

**GURU KASHI UNIVERSITY**



**Bachelor of Education**

**Session: 2022-23**

**Department of Education**

## **PROGRAMME LEARNING OUTCOMES**

1. Teacher Education knowledge: Apply the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
2. Problem analysis: Identify, formulate, review research literature, and analyze complex teacher education problems reaching substantiated conclusions using the approaches and principles of teacher education and teaching-learning.
3. Design/development of solutions: 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.
4. Modern tool usage: Create, select, and 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.
5. The Teacher and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the teacher education practice.
6. Communication: Communicate effectively through developing 21st century skills to accept the present challenges in the field of education and employment.
7. Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
8. Life-long learning: 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.

### Programme Structure

<b>Semester - I</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BED101	Contemporary India & Education	Core	4	0	0	4
BED102	Childhood and Growing Up	Core	4	0	0	4
BED103	Language Across the Curriculum	Ability Enhancement Skill	3	0	0	3
XXX	Pedagogy of School Subject-I	Skill Enhancement	2	1	0	3
XXX	Pedagogy of School Subject-II	Skill Enhancement	2	1	0	3
BED104	Arts in Education	Ability Enhancement Skill	3	0	0	3
<b>Select any one Course from Discipline Electives</b>						
BED105	Distance and Open Learning	Discipline Elective	3	0	0	3
BED106	Understanding Disciplines and Subjects					
BED107	Life Skills Education					
<b>Open Elective Course</b>						
XXX		Open Elective	2	0	0	2
BED199		MOOC	-	-	-	2
<b>Total</b>			<b>23</b>	<b>2</b>	<b>0</b>	<b>27</b>

<b>Open Elective Course ( for other Departments)</b>						
BED109	Proficiency in Teaching	Open Elective	2	0	0	2

<b>Pedagogy of School Subject-I and II (Select any two Courses from the following)</b>	
BED110	Teaching of English
BED111	Teaching of Punjabi

BED112	Teaching of Hindi
BED113	Teaching of Social Studies
BED114	Teaching of Economics
BED115	Teaching of History
BED116	Teaching of Geography
BED117	Teaching of Political Science
BED118	Teaching of Commerce
BED119	Teaching of Mathematics
BED120	Teaching of Science
BED121	Teaching of Home Science
BED122	Teaching of Physical Education
BED123	Teaching of Fine Arts
BED124	Teaching of Computer Science
BED125	Teaching of Agriculture
BED126	Teaching of Music
BED127	Teaching of Life Science
BED128	Teaching of Sociology
BED129	Teaching of Public Administration
BED130	Teaching of Physical Science

<b>Semester- II</b>						
<b>Corse Code</b>	<b>Course Title</b>	<b>Type of Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BED201	Learning & Teaching	Core	4	0	0	4
BED202	Creating an Inclusive Schools	Core	4	0	0	4
BED203	Basics of Research	Research Based Skill	3	0	0	3
xxx	Pedagogy of School Subject-I	Skill Enhancement	2	1	0	3
xxx	Pedagogy of School Subject-II	Skill Enhancement	2	1	0	3
BED204	Pre-Internship- (4 weeks)	Technical Skill	0	0	8	4
<b>Select any one Course from Discipline Electives</b>						
BED205	Assessment for Learning	Discipline Elective	3	0	0	3
BED206	Value Education					
BED207	Adult Education					
<b>Value added Courses – 1 ( for other departments also)</b>						
BED208	Human Rights	VAC	2	0	0	2

	Education	(Students of Department will opt VAC from other department)				
<b>Total</b>			<b>20</b>	<b>2</b>	<b>8</b>	<b>26</b>

<b>Pedagogy of School Subject-I and II (Select any two Courses from the following)</b>	
BED209	Teaching of English
BED210	Teaching of Punjabi
BED211	Teaching of Hindi
BED212	Teaching of Social Studies
BED213	Teaching of Economics
BED214	Teaching of History
BED215	Teaching of Geography
BED216	Teaching of Political Science
BED217	Teaching of Commerce
BED218	Teaching of Mathematics
BED219	Teaching of Science
BED220	Teaching of Home Science
BED221	Teaching of Physical Education
BED222	Teaching of Fine Arts
BED223	Teaching of Computer Science
BED224	Teaching of Agriculture
BED225	Teaching of Music
BED226	Teaching of Life Science
BED227	Teaching of Sociology
BED228	Teaching of Public Administration
BED229	Teaching of Physical Science

