONALITY DEVELOPMENT

- concept of personality
- dimensions of personality
- significance of personality development.
- the concept of success and failure

UNIT II OTHER ASPECTS OF PERSONALITY DEVELOPMENT AND PRACTICES

- Body language, Problem-solving, Conflict and Stress Management, Decision making skills
- Leadership and qualities of a successful Teachers
- Character-building, Team-work, Time management
- Professional ethics – Good manners and etiquettes.

UNIT III INTERPERSONAL RELATIONSHIP SKILLS AND PRACTICES

- Verbal Communication
- Non-Verbal Communication
- Expert talk
- Life skills

UNIT IV EMPLOYABILITY QUOTIENT

- Resume building, art of participating in Group Discussion.
- Acing the Personal (HR & Technical)
- Interview -Frequently Asked Questions, Mock Interview Sessions.
- Dressing sense.

PAPER IV- CARE FOR ENVIRONMENT

PAPER CODE – BED220

Course Objectives

To enable the Pupil teacher to-

- identify the environmental issues around them.
- conceptualize the issues related with environment.
- evaluate the interrelationship between the environmental issues and human activities.
- construct strategies to solve the environmental issues.
- understand their role in socio-environment issues.
- develop folk wisdom among them.
- develop healthy environmental habits.

Course outcomes (COs)

The Pupil teacher will be able to-

- understand Global scale of environmental problems.
- reflect critically about their roles and identities as a member of civil society.
- develop healthy environmental habits.
- do independent observations on human interaction with the environment.
- discuss major causes of air pollution and the consequences of ozone depletion.
- analyse climate change & global warming and their impact on human life.

UNIT I INTRODUCTION OF OUR ENVIRONMENT

- Organization of a brainstorming session on ―Our environment‖ with a comprehensive report of the session.
- Preparation and protection of the self-made garden/ beds.
- Preparation and decoration of pots.

UNIT II ECOSYSTEM AND BIO-DIVERSITY

- A Visit to and written description of any ecosystem type of the local area.
- Construction of a flora /fauna herbaria of the local biodiversity.
- Preparation and protection of aquarium

UNIT III ENVIRONMENTAL ISSUES

- Project on any Environmental pollution /Disaster of the learner‘s local area.
- Project of use of folk wisdom for fulfilment of environmental education objective.
- Visit to a local area/institution and preparation of report to document environmental assets.

UNIT IV ENVIRONMENTAL AWARENESS PROGRAM

- Organization and submission of reports on Skits based on environment.
- Organization and submission of reports on Awareness programme on environmental issues.
- Celebration of days related to environmental issues of the year and preparation of the report.

Note: At least one activities from each unit will be carried out.

PAPER - MUSIC/DRAMA/CRAFT/YOGA AND OTHER RELATED ACTIVITIES

(Activity based paper)

PAPER CODE-BED221

Course Objectives

To enable the Pupil teacher to-

- develop creativity, critical thinking, verbal and nonverbal communication skills.
- develop and nurture aesthetic sense and cultural awareness.
- demonstrate through solo and collaborative performances in major performing areas.
- correlate music, drama, craft, yoga and other related activities for stress management of the learner and joyful learning.
- understand the basic concepts of happiness and health through yoga
- develop clear understanding about human anatomy and human physiology through Yoga

Course outcomes (COs)

The pupil teacher will be able to-

- exhibit professionalism and community engagement through music, drama, craft and yoga.
- distinguish and analyse music according to historical, cultural and stylistic content.
- perform yoga activities in terms of fitness values.
- understand the sound nutritional practices as related to health and physical performances.
- describe, analyse and interpret creativity during teaching-learning process.

UNIT I EDUCATION THROUGH MUSIC

- Vocal prayers,
- poetry,
- classical songs and ghazals,
- patriotic songs and folk songs etc.

UNIT II EDUCATION THROUGH ART AND CRAFT

- Organising TLM workshops and zero investment TLM
- Making best out of waste
- Jewellery making and pot decoration
- Candle making and Making rangoli

UNIT III DRAMA AND ITS FUNDAMENTALS

- Drama as a tool of learning, use of drama for educational and social change.
- Street plays, Dramatization of a lesson, MIME, Mono acting.
- Use of drama techniques in classroom.
- voice and speech imitation: improvement and presentation.

