

GURU KASHI UNIVERSITY



Bachelor of Education

Session: 2023-24

Department of Education

Graduate Outcomes of the Programme:

The graduates will possess a solid foundation in educational principles and theories; have a deep understanding of various teaching methods and strategies, enabling them to design effective instructional approaches, tailored to diverse learner; empowered to create engaging and impactful learning experiences for students.

Programme Learning outcomes: After completion of the program, the learner will be able to:

1. Review research literature, and analyze complex teacher education problems reaching substantiated conclusions using the approaches and principles of teacher education and teaching-learning.
2. Design solutions for complex teacher education problems and solutions that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
3. Apply appropriate techniques, resources, and modern techniques, approaches and IT tools including prediction and modeling to complex teacher education activities with an understanding of the limitations.
4. Develop 21st century skills to accept the present challenges in the field of education and employment.
5. Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

Program Structure

SEMESTER - I						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED102	Childhood and Growing Up	Core	4	0	0	4
BED106	Understanding Discipline and Subject	Core	4	0	0	4
BED103	Language Across the Curriculum	Compulsory Foundation	2	0	0	2
BED131	ICT in Education	Technical Skill	2	0	0	2
BED132	Health, Yoga and Physical Education	Ability Enhancement Skill	2	0	2	3
Discipline Electives (Select any one of the following)						
BED133	Guidance and Counselling	Discipline Elective	3	0	0	3
BED105	Distance and Open Learning					
BED134	School Management and Administration					
Pedagogy of School Subject Groups-I and II (Select any two of the following)						
Xxx	Pedagogy of Teaching Subject – I	Pedagogical Skill	3	0	0	3
Xxx	Pedagogy of Teaching Subject – II		3	0	0	3
Open Elective Course						

XXX	XXX	Open Electives	2	0	0	2
Total			25	0	2	26
Open Elective (for Other Department)						
BED135	21 ST Century Skills	Open Elective	2	0	0	2

Pedagogy of School Subject Groups-I and II (Select any two of the following)	
BED136	Pedagogy of English
BED137	Pedagogy of Punjabi
BED138	Pedagogy of Hindi
BED139	Pedagogy of Social Science
BED140	Pedagogy of Economics
BED141	Pedagogy of History
BED142	Pedagogy of Sociology
BED143	Pedagogy of Political Science
BED144	Pedagogy of Commerce
BED145	Pedagogy of Mathematics
BED146	Pedagogy of Science
BED147	Pedagogy of Life Science
BED148	Pedagogy of Music

SEMESTER - II						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED201	Learning & Teaching	Core	4	0	0	4
BED205	Assessment for Learning	Core	4	0	0	4
Xxx	Pedagogy of School Subject-I	Pedagogical Skill	3	0	0	3
Xxx	Pedagogy of School Subject-II	Pedagogical Skill	3	0	0	3
BED230	ICT Application	Technical Skill	0	0	4	2
BED204	Pre-Internship- (4 weeks)	Teaching Skill	0	0	8	4
Value Added Course (for other Department)						
BED231	Development of Educational System in India	VAC	2	0	0	2
Total			16	0	12	22

Note: - Pre- Internship is Compulsory Practical Subject It Include Tutorial and practical session there will no Written Examination Activity will be conducted in simulated condition.

Pedagogy of School Subject Groups-I and II (Select any two of the following)	
BED232	Pedagogy of English
BED233	Pedagogy of Punjabi
BED234	Pedagogy of Hindi
BED235	Pedagogy of Social Science
BED236	Pedagogy of Economics
BED237	Pedagogy of History

BED238	Pedagogy of Sociology
BED239	Pedagogy of Political Science
BED240	Pedagogy of Commerce
BED241	Pedagogy of Mathematics
BED242	Pedagogy of Science
BED243	Pedagogy of Life Science
BED244	Pedagogy of Music

SEMESTER - III						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED301	School Internship (16 weeks)	Teaching Skill	0	0	0	16
BED303	Community Engagement/ Service Learning	Ability Enhancement	0	0	0	4
BED399	xxx	MOOC	-	-	-	2
Total			0	0	0	22

SEMESTER - IV						
Course Code	Course Title	Type of Course	L	T	P	Credits
BED403	Knowledge and Curriculum	Core	4	0	0	4
BED401	Gender, School and Society	Core	4	0	0	4
BED404	Reading and Reflecting on Texts	Technical Skill	2	0	0	2
BED411	Creating an Inclusive Schools	Compuloary Foundation	3	0	0	3
BED412	Contemporary India & Education	Compuloary Foundation	3	0	0	3
BED413	Action Research	Ability Enhancement	2	0	0	2
Value Added Course (for other Deparment)						
BED414	Value Education	VAC	2	0	0	2
Total			20	0	0	20
Grand Total			61	0	14	90

Evaluation Criteria for Theory Courses

A. Continuous Assessment: [25 Marks]

CA 1 - Surprise Test (Two best out of three) - (10 Marks)

CA 2 - Assignment(s) (10 Marks)

CA 3 - Term paper/Quiz/Presentations (05 Marks)

B. Attendance (5 marks)

C. Mid Semester Test-1: [30 Marks]

D. End-Term Exam: [40 Marks]

100AC

SEMESTER – I**Course Title: Childhood and Growing Up****Course Code: BED102**

L	T	P	Credits
4	0	0	4

Learning Outcomes

After completion of this course, the learner will be able to:

1. summarize theoretical perspectives and stages of human development
2. justify the causes of individual differences among individuals
3. enhance the understanding of different methods and techniques for the assessment of personality, intelligence and creativity of child
4. explore the influences of family, school and society on the growth and development of the child

Course Content**Unit I****16 Hours**

Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development
Stages of Childhood & Adolescence period, Dimensions of Individual development: Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship, Individual differences in growth and development

Unit II**16 Hours**

Relevance & applicability of Various Theories of Development: Erickson (Psycho-Social), Piaget (Cognitive), Kohlberg (Moral Development) & Vygotsky (Socio-Cultural Theory)
Role of Home, School and Society in cognitive, affective and conative development

Unit III**14 Hours**

Intelligence: Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence
Personality: Concept and Theories of Personality (Kretschmer, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

Unit IV**14 Hours**

Concept of creativity, difference between creativity and intelligence, Identification of creative child
Techniques and methods of fostering creativity: brain storming, problem solving Group discussion, play way, quiz etc
Concept and dimensions of well being and factors affecting well being

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz

Suggested Readings

- Virk, J.K., Gill, R., Vats, A. (2022). *Childhood and Growing Up. Twentyfirst century Publication.*
- Meece, J S ECCLES, J. L (2010). *Hand book of research on 12 School, Schooling and Human development New York, Routledge.*
- Obert, S. Feldman-(2009). *Understanding Psychology Tata McGrawHill*
- Santrock. J.W (2007). *Adolescence, Tata McGraw Hill Publishing Company NewYork.*
- Hurlock, E.B (2006). *Developmental Psychology-A Life Span Approach. Tata M. GrawHill Publishing Company New York.*
- Santrock. J.W (2006). *Child Development, Tata McGraw Hill Publishing Company New York.*
- Hurlock, E.B (2006). *Developmental Psychology-A Life Span Approach. Tata M. GrawHill Publishing Company New York.*
- Santrock. J.W (2006). *Child Development, Tata McGraw Hill Publishing Company New York.*

Web Sources

- https://www.google.co.in/books/edition/CHILDHOOD_AND_GROWING_UP/TqajDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover
- <https://www.learningclassesonline.com/2020/10/childhood-and-growing-up.html>
- <https://www.pupilstutor.com/2021/05/childhood-and-growing-up-pdf.html>

Course Title: Understanding Discipline and Subject

L	T	P	Credits
4	0	0	4

Course Code: BED106**Learning Outcomes**

After Completion of this course, the Learner will be able to:

1. develop understanding on various disciplines and courses
2. elucidate the nature and changes in disciplines and courses in terms of social, political and intellectual context
3. differentiate between academic disciplines and school courses
4. design and draft the curriculum

Course Content**Unit I****12 Hours**

Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses

Core ideas of Developing Discipline: Meaning and organization

Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, and Murthy) in modern context

Unit II**12 Hours**

Nature, importance and historical perspective of various school courses

Changes in school courses in terms of social, political and intellectual context

Curriculum: Concept, principles of curriculum construction for different courses

Unit III**11 Hours**

Meaning of correlation/relationship, correlation between academic disciplines and school courses, effects on curriculum framework

Unit IV**10 Hours**

Meaning of inter disciplinary approach to education and its effects on school courses

Theory of content for selection of school course in curriculum

Transactional Mode

Video Based Teaching, Cooperative Teaching, Dialogue, Group Discussion, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars.

Suggested Readings

- *Makol Rajesh & Lalita Makol (2021). Understanding Discipline and Subjects, Rakhi Prakshan*
- *Dr. Malayendu Dinda (2020). Reading and Reflecting on Texts. Rita Publications*

- *Debra H. Martin, H. Pam C. and Lingard, B. (2007). Teachers and Schooling: making a difference. Australia: Allen and Unwin.*
- *Gardner, H. (2007). Creating Minds. New York: Basic Books.*
- *Nodding's, N. (2007). Critical Lessons: What our schools should teach. Cambridge University Press.*
- *Prnstein, Allen C., Edward F.P. & Stacey B.O. (2006). Contemporary issues in curriculum. Allyn & Bacon.*
- *Bruner, J.S. (2006). In Search of Pedagogy, Vol-I & II, (he selected works), Lon son: Routledge.*
- *NCERT (2005). National Curriculum Framework. New Delhi.*
- *Butchvarov, P. (1970). The Concept of Knowledge. Evanston, IIIinois: Western University Press.*

Course Title: Language across the Curriculum**Course Code: BED103**

L	T	P	Credits
2	0	0	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. evaluate the basic language skills
2. compare the various textbooks of different courses
3. enhance their listening, reading, writing skills
4. use language as an effective means of communication

Course Content**Unit I****8 Hours**

Language across the curriculum: meaning, origin and objectives.
Language as a means of construction of reality, language and experience

Unit II**8 Hours**

Concept formation
Language of textbooks in different courses

Unit III**7 Hours**

Oracy, listening, reading and writing
Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability

Unit IV**7 Hours**

School language and home language; Language as an aspect of teacher-child relationship
Distinction between language as a school-subject and language as a means of learning and communication

Transactional Mode

Video based Teaching, Open talk, Dialogues, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning

Suggested Readings

- Anil Kumar (2022). *Language Across the Curriculum*. Dr. Bhim Rao University, Thakur Publication Pvt.Ltd.
- Makol, R., Makol.L. (2021). *Language Across the Curriculum: Rajesh Makol Publication*.
- Sambhunath Maji, Birbal Saha (2021). *Language Across the Curriculum: Aaheli Publishers*.

- *Malayendu Dinda (2020). Language Across the Curriculum: Rita Publications.*
- *Vijay Kumar Sharma (2019). Language Across the Curriculum: Laxmi Book Depot.*
- *S. Krishna Kumari (2018). Language Across the Curriculum: Agarwal Publications.*
- *Santosh Areekkuzhiyil, Sushil Dogra (2016). Language Across the Curriculum: Neelkamal Publication.*

IOAFC

Course Title: ICT in Education**Course Code: BED131**

L	T	P	Credits
2	0	0	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. interpret the fundamentals of ICT
2. construct suitable context to use ms-office (ms- word, powerpoint & spreadsheet) in education
3. integrate technology in classroom setting for teaching & learning
4. justify the usage of different ICT tools in teaching learning process

Course Content**Unit I****8 Hours**

Computer fundamentals: meaning, components and types of computers, functions of an operating system and application software

Unit II**7 Hours**

Computer applications in learning: concept, features and advantages of MS-Word, Excel and Power point

Unit III**6 Hours**

Hardware technologies and their applications: over head projector, DLP projector, Audio-video recording instruments and CCTV

Unit IV**9 Hours**

ICT: concept, characteristics and importance, Role of information technology in teaching-learning process, Challenges of integrating ICT in school education

New trends in ICT: Smart classroom, online resources in learning, ICT applications to transact, evaluate, demonstrate and interact

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Vibha Goyal (2023). Educational Technology and ICT: Vinod Publication.*
- *Gullybaba.com Panel (2022). Educational Technology: Gullybaba Publishing House.*
- *Shweta Agrawal (2021). Computer and ICT in Education: Blue Rose Publishers.*

- *Mambi, Adam J. (2010). ICT Law Book: A Source Book for Information and Communication Technologies. Tanzania: Mkukina Nyota PublishersLtd.*
- *Mangal, S.K., & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi: PHI Learning Pvt.Ltd.*
- *Sharma, R.A. (2006). Technological Foundations of Education. Meerut: R. Lall BookDepot.*
- *Khan, N. (2004). Educational Technology. New Delhi: Rajat Publications.*
- *Mehra, V. (2004). Educational Technology. New Delhi: S.S. Publishers.*
- *Abbott, C. (2001). ICT: Changing Education. UK: Psychology Press.*

Course Title: Health, Yoga and Physical Education**Course Code: BED132**

L	T	P	Credits
2	0	2	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. examine the various aspects of mental and physical health as well as fitness
2. promote awareness on contemporary health problems
3. utilize acquired skills to take care during emergencies and provide first aid
4. regularize yoga in their regular life for better mental health

Course Content**Unit I****12 Hours**

Health Education: Concept and objectives of health education, importance and principles of health education

Physical Education: concept, aim and objectives, modern concept of physical education, need and importance of physical education

School health programme in Indian perspective

Unit II**12 Hours**

Contemporary health problems: Drug abuses, alcoholism, smoking-tobacco, obesity, stress

Nutrition: Elements of balanced diet, food habits, malnutrition

Unit III**11 Hours**

First Aid: Concept, importance and need of first aid, basic steps of first aid meaning and importance of first aid kit

Posture: Meaning, importance of good posture, causes of poor posture, common postural deformities, preventive measures and remedial exercises

Unit IV**10 Hours**

Yoga: types, physical and mental wellbeing

Recreation: concept, importance of recreation programme in school curriculum

Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, Chickenpox, and Typhoid

Transactional Mode

Video based Teaching, E-TeamTeaching, Open Talk, Cooperative Teaching, Group Discussion, Demonstration, Simulation, Lecture method

Suggested Readings

- *Pardeep Singh (2023). Health and Physical Education: Vinod Publication.*
- *Neeraj Pratap Singh (2019). Health, Physical Education and Yoga: Sports Publication.*
- *A.K. Uppal, V. Satyanarayana (2019). Health, Yoga and Physical Education: Sports Publication.*
- *Tarak Nath Pramanik (2019). Health, Yoga and Physical Education: Sports Publication.*
- *H.L. Khatri (2015). Health, Yoga and Physical Education: Paragon International Publishers.*
- *Dhanajoy, S., and Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.*
- *Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.*
- *Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.*
- *Sachdeva, M. S. (2006). School organisation, administration and management. Ludhiana: Dandon Publication.*
- *Chandra, S., Sothi, and Krishnan.P. (2005). Health education and physical education. Delhi: Surject Publications.*
- *Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.*

Course Title: Guidance and Counselling**Course Code: BED133**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. exemplify new trends and demands in the field of guidance
2. analyze various approaches of counselling
3. plan counselling sessions to remove barriers in understanding process
4. utilize various techniques to understand individuals

Course Content**Unit I****12 Hours**

Meaning, need, principles, aims and objectives and scope of Guidance
Dimensions of Guidance: Educational, Vocational and personal Guidance,
steps and techniques, new trends and demands in the field of Guidance

Unit II**11 Hours**

Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to counselling, counselling interview
Minimum programmes and organization of guidance and counselling services at secondary level, and principles of organization

Unit III**11 Hours**

Role of Counsellor, guidance worker and teachers in guidance, difference between guidance & counselling
Major areas and barriers in understanding process, common problems of students at secondary level

Unit IV**12 Hours**

Techniques of understanding an individual: Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests), Qualitative techniques: (Cumulative Record Cards / Rating Scales/Sociometry), Job Analysis: Meaning, functions and methods

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Simulation, Seminars

Suggested Readings

- *Uma Sinha (2022). Guidance and Counselling: JTS Publications Vijay Park New Delhi.*
- *Rajesh Jangra (2022). Guidance and Counselling: Laxmi Publication.*
- *Rakheebrita Biswas, Aabriti Sharma (2021). Guidance and Counselling: Aaheli*

Publishers.