<b>Semester- III</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BED301	School Internship (16 weeks)	Technical Skill	0	0	32	16
BED302	Action Research and Community Engagement	Technical Skill	0	0	8	4
BED399		MOOC	-	-	-	-
<b>Total</b>			<b>0</b>	<b>0</b>	<b>40</b>	<b>20</b>

<b>Semester- IV</b>						
<b>Course Code</b>	<b>Course Title</b>	<b>Type of Course</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
BED401	Gender, School and Society	Core	4	0	0	4
BED402	Health and Physical Education	Core	3	0	2	4
BED403	Knowledge and Curriculum	Core	4	0	0	4
BED404	Reading and Reflecting on Texts	Technical Skill	0	0	4	2
BED405	Understanding the Self	Ability Enhancement Skill	2	0	0	2
BED406	Enriching Learning Through ICT	Technical Skill	1	0	2	2
<b>Select any one Course from Discipline Electives</b>						
BED407	School Management	Discipline Elective	3	0	0	3
BED408	Environmental Education					
BED409	Guidance and Counselling					
<b>Value Added Course – 2 ( for other Disincline also)</b>						
BED410	Value Education	VAC (Students of Department will opt VAC from other department)	2	0	0	2
<b>Total</b>			<b>19</b>	<b>0</b>	<b>8</b>	<b>23</b>
<b>Grand Total</b>			<b>60</b>	<b>4</b>	<b>28</b>	<b>92</b>

## 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. MST-2: [20Marks]

E. End-Term Exam: [20 Marks]

**SEMESTER – I****Course Title : Contemporary India and Education****Course Code : BED101**

L	T	P	Credits
4	0	0	4

**Course Outcomes**

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

1. Develop an understanding of ideals, values and diversities in Indian Education to be applied in teaching and learning.
2. Develop an understanding of education as an agenda for the nation and State and its policy visions and efforts in evolving a national system of Education
3. Apply the knowledge of programs and documents for the process of Education in India
4. Understand education critically in pre-independent and post independent India
5. Acquire conceptual tools of critical analysis and the experience of Engaging with diverse communities

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

1. Education-Concept (Indian and Western), Aims of Education.
2. Driving forces of Indian Society-Social, Economic, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
3. Impact of Liberalization, Privatization, Globalization and stratification on Education in India.

**Unit II****15 Hours**

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

**Unit III****17 Hours**

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



**Unit IV****13 Hours**

1. Major recommendations of Secondary Education Commission (1952-1953); Indian Education Commission (1964-66)
2. Sarva Shiksha Abhiyan(SSA)
3. Rashtriya Madhyamik Siksha Abhiyan(RMSA)

**Transactional Mode**

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, Ted Talks, E-Monitoring, Flipped Teaching, Qu

**Suggested Readings**

- Aggarwal, S., & Jca, O. (2010). Landmarks in the History Of Modern India. Vikas Publishing House.
- Aggarwal, J.C. (2002). Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996). The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- Bhatia, K.K, & Narang, C.L. (1992). Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- Bhatt, B.D. (2005). Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997). Philosophical ans Sociological Foundation of Education. Ravi, Noudarnalya, 5 th rev. ed. Agra.
- Lakshmi, T.K.S. & M. S. Yadav (1992). Education: its Evolving Characteristics, New Frontiers in Education, Vol. XXII, No. 4.
- Mathur, S. S. (1966). A sociological approach to Indian education. Vinod Pustak Mandir.
- MOHANTY, J. (2001). Studies on Countrywide Classroom and Indira Gandhi National Open University ETV Programmes. Studies in Distance Education, 38.
- Pandey, R.S. (2001). Principles of Education. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992). National Policy on Education, Horizon Publishers, Allahabad.
- Rao, Digumarti, B. (2004). Education for the 21 st century, Discovery Publishing House, New Delhi. 10
- Safaya, R.N. and Shaida, B.D. (1983). Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006). Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- Sen, D. (2016). Higher education policies the Indian experience since independence. International Journal of Multidisciplinary Education and Research, 1 (10).
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.