UNIT IV - YOGA

- Yoga in daily life.
- Yogic principles of healthy living.
- Stress management through yoga.
- Guidelines for practice of Kriyas, Asanas, mudra Pranayama and meditation.

B.Ed. Semester- III

Paper I: School Leadership and ManagementCourse

Course Objectives

To enable the Pupil teacher to-

- Get acquainted with the concept and concerns of School Leadership.
- Apply scientific practices of educational management in worksituation.
- inculcate ethics and etiquettes.
- perform proper management functions in class room situations.
- enhance communication skills for better team building.
- Develop an understanding of the role of the headmaster and theteacher in school management.
- Understand the importance of school governess & supervision.

Course outcomes (COs)

The pupil teacher will be able to-

- Lead management functions in educational organization effectively.
- Create positive and constructive school climate with goodcoordination and control.
- Manage physical and human resources properly.
- Supervise administrative activities effectively.
- demonstrate the knowledge and skills to apply organizational theory,management skills, *leadership* strategies, and data to transform organizations.
- explore and actualize their personal values and develop a sense ofconfidence and belief in themselves.
- Demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning,conducting observations.

Unit I: Educational Leadership

- Meaning, functions and types of educational leadership.
- Important qualities of effective leader, theories of leadership.
- Ethics and Etiquette in Educational leadership.
- Steps for the development of effective educational leaders.

Unit II: Educational Administration and School

- Basic management function: planning, organizing, staffing, directing(including leading & motivating,) coordinating & controlling and their implication for effective management.
- Using management functions for an effective classroom managementin schools.
- Importance of communication in team building.
- Skills of teachers and principal for conducting SWOT analysis forimproving quality school management.

Unit III: Elements of School Management

- The school – its functions and relationship with the society, Schoolbuilding: design and components.
- School Climate: meaning and types, Timetable – principles and techniques of time table preparation, teacher timetable, whole schooltime table or master timetable, class time table.
- Laboratory, Field/Playground, Hostel, Staff Room, Classrooms; Child friendly school & system. School finance – sources of incomeand items of expenditure.
- Institutional Governess, recruitment, staff appraisal, selection ofstaff, professional development of staff, organizing meeting.

Unit IV: Educational Administration & Supervision

- Meaning, scope, types of educational administration (authoritarianand democratic educational administration),
- Principles and structure of educational administration in India.
- Role of Headmaster as the administrator & supervisor.
- Supervision of School health programmes: meaning, objectives, medical inspection, immunization, importance of correct posture, need of physical exercise, maintenance of health records, balanced diet & mid-day meal scheme

Practicum:

1. Class attendance (5marks)
2. Mid Term (10 marks)
3. Practicum / Paper based activity designed by the teacher / Assignmentand Presentation of any topic related with the paper (10 marks)

Suggested Readings:

1. Agarwal, J.C. (1994). Educational Administration, Management andSupervision, New Delhi, Arya Book Depo.
2. Bush, Tony (2003). Theories of Educational Leadership and Management(3rded.) SAGE Publications Pvt. Ltd.
3. Armstrong, M. (1990). Management Processes and Functions, LondonShort, Run Press.
4. Cnand T., Prakash R. Advanced Educational Administration, NewDelhi Kanishka Publishers.
5. Craig, M.W. (1985). Dynamics of Leadership, Bombay, JaicoPublishing House.
6. Davito, A.J. (1978). Communicology: An Introduction 16th Study ofcommunication, New York Harper & Row Publishers.
7. Koochhar, S.K. (1978). Secondary School Administration, SterlingPublishers Pvt. Ltd.
8. Mukherjee, S.N. (V). School Administration and Function in India, J.C.Shah Acharya Book Dept.
9. Padmanabhan, C.B.: Educational Financing and Structural Adjustment,Policies in India, New Delhi, Common wealth Publishers.
10. Rangnathan, S.R. The Organisation of Libraries, third edition, OxfordUniversity Press.
11. Singh, Amarjit: Classroom Management, New Delhi: A ReflectivePerspective, Kanishka Publishers.
12. Singhal, R.P. & Bhagia N.M. (1986). School Inspection System, Amodern Approach Vikas Publishing House Pvt. Ltd.