- *David Capuzzi and Doug Gross (2020). Introduction to the Counseling Profession: Cognella Inc.*
- *Samuel T. Gladding, Promila Batra (2020). Counseling A Comprehensive Profession: Pearson Publication.*
- *Kenneth C. Uzoeshi (2017). Guidance and Counseling: Foundations and Practice. Lulu.com*
- *Sharma, R.A. (2008). Fundamentals of Guidance and Counseling. Meerut: R. Lall Book Depot.*
- *Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper Row.*
- *Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance. New Delhi: Pearson Education.*
- *Safaya, B.N. (2002). Guidance Counseling. Chandigarh: Abhishek Publications.*
- *Sharma, Tara Chand (2002). Modern Methods of Guidance and Counseling. New Delhi: Sarup and Sons.*
- *Bhatia, K.K. (2002). Principles of guidance and counseling. Ludhiana: Kalyani Publishers.*
- *Jones, R.N. (2000). Introduction to Counseling skills: Text and Activities. New Delhi, Sage Publications.*

Course Title: Distance and Open Learning**Course Code: BED105**

L	T	P	Credits
3	0	0	3

Course Outcomes

After Completion of this course, the Learner will be able to:

1. evaluate teaching in the light of open and distance education
2. outline various roles and responsibilities of the teacher and students in distance and open learning
3. justify the use of technological applications in open and distance learning
4. critically analyse the evaluation and assessment process in distance learning

Course Content**Unit I****12 Hours**

Distance and Open learning: Concept, History, Need, Scope and Barriers in distance and open learning
Theories of distance education, Various Modes and Models of Distance Education
Recommendations regarding Distance Education in Indian perspective: NEP 1986 and NEP 2020

Unit II**12 Hours**

Student Support Services in Distance Education, Role of teacher and students in distance and open learning
Differences Between Face-To-Face Education and Open Distance Learning

Unit III**11 Hours**

Applications of Educational Technology in Open and Distance Learning
Open Education Resources, e-inclusion and application of assistive technology in e-learning, established Web-based Models for Distance Learning

Unit IV**10 Hours**

Evaluation and assessment: Concept, need and importance, Formative and Summative assessment in distance education
Tools of Assessment and Evaluation in distance education: Assignment, Tests, Examination

Transactional Mode

Lecture cum demonstration, blended learning, team teaching, peer learning, problem solving, mobile teaching, collaborative and cooperative learning

Suggested Readings

- *Katie Novak and Catlin Tucker (2021). UDL and Blended Learning: Thriving in Flexible Learning Landscapes.*
- *Zhadko, O. & Ko, S. (2020). Best practices in designing courses with open educational resources. New York: Routledge.*
- *Fred Lockwood (2017). Open and Distance Learning Today: Routledge Publication.*
- *Madhulika Sharma (2016). Distance and Open Learning: Kanishka Publishers.*
- *Popenici, S (2015). Deceptive promises: the meaning of MOOCs-hype for higher education. In E McKay and J Lenarcic (Eds.), Macro-level learning through massive open online courses (MOOCs): Strategies and predictions for the future. Hershey, USA: IGI Global*
- *Kumar, S. (2010). Open and Distance Education. Straight Forward Publication Pvt. Ltd.*

Course Title: School Management and Administration**Course Code: BED134**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. critically analyze the operational aspects of school management
2. justify the need for leadership qualities among the school teachers and students
3. conduct co-curricular activities and programs
4. critically analyze academic system of the school

Course Content**Unit I****12 Hours**

School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management
 School Plant: Importance, Essential characteristics, selection of site and Maintenance of different School Components
 Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan

Unit II**12 Hours**

Leadership: Concept, Need & Development of Leadership Qualities among teachers and students
 School Time Table: Importance, types and principles of time table construction

Unit III**11 Hours**

Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline
 Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators (at school level, Block District, State level)

Unit IV**10 Hours**

School Records and Registers: Importance, types and essential requirements and maintenance of school records
 Co-curricular Activities: Meaning, importance, principles of organizing co-curricular Activities-Morning Assembly, NSS/NCC, Fieldtrips

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-demonstration, Seminars

Suggested Readings

- Lokman Ali (2021). *Educational Administration and Management (Supervision, Planning and Finance)*, Global Net Publication.
- Sanjay Kumar (2021). *Educational Management, Administration and Leadership: Anu Books*.
- R.A. Sharma (2019). *Educational Administration and Management: Anu Books Publisher*.
- Shamshir Singh Dhillon (2019). *Educational Administration: Management and Leadership*. Gyan Geeta Prakashan.
- Sonia Goel (2017). *School Leadership and Management: Paragon International Publishers*.
- Sharma, S. (2005). *School management and Administration*. Patiala: Shaheed-E-Azam printing press.
- Sodhi, T.S. & Suri, Anaina. (2002). *Management of school education*. Patiala: Bawa publication.
- Bhatia, K.K. & Singh, J. (2002). *Principles & Practice of school management*. Ludhiana: Tandon Publication.

Course Title: 21ST Century Skills**Course Code: BED135**

L	T	P	Credits
2	0	0	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. critically analyze the barriers to effective communication
2. adapt skills to assess and enhance critical thinking
3. practice various strategies to integrate problem-solving skills across disciplines
4. integrate ICT in evaluation, administration and other activities

Course Content**Unit I****7 Hours**

Introduction to 21st-century skills: Definition and framework of 21st-century skills, significance, and relevance in the education landscape, Global perspectives on the need for 21st-century skills, need and Importance, 4 'C' Communication: Process of communication, encoding medium and decoding, Barriers to effective communication, strategies to improve communication skills

Unit II**8 Hours**

Collaborative Learning: concept and scope, elements of collaborative learning, advantages of collaborative learning, the importance of collaboration and teamwork, Effective communication strategies for educators, Creating opportunities for collaborative learning
 Reflective Practice and Professional Development: Reflecting on personal teaching practices and beliefs, Professional growth opportunities related to 21st-century skills, Action plans for continued development and implementation

Unit III**7 Hours**

Critical Thinking: Concept, and importance of critical thinking, and its components, examples of critical thinking skills, Strategies for promoting critical thinking in the classroom, and integrating problem-solving skills across disciplines
 Creativity: Nurturing creativity in educational settings, Techniques for fostering innovative thinking, Encouraging activities to develop creativity in students, Divergent Thinking, Characteristics of a creative person

Unit IV**8 Hours**

Digital Literacy and Information Literacy: Digital tools and resources for educational purposes, Evaluating and using information ethically, and Enhancing digital literacy skills in the classroom

Assessing and Evaluating 21st-Century Skills: Designing assessments for measuring 21st-century skills, Authentic assessment methods and techniques, providing feedback, and promoting a growth mindset

Transactional Mode

Seminars, Group discussion, Team Teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

Suggested Readings

- *21st Century Skills a Handbook (2020). The Secretary, Central Board of Secondary Education, Shiksha Kendra2, Community Centre, Preet Vihar, New Delhi.*
- *Anil Kumar (2020). 21st century Skills Book: Central Board of Secondary Education New Delhi.*
- *Tuhovasy, Ian (2020). Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation, Persuasion and Public Speaking (Master Your Communication and Social Skills). Kover to Kover Editing, New York.*
- *Anupam Rajak (2020). 21st century Skills and Education: Notion Press.*
- *Yuval Noah Harari (2019). 21 lessons for the 21st Century: Vintage Publisher.*
- *Bernie Trilling and Charles Fadel (2012). 21st Century Skills, Learning for Life in our times: Jossey-Bass Publisher.*
- *James Bellanca, Ron Beandt, Linda Darling, Hammond (2010). 21st Century Skills: Solution Tree Publication.*
- *Chand, J. (2010). Psychological Foundations of Education. New Delhi, Anshah Publishing House.*
- *Baron, R.A. (2007). Psychology. India: Porling Kindersley & Pearson Education.*
- *Mangal, S.K. (2006). Advanced Education Psychology. New Delhi: Prentice Hall of India.*
- *Hurlock, E. B. (2004). Developmental Psychology: A Life Span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.*

Course Title: Pedagogy of English**Course Code: BED136**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyze the linguistic principles and structures of the English language.
2. apply instructional objectives and learning outcomes in the development of lesson plans for teaching English.
3. evaluate different language teaching methodologies and approaches, considering their merits, limitations, and applicability in diverse contexts.
4. design and implement assessment and evaluation methods, including e-testing, for monitoring student progress and learning outcomes.

Unit I**12 Hours**

Introduction to language –Meaning, definition, functions, linguistic principles of learning language.

Structure of English language-phonological Structure-Mechanism of speech, Received Pronunciation (RP), General Indian English (GIE), phonemes vowels and consonants, Stress Intonation, Rhythm, Consonant Clusters, Minimal Pairs, their meaning and practice,

Morphological structure of English –meaning and importance –meaning of morphemes Types- free and bound: -affixes, prefixes and suffixes-derivational suffixes, verb forms, adjectives and adverbs.

Syntactic structure of English –meaning and importance -basic sentence pattern; phrases and clauses.

Unit II**13 Hours**

Objectives of teaching English –instructional objectives, classification based on Blooms Anderson taxonomy-stating of instructional objectives and learning outcomes

Lesson plan format, regular and unit lesson plan teaching of prose, objectives, steps, (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks.

Teaching of Poetry-Objectives and steps (demonstration lessons are to be given by the faculty) based on Karnataka English Textbooks. Figures of speech, Diction and Images.

Teaching composition-objectives, types-guided, controlled and free composition, steps in teaching guided composition, activities and exercises to develop composition, remedial work (demonstration lesson to be given by the faculty)

English language teaching situation in India and its historical background, Need and importance of teaching English, Aims-literary, cultural, utilitarian and creativity. Use of mother tongue in acquisition of English language with reference to syntax, pronunciation, spelling, tense and articles

Unit III**10 Hours**

Bilingual method –meaning- principles-merits and limitations

Direct method –meaning –principles-merits and limitations

Structural Approach-meaning –principles-criteria for selection and gradation of structures ways of teaching structures –substitution table-its importance, types- preparation, uses and practice in relation to secondary school texts-merits and limitations

Communicative Approach –meaning, features –principles –merits and limitations, Eclectic Approach.

Suggestopedia-meaning, principles, merits and limitations

Constructivism in ELT (NCF 2005/2009): Meaning, importance, sets of five - 'E' model

Unit IV**10 Hours**

Listening: components –barrier in listening, activities to develop listening comprehension.

Speaking –components-objectives-barriers to speaking –need for correct pronunciation – activities to develop correct speech habits

Reading skills-objectives of teaching reading; Mechanics of reading; Methods of teaching reading; Types of reading, reading aloud and silently, intensive and extensive reading; Types of reading comprehension –activities to develop testing reading comprehension.

Writing –its components, objectives of teaching written expression.

Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting ways of improving handwriting.

Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

Evaluation in teaching of English. Concept of unit test, blue print, construction of objective based test (practical activity-question paper)

E-testing-meaning-steps, advantages, use of E- question Bank, online tutoring and testing.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Braing Storming, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *IELTA-Voices-Journal-London*
- *Balasubramanyan T.-Introduction to phonetics for Indian students MacMillan publication Hyderabad*
- *Bansal R.K -Outlines of phonetics -CIEFL Hyderabad*
- *Bauruah. T.C, A hand book of English language teacher- Himalaya Publication, Calcutta.*

- *Bhatia & Bhatia-Methods of teaching English, ELT- (journal) ELTAI-Chennai*
- *English language teaching –Journal London(ELTJ)*
- *Essentials of grammar and composition in Glen Leggett C. David Mead, William Charvat Prentice Hall of India.*
- *GeethaNagaraj-Trends in teaching of English-MacMillan publication*
- *Gimson, Introduction to pronunciation-OUP*
- *Gleason S-Descriptive linguistics-OUP*
- *GoshR.N.-History of teaching English in India-MacMillan Publication Hyderabad*
- *Krishnaswamy –Modern English grammar, Orient long lam publication, Hyderabad.*
- *Mudambadithaya. G. Teaching of English*
- *PalmerH.E.-Grammar –Oxford university press, London*
- *Pitcoder, Introduction to linguistics-CUP*
- *SternH.H. –History of teaching of English –Oxford university press -London*
- *Strengthen in your English in Bhaskaran and Horsburjg Oxford University Press*

Course Title: Pedagogy of Punjabi**Course Code: BED137**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

- 1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੇ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
- 2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਕੱਸ਼ਲਾ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ) ਬਾਰੇ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।
- 3 ਉਚਾਰਨ ਸਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਦੂਰ ਕਰਨ ਦਾ ਡੂੰਘਾ ਅਧਿਐਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
- 4 ਪਾਠਕ੍ਰਮ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
- 5 ਪੁਸਤਕਾਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

ਪਾਠ ਸਮੱਰਗੀ

ਇਕਾਈ 1

ਘੰਟੇ

11

- 1 ਭਾਸ਼ਾ, ਪਰਿਭਸ਼ਾ, ਅਰਥ , ਪ੍ਰਕਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਤ।
- 2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
- 3 ਲਿੱਪੀ ਦੇ ਅਰਥ , ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।
- 4 ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ , ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਬਾਰੇ ਦੇ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚ ਮਹੱਤਵ।

ਇਕਾਈ 2

ਘੰਟੇ

11

- 1 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ , ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
- 2 ਉਚਾਰਨ ਅਤੇ ਉਚਾਰਨ ਦੇ ਕਾਨਲ ਅਤੇ ਸੁਧਾਰ , ਮੌਖਿਕ ਕਿਰਿਆਵਾ (ਵਾਰਤਾਲਾਪ, ਵਾਦ ਵਿਵਾਦ , ਭਾਸ਼ਣ , ਕਹਾਣੀ ਸੁਣਾਉਣਾ ਕੋਈ ਦੇ ਕਿਰਿਆਵਾ)
- 3 ਪੜ੍ਹਨਾ ਸਿਖਉਣ ਦੀਆ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ ਸੁਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਉੱਚੀ ਪਾਠ ਅਤੇ ਪਾਠ ਦਾ ਮਹੱਤਵ
- 4 ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ , ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾ, ਵਿਧੀਆਂ ਅਤੇ ਅਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3