- Oad L.K. (Ed). (1988). Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur.
- Ruhela & Vyas, (1969). Sociological perspectives in school education, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996). The Emerging Concept of Education in Human Values, Regency Publication, New Delhi.
- Gupta, V.K. (1996). Education in Emerging Indian Society, New Academic Publishing House, Jalandhar (English Version)

**Course Title : Childhood Growing Up****Course Code : BED102**

L	T	P	Credits
4	0	0	4

**Course Learning Outcomes**

1. Develop understanding of theoretical perspectives and stages of human development  
Develop an insight of growth and development, learning of the growing children diverse socio-cultural contexts
2. Enhance the understanding of different methods and techniques for the assessment of personality, intelligence and creativity of child
3. Demonstrate social and emotional adjustment skills
4. Develop the knowledge and understanding for individual differences

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

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

**Unit II****15 Hours**

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

**Unit III****15 Hours**

1. 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

2. Personality: -Concept and Theories of Personality (Kretschmer, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

#### **Unit IV**

**18 Hours**

1. Concept of creativity, difference between creativity and intelligence, Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving Group discussion, play way, Quiz etc.
3. Concept and Dimensions of Well Being and Factors affecting Wellbeing

#### **Transactional Mode**

Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, E-Monitoring, Q

#### **Suggested Readings**

- Hurlock, E.B (2005). Child Growth and Development Tata Mc. Graw Hill Publishing Company New York.
- Hurlock, E.B (2006). Developmental Psychology-A Life Span Approach. Tata Mc. Graw Hill Publishing Company New York.
- Meece, J S ECCLES, J. L (2010). Hand BOOK of RESEARCH on 12 School, Schooling and Human development New York, Routledge.
- Santrock. J.W (2006). Child Development, Tata Mc. Graw Hill Publishing Company New York.
- Santrock. J. W (2007). Adolescence, Tata Mc. Graw Hill Publishing Company NewYork.
- Innes, J. M., and Fraser, C. (1971). Experimenter bias and other possible biases in psychological research. European Journal of Social Psychology, 1(3), 297-310.
- Clark H.H and Clark E.V. (1977). Psychological and Language: An Introduction to Psycholinguistics New York.
- Farr, C. W., and Moon, C. E. (1988). New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence.
- Campbell (1980). The Sense of Well Being in Americans New York. MC. GrawHill.
- Obert, S. Feldman (2009). Understanding Psychology Tata McGraw Hill.
- Santrock. J. W. (2006). Child Development. Tata McGraw Hill Publishing Company New York.
- Santrock. J. W. (2007). Adolescence, Tata McGraw Hill Publishing Company NewYork.
- Garbarino, J. (1982). Chidren and Families in the social Environment Aldine de Gruyter: New York Terman Lewis M., and Merrill Maud A "the Stanford- Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc., 1943 Ch.10

- Clark H.H& Clark E.V. (1977). Psychological And Language: An Introduction to Psycholinguistics New York
- Kail and Pellegrino J W. (1985). Human Intelligence Perspective and Prospects. New York: Freeman
- Campbell (1980). The Sense of Well Being in Americans New York. MC. Graw Hill
- Obert, S. Feldman-(2009). Understanding Psychology Tata Mc. Graw Hill
- Dweck, C. (2006). Mindset: The New Psychology of Success Random House and L LC
- Sharma, N. (2003). Understanding Adolescence; N B T India

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

L	T	P	Credits
3	0	0	3

**Course Outcomes**

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

1. Design the curriculum for teacher and learners' usage
2. Inculcate the communication skills in the students
3. Develop language skills: Oracy, writing, Reading and listening
4. Explain the school and home language.
5. Determine the effectiveness of self study and references skills

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

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

**Unit II****8 Hours**

1. Concept formation
2. Language of textbooks in different Courses

**Unit III****10 Hours**

1. Oracy, listening, reading and writing
2. 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****15 Hours**

1. School language and home language; Language as an aspect of teacher-child relationship

2. Distinction between language as a school-subject and language as a means of learning and communication

### Transactional Mode

Video based Teaching, Open talk, PanelDiscussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz.

### Suggested Readings

- Halliday, M. A. K. (1978). *Language as Social Semiotic: the social interpretation of language and meaning*, Edward Arnold: London.
- Trudgill, P. (1992). *Introducing language and society*. London: Penguin.
- Wardhaugh, R. (1986). *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell
- Reid, T. B. (1956). Linguistics, structuralism, philology", *Archivum Linguisticum*
- Swales, J. (1990). *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge UniversityPress.