Paper II: Guidance and Counseling Course

Course Objectives

To enable the Pupil teacher to-

- understand the concept, need and meaning of guidance andcounseling.
- get acquainted with the principles, various areas and procedure ofguidance.
- develop understanding about the role of school in context toguidance.
- get acquainted with the principles and process of counseling.
- realize the qualities and role of a school counselor.
- acquire an idea about the need of counseling for children.

Course outcomes (COs)

The pupil teacher will be able to-

- understand the concept and process of guidance and counseling.
- Apply the major counseling techniques to resolve the educational, vocationaland personal problems of learners.
- Recognize and provide career options to learner as per their vocational needs.
- Analyze and critically evaluate the ethical issues and role of counselling personnel.
- understand role of various counselling services
- provide guidance and counselling to children according to their needs.

Unit I: Guidance

- Concept, nature, meaning, scope, function of guidance, relationshipbetween guidance and counseling.
- Principles and procedure of guidance.
- Major areas of guidance: educational, personal and vocational
- Need of Guidance at different levels.

Unit II: Guidance Services

- Essential guidance services: Information, Individual Inventory,Placement service
- follow up, counseling and remedial services.
- Organization of guidance services in schools.
- Evaluation of guidance services.

Unit III: Counseling

- Concept, need and meaning of counseling.
- Principles and process of counseling.
- Techniques of counseling.

- Types of counseling: directive, non-directive and eclectic counseling - meaning, characteristics, steps, advantages and limitations.

Unit IV: Counseling Personnel

- Qualities and role of a counselor, Counselor-Counselee relationship
- Guidance and counseling centers: need, objectives and functions.
- Tools and techniques of guidance and counseling.
- Counseling Personal – Principal, Teacher, Warden, PhysicalEducation Teacher, Librarian, Medical staff

Practicum:

1. Class attendance (5marks)

2. Mid Term (10 marks)

3. Practicum / Paper based activity designed by the teacher / Assignmentand Presentation of any topic related with the paper (10 marks)

Suggested Readings:

1. Aggarwal, J. C. (1991). Educational, vocational guidance andcounseling. New Delhi: Doabai House.

2. Anne, A. (1982). Psychological testing. New York: McMillanCompany.

3. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling ineducation and psychology. Meerut: R. Lal Book Depot.

4. Chauhan, S. S. (1982). Principles and techniques of guidance. NewDelhi: Vikas Publishing House Pvt. Ltd.

5. Chauhan, S. S. (2008). Principles and techniques of guidance. UP:Vikas Publishing House Pvt Ltd.

6. Crow, L. D., & Crow, A. (2008).An introduction to guidance. Delhi:Surjeet Publications.

7. Indu, D. (1983). The basic essentials of counseling. New Delhi: SterlingPublishers Private Ltd.

8. Jones, A. J. (2008). Principles of guidance. (5ed). Delhi: SurjeetPublications.

9. Kochhar, S. K. (1979). Guidance in indian education. New Delhi:Sterling Publishers Private Ltd.

10. Kochhar, S. K. (1984). Guidance and counseling in colleges anduniversities. New Delhi: Sterling Publishing Pvt. Ltd.

11. Madhusudan, M. (1983).Educational and vocational guidance.Sambalpur: Saha Publishers & Distributors.

12. Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul:Kavyamala Publishers.

13. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul:Kavyamala Publishers.