ਘੰਟੇ 11

- 1 ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ ਮਹੱਤਵ ਵਿਸੇਸਤਾਵਾ ਅਤੇ ਸਮੀਖਿਆ।
- 2 ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ, ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆ ਦਾ ਵਿਕਾਸ।

3 ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕਰਮ ਦਾ ਅਰਥ , ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

ਇਕਾਈ 4

ਘੰਟੇ

12

- 1 ਵਚਨ ਬੋਧ, ਸਵਰ , ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ , ਲਗਾਮਾਤਰਾਂ, ਲਗਾਖਰ, ਸ਼ਬਦ ਜੋੜਾ, ਦੇ ਨਿਯਮ।
- 2 ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾ ਦੇ ਭੇਦ, ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆ, ਸ਼ਬਦ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ, ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁਤ ਅਰਥਕ ਸ਼ਬਦ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

ਭਾਸ਼ਣ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰਿਵਿਊ, ਸੈਮੀਨਰ, ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

- ਨਿਰਧਾਰਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਕਣ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਸਿੰਘ, ਹਰਕੀਰਤ (1966) ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ - ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ , ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਭੇਦ
- ਸਿੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ , ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ।
- ਸਿੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ।
- ਸਿੰਘ, ਤੀਰਥ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ, ਜਲੰਧਰ।
- ਸਿੰਘ ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ
- ਸੰਘਾ .ਸੁਖਵਿੰਦਰ ਸਿੰਘ (2004) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਜਲੰਧਰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ।
- ਜਸਵੰਤ ਸਿੰਘ (2012) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ ।
- ਨੰਦਰਾ , ਇੰਦਰਦੇਵ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ , ਟਵੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਟਿਆਲਾ ।
- ਨੰਦਰਾ , ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ , ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ ਕਲਾ ਮੰਦਿਰ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ , ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ , ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

Course Title : Pedagogy of Hindi**Course Code : BED138**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

- 1 विद्यार्थी हिंदी भाषा और उसकी बोलियों के बारे में जान सकेंगे
- 2 विद्यार्थी हिंदी भाषा के सिद्धांत और सूत्र समझ सकेंगे
- 3 विद्यार्थी हिंदी भाषा के विभिन्न कौशलों का प्रयोग कर सकेंगे
- 4 विद्यार्थी पाठ-योजना और शिक्षण अधिगम सामग्री तैयार कर सकेंगे
- 5 विद्यार्थी हिंदी भाषा में कविता, निबंध, नाटक इत्यादि पर मौलिक रचना कर सकेंगे

Course Content**इकाई (क)**

भवनते 11

- 1^प हिंदी भाषा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ
- 2^प भाषा की भूमिका-समाजमें, विद्यालय में, तथा शिक्षा के माध्यम के रूपमें ।
- 3^प थ्दंदि शिक्षण के सिद्धान्त और सूत्र ।

ठकाई (ख)

भवनते 11

- 1^प श्रवण कौशल-अर्थ, उद्देश्य, गुण, विधियाँ ।
- 2^प मौखिक अभिव्यक्ति-अर्थ, उद्देश्य, गुण, विधियाँ ।
- 3^प पठन्कौशल-अर्थ, उद्देश्य, (कहानी, कविता) ।
- 4^प लेखन कौशल-अर्थ, उद्देश्य, सोपान एवं विधियाँ ।

इकाई (ग)

भवनते 11

- 1^प 1पुस्तकालय की विशेषतायें
- 2^प हिंदीपढ़ने-पढ़ाने की चुनौतियाँ।
- 3^प हिन्दी अध्यापक के गुण एवं चुनौतियाँ।

इकाई (घ)

भवनते 12

- 1^प सहायक शिक्षण सामग्री-अर्थ, उपयोगिता, प्रकार- पत्रिकाओं, समाचारपत्रों, रेडियो
- 2^प कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग।(निबन्ध, पत्र, रिपोर्ट लिखने का अभ्यास)
- 3^प पाठ योजना-अर्थ, महत्व, उद्देश्य और सोपान

प्रायोगिक कार्य

- 1^प अंग्रेजीतथा क्षेत्रीय भाषा के अनुच्छेद का हिंदी में अनुवाद।
- 2^प अपनीपसंद की किसीनिम्नमें से किसी एक साहित्यिक विधापरतीन मौलिक रचनाएँ (कविता, लघुकथा, निबंध,नाटक, सम्वाद)।

पुस्तकसूची :

- जीत, योगेन्द्रभाई (1972) हिन्दीशिक्षणआगरा: विनोदपुस्तकमंदिर
- खन्ना, ज्योति (2006) हिन्दीशिक्षण,नईदिल्ली : धनपतराय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दीशिक्षणविधि, किताब घर, जालन्धर, पंजाब
- भाटिया के.के औरनारंग, सी. एल (1989) आधुनिकहिन्दीविधियां, प्रकाशपब्लिशर, ब्रदरजबराड़,
- सर्वजीतकौर (2009) कल्याणी प्रकाशन,नईदिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण,लायलबुकडिपो,मेरठ,
- चौधरी, नंद किशोर (2009) हिन्दीशिक्षण, गुरुसरसुधारपब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दीभाषा की शिक्षणविधि, पटना,
- शर्मा, ज्योतिभ नोट,हिन्दीशिक्षण,पुस्तकसदन, टण्डनपब्लिकेशन,लुधियाना:

Course Title: Pedagogy of Social Science**Course Code: BED139**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyze the historical, cultural, and geographical aspects of India.
2. apply interdisciplinary approaches and instructional objectives in teaching social sciences.
3. evaluate the different pedagogies and strategies in the Social science teaching and learning process.
4. design instructional plans at different levels, including unit level, lesson level, and process level.

Course Content**Unit I****11 Hours**

India and the World, Major Religions of the World: Hinduism, Christianity, Jainism, Buddhism, Islam-origin, growth, teachings/principles, spread and expansion.

World Civilizations: Harappa, Egypt, China, Mesopotamia- origin, development, features and its contributions.

Physical Features of India: Major geographical divisions and its importance (Himalayan Mountain Ranges, River plains, Desert, Deccan Plateau and Coastal Plains).

The Earth- Structure, size & shape, continents and oceans, latitudes and longitudes, layers of earth, structure, composition, internal and external forces.

Constitution-constituent assembly, drafting and framing of constitution, salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen.

Fundamentals of Sociology-Man as a social animal need for socialization and social environment, contributions of early sociologists and the role of language in the socialization.

Basics of economics-meaning. Importance, resources and economic activities.

Unit II

11 Hours

Concept, scope, and importance of teaching social science.

Inter-disciplinarily nature of social science.

Objectives of Teaching Social Sciences according to NCF 2005.

Instructional Objectives- Bloom and Loraine Anderson.

Unit III

12 Hours

Experiential learning –meaning, phases and implications (David Kolb).

Interactive verbal learning- meaning, phases and implications.

Strategies –co-operative learning - “learning together model”- steps and implications.

Social Constructivism- meaning, importance, steps of five ‘e’ model.

Decision making – meaning, syntax and implications.

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level.

Format for lesson designing-evaluation approach, Harbartian and 5 E.

CCE in social sciences.

Preparation of test format in Social sciences.

Transactional Mode

Open talk, PanelDiscussions, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture-cum-demonstration, seminars

Suggested Readings

- *Bining, Arthur, C., and Bining, David, H., (1952). Teaching Social Studies in Secondary Schools. McGraw, Hill Book Company, Inc., New York.*
- *Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.*
- *James, Hemming (1953). The Teaching of Social Studies in Secondary Schools. Longman Green and Company, London.*
- *Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.*
- *Kochhar, S.K. (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.*

- Kochhar, S. K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company.

Course Title: Pedagogy of Economics

Course Code: BED140

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. explore the relationship of Economics with other subjects.
2. analyze need and importance of teaching & learning of Economics as a course
3. utilize appropriate skills, techniques and strategies of teaching of Economics
4. critically evaluate the Economics unit plans and lesson plans on various topics

Course Content

Unit I

11 Hours

Basics of economics-meaning. Importance, resources and economic activities.

Historical development of Economics as a school Course, Nature, scope and importance of Economics

Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science

Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

Sectors of Indian Economy - Agriculture and National Economy - Poverty as challenge

Unit II

11 Hours

Concept, scope, and importance of teaching Economics.

Inter-disciplinarily nature of Economics.
 Objectives of Teaching Economics according to NCF 2005.
 Instructional Objectives- Bloom and Loraine Anderson.

Unit III**12 Hours**

Experiential learning –meaning, phases and implications (David Kolb).
 Interactive verbal learning- meaning, phases and implications.
 Strategies –co-operative learning - “learning together model”- steps and implications.
 Social Constructivism- meaning, importance, steps of five ‘e’ model.
 Decision making – meaning, syntax and implications.

Unit IV**10 Hours**

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level.
 Format for lesson designing-evaluation approach, Harbartian and 5 E.
 CCE in Economics.
 Preparation of test format in Economics.

Transactional Mode

Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing Storming, Demonstration, Project Based Learning, , Quiz, Simulation, Lecture -cum-demonstration, Seminars

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. and Chopra, K (2002). *Teaching of Economics Ludhiana: Kalyani Publishers.* Kanwar, B.S. (1973). *Teaching of Economics Ludhiana: Prakash Brothers.*
- Lee, N. (Ed.) (1975). *Teaching Economics* London: Heinemann Educational Books Mittal, R.L., Arth Shastar da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics.* Merrut: R. Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics.* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics.* New Delhi: Asish Publishing House.

- *Heller, F. (1986). The use and abuse of Social Sciences London: Sage Publications, 1986. Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.*
- *Singh, Tirath, Arjinder; Pargat Singh (2014). Teaching of Economics, Jalandhar: SG Publication*

Course Title: Pedagogy of History**Course Code: BED141**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. explore the relationship of History with other subjects.
2. analyze need and importance of teaching & learning of History as a course
3. use appropriate skills, techniques and strategies of teaching of History
4. critically evaluate the History unit plans and lesson plans on various topics

Course Content**Unit I**

India and the World, Major Religions of the World: Hinduism, Christianity, Jainism, Buddhism, Islam-origin, growth, teachings/principles, spread and expansion.

World Civilizations: Harappa, Egypt, China, Mesopotamia- origin, development, features and its contributions.

Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden age of Guptas

The First World War: Causes and its consequences

The Second World War: Causes and its consequences, setting up of UNO

Unit II**11 Hours**

Concept, scope, and importance of teaching History.

Inter-disciplinarily nature of History.

Objectives of Teaching Social Sciences according to NCF 2005.

Instructional Objectives- Bloom and Loraine Anderson.

Unit III

12 Hours

Experiential learning –meaning, phases and implications (David Kolb).

Interactive verbal learning- meaning, phases and implications.

Strategies –co-operative learning - “learning together model”- steps and implications.

Social Constructivism- meaning, importance, steps of five ‘e’ model.

Decision making – meaning, syntax and implications.

Unit IV

10 Hours

Instructional Designing – Meaning and Levels of designing-unit level, lesson level and process level.

Format for lesson designing-evaluation approach, Harbartian and 5 E.

CCE in History.

Preparation of test format in History.

Transactional Mode

Open talk, Panel Discussions, Collaborative Teaching, Group Discussion, Braing Storming, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-demonstration, Seminars

Suggested Readings

- *Bhatia, R.L. (2005). Contemporary Teaching of History. Surjit Publications, Delhi,*
- *Dash, B.N. (2006). Teaching of History. Neela Kamal Publication New Delhi.*
- *Dash, B.N. (2004). Teaching of History: Modern Methods, A.P.H. Publishing Corporation, New Delhi.*
- *Pathak, S.P. (2007). Teaching of History, Kanishka Publications, NewDelhi*
- *Shaida, B.D. (1996). Teaching of History: A Practical Approach, Dhanpat Rai & Sons, New Delhi.*
- *Singh, R.R. (2004). Teaching of History, R. Lall Book Depot, Meerut (U.P.)*
- *Singh, Y. K., (2007). Teaching of History, Modern Methods, A. P. H. New Delhi.*
- *Srinivas, M. (2004). Methods of Teaching History. Discovery Publishing House, NewDelhi.*

Course Title: Pedagogy of Sociology**Course Code: BED142**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. explore the relationship of Sociology with other subjects.
2. analyze need and importance of teaching & learning of Sociology as a course
3. use appropriate skills, techniques and strategies of teaching of Sociology
4. critically evaluate the Sociology unit plans and lesson plans on various topics

Course Content**Unit I****11 Hours**

Fundamentals of Sociology-Man as a social animal need for socialization and social environment, contributions of early sociologists and the role of language in the socialization

Social Institutions – Marriage, Family, Kinship

Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige

Brief Contributions of Social Thinkers: Shri Guru Nanak Devji, S.C. Dube, Swami Vivekananda, Mahatma Gandhi

Unit II**11 Hours**

Meaning, nature, scope and importance of sociology in modern context.

Relation of Sociology with other Courses: Political Science, History, Literature (languages), Psychology and Geography

Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

Unit III**11 Hours**

Methods of teaching

(a) Lecture method (b) Source method (c) Discussion method (d) Problem method (e) Project method (f) Survey method

Modern techniques and Devices:

Assignment (b) Seminars (c) Symposium (d) Dramatization (e) Illustration (f) Questioning (g) Socio-metric technique

Sociology text-book - importance and qualities, Supplementary material: Magazines. Journals Newspapers, reference books

Unit IV**12 Hours**

Unit Plan: Need, importance and steps of writing it in teaching of Sociology

Use of lesson plan in teaching of sociology

Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs

Transactional Mode

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Seminars

Suggested Readings

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

Course Title: Pedagogy of Political Science**Course Code: BED143**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. explore the relationship of Political Science with other subjects.
2. analyze need and importance of teaching & learning of Political Science as a course
3. use appropriate skills, techniques and strategies of teaching of Political Science
4. critically evaluate the Political Science unit plans and lesson plans on various topics

Course Content**Unit I****11 Hours**

Constitution-constituent assembly, drafting and framing of constitution, salient features, fundamental rights and duties, directive principles of the state policy, its importance to state and citizen.

SAARC- Formation and activities

Indian constitution: Preamble, features and structure of parliament and judiciary.

Unit II**11 Hours**

Meaning, Nature, Scope and importance of Political Science as a Course.

Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology and Law.

Aims and objectives of Teaching of Political Science in general at Senior Secondary level.

Criteria for framing objectives of Teaching of Political Science.

Difference between Objectives and aims of teaching of Political Science.
Recent trends in Political Science.

Unit III**11 Hours**

Lecture method - Discussion method - Inductive-deductive method - Survey and Market studies - Analytical method / Single Commodity analysis method - Project method - Problem solving method Laboratory Method Techniques – Review - Field work – interview

Unit IV**12 Hours**

Unit Plan: Need, importance and steps of writing it in teaching of Political Science

Use of lesson plan in teaching of Political Science

Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs

Transactional Mode

Open Talk, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005*
- *Faria, B.L., Indian Political System. Kashyap, Subash, Indian Constitutions.*
- *Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company*
- *Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers*
- *Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962*

Course Title: Pedagogy of Commerce**Course Code: BED144**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. explore the relationship of Commerce with other subjects.
2. analyze need and importance of teaching & learning of Commerce as a course
3. use appropriate skills, techniques and strategies of teaching of Commerce
4. critically evaluate the Commerce unit plans and lesson plans on various topics

Course Content**Unit I****11 Hours**

Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business, Business ethics; meaning and importance of large scale business.

organizations; Forms of Business ownership- Meaning and kinds; Applicability; contemporary issues in Business (concepts only).

Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

Unit II**12 Hours**

Meaning and Importance of commerce Meaning of commerce, History of India's Freedom Movement in Commerce - Correlation of Commerce with Economics, Maths, Geography, Social Science. Importance of Commerce in School Curriculum and in daily life.

Aims and objectives of teaching Commerce - General aims and objectives of teaching Commerce. Aims of Teaching Commerce -Utilitarian, Cultural,

Economic and Social. Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives, revised Anderson's objectives and Objectives according to NCERT. Writing of Instructional objectives in Behavioural terms.

Unit III

12 Hours

Lecture method - Discussion method - Inductive-deductive method - Survey and Market studies - Analytical method / Single Commodity analysis method - Project method - Problem solving method Laboratory Method Techniques – Review - Field work – interview

Unit IV

11 Hours

Unit designing and Lesson Designing- Meaning, Importance, steps, format and advantages. Difference between Unit Plan and Lesson Plan Various approaches to Lesson Designing The Herbartian approach (Herbert), Evaluation approach (Blooms), The Project approach (Kilpatrick) Assessment in Teaching Commerce Achievement test- Characteristics- objectivity, reliability, validity and practicability- forms of test items-multiple choice type-short answer type and essay type, construction Construction of objectives based test items in commerce Unit test- importance-steps, construction and uses - IOTAQB- meaning & uses Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce critical analysis of commerce question papers.

Transactional Mode

Video based Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method

Suggested Readings

- Aggarwal (2008). *Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt.Ltd.*
- Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching, Delhi: Doaba House*
- Kochhar, S.K., (1997). *Methods and Techniques of Teaching. Sterling Publishers Pvt.Ltd.*
- Chauhan S.S (2008). *Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt.Ltd.*
- Dhand, H (2009). *Techniques of Teaching, New Delhi: APH Publishing Corporation*
- Sharma, R.N. (2008). *Principles and Techniques of Education. New Delhi: APH Publishing Corporation.*
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching. New Delhi APH Publishing Corporation*

- Singh, Y.K. (2009). *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

Course Title: Pedagogy of Mathematics

Course Code: BED145

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. apply mathematical concepts and principles of secondary level maths content
2. analyse the nature of mathematics and apply Anderson's revised Bloom's taxonomy in specifying instructional objectives.
3. implement the Five E model in mathematics teaching and facilitate collaborative and cooperative learning strategies.
4. design unit plans with suitable instructional and select appropriate instructional content and specify instructional objectives

Unit I

10 Hours

Content of 6th, 7th, 8th and 9th Std syllabus --- Rational Numbers, Sets, Factorization, LCM and HCF, Division of polynomials: linear equation, simultaneous equation ratio and proportion.

Commercial mathematics, Data Handling, lines and angles; Triangles - construction and theorem on triangles, congruency of Triangles, Quadrilaterals.

Unit II

12 Hours

Nature of mathematics, Meaning and characteristics of mathematics; mathematical reasoning, Geometric thinking (Van Hiele model); Axioms, Postulates and Theorems -converse, inverse and contra positive –proofs and different types of proofs, Difference between proof and verification. 2.2. Content categories of mathematical knowledge – Facts, Concepts, Generalisations and procedures.

Aims and objectives of teaching mathematics - Aims of teaching mathematics –disciplinary, utilitarian, cultural, social and recreational -

Objectives of teaching arithmetic, algebra, geometry, trigonometry and coordinate Geometry - Anderson's revised Bloom's taxonomy of instructional objectives – specifications; task analysis

Unit III

11 Hours

Five E model – Five stages - engage, explore, express, expand, evaluate
Approaches and models of teaching mathematics – Inductor - deductive approach; Analytic – synthetic Approach; Guided discovery approach; Concept Attainment Model.

Techniques of learning mathematics – Problem solving technique, Oral work and written work, Drill work and concept mapping.

Collaborative learning and Cooperative learning strategies – learning together technique, jigsaw technique - steps.

Unit IV

12 Hours

Preparation of unit plan, selecting the content for instruction, content analysis; stating the instructional objectives and task analysis; analyzing and selecting suitable teaching methods, strategies, techniques and models; identifying and developing teaching learning materials (including ICT), selecting suitable evaluation tools and strategies, lesson planning based on evaluation approach.

Evaluation in mathematics: Construction (steps) and use of achievement test in mathematics for summative assessment

Transactional Mode

Video based Teaching Cooperative Teaching, Dialogue, Group Discussion, Braing Storming, Flipped Teaching, Quiz, Simulation, Lecture method, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics. New Delhi: Sterling Publishers Pvt.Ltd.*
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics. Panipat: M/s N.M. Publishers.*
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.*
- Mangal, S. K. (2007). *Teaching of Mathematics. New Delhi: Arya BookDepot*
- Banga, Chaman Lal (2012). *Teaching of Mathematics, Shipra*
- James, Anice (2005). *Teaching of Mathematics, Neelkamal*

Course Title: Pedagogy of Science

Course Code: BED146

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. Analyse the effects and applications of heat including the use of laboratory and clinical thermometers, explore temperature scales and conversions.
2. Construct the instructional revised taxonomy of educational objectives from the constructivist perspectives.
3. Evaluate different teaching methods and constructivist approach in teaching.
4. Design lesson plans based on the 5E model and lecture-demonstration method.

Unit I

12 Hours

Heat - Meaning of heat and temperature, difference between heat and temperature, Effects and applications of heat - Laboratory and Clinical Thermometer, Temperature scales and conversions.

Light - Meaning of light, Reflection of light and laws of reflection, image formation in Concave mirror - Refraction of light, total internal reflection and its effects, Dispersion of light

Nature of Matter - States of matter, Elements, compounds and mixtures- meaning, characteristics, Separation of mixtures - Metals, non-metals, and metalloids- meaning and properties

Atom - Meaning of an atom; Structure of an atom; Dalton's theory, Rutherford-Bohr model - Chemical bonding; meaning and types

Unit II

12 Hours

Meaning and Nature of Physical Science-Nature, process, product, facts, phenomenon, concepts, laws and theory

Scientific Method- meaning, steps (9 steps) and advantages.

Scientific Attitude- meaning, characteristics of an individual with scientific attitude, techniques of developing scientific attitude among students.

Aims and objectives of teaching physical science, differences between aims and objectives, Bloom's taxonomy of educational objectives, revised taxonomy of educational objectives (Anderson's), and NCERT objectives, meaning and writing of Learning objectives (Specifications based on revised blooms taxonomy).

Learning objectives in the constructivist perspectives.

Unit III

11 Hours

Lecture demonstration method, Inductive-deductive method and Project method-meaning, Steps, merits and limitation

Constructivist Approach-meaning and principles - Five e learning model-Engage, Explore, Explain, Elaborate and Evaluation - Collaborative approach-meaning, steps-problem, formation of groups, sharing of ideas, teacher facilitates and learning evidence and feedback -Inquiry Approach and Problem solving approach (Maier) -meaning, procedure and advantages

Unit IV

10 Hours

Meaning of Lesson plan-importance, Evaluation approach steps, advantages
Planning of laboratory work

Lesson planning based on 5E model and Lecture-demonstration method,
Unit Plan-meaning, steps, format, Advantages and limitations

Meaning and importance of Achievement tests and Unit test-steps of construction of unit test (Blue print based on revised blooms taxonomy of educational objectives) and importance.

IOTAQB-meaning, process of developing of IOTAQB and uses.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Braing Storming, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture -cum-Demonstration

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 of Class X, New Delhi: NCERT.*
- *Kohli, V.K. (2006). How to Teach Science Ambala: Vivek Publication*
- *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.*

- *Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science Developing as a Reflected Secondary Teacher. New Delhi: SAGE Publications India Private 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 Limited. New UNSECO Source Book for Science. France: UNSECO*
- *Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep and Deep pub.*
- *Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation*

Course Title: Pedagogy of Life Science

Course Code: BED147

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. Analyze the body organization in organisms and understand their basic adaptations
2. Construct the specific instructional objectives based on revised Bloom's taxonomy
3. Evaluate different approaches of teaching Biological Science
4. Design the annual plans, unit plans, and lesson plans related to life science.

UNIT I

10 Hours

Body organization in organisms (Basic adaptation in fish, Bird, Dolphin, Polar bear), Structure and function of animal and plant body.

Study of cells – meaning, structure and functions of cell and its organelles, plant and animal cell and their differences, osmosis, Experiments on osmosis and diffusion.

Food and its constituents – meaning of food, constituents and their sources, functions of different food constituents and their deficiency disorders.

The world of microbes- classification of microbes, useful and harmful microbes, and microbial diseases.

UNIT II

12 Hours

Meaning and importance of Biological science.

Branches of Biological science.

Scientific method –meaning, importance and its steps.

Scientific Attitude- meaning, characteristics and inculcation of Scientific Attitude.

Aims and Objectives of teaching Biological Science, Blooms Taxonomy of educational objectives, revised Bloom's taxonomy, instructional objectives and criteria for writing instructional objectives.

UNIT III**13 Hours**

Approaches of teaching Biological Science- meaning, importance and steps of inducto-deductive approach, structural and functional approach, type species approach, critical inquiry approach and problem solving approach. (Maier's)

Methods of Teaching Biological Science- meaning, importance and steps of Lecture cum Demonstration method and Project method.

Models of teaching Biological Science- meaning, importance and steps of inquiry training model and 5'E' Model.

Introduction to innovative teaching and learning methods- meaning and importance of Assignments, Discussion, Team teaching, Brain storming, Concept mapping, Co-operative and Collaborative learning, Experiential learning and Constructive learning.

UNIT IV**10 Hours**

Designing-meaning, importance, steps and formats of Annual plan, Unit plan and Lesson plan.

Evaluation-meaning, steps in construction of Achievement test in Biological Science.

Continuous and Comprehensive Evaluation (CCE) in Biological Science.

Transaction Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Braing Storming, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture -cum-Demonstration

Suggested Readings

- *Agarwal, D.D, Modern methods of Teaching Biology: Saruk&sons' publication New Delhi, 2004.*
- *Bhar, surajprakash teacher training lotus press, New Delhi, 2006.*
- *Choudhary s, teaching of biology APH Publishing Corporation, New Delhi, 2010.*
- *Miller, David F. &blaydes, Gllen W. (1938): Methods and materials for teaching biological sciences: Mc Graw Hill book company Inc. New York and London, 1938.*
- *Singh, veena Teaching of Biology, adhyanyan publishers & distributors, New Delhi, 2007.*

- Sood, J.K, *Teaching of Life Science*, Kohli publishers Chandrigarh, 1987.
- Yadav M.S, *Modern methods of teaching science*, Anmol publishers, Delhi, 2000.

Course Title: Pedagogy of Music

Course Code: BED148

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. Develop the concept of the music industry
2. Enhance the skills of teaching of music
3. Elaborate the skills to play the Tanpura, Tabla, and Sitar instruments.
4. Demonstrate the critical points in teaching music
5. Identify the teaching techniques of music

Course Content

UNIT I

10 hours

Historical development of Music and Musical instruments from Ancient times to Modern Times;

Aims & objectives of teaching of music, importance of Music in daily life.

Music Curriculum construction

Indian Classical Music in educational institutions – Its importance, popularization.

UNIT II

12 hours

Methods of teaching music

Relationship of music with other Courses.

Voice-culture & larynx

UNIT III

10 hours

Writing a lesson plan, unit plan –concept, procedure, importance.

Evaluation in Music

UNIT IV

13 hours

Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.

Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

Transactional Modes

Video-based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play

Suggested Readings

- *Khanna, Jyoti (2012). Sangeet Adhyapan. Ludhiana: Tandon Publications.*
- *Saryu Kalekar - Teaching of Music*
- *Panna Lal Madare - Teaching of Music. Madan*
- *P.L. – Teachig of Music. Awasthi, G.C.- Teaching of Music*
- *Garg, P.L. – Sangeet Karlaya Hathras: Sangeet Visharad*
- *Srivastava, G.C. – Tabla Vadan, Part-1 and Part-2*

SEMESTER – II**Course Title: Learning and Teaching****Course Code: BED201**

L	T	P	Credits
4	0	0	4

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyze the concept of learning in educational context.
2. apply the perspectives of learning and motivation in the learning process
3. evaluate different models of teaching
4. reflect upon various concepts of teaching

Course Content**Unit I****14 Hours**

Learning and Teaching: Meaning, concept and principles, relationship between teaching and learning, Equitable and Inclusive Education: Learning for All (NEP: 2020)

Dimensions of individual development: physical, cognitive, language, affective, social and moral, their inter-relationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg)

Socio-cultural factors influencing cognition and learning, Facilitating holistic development (for self and society)

Unit II**14 Hours**

Implicit knowledge and beliefs about learning (demystifying misconceptions)

Perspectives on human learning: behaviourist, cognitivist, information-processing view, social-constructivist

Principles, relevance and applicability of human learning in different learning situations (drawing selectively on the ideas of Skinner, Piaget, Vygotsky)

Role of learner in various learning situations, as seen in different theoretical perspectives

Role of teacher in teaching-learning situations: transmitter of knowledge, model, facilitator, negotiator, co-learner

Unit III

16 Hours

Teaching: Concept, nature, and theories/approaches (Behavioristic, Cognitivist, Constructivist)

Models of Teaching: Concept Attainment; Inquiry Training; Advance Organizer model, inductive teaching model

Reflective teaching: concept and strategies for making teachers reflective practitioners, teaching as profession; professional ethics for teachers

Unit IV

16 Hours

Pedagogy: Concept, principles and techniques of pedagogy

Simulated Teaching, Micro Teaching: meaning, concept and its application in teaching learning process, Case Analysis: Analysis of teachers of effective teaching

Transactional Mode

Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Dr. Usha Rao, (2018). Advanced Educational Psychology Himalaya Publication House New Delhi-2018*
- *Chauhan S S, (2017). Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi*
- *Sandra Goss Lucas, Douglas A. Bernstein (2014). Teaching Psychology: A Step-By-Step Guide, Second Edition. Psychology press: New York.*
- *Cooper, Hilary (2014). Professional studies in primary education sage.*
- *Chauhan, S.S. (2014). Innovation in teaching learning process, Noida vikas publishing house private Ltd.*
- *Aggarawal J C, (2014). Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi*
- *Charles E Skinner (2012). Educational Psychology P H I Learning Pvt. Ltd.- New*
- *Woolfolk, A. (2012), Educational Psychology, 12/E. Pearson publisher: New Delhi.*
- *Walia, J. S. (2011). Technology of Teaching, Jalandhar: Ahim paul publishers.*

Course Title: Assessment for Learning**Course Code: BED205**

L	T	P	Credits
4	0	0	4

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. differentiate between assessment of learning and assessment for learning
2. critically analyze the techniques of assessment at different domains of teaching
3. apply different statistical applications for interpretation and reporting of student's performance
4. examine emerging practices and issues in assessment

Course Content**Unit I****15 Hours**

Assessment of learning and assessment for learning: Meaning, measurement, tests, examination, principles and types of evaluation, Distinction between and their inter-relationships

Purposes and objectives of Assessment – for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties

Norm referenced and criterion referenced testing, teacher made and standardized tests, essay type, objective type and objective based tests.