**Course Title : Arts in Education**

**Course Code : BED104**

L	T	P	Credits
3	0	0	3

### Course Outcomes

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

1. Develop the understanding of mening, concept and relevance of art in education
2. Get an employment opportunity as an artist
3. Develop personal and professional skillsasan art teacher
4. Understand the applications of visual, Performing and literary art
5. Teachlearnerseffectively and creatively through artistic skills

### Course Content

#### Unit I

**10 Hours**

1. Meaning and Concept of 'Art and Arts in Education.
2. Understanding aesthetics and its Educational Relevance
3. Arts as pedagogy of learning, development and understanding of Arts

(visual and performing arts) and their importance in different subjects.

**Unit II** **10 Hours**

1. Knowledge of Indian Craft, Traditions and its relevance in education
2. Knowledge of Indian Contemporary Art and Artists
3. Visual Arts, Indian festivals and their artistic significance
4. Indian Rasa Theories (Bharat Muni's Natya Shastra).

**Unit III** **10 Hours**

1. Music and Drama in Teaching and Learning-need, importance,
2. Various forms of Music: Gayan, Vadan and Nartan.
3. The impact of Music on Human behavior.
4. Meaning and types of gestures, Postures and Facial Expression.

**Unit IV** **15 Hours**

1. Theatre: Introduction, Importance and role of Drama in general and in education
2. Forms and Styles: Comedy and Tragedy.
3. Components of Theatre: Role play, Space, Time, Audience and Performance.
4. Identification of different performing arts forms and artist – dance music and musical instrument, theatre, puppetry etc

**Transactional Mode**

Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Role Play, Demonstration, Project Based Learning, E-Monitoring, Flipped Teaching, Quiz.

**Suggested Readings**

- Gupta S.P., (2002). Elements of Indian Art. Inderaprashta Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984). An Approach to Indian Art. Publication Bureau.
- Roy C. Craven, (1995). Indian Art A Concise History. Thames and Hudson Ltd, London.
- Sharma L. C., (2002). A Brief history of Indian Painting. Goel Publishing House, Meerut.
- NCERT (2006). Position paper: National focus group on Arts, Music, Dance and theatre. new delhi: NCERT
- Awasthi, S.S. (1964). A Critique of Hindustan Music and Music Education. Jalandhar
- Bhatkhande, V. M. (1987). KRAMIK, Pustak Mahika, Laxmi Narayan Garg, Hathras.

- Bhatnagar, S. (1988). Teaching of Music. Monika Parkashan, Shimla.

**Course Title : Distance and Opemd Learning**

L	T	P	Credits
3	0	0	3

**Course Code : BED105**

**Course Outcomes**

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

1. Differentiate face-to-face education and open and distance education
2. Identify different types of Distance Education Institutions
3. Understand the role Support services in Distance Education
4. Use of technological applications in Open and Distance Learning
5. Evaluation and assessment process in Distance Learning

**Course Content**

**Unit I**

**7 Hours**

1. Distance and Open learning: Concept, History, Need, Scope and Barriers.
2. Theories of distance education
3. Modes and Models of Distance Education
4. Reccmondations regarding Distance Education in Indian perspective: NEP 1986 and NPE, 2020.

**Unit-II**

**8 Hours**

1. Role of teacher and students in distance and open leaning
2. Differences Between Face-To-Face Education and Open Distance Learning
3. Student Support Services in Distance Education

**Unit-III**

**10 Hours**

1. Applications of Educational Technology in Open and Distance Learning
2. Open Education Resources, e- Inclusion and Application of Assistive technology in e- learning
3. Established Web-based Models for Distance Learning

**Unit-IV**

**20 Hours**

1. Concept of Evaluation and assessment
2. Formative and Summative assessment in distance education
3. Tools of Assessment and Evaluation in distance education: Asignment, Tests, Examination

**Transactional Mode**

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

**Suggested Readings**

- 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
- Zhadko, O. & Ko, S. (2020). Best practices in designing courses with open educational resources. New York: Routledge.
- Kumar, S. (2010). Open and Distance Education. Straight Forward Publication Pvt. Ltd.