14. Qureshi, H. (2004). Educational guidance. New Delhi: AnmolPublications Pvt. Ltd.

15. Rao, N. S. (1981). Counseling psychology. New Delhi: Tata Mc GrawHill Publishing Co.

16. Sharma, N. R. (1989). Educational and vocational guidance. Agra:Vinod Pustak Mandir.

17. Sharma, R. A. (2008). Career information in career guidance. Meerut: R. Lall Books Depot.

18. Sharma, R. N. (1999). Guidance and counseling. Delhi: SurjeetPublishers.

19. Sharma, R. N. (2008). Vocational guidance &counseling. Delhi:Surjeet Publications.

20. Sodhi, T. S., & Suri, S. P. (1997).Guidance and counseling. Patiala:Bawa Publication.

21. Vashist, S. R. (Ed.). (2002). Principles of guidance. New Delhi:Anmol Publications Pvt. Ltd.

22. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counselingand guidance (7th ed.). Upper Saddle River, NJ: Prentice Hall.

23. Pandey, K.P. Advanced Educational Psychology. 2nd Ed. New Delhi:Konark Publishers Pvt. Ltd., 1988.

24. Traxler, A C and Narh, R D. (1966) Techniques of Guidance. NewYork : McGraw Hill.

25. Myers, G. Principles and Techniques of Vocational Guidance. NewYork: McGraw Hill Book Company.

C---Internship/Field Work- 16 Weeks (50Marks)

1. Morning Assembly
2. Attendance Register
3. Teachers Dairy
4. Continuous and Comprehensive Evaluation (Construction andadministration of Achievement Test)
5. Reflection and Consolidation of Internship (Report writing)
6. Action Research and Report Writing
7. Celebration of Special Days and writing report with their messages
8. Any other duties assigned by the Principal

D--Field Work

Visit to an Institution keeping view of Inclusive Education and preparereport

E--Professional Development

Music/Drama/Craft/Yoga and other related activities

B.Ed.- SEMESTER - IV PAPER- I
DEVELOPMENT OF EDUCATION SYSTEM IN INDIA AND ITS CHALLENGES

Course Objectives

- To enable the Pupil teacher to-
- understand the history of Indian Education in different era.
- understand the socio-political factors of affecting the development ofeducation.
- understand the contribution of various educational policies andprograms during the pre and post- independence.
- analyze educational policy framework during and after independence
- develop understanding of the issues and challenges faced by Indiancontemporary society

Course outcomes (COs)

The pupil teacher will be able to-

- understand knowledge about history of Indian education in different periods of time.
- compare and analyze Indian Education in different periods of time.
- critically evaluate the contribution of educational policies and programmes during pre and post independence
- understand the role of various policies and practices in Indian education

UNIT –I Education in Ancient and Medieval India

- Education in India: a brief introduction of Indian knowledge system
- Education in India :Vedic Period
- Education in India :Buddhist Period
- Education in India : Medieval Period

UNIT- II Education during British Period (1700 AD – 1900 AD)

- British Education system in India, Macaulay‘s Minutes and Bentinck‘sResolution of 1835
- Adam‘s Report and its Recommendations
- Wood‘s Dispatch – 1854
- Recommendations of Indian Education Commission (Hunter Commission)-1882, itsinfluence on the subsequent development ofeducation

UNIT-III Education during British Period (1901 AD – 1947 AD)

- Lord Curzon‘s educational policy
- Essential features of Sadler Commission -1917
- Wardha scheme of education (Basic Education)-1937
- Sargent Report-1944

UNIT- IV Education in Post-Independence Period (1947 onwards)

- The University Education Commission (Radha krishnan Commission1948-49)
- The Secondary Education Commission (Mudaliar Commission1952-53)
- Education Commission or Kothari Commission(1964-66)

- National Policy on Education (1986) and Program of Action (1992)
- National Education Policy – 2020

Practicum/ Internal assessment

• Assignment	05 Marks
• Presentation with power point	05 Marks
• Unit test / Viva-voce	10 Marks
• Attendance	05 Marks