Unit II**15 Hours**

Steps of construction of a test: Planning (Blue Print), Preparation, Try Out and Evaluation, Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability

Techniques of Assessment: Use of Projects, Assignments, Work Sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

Unit III**15 Hours**

Scoring Procedure - manual and electronic, development of Rubrics
 Analysis and Interpretation of Students' Performance, Processing test performance, calculation of percentages, frequency distribution, percentile Rank, measures of central tendency, graphical representations and interpreting performance

Place of marks, grades and qualitative descriptions, Role of Feedback in Improving learning and learners' development

Unit IV

15 Hours

Existing Practices: Semester system, CCE, Grading and Choice Based Credit System, issues and problems in existing practices, Marking vs. Grading, Objectivity vs. Subjectivity

Non-Detention Policy, the menace of coaching, Policy Perspectives on Assessment: NCF (2009), RTE (2009)

Emerging Practices in Assessment: Standard Based Assessment, Online, Computer, Based and Open Book Examinations

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Quiz, Simulation, Lecture -cum- Demonstration, Seminars

Suggested Readings

- S. K. Mangal, (2017). *Assessment of Learning*, Publisher, Shipra, ISBN, 9386262355, 9789386262356 ; Length, 137 pages.
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) *Psychological testing and Assessment*, Mc Graw Hill Education (India) Private limited.
- Asthana Bipin (2011). *Measurement and Evaluation in Psychology and Education*. Agrwal Publications, Agra.
- GOI (2011) *Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act,2009*. GOI Retrieved from [http://www. upefa.com/ upefaweb/ admin/ myuploads/ SSA_ frame_ work_ revised_ 9.6.201 1 Pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011 Pdf).
- Asthana Bipin (2011). *Measurement and Evaluation in Psychology and Education*. Agrwal Publications, Agra
- Sharma, R.A. (2010). *Essentials of Measurement in Education and Psychology*. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010). *Measurement and*

Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.

Web Sources

- <https://www.learningclassesonline.com/2020/10/assessment-for-learning.html>
- https://www.google.com/search?q=rubrics&rlz=1C1FKPE_enIN1045IN1046&biw=994&bih=452&ei=0YWWZPvILoyxoATT
- <https://www.tnueu.ac.in/pdf/assesment.pdf>
- <https://www.slideshare.net/abubashars/assessments-for-learning-bed-second-year-notes>

Course Title: ICT Applications

Course Code: BED230

L	T	P	Credits
0	0	4	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. Utilize acquired skills of MS Word and MS powerpoint
2. Critically analyze social, ethical and legal issues in ICT usage
3. Design a blog and e-portfolio for effective sharing of information and communication of ideas
4. justify the usage of emerging classroom technologies

Practical (Any 5)

- Preparing Power Point Presentation
- Working with MS Word
- Use of Interactive White Board
- Use of Digital Podium
- Use of Google Classroom
- Working with Prezi
- Use of e-mail
- Develop simple MOOCs

Evaluation Criterion

20 marks per practical

Records: 10 marks

Viva: 5 marks

Performance: 5 marks

Course Title: Pre-Internship

Course Code: BED204

L	T	P	Credits
0	0	0	4

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. Develop conceptual understanding about Pedagogy of school subjects' environment and understand the learner, learning behavior and learning situations
2. Validate the theoretical understanding regarding pedagogical courses and school environment
3. Design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. Expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning

Pre -Internship

1. **Phase I** Pre-Internship for 04 Weeks in semester-II (04- Credits)

Course Details

Phase-I: - Pre-Internship for 04 Weeks in semester-II (04- Credits)

Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondary school affiliated to PSEB/CBSE/ICSE etc.) and the whole school environment. Before teaching in the classroom the student teacher will observe a regular classroom in the school for weeks, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.

1. Peer group discussion.
2. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.

3. Sample demonstration/viewing different classroom situation.
4. Visit to innovative centers of pedagogy and learning, educational resourcecenters
5. Input from teacher educators
6. Context analysis andreflection.

Evaluation Criterion

Weekly Assessment: 25 marks

Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

Course Title: Development of Educational System in India**Course Code :BED231**

L	T	P	Credits
2	0	0	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. critically appraise the indian education during vedic, buddhist and medieval periods
2. investigate the impact of british commission and committees on indian education
3. notify growth and development of education in post independence era
4. critically evaluate the role of advisory committees

Unit I**8 Hours**

Education during Vedic Period: Concept, aims, curriculum, instructional techniques, role and status of teacher

Education during Buddhist Period: Concept aims, curriculum, instructional techniques, discipline, role and status of teacher

Education during Muslim Period: Concept, aims, curriculum, instructional techniques, discipline, role and status of teacher

Unit II**8 Hours**

Brief Historical Perspective with reference to Charter Act (1813), and Macaulay's (1835)

Wood's Despatch (1854) and Sargent Report (1944): Main Recommendations and its impact on Indian education

Main Recommendations of the following:

University Education Commission (1948)

Secondary Education Commission (1952-53)

Indian Education Commission (1964-66)

Unit III**7 Hours**

Main features of National Policy on Education (NPE) 1986, Programme of Action 1992, and Right of Children to Free and Compulsory Education Act (2009) (RTE)

Unit IV

7 Hours

Central Advisory Board of Education (CABE)- Meaning, Composition and Functions

National Council of Educational Research and Training (NCERT) Meaning, Composition and Functions

University Grants Commission (UGC) Meaning, Composition and Functions

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Aggarwal J. C. (2009). *Development of Education System in India*. Shipra Publications, 2009 ISBN: 9788175411913, 8175411910, Edition: 5th Ed., 2009
- Chauhan, C.P.S. (2004): *Modern Indian Education Policies, Progress and Problems*, New Delhi: Kanishka Publishers.
- Sharma, Y.K. (2003): *Sociological Philosophy of Education*, New Delhi: Kanishka Publishers.
- Aggarwal, J.C. (2000): *Landmarks in the History of Modern Indian Education*, New Delhi: Vikas Publishing House Pvt.
- Ministry of Human Resource Development (1986): *National Policy on Education*, 1986.
- Ministry of Human Resource Development (1992): *National Policy on Education*, 1986 (Revised).
- Ministry of Human Resource Development (1992): *Programme of Action (NPE, 1992)*, New Delhi, Govt. of India.

Course Title: Pedagogy of English**Course Code: BED232**

L	T	P	Credits
3	0	0	3

Learning Outcome

After Completion of this course, the Learner will be able to:

1. analyse English language concepts and principles of secondary level English content.
2. critically analyze the characteristics of textbooks used in English education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in English
4. develop and enhance the qualities, skills, and competencies of English teachers

Course Content**Unit I****12 Hours**

Semantic Structure of English-meaning, components, homonyms, synonyms, Antonyms, Polysemy, connotative and denotative aspects.

Graphic structure of English-meaning, components unique features of spellings marks of punctuation, hand writing, illustrations are to be drawn from high school English textbooks.

Verbs-meaning and types-tenses and aspects.

Transformations of sentences-simple, complex and compound sentences, reported speech, active and passive voices and degrees of comparison.

Unit II**13 Hours**

Audio-aids-lingua phone-Audio cassettes, Radio Broadcasts, Visual aids, charts, three dimension pictures, flash cards, albums, A-V aids-Films, Videos and multimedia, language Lab their importance and uses in ELT.

Library as a resource in teaching and learning of English.

Literary activities in language teaching-debates, elocution-group discussion-field trips, quiz, seminars and workshops and their importance.

Workbook-Nature, Steps in preparation and uses.

Computer assisted learning in English, use of internet and websites, advantages of using different software in learning of English.

Steps of designing lesson plan in English for power point and multimedia applications and their advantages.

UNIT III

10 Hours

Language curriculum, meaning and principles (with reference to NCF2005) and teaching language through literature-concept and types of literature.

School textbooks in English –characteristics and review of present textbooks of 9th, 10th 11th, 12th.

Work books in English, steps and uses.

Teaching of Vocabulary- Types, importance and techniques of enriching Vocabulary. Teaching of Grammar-meaning, importance types, steps in teaching functional grammar.

Techniques of teaching spellings-Importance peculiarities, different ways of teaching of spellings, common errors and remedies.

Study skills: meaning, importance, types gathering skills, (Skimming and Scanning), (dictionary reference skills)-storage skills-note-making, note-taking, graphic presentation, browsing skills & summarization.

UNIT IV

10 Hours

Professional competencies of an English teacher, programmes for teacher empowermentworkshops, seminars, conference, panel discussion and projects.

Role of NCERT, DSERT, RIE, IEFL, British Council Library, Central Institute of Indian Languages to enhance the professional development of English Language Teachers.

Transactional Mode

Video based Teaching, E-TeamTeaching, Open talk, Panel Discussions, Dialogue, Group Discussion, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language New Delhi: KalyaniPublishers.*
- *Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language*
- *Ludhiana: Kalyani Publishers.*

- Bindra, R. (2005). *Teaching of English Jammu: Radha Krishan Anand and Co. Bisht, Abha Rani. Teaching of English in India Agra: Vinod Pustak Mandir.*
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language London: Longmans, ELBS.*
- Carroll, B.J. (1972). *Systems and Structures of English. London: Oxford University Press.*
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English. New Delhi: Atlantic Publishers and Distributors.*
- Doff, A. (1988). *Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.*
- Forrester, Jean F. (1970). *Teaching Without lecturing London: Oxford University Press.* French, F.G. (1963). *Teaching English as an International Language London: OUP*
- Gokak, V.K. (1963). *English in India. Its Present and Future Bombay: Asia Publishing House.* Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns London: OUP.* Kohli, A.L. (1999). *Techniques of Teaching English New Delhi: Dhanpat Rai and Company.* Sachdeva, M.S. (2007). *Teaching of English Patiala: Twenty First Century Publications.*
- Sahu, B.K. (2004). *Teaching of English Ludhiana: Kalyani Publishers.*
- Sharma, P. (2011). *Teaching of English: Skill and Methods. Delhi: Shipra Publication.*
- Allan Campbell R: *Teaching English as a second language, Mc Graw Hill, New Delhi, 1971.*
- Billows F L: *The techniques of language teaching. London: Longman group Limited, 1961 Book Department, 1957.*
- Brauah T C: *The English teachers' Handbook, Sterling Publishers, 1984.*
- Bright J A & Mc Gregor C.P. *Teaching English as second Language, London: Essex 1970.*
- Brown G: *Listening to spoken English. London: Longman, 1977. 123*
- *ELT web sites.*
- *English Grammar, composition and usage by J.C. Nesfield Macmillan Publishers.*
- Gordon B.S.: *The teaching of English in free India, Madras; Christian literature society, 1960.*
- Hornby: *Teaching of structural words and sentence patterns stage 1,2, 3 and 4. London: ELBS and OUP, 1959.*
- Jane Willis: *Teaching English through English CUP London, 1995.* Menon and Patel: *Teaching of English as a foreign language, Baroda: Acharya*

- *Raju T.N.: content cum methodology of teaching English, DSERT Publication, 2005*
- *Ryburn W H and Parkinson J G; The teaching of English, OUP, London. 1961.*
- *Sachdeva M.S.: A new approach to teaching English in free India, Ludiana publications, 1976.*
- *Widdowson HG; Teaching language as communication. OUP, London, 1982.*
- *Wilkinson Andrew: Language and education. Oxford University Press, 1986.*

Course Title: Pedagogy of Punjabi

Course Code: BED233


L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
2. ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
3. ਦੇਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।
4. ਬੱਚਿਆਂ ਦੀਆਂ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਦੂਰ ਕਰਨਗੇ।

ਪਾਠ ਸਮੱਗਰੀ

- ਇਕਾਈ 1** **10 ਘੰਟੇ**
- 11 ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ, ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿੱਚ ਅੰਤਰ।
 - 12 ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ, ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।
 - 13 ਸਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।
- ਇਕਾਈ 2** **11 ਘੰਟੇ**
- 11 ਪਾਠਯੋਜਨਾ ਦੀ ਤਿਆਰੀ, ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
 - 12 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ, ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।
- ਇਕਾਈ 3** **12 ਘੰਟੇ**
- 11 ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ, ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨ ਪੱਤਰਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
 - 12 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇਸ਼, ਭਾਸ਼ਾ ਤਰੁੱਟੀਆਂ, ਦੋਸ਼ਾਂ ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ।
- ਇਕਾਈ 4** **12 ਘੰਟੇ**
-  11 ਰਚਨਾ, ਪੈਰਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

ਸਲਾਨਾ ਪਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ। | ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- ਜਸਵੰਤ ਸਿੰਘ (2012) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ, ਟਵੰਟੀ ਫਸਟ ਸੈਚੁਅਰੀ ਪਟਿਆਲਾ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ ਰ.ਕ. (2008) ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲਿਕੇਸ਼ਨ
- ਸੰਘਾ .ਸੁਖਵਿੰਦਰ ਸਿੰਘ (2004) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਜਲੰਧਰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ।
- ਸਿੰਘ, ਤੀਰਥ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ, ਜਲੰਧਰ।
- ਸਿੰਘ ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ
- ਸਿੰਘ ਜੀ. ਬੀ (1971) ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕਸ਼ਾਪ।
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969) ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ ਕਲਾ ਮੰਦਿਰ

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ , ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ , ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।
- ਸਿੰਘ, ਹਰਕੀਰਤ (1966) ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ - ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ , ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਭੇਦ
- ਸਿੰਘ ਜੀ. ਬੀ (1950) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ।

IOAFC

Course Title: Pedagogy of Hindi

L	T	P	Credits
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Course Code: BED234

3	0	0	3
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Learning Outcomes

After Completion of this course, the Learner will be able to:

- 1^o विद्यार्थी सूक्ष्म शिक्षण और उसके विभिन्न कौशलों का प्रयोग कर सकेंगे
- 2^o विद्यार्थी हिंदी भाषा की विभिन्न विद्याओ का विश्लेषणात्मक अध्ययन कर सकेंगे
- 3^o विद्यार्थी पाठ्यक्रम निर्माण के सिद्धांतों जान सकेंगे
- 4^o विद्यार्थी हिंदी भाषा में मूल्यांकन के लिए विभिन्न प्रकार के प्रश्नपत्रों का निर्माण कर सकेंगे

Course Content**इकाई :क**12 **ीवनते**

- 1^o हिन्दी शिक्षण के लक्ष्य
- 2^o पाठ.योजना निर्माण के उपागम ;हरबर्टए ब्लूमए मॉरसिनए आरए सीए ईए एमए
- 3^o सूक्ष्मशिक्षणकौशल . अर्थएवंप्रक्रियाए कौशल ;प्रस्तावनाए अनुशीलनए प्रश्नए दृष्टांतव्याख्याए उद्दीपनपरिवर्तनए पुनर्बलनकौशल

इकाई :ख11 **ीवनते**

- 1^o कविताशिक्षण . माध्यमिकतथाउच्चमाध्यमिकस्तरपरकविताशिक्षणकेउद्देश्यए सोपानतथाविधियाँ।
- 2^o गद्यशिक्षण . उद्देश्यए सोपानए विधियाँ।
- 3^o व्याकरणशिक्षण . महत्वए उद्देश्यए विधियाँ।