**Course Title : Understanding Disciplines and Subjects****Course Code : BED106**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course the students 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. Understand the process of developing theories and content
4. Design and draft the curriculum
5. Differentiate between curriculum and syllabus

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

1. Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses
2. Core ideas of Developing Discipline: Meaning and organization
3. Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, and Murthy) in modern context.

**Unit II****10 Hours**

1. Nature, importance and historical perspective of various school Courses
2. Changes in school Courses in terms of social, political and intellectual context
3. Curriculum: Concept, Principles of curriculum construction for different Courses.

**Unit III****10 Hours**

1. Meaning of correlation/relationship.
2. Correlation between academic disciplines and school Courses, effects on curriculum framework.



**Unit IV****10 Hours**

1. Meaning of inter disciplinary approach to education and its effects on school Courses.
2. Theory of content for selection of school Course in curriculum.

**Transactional Mode**

Video based Teaching, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Butchvarov, P. (1970). *The Concept of Knowledge*. Evanston, Illinois: Western University Press.
- 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.
- Noddings, 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), Lonson: Routledge.
- Kneller, G.F. (1963). *Foundations of Education*. London and New York: John Wiley & Sons, Inc.
- NCERT (2005). *National Curriculum Framework*. New Delhi.

**Course Title : Life Skills Education****Course Code : BED107**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

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

1. Understand concept, process and practice of core life skills.
2. Develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.
3. Identify role of life skills for positive change, well being and Familiarize them with theories of Life Skills Approach.
4. Understant application of life skills.
5. Enhance one's ability to be fully self aware by helping oneself to

overcome all fears and insecurities and to grow fully from inside out and outside in

## **Course Content**

### **Unit –I**

**15 Hours**

1. Life Skills: Meaning, Concept, importance and relevance.
2. 21<sup>st</sup> Century Core life skills: Social and negotiation; Thinking& coping skills.
3. Strategies of life skills development among students.

### **Unit –II**

**10 Hours**

1. The four pillars of education, life skills in social context vis-à-vis media influence and dimensions in life skills.
2. Life skills to deal with peer pressure, suicide and substance abuse.

### **Unit-III**

**10 Hours**

1. Cognitive problem solving theory.
2. Resilience: Concept, need and importance.
3. Life skills and wellbeing: Educational implications.

### **Unit-IV**

**10 Hours**

1. Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk.

### **Transactional Mode**

Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Braing Storming, Demonstration, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### **Suggested Readings**

- Baron. A. Robert, (2007). Psychology. New Delhi: Prentice-Hall of India Private Ltd.
- Baumgardner. R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Dorling Kindersley India Pvt. Ltd.
- Carr Alan, (2004). Positive Psychology. New York: Routledge.
- Ciccarelli Sandra.K., Meyer Glen, (2007). Psychology. New Delhi: Pearson Education Inc.
- Hilgard, E, Atkinson, R C & Atkinson, R L (1976). Introduction to Psychology (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
- Santrock, W.J., (2006). Adolescence (11th Edn.). New Delhi: Tata Mc Graw Hill Publishing Company.
- Nair, .V. Rajasenan (2010). Life Skills, Personality and Leadership. Sriperumbudur:

- Rajiv Gandhi National Institute of Youth Development.
- Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour.
- Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
- UNESCO (2005). Quality Education and Life Skills: Darkar Goals. Paris: UNESCO.
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting. Geneva: WHO

**Course Title : Proficiency in Teaching**

L	T	P	Credits
2	0	0	2

**Course Code : BED109****Course Outcomes**

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

1. Understand the meaning, principle and maxims of teaching
2. Explain level and phases of teaching
3. Explain the model of 5E in teaching.
4. Differentiate among Pedagogy, Andragogy, and Heutagogy and Integrate ICT in classroom transactions
5. Understand the evaluation, assessment and CCE.