SUGGESTED READINGS

- Aggarwal, J.C.- Landmarks in the history of Modern Indian Education, Vikas Publishing House, New Delhi
- Altekar , A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Bhaskara Rao Digumati, Education for All, Issues and Problems. APHPublishing Corporation, New Delhi
- Chaube, Saryu Prasad- Bharat Mein Shiksha kaVikas; Allahabad: CentralBook Depot
- Dash, M(2000)- Education in India- Problems and Perspectives, New Delhi:Atlantic Publishers
- Gupta, S.P.- Bhartiya Shiksha Ka Itihas, Vikas Evam Samasyaen;Allahabad: Sharda Pustak Bhavan
- Kabir, Humanyu- Swatantra Bharat Mein Shiksha; Delhi: Rajpaland Sons
- Law, Narendranath, Promotion of Learning in India during Muhammedan Rule by Muhammedans, London, 1916.
- Mishra, B.K. and Mohanty, R.K. (2003); Trends and Issues in IndianEducation. Meerut: Surya Publications
- Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanical and Buddhist, Delhi: Motilal Banarasidas.
- National Policy and Education (1986). MHRD. New Delhi: Govt. of India.
- National Source Book on Population Education, NCERT
- Nurullah S and Naik, J.P.(1981); A Student History of Education in India ,Macmillan and Co., Mumbai.
- Oad, L.k.- Shikshakenutanaayam; Jaipur: Rajasthan Hindi Granth Academy
- Sharma, R.N. and Sharma, R.K.(2004). Problems of Education in India.New Delhi: Atlantic Publishers
- Sindhal, Mahesh Chandra- Bhartiya Shiksha Ki Vartaman Samasyaen;Jaipur: Rajasthan Hindi Granth Acad

B.Ed. -SEMESTER - IV

PAPER- II CONCURRENT ISSUES OF EDUCATION

Course Objectives

To enable the Pupil teacher to-

- understand concurrent issues of primary, secondary and higher education in India
- To understand the role of educational agencies at the national and state level.
- To understand various challenges related to education and developing necessary remedial measures.

Course outcomes (COs)

The pupil teacher will be able to-

- Making individuals aware of various aspect of Indian education system.
- Inculcating the traits of morality,ethics ,dignity and graciousness within oneself and rendering the effective contribution in the development of Indian education system.
- Understand the problem and issues of Indian education e.g teaching attribute isin a lowest state, financial constructions, privatization , inadequate facilities and infrastructure
- Awareness of challenges like heterogeneous education system, involvement of political factor , economic difficulties and lack of moral value.
- To understand how to enhance the education system towards a learning society, connection between institute and industries and incentives to teachers and researchers

UNIT –IPresent Scenario of Indian Education

- Aims, objectives and Educational structure of Foundation and Primary Education in India
- Aims, objectives and Educational structure of Secondary Education in India
- Aims, objectives and Educational structure of Higher Education in India
- concurrent issues related to primary, secondary and higher Education

UNIT – II ISSUES RELATED TO EDUCATION IN INDIA

- concurrent issues related to Teacher Education in India
- concurrent issues related to Distance Education and Open Education in India
- concurrent issues related to Technical and Vocational Education in India
- National and State Agencies for Enhancement of Quality Education inIndia viz NCERT, NCTE, NAAC, NUPEA CERT and DIET

UNIT-III Challenges of Education at different level in India

- Universalization of Elementary Education
- Vocationalisation of Secondary Education
- Privatization and Commercialization of Education

- Examination Reforms and Deterioration in Educational Standards

UNIT-IV Policy framework for Public Education in India and its implementation.

- National Policy on Education-1986, Revised 1992 and 2020
- Delors Report: Learning the treasure within
- Right act to Education-2009
- Rashtriya Madhyamik Shiksha Abhiyan(RMSA)

Practicum/ Internal assessment

Assignment	**05 Marks**
Presentation with power point	**05 Marks**
Unit test / Viva-voce	**10 Marks**
Attendance	**05 Marks**