इकाई:ग11 **ीवनते**

- 1^o पाठ्यक्रमनिर्माणकेसिद्धांत
- 2^o पाठ्य.पुस्तककामहत्वएवंविशेषताएँ।
- 3^o हिंदीमेंमूल्यांकन. अर्थए महत्वए प्रकार।
- 4^o प्रश्न.पत्रनिर्माणकेसिद्धांत।

इकाई :घ11 **ीवनते**

- 1^o क्रियात्मक अनुसंधान
- 2^o अनुवादलेखन . अर्थए महत्वतथा आवश्यकता।
- 3^o निदानात्मकशिक्षणए अशुद्धिविश्लेषणए उपचारात्मकशिक्षण

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- खन्नाए ज्योति ;2006इ.हिन्दी शिक्षण नई दिल्लीरू घतपटसयएण्ड कम्पनी
- सफायाए रघुनाथ ;1997इ.हिन्दी शिक्षण विधि जालन्धर:पंजाब किताबघर
- भाटिया केके और नारंगए सीए एल ;1989इ.आधुनिक हिन्दी विधियाँए प्रकाष पब्लिषरए ब्रदर्जबराइए
- सिंहए सावित्री ;1997इ.हिन्दी शिक्षण मेरठ:लायल बुकडिपोए

- जीतए योगेन्द्रभाई ,1972द्ध हिन्दी षिक्षण आगरा:विनोद पुस्तक मदिर
- सिन्हाए प्रसादषत्रुघ्न ,1964द्ध हिन्दी भाशा की षिक्षणविधिए पटना:दिल्लीए
- षर्माए ज्योतिभनोटए अग्रोन मुख हिन्दी षिक्षण लुधियाना:पुस्तक सदन टण्डन पब्लिककषन

IOAIC

Course Title: Pedagogy of Social Science**Course Code: BED235**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyse Social science concepts and principles of secondary level Social Science content.
2. critically analyze the characteristics of textbooks used in Social Science education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Social Science
4. develop and enhance the qualities, skills, and competencies of Social Science teachers

Course Content**Unit I****12 Hours**

Major Revolutions of the world- American, French, Russian and Industrial-causes, effects/ consequences and their contributions

Medieval Period in India: Mughals, Rajputs, Marathas and Vijayanagara Empire-rise and establishment of these dynasties, military achievements, contributions to administration, art and architecture, religion, literature and society, causes for decline.

Atmosphere- meaning, importance, composition and components, difference between weather and climate

Natural Disasters-volcano, earthquake, tsunami and Floods- meaning, causes, types and its effect.

Forms of Government in India-local self government, state government, union government- formation, objectives, functions, administration, responsibilities and duties.

Culture and Sociology- concept of culture, cultural diversities, customs and traditions, role of culture in socialization.

Infrastructure of Indian economy.

Unit II**11 Hours**

Text book- importance, characteristics and critical analysis

Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of social science.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process

E-learning resources-internet, web based tools, blogs, animation and multimedia etc.

Audio Visual Resources- meaning and importance in teaching learning process

Unit III**12 Hours**

Social science Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation

Social Science club- meaning, importance, objectives, organization and activities.

Social Sciences Quiz- Importance and organization-steps

Social Sciences Resource room- Importance and organization, activities organized in resource room.

Unit IV**10 Hours**

Social science teacher-qualities, skills and Competencies

Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums, Forms- Discussions on contemporary issues in social sciences by using social networking.

Action research in social science-planning, execution and analysis.

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars

Suggested Readings

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. *MERI Journal of Education* Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- *National Curriculum Frame Work* (2005). NCERT, New Delhi
- *Position Paper by National Focus Group on Teaching of Social Sciences*
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies* Boston: D.C. Herth and Co.

Course Title: Pedagogy of Economics**Course Code: BED236**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyse Economics concepts and principles of secondary level Economics content.
2. critically analyze the characteristics of textbooks used in Economics education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Economics
4. develop and enhance the qualities, skills, and competencies of Economics teachers

Course Content**Unit I****13 Hours**

Infrastructure of Indian economy. Types of Economic
Economic Problems in the world
Economic Institutions and Policies

Unit II**10 Hours**

Learning resources in Economics- Text books, reference books, journals, e-resources and community resources.
Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities.
E-learning in Economics
Computer Assisted Instruction, Computer managed learning, multimedia in learning Economics
Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching, Models and ICT, Educational broadcasting and telecasting-interact video, tele-lecture, video conferencing, software in Economics, Podcasting

Unit III**10 Hours**

Concept, importance and tools of Evaluation, Open-book tests: Strengths and limitations
Construction of an Achievement test in Economics and bluePrint.
Economics teacher: need and role in teaching economics, professional competencies and professional development programs, teacher as researcher and facilitator.

Unit IV**12 Hours**

Social science teacher-qualities, skills and Competencies
Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums,

Forms- Discussions on contemporary issues in social sciences by using social networking.

Action research in social science-planning, execution and analysis.

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, seminars.

Suggested Readings

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: VinodPustakMandir.
- Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
- Dhillon, S. & Chopra, K (2002). *Teaching of Economics Ludhiana: Kalyani Publishers*. Kanwar, B.S. (1973). *Teaching of Economics Ludhiana: PrakashBrothers*.
- Lee, N. (Ed.) (1975). *Teaching Economics* London: Heinemann Educational Books Mittal, R.L., Arth Shastar DaAdhiapan. Patiala: Punjabi UniversityPress.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and
- Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*.Merrut: R. Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics* New Delhi: Ashish Publishing House.
- Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication. Yadav, Amita (2005). *Teaching of Economics*.New Delhi: Publication Pvt.Ltd. National Curriculum Frame Work 2005, NCERT, NewDelhi
- Heller, F. (1986). *The use and abuse of Social Sciences* London: Sage Publications, 1986.
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching* New Delhi: Sterling PublishersPvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics*, Jalandhar:SG Publication

Course Title: Pedagogy of History**Course Code: BED237**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyse Historical concepts and principles of secondary level History content.
2. critically examine the characteristics of textbooks used in History education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in History
4. develop and enhance the qualities, skills, and competencies of History teachers

Course Content**Unit I****14 Hours**

Major Revolutions of the world- American, French, Russian and Industrial-causes, effects/ consequences and their contributions
 Medieval Period in India: Mughals, Rajputs, Marathas and Vijayanagara Empire-rise and establishment of these dynasties, military achievements, contributions to administration

Unit II**10 Hours**

Text book- importance, characteristics and critical analysis
 Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of History.
 Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process
 E-learning resources-internet, web based tools, blogs, animation and multimedia etc.
 Audio Visual Resources- meaning and importance in teaching learning process

Unit III**11 Hours**

History Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation
 Historu club- meaning, importance, objectives, organization and activities
 3.3. History Quiz- Importance and organization-steps
 HistoryResource room- Importance and organization, activities organized in resource room.

Unit IV**10 Hours**

History teacher-qualities, skills and Competencies

Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums,
Forms- Discussions on contemporary issues in social sciences by using social networking.

Action research in History-planning, execution and analysis.

Transactional Modes

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture -cum-demonstration, seminars.

Suggested Readings

- *Bhatia, R.L. (2005). Contemporary Teaching of History, Surjit Publications, Delhi,*
- *Dash, B.N. (2006). Teaching of History, Neela Kamal Publication New Delhi.*
- *Dash, B.N. (2004). Teaching of History: Modern Methods, A.P.H. Publishing Corporation, New Delhi.*
- *Pathak, S.P. (2007), Teaching of History. Kanishka Publications, NewDelhi*
- *Singh, R.R. (2004). Teaching of History. R. Lall Book Depot, Meerut (U.P.)*
- *Singh, Y. K. (2007). Teaching of History, Modern Methods. A. P.H. New Delhi.*
- *Singh, D. R., (1959). The Teaching of History and Civics. Jullandar University press.*
- *Srinivas, M. (2004). Methods of Teaching History. Discovery Publishing House, NewDelhi.*

Course Title: Pedagogy of Sociology**Course Code: BED238**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyse the Sociological concepts and principles of secondary level Sociology content.
2. critically analyze the characteristics of textbooks used in Sociological education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Sociology
4. develop and enhance the qualities, skills, and competencies of Sociology teachers

Course Content**Unit I****12 Hours**

Culture and Sociology- concept of culture, cultural diversities, customs and traditions, role of culture in socialization.

Brief contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacques Rousseau

Principle for the construction and thematic organization of sociology curriculum - Approaches of organization of Sociology curriculum - Unit (b) Concentric (c) Topical - Critical analysis of Sociology syllabus at the Senior Secondary Stage.

Unit II**10 Hours**

Text book- importance, characteristics and critical analysis

Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of Sociology.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process

E-learning resources-internet, web based tools, blogs, animation and multimedia etc.

Audio Visual Resources- meaning and importance in teaching learning process

Unit III**11 Hours**

Sociology Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation
 Sociology club- meaning, importance, objectives, organization and activities
 3.3. Sociology Quiz- Importance and organization-steps
 Sociology Resource room- Importance and organization, activities organized in resource room.

Unit IV**10 Hours**

Sociology teacher-qualities, skills and Competencies
 Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums,
 Forms- Discussions on contemporary issues in social sciences by using social networking.
 Action research in Sociology-planning, execution and analysis.

Transactional Mode

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars.

Suggested Readings

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

Course Title: Pedagogy of Political Science**Course Code: BED239**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. evaluate the effectiveness of different forms of government in India in achieving their objectives and fulfilling their responsibilities.
2. critically analyze the characteristics of textbooks used in social science education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in political science
4. develop and enhance the qualities, skills, and competencies of political science teachers

Course Content**Unit I****10 Hours**

Forms of Government in India-local self-government, state government, union government- formation, objectives, functions, administration, responsibilities and duties.

Partimentary system, Election Commission

Unit II**11 Hours**

Text book- importance, characteristics and critical analysis

Library resources- newspapers, books, encyclopedias, reference books, journals and magazines- importance in teaching of social science.

Community resources –Human, Natural, physical, economical, historical, man-made and school based resources- meaning, importance and uses of all the above in teaching and learning process

E-learning resources-internet, web based tools, blogs, animation and multimedia etc.

Audio Visual Resources- meaning and importance in teaching learning process

Unit III**12 Hours**

Political science Projects and investigatory field trips/visits - Role of a teacher in planning, execution, evaluation

Political Science club- meaning, importance, objectives, organization and activities

Political Sciences Quiz- Importance and organization-steps

Political Sciences Resource room- Importance and organization, activities organized in resource room.

Unit IV**10 Hours**

Political Science teacher-qualities, skills and Competencies

Enrichment activities to develop professional competencies among social science teacher- workshops, seminars, conferences and symposiums,
Forms- Discussions on contemporary issues in social sciences by using social networking.

Action research in Political science-planning, execution and analysis.

Transactional Mode

Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005 Faria,*
- *B.L., Indian Political System Kashyap, Subash, Indian Constitutions.*
- *Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School New York: Rinehart and Company*
- *Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers*
- *Shaida, B.D. (1962). Teaching of Political Science Jalandhar: Panjab Kitab Ghar, 1962*

Course Title: Pedagogy of Commerce

L	T	P	Credits
3	0	0	3

Course Code: BED240**Learning Outcomes**

After Completion of this course, the Learner will be able to:

1. analyse the content and concepts related to commerce.
2. critically analyze the characteristics of textbooks used in commerce education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in commerce
4. develop and enhance the qualities, skills, and competencies of commerce teachers

Course Content**Unit I****10 Hours**

Partnership Firms – Meaning, features, Types, Advantages & limitations.
 Joint stock companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations: multinational companies- meaning, features advantages and limitations.
 Insurance- Meaning, need, Principles and types; entrepreneurship-meaning, Role and importance of entrepreneurship, self-employment schemes; Globalization of business- factors that are included in globalization, main characteristics, advantages and disadvantages; career opportunities in business.

Unit II**12 Hours**

Resources- meaning, types, their uses in the teaching and learning of commerce
 Workbook, source book – meaning and Importance
 Textbook- Meaning, Characteristics, qualities and importance.
 Computer Assisted Instruction, multimedia in learning commerce.
 Instructional Aids - Educational broadcasting and telecasting-interactive video, tele-lecture, video-conferencing, software in commerce.

Unit III**12 Hours**

Community resources- Meaning, importance and types.
 Commerce club – meaning, activities and importance.
 Commerce room- teacher's diary, records and registers to be maintained, equipment, essentials and desirable.
 Field trip – Importance & scope.
 Organizing career talk- Planning, discussion & Importance.

Organization of the Campaign- Planning, execution and Application.
School bank, Commerce library- meaning, organization and importance.

Unit IV

11 Hours

Competency of a Commerce teacher.
Professional development of commerce teacher.
Importance of in service teacher training of commerce
Programmes for quality improvement in teaching of commerce- role of seminars, workshops and projects.
Latest trends in Teaching of commerce Reflective teaching Co-operative learning, Importance and types, simulation – role play, games, CAM

Transactional Mode

Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Aggarwal (2008). *Teaching of Commerce: A Practical Approach (2nd ed)* UP: Vikas Publishing House Pvt.Ltd.
- Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching*, Delhi: Doaba House
- Chauhan S.S (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt.Ltd.
- Dhand, H (2009). *Techniques of Teaching*, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). *Principles and Techniques of Education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) *Teaching of Commerce*. New Delhi: APH Publishing Corporation.

Course Title: Pedagogy of Mathematics**Course Code: BED241**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. apply mathematical concepts and principles of secondary level Maths content .
2. critically analyze the characteristics of textbooks used in Mathematics education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Mathematics
4. develop and enhance the qualities, skills, and competencies of Mathematics teachers

Course Content**Unit I****10 Hours**

Content of 9th, 10th, and 11thstd syllabus - Permutation and combination, probability, sequence and series, simultaneous equations, quadratic equations. 1

Trigonometry, co-ordinate, geometry, quadrilaterals, circles, mathematical induction, matrices.

Unit II**12 Hours**

Teaching – learning materials in mathematics

Need and importance of teaching-learning materials in mathematics; criteria for Selection of teaching-learning materials in mathematics

Preparation and use of teaching-learning materials – charts, boards, models and manipulative materials; use of black board, interactive white boards and smart boards - advantages of each of them.

Mass media – Radio, TV and newspaper - Printed materials – textbooks – need, importance and good qualities; critical Analysis of 8th, 9th, 10th and 11thstd mathematics textbooks; workbooks and Worksheets –need and importance. 2

Community and school based teaching –learning resources.- Concept and importance of community based resources - Human resources, natural resources and man –made resources.

School based resources – Mathematics lab –need and significance-equipment; Mathematics exhibitions/fairs. Mathematics library – reference books; Mathematics club – purpose, Organization and activities; e-resources for learning mathematics - Concept of e- resources – need and importance. Computer, internet –websites, educational CDs (multi-media), Concept of Online learning creating BLOGS.

Unit III**11 Hours**

Mathematics club, mathematics exhibition/fair, mathematics Olympiad and mathematics quiz – their importance and organization at school level.

Gifted children in mathematics – their characteristics, identification and enrichment programmes.

Slow learners in mathematics - their characteristics, identification and remedial programmes; learning difficulties in mathematics – discalcia, disgraphia – their remedies

Action research in mathematics – meaning and its steps.