SUGGESTED READINGS

- Aggarwal, J.C.- Landmarks in the history ofModern Indian Education, Vikas Publishing House, New Delhi
- Altekar , A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Bhaskara Rao Digumati, Education for All, Issues and Problems. APHPublishing Corporation, New Delhi
- Chaube, Saryu Prasad- Bharat Mein Shiksha kaVikas; Allahabad:CentralBook Depot
- Dash, M(2000)- Education in India- Problems and Perspectives, New Delhi:Atlantic Publishers
- Gupta, S.P.- Bhartiya Shiksha Ka Itihas, Vikas Evam Samasyaen;Allahabad: Sharda Pustak Bhavan
- Kabir, Humanyu- Swatantra Bharat Mein Shiksha; Delhi: Rajpaland Sons
- Law, Narendranath, Promotion of Learning in India during Muhammedan Rule by Muhammedans, London, 1916.
- Mishra, B.K. and Mohanty, R.K. (2003); Trends and Issues in IndianEducation. Meerut: Surya Publications
- Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanical andBuddhist, Delhi: Motilal Banarasidas.
- National Policy and Education (1986). MHRD. New Delhi: Govt. ofIndia.
- National Source Book on Population Education, NCERT
- Nurullah S and Naik, J.P.(1981); A Student History of Education in India ,Macmillan and Co., Mumbai.
- Oad, L.k.- Shikshakenutanaayam; Jaipur: Rajasthan Hindi Granth Academy Sharma, R.N. and Sharma, R.K.(2004). Problems ofEducation inIndia.New Delhi: Atlantic Publishers
- Sindhal, Mahesh Chandra- Bhartiya Shiksha Ki Vartaman Samasyaen;Jaipur: Rajasthan Hindi Granth Academy

B.Ed.- IV SEMESTER

A- Compulsory Paper

PAPER –III PROCESS OF CURRICULUM DEVELOPMENT

Course Objectives:-

To enable the pupil teacher to-

- develop an understanding about Concept, Nature and Importance ofcurriculum
- understand the basics, design, process and techniques of Curriculum Development.
- apply new trends and technique in Curriculum development.
- critically understand need and importance of assessment inTeaching -learning process

Course outcomes (COs)

The pupil teacher will be able to-

- understand and organize core and hidden curriculum as per the need of students
- Analyze the components of curriculum to provide broader experiences to students
- Exercise the significant role of curriculum through making teaching enriched and effective
- Implement curriculum and process of Curriculum Evaluation.
- Understand about assessment process at different levels.

UNIT-I Basics of Curriculum

- Concept ,Nature and Meaning of Curriculum, Core and Hidden curriculum
- Components of Curriculum (objectives, content, learner experiences andevaluation system)
- Role of Curriculum in effective teaching
- Role of teacher in Curriculum Development.

UNIT-II Principles, Planning and Approaches of Curriculum Development

- Principles of curriculum: Student centered, Subject centered, Activity Centered and Community centered,
- Approaches of Curriculum Development: System analysis, Integrated ,Humanistic Disciplinary and Inter disciplinary Approach
- Process of Curriculum development
- Curriculum planning and Implementation

UNIT-III Determinants and Models of Curriculum development

- Determinants of Curriculum (Philosophical, Social and Psychological, Economical, Environmental and Pedagogical).
- Values enshrined in the Indian constitution as determinants of Curriculum -Social ,Justice, Equality and Secularism
- Activity based curriculum
- Models of curriculum development-Grass Root Model, Administrative Model , Demonstration Model,

UNIT-IV Issues and Trends in Curriculum Development

- Steps of Curriculum designing:- setting of objectives and learningexperiences
- Centralized v/s decentralized Curriculum, Information Explosion, ICT, Liberal education
- New dimensions in educational and vocational areas, Role ofcurriculum support materials
- Place of Moral Education and Value Education in Curriculum.

Practicum/ Internal assessment

Assignment	05 marks
Power point Presentation	05 Marks
Unit Test/Project Test	10Marks
Class Attendance	05 Marks

SUGGESTED READINGS

- Aggarwal J.C. (1990) Curriculum reform in India World overviews
- Arora G. L. (1984) Reflections on Curriculum and Imagination process,
- Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction
- Bloom B.S. (1977) Hand Book of curriculum Evaluation UNESCO Paris.
- Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston
- Freeman, S. F(1965).Theory and Practice of Psychological Testing(3rd Eds.) New Delhi; Oxford & IBH
- NCERT (2000) National Curriculum framework for school education
- NCERT (2005) National Curriculum framework, NCERT, New Delhi.
- Oliva, P. F,(1988) Developing the curriculum, Scott and Forseman &co.
- Reddy, B.(2007)Principles of curriculum planning and development
- Rajput, J.S. (2002). Dimensions of Curriculum Change. New Delhi: NCERT; PP. 284
- पाठ्यचर्या, विकास एवं एवं आकलन, डॉ0 सियाराम यादव, प्रकाशकः–विनोद पुस्तक मन्दिर,आगरा

B.Ed. SEMESTER-IV

(Optional)

Paper I: Measurement and Evaluation in Education

Course Objectives:

The Pupil-teacher will be able to:

- Comprehend the concept and purpose of measurement and evaluation.
- Understand the various techniques and tools of evaluation.
- Know the various examination systems of India at different levels.
- Compute and apply the statistical techniques in measurement and evaluation.

Course outcomes (COs)

The pupil teacher will be able to-

Understand the utility of educational assessments and fundamental aspects of educational assessment

- Describe fundamental aspects on quality of assessment procedures
- Understand the utility of educational assessments within the broader context of educational policy and decision making
- Develop a sense for ethical issues in educational measurement and evaluation
- Identify flaws in educational assessment
- Locate relevant information from a variety of sources and as simulate interpret and apply knowledge

Unit I: Educational Testing, Measurement and Evaluation

- Measurement and Evaluation: concept, need, purpose and importance.
- Levels of Measurement.
- Relationship between measurement and evaluation
- Evaluation: Functions of evaluation and the basic principles of evaluation.

Unit II: TOOL AND TECHNIQUES OF EVALUATION

- Test as an instrument of Evaluation
- Techniques of Evaluation: Written, Oral, Practical, Grading System.
- Tools of evaluation: Observation, Socio-metric, Projective, Questionnaire, Interview, Tests, Inventories, Check-list, Rating Scales.
- Characteristics of a good Measuring Tool: Objectivity, Practicability, Reliability, Validity, Item analysis, Norms.

Unit III:

- Approaches of Evaluation: Formative and Summative Evaluation, Comprehensive and Continuous Evaluation, Internal and External Evaluation, Criterion and Norm referenced Evaluation, CGPA, and SGPA.
- Intelligence, Personality and Creativity: Concept and Measurement(study at least one Tool of each)
- Examination systems in India at Elementary, Secondary and University levels.

Unit IV

- Measures of Central Tendency: Mean, Median and Mode (Meaning, Computation and its Uses).
- Measures of Dispersion: Inter-quartile Range, Quartile Deviation, Mean Deviation and Standard Deviation (Meaning, Computation and its Uses).
- Measures of Position: Percentile, Docile.
- Correlation: Concept, Uses and Methods of Computing Correlation Coefficient by Spearman's Rank-Difference Method.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks/Viva)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10marks), e.g.

- To prepare a report on collection and analysis of data using correlation Statistical technique assigned by teacher.
- Construction of a teacher made test/tool on achievement of any school subject.
- To prepare a report analyzing Kanpur University examination system.
- To prepare a report on CGPA and GGPA of any University.

Suggested Readings:

1. Best, J.W. Research in Education, New Delhi. Prentice Hall of India Pvt. Ltd.
2. Blood & Budd, W.C. Educational Measurement and Evaluation, NewYork : Harpen &Row.
3. Edwards, A.L. Experimental Design in Psychological Research, NewYork: Rinehartand Winston Inc.
4. Edwards, A.L. The social Desirability variable in personality assessmentand Research. New York: Dryden.