Unit IV**12 Hours**

Qualities and skills of a mathematics teacher

Professional growth of mathematics teacher - in-service programs – orientation programs, refresher courses, seminars, workshops and projects

Mathematics teacher as a reflective practitioner

Transactional Mode

Lecture-cum-demonstration, Seminars, Project Method and Problem Solving Method

Suggested Readings

- Aggarwal, J.C, *Principles, Methods & Techniques of Teaching (2nd Ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd, 2001.
- Bhasin, Sonia. *Teaching of Mathematics- A Practical Approach*. Mumbai: Himalaya Publishing House, 2005.
- Butler H., Charles & Wren F., Lynwood. *The Teaching of Secondary Mathematics*. New York: The Maple Press Company, 1960.
- Ediger, M. & Rao, D.B. *Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House, 2000.
- James, Anice. *Teaching of Mathematics*. Hyderabad: Neelkamal Publications Pvt. Ltd, (2006).
- Joyce, B. & Weil. M. & Calhoun, E. *Models of Teaching (8th Ed.)*. New Delhi: PHI Learning Private Limited, 2009.
- Kumar, S. & Ratnalikar, D.N. *Teaching of Mathematics*, New Delhi: Anmol Publications Pvt. Ltd, 2003.
- Mangal, S.K. *A Text Book on Teaching of Mathematics*, Ludhiana: Prakash Brothers Educational Publishers, 1981.
- NCERT. *National Curriculum Framework for School Education*. New Delhi:

NCERT, 2005.

- Rai, B.C. *Methods of Teaching Mathematics*. Lucknow: Prakashana Kendra, 1991.
- Sidhu, Kulbir Singh. *The Teaching of Mathematics*. Jullundar: Sterling Publishers Pvt. Ltd.
- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics*: Gonnet Imprimeur, 01300 Belley, France.
- Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics*. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools*. New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- N.C.E.R.T. *Text Books 6th to 10th Standard*.
- *National Focus on Teaching of Mathematics*. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics*. New Delhi: NCERT
- Siddiqui, Hasan. *Mujibul* (2005). *Teaching of Mathematics*: New Delhi: A.P.H Publishing co- operation.
- Sidhu, K.S. (1998). *Teaching of Mathematics*. New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach)*. Florida: HBJ Publishers

Websites

- <http://www.ncert.nic.in>
- <http://rse.Sagepub.com> .
- <http://www.edfac.unimelb.ed.ac> <http://www.eric.ed.gov>
- <http://www.merga.net.au> <http://ling.Springerimages.com> <http://www.ibe.unesco.org>

Course Title: Pedagogy of Science**Course Code: BED242**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyse the science concepts with daily life experiences
2. critically analyze the characteristics of textbooks used in Science education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Science
4. develop and enhance the qualities, skills, and competencies of Science teachers

Course Content**Unit I****12 Hours**

Motion Circular motion- Meaning, types. Wave motion- Meaning, types- Longitudinal and Transverse waves. Projectile motion- Meaning, and derivation of equation of path.

Electromagnetic Induction (EMI) Meaning of Electromagnetic Induction, Faraday's Laws of EMI. Alternative current-Meaning and its graphical representation. Transformer- Principle, Construction and working

Chemical Reaction: Electronic configuration; meaning and writing electronic configuration; periodic classification of elements (s, p, d, f). Chemical reaction: meaning and types. Electro chemistry: solutions-saturated and unsaturated and colloids.

Chemistry of Carbon Hydro carbons; alkanes, alkenes and alkynes- meaning and properties. Unique characteristics of carbon, Allotropic forms of carbon.

Industrial organic chemistry- manufacture of ethyl alcohol

Unit II**12 Hours**

Text book-Characteristics of a good text book

Library resources--uses of references, journals, encyclopedias and e-resources in physical science

Improvised apparatus-meaning, importance and procedure.

Physical Science laboratory and its importance-designing of physics and chemistry laboratory, meaning designing and uses of multipurpose laboratory.

Community Resources-Meaning, uses of Human and Physical resources.

Electronic Learning (e-learning) - internet, video (including animation) YouTube and Teleconferences..

Unit III**11 Hours**

Meaning, objective, organization, and advantages of the following: Science club, Science Exhibition, Science quiz, Fieldtrips,
 Meaning, establishment and uses of Science Museum.
 Meaning, activities and uses of science centers.

Unit IV**10 Hours**

Teaching as a Profession
 Pre-service development Programmes. 4.3 In-service professional development Programmes.
 Role of reflective practices in professional development-questionnaire, Research, maintaining portfolio

Transactional Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Bhatnagar A.B., .Bhatnagar S.S, R.Lall Book Depot, Meerut (UP)-Teaching of Science (2011).
- Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016
- Pedagogy of Science-Text Book for B.Ed. (Physical Science) Part-I, 2013, Chief Editor, NCERT Publication, Sri Aurobindo Marg, New Delhi 110016
- Pedagogy of Science-Text Book for B.Ed. (Physical Science) Part-II, 2013.
- Das R.C. - Science Teaching in Schools.
- Gupta S.K. -Teaching Physical Science in Secondary Schools.
- Kulshresta S.P. - Teaching of Physical Science.
- Narendra Vaidya, IBAP Publishing Co-The impact of Science Club, 1994.
- Radha Mohan, Prentice Hall of India, New Delhi-Innovative Science Teaching for Physical Science Teachers, 1995
- Raman Bhai and Patel, Himalaya Publishing House, New Delhi- Educational Evaluation, 1999.
- Robert L- Scientific Experiments in Physics.
- ShaliniWadhva, Saroop and Sons New Delhi- Modern methods of Teaching Physics.
- SharmaR.C., Dhanpat Rai Publishing Co, Pvt., Ltd., New Delhi- Modern Science Teaching, 2003.

- *Siddique and Siddique, Doaba House, New Delhi- Teaching Science Today and Tomorrow, 1998.*
- *Vanaja. M., NeelKamal Publication PVT. Limited, Sulthan Bazar, Hyderabad- Methods of Teaching Physical Science, 2005.*
- *Zaidy S.M, Anmol Publications, New Delhi- Modern Teaching of Science, 2004.*
- *Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT.*
- *Kohli, V.K. (2006). How to Teach Science. Ambala: VivekPub.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.*
- *Liversidge T., Cochran M., Kerfoot B. and Thomas J. (2009). Teaching Science Developing as a Reflected Secondary Teacher. New Delhi: SAGE Publications India Private 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 Limited. New UNSECO Source Book for Science. France: UNSECO*
- *Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation*

Course Title: Pedagogy of Life Science**Course Code: BED243**

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyse the Life science concepts and principles of secondary level Life science content.
2. critically analyze the characteristics of textbooks used in Life science education, including their content, structure, and pedagogical approach.
3. evaluate and enhance students' practical and experiential learning in Life science
4. develop and enhance the qualities, skills, and competencies of Life science teachers

Unit I**10 Hours**

Life processes – Photosynthesis and transport in plants. Excretion, circulation, respiration, digestion in animals.

Cell division – Mitosis and meiosis – Stages and significance.

Ecology and Evolution – Biosphere, Ecosystem, Bio-magnification, and Environmental pollution – Causes, effects and measures to control. Grigormedal's experiments, Heredity and genetics. Theories of evolution (Lamark and Darwin).

Bio-technology: Meaning and applications – Recombinant DNA Technology, Genetic engineering, DNA finger printing and cloning.

Unit II**12 Hours**

Biological science laboratory – Importance, planning, designing, equipment's and records.

Biological science text book – characteristics, importance, Hunter's criteria of evaluating a text book.

Visual and Audio Visual Aids: Visual – Specimens, models and charts. Audio-visual – Television, film.

E-resources – Use of multimedia and computers in Biological science: E-learning, software, website, e-boards and biology blog.

Unit III**13 Hours**

School Based Activities: Meaning, importance and Organization of Science Club, Science Exhibition, Science Fair, Science Quiz and Field Trips and Visits.

Field Based Activities: Setting up and maintenance of School garden, Aquarium, Vivarium and Terrarium.

Community Based Activities: Meaning and Importance of Community Resources with special reference to Biological Science (National Park, Botanical Garden, Zoo, Bird Sanctuary, Museum and Science Center).

Unit IV

10 Hours

Qualification and qualities of a Biological science teacher.

Professional growth of Biological science teacher with reference to content enrichment programme such as in-service programme, orientation programme, refresher course, seminars, workshops, project, and action research.

Transaction Mode

Video based Teaching, Panel Discussions, Collaborative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Agarwal, D.D, Modern methods of Teaching Biology: Saruk&sons' publication New Delhi, 2004.*
- *Bhar, surajprakash teacher training lotus press, New Delhi, 2006.*
- *Choudhary s, teaching of biology APH Publishing Corporation, New Delhi, 2010.*
- *Miller, David F. &blaydes, Gllen W. (1938): Methods and materials for teaching biological sciences: Mc Graw Hill book company Inc. New York and London, 1938.*
- *Singh, veena Teaching of Biology, adhyanyan publishers & distributors, New Delhi, 2007.*
- *Sood, J.K, Teaching of Life Science, kohli publishers Chandrigarh, 1987.*
- *Yadav M.S, Modern methods of teaching science, Anmol publishers, Delhi, 2000*

Course Title: Pedagogy of Music

Course Code: BED244

L	T	P	Credits
3	0	0	3

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. Develop Teaching skills in students for teaching of music in classroom
2. Conduct cultural programs and further enhance interest in teaching
3. Explain the various ragas of Indian Music
4. Replicate the Notation and Rhythm
5. Develop the skill to play musical instruments as a professional

Course Content

UNIT I

12 hours

Instruments for learning of music- variety, simple introduction of instruments

Knowledge of Notation and Rhythm

Settings of Music Room (Vocal and Instrumental)

UNIT II

10 hours

Music & Folk Music

The effect of music on behavior, activity & Fatigue

UNIT III

12 hours

Knowledge of swaras, division of swaras in measures of shruti.

Qualities of a Music Teacher - Singer, Vada, Vadyakar

UNIT IV

11 hours

Description of following Ragas - Malkauns, Bhairav, Yaman, Bhupali.

Notation of fast khayal/Raja khani gat of the following Ragas :

Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

Transactional Modes

Video based Teaching, Pane Discussions, Mentee Meter, Collaborative Teaching, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Simulation, Lecture method, seminars

Suggested Readings

- *Khanna, Jyoti (2012). Sangeet Adhyapan. Ludhiana: Tandon Publications.*
- *Narasimhan, S. (1999). Kamaladevi Chattopadhyay: The Romantic Rebel. Sterling Publishers Pvt. Ltd.*
- *Raja, D. S. (2021). Hindustani Music Today. DK Print world (P) Ltd.*
- *Sambamoorthy, P. (1955). Teaching of Music, IMPM, Karnataka.*
- *Khanna, J. (2020). Teaching of Music. Tondon Publications: Ludhiana*
- *Jain, M. (2018). Pedagogy of Music. Vijay Publications, Ludhiana*

SEMESTER - III**Course Title: School Internship Program****Course Code: BED301**

L	T	P	Credits
0	0	0	16

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. develop conceptual understanding about pedagogy of school subject's environment and understand the learner, learning behavior and learning situations
2. validate the theoretical understanding regarding pedagogical courses and school environment
3. design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
4. expend the teacher's practical skills in the process of teaching and learning and arrange the resources to create conducive learning
5. formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

School based Internship

1. **Phase I** School Internship – for 16 weeks (16 Credits)
2. **Phase II** Post internship- for 1week Final examination in practice teaching (in actual school setting by external and internal examiners). The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as coordinator for the exams.

Course Details**Phase - I: School Internship – for 16 weeks (16 Credits)**

1. During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
2. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.

- Observation of lessons of school teachers in concerned teaching subjects.
 - Observation of School curriculum-subject-wise.
3. Preparation of School Observation file (An overview of School)
- Vision of the school.
 - Organization and management Information.
 - Fee and funds, leave rules, Service rules, joining reports, relieving slip etc.
 - School Plant- detailed account of Infrastructural, Instructional and Human resources.
 - SWOC analysis of the school.
4. Details of files During Internship Program
1. 42 Lesson plans in Elementary & Secondary level classes in each subject during internship program.
 2. Lesson plans in each subject will be as under:
 - Detailed Lesson Plans: 20
 - Total $20+20= 40$ lesson Plans, 20 each for both the pedagogical subjects.
 - ICT based lesson plans: 2 (one each pedagogical subject)
 - Test based lesson plan (by preparing blue print): 4
 - Teaching models based lesson plans: 4
 - Observation of peer lessons: 50
 - Observation of lessons by school teachers: 20
5. Other files during Internship Program
- School observation file
 - Action research report
 - Timetable and attendance record.
 - Observation of school children in classroom as well as out of classroom, during all school activities.

- Report on morning assembly and co-curricular activities.
- Development of audio-visual aids.
- Use of school library and conducting lab work.
- Observing important occasions and celebrating important national days with school children.
- To learn evaluating techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- Learning to maintain school records and registers.

Phase II Post Internship- for 1week

It involves the following:

1. Writing reflective reports on the whole school internship program
2. Presentation by student-teachers on different aspects of the teaching experiences after the internship
3. Exhibition of teaching learning material
4. Awareness program
5. Cultural program

Evaluation Program

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School Internship Program. (50+50=100marks)
2. External Assessment: Final Skill-in-Teaching Examination in each subject. (50+50=100)

Written lesson plan	10marks
Presentation /content delivery	20marks
Teacher Traits & classroom behavior	10marks
Teaching aids/models/ICT used	10marks
Total	50 marks

Evaluation Criterion

Monthly Assessment: 25 marks

Lesson Plan: 5 marks

TLM: 5 marks

Observations: 5 marks

Reflective Journal: 5 marks

Regularity and Discipline; 5 marks

Course Title: Community Engagement

Course Code: BED303

L	T	P	Credits
0	0	0	4

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. be sensitized to various social problems, issues and ideas where they can contribute in a meaningful way
2. create an environment of work culture based on mutual work, co-operation and team work
3. develop a deep faith in dignity of labor and life of active social involvement
4. develop aesthetic, creative and innovative abilities
5. work for the preservation, promotion and spread of cultural values & cultural heritage

Course Content

- Cleanliness and beautification of surroundings, Participation in NSS/NCC Activities of Working in social service centers like old age home, hospitals, institutions for blind, orphan houses, any other social service center of NGO's/ GO's.
- Helping the needy - it involves the following activities:
- Blood Donation/Organ Donation, Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps, Tree plantation or growing of ornamental plants, Identification of needy women and providing help to them, provide coaching to needy students, guidance and counseling to older people and needy children.