5. Eean, K.L. construction of Educational and personal Tests,New York. McGraw – HillBook Co.
6. Furst, E.W. Construction of Evaluation Instruments New York: Longmans.
7. Linderman P.H. Educational Measurement, Bombay: TaraPurWala. Sons & Co. Pvt. Ltd.
8. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Educationand Psychology, New York: Holt,Rinehart & Winston.
9. Nuanally, J.C. Educational Measurement and EvaluationNew York: McGraw Hill BookCo.
10. Nunnally, J.C. Tests and Measurements: Assessment andPredictions. New York: McGraw Hill Book Co.
11. Payne, W.J. Educational Evaluation: New Jersey: Prentice Hall.
12. Remmens, H.H, N.L. Gage and J.F. Rummel. A
13. Sax Gilbert Principles of Educative measurements and Evaluation.California: Wadsworth Publishing Co. Inc.
14. Srivastava, H.S., P. Sing and V.S. Anand. Reforming Examinations –Some Emerging concepts, New Delhi: NCERT
15. Stanley J.C. & Hopkins, K.D. Educational and PsychologicalMeasurement and Evaluation.
16. Thorndike and Hagen. Measurement and Evaluation in Psychology &Education, New Delhi: Oxford and I.B.H. Publishing Co.
17. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals ofTesting. NewYork: Harcourt Brace Jovanovich Inc.
18. University Grants Commission: Report on Examination Reform– A planof Action, New Delhi: UGC.
19. Vernon, P.E. The Measurement of Abilities, London: University Press.

HEALTH , PHYSICAL AND YOGA EDUCATION

Paper Objectives

The pupil teacher will be able to

- understand the concept of holistic health, its various dimensions and determinants And the importance of sports and yoga for development of holistic health;
- Develop positive attitude towards health as individual and be collectively responsible to achieve it;
- Equip them to know their health status, identify health problems and be informed for taking remedial measures;
- Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
- Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- Create interest for the practice of yog asana and meditations through which they learn the skills/art of self-control, concentration, peace

Course outcomes (COs)

Pupil teachers will be able to-

- Understand fundamentals of Physical Education, health and Yoga
- Evaluate the concept and principle of Physical Education.
- Make aware about Asana, Pranayama, Kriya, Bandha, Mudra, Dhyana and its impact on our health.
- Make familiar with the different system of body with yogic approach
- Demonstrate and Explain of various yogic practices

UNIT – I PHYSICAL EDUCATION AND ITS BIOLOGICAL AND SOCIOLOGICAL BASIS

- Meaning and definition of Physical Education,
- Aim and objective of physical Education.
- Need, importance and scope of Physical Education in the Modern Society.
- Physical activities and Sports as a men‘s cultural heritage

UNIT-II HEALTH EDUCATION

- Concept of health, importance, dimensions and determinants of health
- Health needs of children and adolescents, including differently-abled children
- Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness
- Effect of exercises on – circulatory, respiratory and muscular system

UNIT-III - Introduction to Yoga and Yogic Practices

- Yoga: Meaning and Initiation
- History of development of Yoga

- Astanga Yoga or Raja yoga
- Schools of yoga. Therapeutic Values of Yoga, Yoga and mental health.

UNIT-IV PRINCIPLES OF YOGIC PRACTICES

- Concept & Kinds of Yogic Practices: Asana, Pranayama, Kriya, Bandha, Mudra, Dhyana.
- Asana: Definition, Scope and Laminations of Asanas
- Classification of Asanas- Meditative Asanas- Relaxative Asanas- Cultural Asanas – Step by Step Performance of Asanas – Safety Measure and Precautions while performing Asanas.
- Integrated approach of Yoga for management of health.

Practicum

- Basics of track and field (Proficiency, Track events, Rules & regulations)) Gymnastics; Select any two games, one from each group of the following two groups

Group A

Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho Volleyball

Group B

Badminton, Gymnastics, Judo, Lawn Tennis, Swimming, Table Tennis Wrestling

- Learning and performing of basic yogic activities

SUGGESTED READINGS

- **Bucher, C.A., and Wuest, D.A**., Foundations of Physical Education, Exercise Science,and Sport (15th Edition), Tata McGraw Hill Companies, Inc., New York, 2010.
- **Gautam G.P. and Uppal A.K.,** Physical Education and Health, Friends Publications, New Delhi, 2000.
- **Kamlesh M.L.,** Understanding Physical Education and Sports, Friends Publication, Delhi, 2005.
- **Singh Ajmer et. al.,** Essentials of Physical Education , Kalyani Publishers, Ludhiana, 2006.
- **Gupta M.C, and Mahajan B.K.,** Textbook of Preventive and Social Medicine (4th Ed.),Jaypee Brothers, New Delhi, 2013

_____