Project Report

1. The students will maintain a project report on activities performed during community services.

Evaluation Criterion:

Monthly assessment: 25 (per month)

Performance: 10 marks

Report: 5 marks

Practical Viva: 5 marks

Regularity: 5 marks

SEMESTER – IV**Course Title: Knowledge and Curriculum****Course Code: BED403**

L	T	P	Credits
4	0	0	4

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. differentiate between knowledge and other concepts
2. summarise the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum
3. apply the various principles and approaches in curriculum construction
4. evaluate the various determinants of curriculum

Course Content**Unit I****16 Hours**

Knowledge –Concept, nature and sources of knowledge, role of teacher and student in construction of knowledge

Distinction between knowledge and skills, knowledge and information, teaching and training, reason and belief

Facets of knowledge: the different facets of knowledge and relationship such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school

Concept of modernization, multiculturalism and democratic education

Unit II**16 Hours**

Education for nationalism, universalism and secularism

Autonomy of teachers and learners – concept and barriers

Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values

National values as enshrined in the constitution of India

Unit III**14 Hours**

Curriculum – Meaning, objectives and components

Determinants of curriculum-philosophical, sociological, psychological and ideological

Relevance of curriculum, principles of curriculum construction. Meaning and concerns of 'hidden curriculum'

Curriculum visualized at different levels – National level, State level, School level and classroom level

Unit IV

14 Hours

Approaches to curriculum development – subject centered, learner centered and community centered

Operationalizing Curriculum into learning situations, teachers' role in generating dynamic curriculum experiences through- flexible interpretation of curricular aims, contextualization of learning and varied learning experiences

Relationship between power, Ideology and the curriculum

Transactional Mode

Video based teaching, Open Talk, Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project based learning, Flipped teaching, Lecture method, Seminars

Suggested Readings

- *Ambika Prasad Sharma, Seema Dhyama (2023). Knowledge & Curriculum, ISBN: 9789386213488*
- *Rakheebrita Biswas Dr. Kausik Chakrabarti (2021). Knowledge and Curriculum. (English Version), Aaheli Publishers.*
- *Earnest, Joshua, Gupta, Shashi Kant. (2019) Outcome-Based Curriculum In Engineering Education, Print Book ISBN: 9788195161195*
- *Rani, S., & Siddiqui, M. A. (2015). A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India. Journal of Education and Practice, 6(28), 91-96.*
- *Mondal, A., Saha, A., and Baidya, M. N. (2015). National curriculum framework for teacher education, 2009: A review of its perspectives and relevance. International Journal of Applied Research, 1(9), 776-778.*
- *Chaudhary, K. (2008). A Handbook of Philosophy of Education, New Delhi: Mahamaya Publishing House.*
- *National Council of Educational Research, & Training (India). (2005). National curriculum framework 2005. National Council of Educational Research and Training.*

Course Title: Gender School and Society**Course Code: BED401**

L	T	P	Credits
4	0	0	4

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. summarize the key concepts of gender issues
2. illustrate role of education in gender sensitization
3. explore the perspective of society towards gender inequality
4. promote the strategies and skills to remove gender inequality in school and society

Course Content**Unit I****16 Hours**

Conceptual foundations: Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment
 Gender issues in contemporary India – Nature, constitutional provisions and policies

Unit II**16 Hours**

Gender bias in Schooling and in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom interaction and peer culture)
 Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality

Unit III**14 Hours**

Linkages and differences between reproductive rights and sexual rights, redressal of sexual harassment and abuse
 Perspective of society towards gender inequality – Nature, causes and Remedies

Unit IV**14 Hours**

Awareness towards gender issues – family and society as an agent to promote gender awareness
 Role of media (print and electronic) in social construction of gender

Transactional Mode

Panel Discussion, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, Flipped Teaching, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Jain & Sarohe (2022) Gender School and Society, Pearson Education; 1st edition (31 May 2022); 15th Floor World Trade Tower, C01, Sector 16, Noida, Uttar Pradesh 201301*
- *Dr. Raminderjit Kaur (2020) Gender School and Society, TwentyFirst Century Publication*
- *Rajesh Makol , Lalita Makol (2018) Gender School and Society, Publisher Rajesh Makol.*
- *United Nations Girls' Education Initiative (UNGEI), New York, (2012). Gender Analysis in Education: A Conceptual Overview. Available at <http://www.ungei.org>*
- *Ramachandran, Vimala (2009). Mid-Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17- B, Sri Aurobindo Marg, New Delhi – 110016*
- *Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). Gender Equity in Education: A Review of Trends and Factors. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Flamer, UK.*
- *NCERT (National Council of Educational Research and Training). (2006). Gender issues in Education. National Focus Group, Position Paper New Delhi, NCERT.*
- *Ramachandran, Vimala (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.*
- *UNESCO. (2004). EFA Global Monitoring Report: Education for All: The Quality Imperative.*
- *Manjrekar, N. (2003). Contemporary Challenges to Women's Education: Towards an Elusive Goal? Economic and Political Weekly, 4577-4582.*
- *UNESCO. (2003). EFA Global Monitoring Report: Gender and Education for All: The Leap to equality.*

Course Title: Reading and Reflecting on Texts**Course Code: BED404**

L	T	P	Credits
2	0	0	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. Differentiate among different texts
2. critically analyze various components of reading comprehension
3. analyze advertisements on the basis of language
4. develop reading skills after understanding reading techniques

Course Content**Unit I****8 Hours**

Reading: Concept, Purpose and process
Types of Reading, Informative Reading, Critical Reading & Creative Reading, Importance of Teaching Reading

Unit II**8 Hours**

Reading comprehension: its components, rate of reading levels of reading, reading strategies, tests of reading comprehension

Unit III**7 Hours**

Test of rates of reading: Time limit methods & amount limit method
Analysis of advertisement on the basis of language

Unit IV**7 Hours**

Building the reading habits of languages
Analysis of 2 passages from Punjabi, Hindi & English textbooks of classes VI to X.

Transactional Modes

Open Talk, Panel Discussions, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Project Based Learning, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- *Dr. P. Dinakar (2018). Reading & Reflecting On Texts, Neelkamal Publications*
- *Sandhu, T.S, Brar, A.S, Watts, A., Kaur, P. Garg, B. Kaur, A, Kaur, M (2017). Reading and Reflective on Text. Rigi Publication, Khanna, Publication.*
- *Pandey, R. (2016). Reading and Reflective on Text. Rakhi Prakshan.*

- *Srivastava, D.S (2016). Reading and Reflecting on Text. Shri Vinod Pustak Mandri Agra.*
- *Dr. Renu Pandey (2016). Reading and Reflecting On Texts*
- *Gupta. P.K, Gandhi, A.K, Bhatnagar, S.S. (2015). Text Reading and Reflection. R. Lall publishers.*

Course Title: Creating an Inclusive Schools

L	T	P	Credits
3	0	0	3

Course Code: BED411

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. analyze the concept and significance of inclusive education
2. critical evaluate the recommendations of various commissions and committees towards teacher preparation for inclusive education
3. adapt the classroom strategies as per the needs of children with disabilities
4. plan the role of family, society and school in handling talented, creative and gifted children

Course Content

Unit I

12 Hours

Concept, importance and barriers of inclusive education
 Historical perspectives of inclusive education for children with diverse needs
 Difference between special education, integrated education and inclusive education
 Children with special needs- Concept, classification and difference between impairment, disability and handicap

Unit II

12 Hours

National Policy on education 1986, 1992 regarding special Education
 Rehabilitation Council of India Act (1992)
 Persons with Disabilities Act (2016)
 National Policy of Disabilities (2006)

Unit III

11 Hours

Learning disability: concept, causes, screening & classroom management strategies
 Mental Retardation: concept, causes, screening & classroom management strategies
 Visual Impairment and Hearing Impairment: concept, causes, screening & classroom management strategies

Locomotor Impairment: concept, causes, screening & classroom management strategies

Unit IV

10 Hours

Individualized Education Program for CWDN
 Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children
 Role of parents, head masters and teachers in ensuring equal educational opportunities for these students
 Role of technology for inclusive education

Transactional Modes

Video based Teaching, Panel Discussions, Collaborative Teaching, Case Analysis, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture-cum-Demonstration, Seminars

Suggested Readings

- Mangal, S., K., & Shubhra' Mangal (2019). *Creating an Inclusive School*. Phi Learning Pvt. Ltd.
- Bartlett, L. D., Weisenstein, G. R., and Etscheidt, S. L. (2017). *Successful inclusion for educational leaders*. Prentice Hall.
- Karten, T. J. (2012). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Westwood P. (2006). *Commonsense Methods for Children with Special Educational*.
- Giuliani, G. A. and Pier Angelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crown Press, Sage Publications.
- Karant, P. and Rosario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Hegarthy, S. and Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers

Course Title: Contemporary India and Education

L	T	P	Credits
3	0	0	3

Course Code: BED412**Learning Outcomes**

After Completion of this course, the Learner will be able to:

1. develop an understanding of ideals, values and diversities in Indian education to be applied in teaching and learning
2. analyze the issues and policy frameworks in education
3. interpret the Indian constitution in the context of education
4. justify the recommendations of commissions

Course Content**Unit I****16 Hours**

Education (Indian and Western): Concept, need, aims of education
 Driving forces of Indian Society-Social, Economic, Political, Historical and Geographical, the unified and diversified forces promoting national integration
 Impact of liberalization, privatization, globalization and stratification on education in India

Unit II**16 Hours**

Educational Policies: NEP-1986 and NEP-2020, Programme of action-1992, National curriculum Framework for teacher education (NCFTE)- 2009, Right to Education Act-2009
 Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period
 Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Dispatch (1854) Gokhale Bill (1912) Sargent Report (1944)

Unit III**14 Hours**

Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy
 Concept of Social diversity at level of individual, caste, religion, minorities, languages, tribes etc
 Measures to promote equality of opportunities through Educational programmes for special groups, socially disadvantaged and women

Unit IV**14 Hours**

Major recommendations of Secondary Education Commission (1952-1953),
Indian Education Commission (1964-66)
Sarva Shiksha Abhiyan (SSA)
Rashtriya Madhiyamik Siksha Abhiyan (RMSA)

Transactional Mode

Video based Teaching, Open Talk, Panel Discussions, Collaborative Teaching, Cooperative Teaching, Dialogue, Group Discussion, Demonstration, E-Monitoring,

Suggested Readings

- Suresh Bhatnagar, Samir Kumar Lenka, Neena Agarwal (2023). *Contemporary India and Education: R Lall Publisher.*
- Vindeswari Prasad Singh and Surender Pal Singh (2022). *Contemporary India and Education: Thakur Publication Pvt.Ltd.*
- Birbal Saha, Avijit Pandit, Gautam Saha, Rudra Prasad Sinha and edited by Mita Banerjee (2021). *Contemporary India and Education: Aaheli Publication.*
- Sen, D. (2016). *Higher education policies the Indian experience since independence. International Journal of Multi disciplinary Education and Research, 1 (10).*
- Sachdeva, M.S., Sharma, K.K., Kumar, C. (2015). *Contemporary India and Education: Twentyfirst century Publication.*
- Aggarwal, S., & Jca, O. (2010). *Landmarks in the History of Modern India. Vikas Publishing House.*
- Sodhi, T.S. and Suri, Aruna (2006). *Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.*
- MOHANTY, J. (2001). *Studies on Country wide Classroom and Indira Gandhi National Open University ETV Programmes. Studies in Distance Education, 38.*

Course Title: Action Research

Course Code: BED413

L	T	P	Credits
2	0	0	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. demonstrate a comprehensive comprehension of the theoretical underpinnings and rationale behind action research within educational contexts
2. formulate research inquiries and construct well-designed research proposals for action research initiatives
3. analyze and interpret data collected during the action research process
4. reflect on research findings and draw implications for classroom practice
5. demonstrate ethical considerations in conducting action research

Course content

Unit I

8 Hours

Action Research: Meaning, purpose, and Benefits of Action Research
Identifying research topics and Formulating research questions, Developing research plans and timelines, importance, limitations.

Unit II

8 Hours

Steps of action Research-Identification of the problem, pinpointing the problem, analysis of the problem in terms of probable causes, objectives of Action research, formulation of Hypothesis, Design of Action plan(pre-test , treatment, post-test), Implementation of Action Plan, analysis and Interpretation of data, drawing conclusion, report writing.

Unit III

7 Hours

Tools for collection of data-Achievement test, diagnostic test, questionnaire, observation schedule and interviews-meaning and their importance in Action Research.

Measures of central tendency-computation and interpretation of mean for grouped and ungrouped data.

Unit IV

7 Hours

Graphical representation of the data: Bar graph, Frequency polygon-meaning, construction and uses.

Formatting of proposal and report-meaning of proposal and report and its importance. Format-preface, acknowledgment, index, tables, graphs, bibliography and appendix.

Transaction Mode

Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, Seminars

Suggested Readings

1. *Prof. S.K. Bawa, (2021), Action Research in Practice, SLM Publishers.*
2. *Aggarwal, J.C. : Educational Research : an Introduction*
3. *John W. Best : Research in Education*
4. *LokeshKaul: Research Methodology*
5. *Lulla B.P : Essential of Educational Research*
6. *Sukhria S. P: Essentials of Educational Research*
7. *Tharayani : Action Research*
8. *Usha Rao: Action research*
9. *Usha Rao: Conducting Educational Research*

Course Title: Value Education**Course Code: BED414**

L	T	P	Credits
2	0	0	2

Learning Outcomes

After Completion of this course, the Learner will be able to:

1. critically analyze the significance of values
2. plan the role of family, society and teacher in value education
3. adapt the evolution of value education in India perspective
4. appraise the religious and cultural practices in the context of value education

Course Content**Unit I****8 Hours**

Value Education: Meaning, need and importance, Classification of values, Challenges of values adoption, Methods, approaches and strategies of inculcating values

Unit II**8 Hours**

Role of family, society and teacher in promoting the value education, Integration of values in education
Good habits: concept, meaning and significance in life.

Unit III**7 Hours**

Evolution of Value Education in Indian perspective
Values inherent in the preamble of Indian Constitution
Values for Character Development

Unit IV**7 Hours**

Role of Religious and Cultural practices in Value Education
Core values- truth, righteous conduct, peace, love and non-violence

Transactional Mode

Cooperative Teaching, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, Seminars.

Suggested Readings

- *Vibha Devpura (2018) Empowering Adolescents with Life Skills Education Edu tracks, A monthly Scanner of Trends in Education Mar 2018 Vol .17 No.*
- *Powney, J., Cullen, M-A., Schlepp, U., Johnstone, M. Munn, P. (2017). Understanding value education in the primary school. York: Reports Express.*
- *Ajit Kumar Singh, Ritu Nigam (2015) Policy Perspectives in Peace and Value Education in the Indian context. Edu tracks, A monthly Scanner of Trends in Education Feb 2018, Vol. 17 No.6*
- *Myrtle Joyce Shobha D'Souza (2015) Value-Based Approach to promote Peace Education, Edu tracks, A monthly Scanner of Trends in Education May 2015 Vol .14 No.9*
- *Chandrasekaran, V. & Amp; Rajesh V. R. (2012) Role of Sustaining Values among Children, Towards Excellence in Education, Almighty Book Company, Chennai-11.*
- *Ugin Rosetta, M. (2012) Values dwell when Humanity lives, Towards Excellence in Education, Almighty Book Company, Chennai-11.*
- *Rajapriya G. (2012) Value Education – Need of the Hour Towards Excellence in Education.*
- *Caroline Jeba Sorna P. (2012) Role of Human Engineers in Sustaining Values for Excellence in Education Towards Excellence in Education, Almighty Book Company, Chennai -11*
- *Pandey V.C., Education culture and human values (2005) The New International Webster's Comprehensive Dictionary of the English Language (Deluxe Encyclopaedic Edition), Trident Press International, Naples, 2001, p.927.*