**COURSE CONTENT****Unit I****8 Hours**

1. Teaching: Meaning, Principles and maxims of Teaching.
2. Strategies of Teaching: Teacher-centred, and learner-centred,
3. Classroom Management: Meaning, principles, handling large and small classes. Techniques of classroom management

**Unit II****7 Hours**

1. 5E model in teaching: Concept, Need, Type and Techniques
2. Micro teaching: Concept, Need, and Types
3. Levels and Phases of Teaching,
4. Characteristics of effective teaching

**Unit III****7 Hours**

1. Pedagogy, Andragogy, and Heutagogy: Meaning and concept, types, use of various pedagogies in teaching
2. Integration of Information and Communication Technology in teaching: Meaning, Scope, Importance, Application of ICT in teaching learning process.
3. Flipped, Blended and Web based teaching and learning,

**Unit IV****8 Hours**

1. Evaluation: Meaning, concept, difference between assessment, measurement and evaluation
2. Continuous and comprehensive evaluation
3. Characteristics of a good tool.

### **Transactional Mode**

Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### **Suggested Readings**

- Ali, L. (2012). Teacher education. New Delhi: APH Publishing Corporation.
- Anandan, K. (2010). Instructional technology in teacher education. New Delhi: APH Publishing Corporation.
- Chalan, K. S. (2007). Introduction to educational planning and management. New Delhi: Anmol Publications Pvt. Ltd.
- Chand, T. (2008). Principles of teaching. New Delhi: Anmol Publications Pvt. Ltd.
- Chiniwar, P. S. (2014). Technology of teaching. New Delhi: Anmol Publications Pvt. Ltd.
- Curzon, L. B., & Tummons, J. (2004). Teaching in future education. U.S.A: Bloomsbury Academic Publications.
- Jarvis, M. (2015). Brilliant ideas for ICT in the classroom. New York: Routledge Publications.
- Kumar, P. (2015). Web based technology in education. New Delhi: APH Publishing Corporation.
- Mangal, S. K. (2014). Advanced educational psychology. New Delhi: PHI Learning Pvt. Ltd.
- Mohan, R. (2011). Teacher education. New Delhi: PHI Learning Pvt. Ltd.
- Murty, K. (2015). Educational technology. New Delhi: APH Publishing Corporation.
- Popham, W. J. (2014). Classroom assessment. U.S.A: Pearson Publications.
- Purayil, A. V. (2015). Educational technology. New Delhi: APH Publishing Corporation.
- Ranford, C. P. (2013). Strategies for successful student teaching. New Jersey: Pearson Publications.
- Schrum, L., & Levin, B. B. (2015). Leading 21st century School. U.S.A.: Sage Publications.

- Sharma, R. N., & Chandra. S. S. (2007). Advanced educational technology. New Delhi: Atlantic Publications.
- Singh, & et. al. (2014). Educational technology: teaching learning. New Delhi: APH Publishing Corporation.

### Suggested Websites

- [wiki.eveuniversity.org](http://wiki.eveuniversity.org)
- [www.adprima.com](http://www.adprima.com)
- [www.apa.org](http://www.apa.org)
- [www.crlt.umich.edu](http://www.crlt.umich.edu)
- [www.edutopia.org](http://www.edutopia.org)
- [www.eveuniversity.org](http://www.eveuniversity.org)
- [www.facultyfocus.com](http://www.facultyfocus.com)
- [www.reddit.com](http://www.reddit.com)
- [www.theteachersguide.com](http://www.theteachersguide.com)

### Course Title : Teaching of English

### Course Code : BED110

L	T	P	Credits
2	1	0	3

### Course Outcomes

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

1. Interpret the basic nature of English language and its relation to disciplinary knowledge.
2. Apply pedagogical approaches of teaching of English in different classroom settings.
3. Understand the pedagogy of English language.
4. Participate in classroom discussion with emphasis on describing the situation to develop communication skills including fluency, expression sequencing, accuracy, vocabulary and pronunciation
5. Employ the rules of grammar and patterns of intonation

### Course Content

#### Unit I

**10 Hours**

1. Language and Society: Language and Gender; Language and Identity; Language and Power; Language and Class(Society).
2. Language in School: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- Course and language as a means of learning and communication; Critical review of Medium of Instruction; Different school Courses as registers; Multilingual

classrooms; Multicultural awareness and language teaching.

3. Role of English Language in The Indian Context: English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

## **Unit II**

**10 Hours**

1. Different Approaches/Theories to Language Learning and Teaching (MT&SL) Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching. Western thoughts on language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).
2. A Critical Analysis of the Evaluation of Language Teaching Methodologies: Grammar translation method, direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach (inter-disciplinary).

## **Unit III**

**12 Hours**

1. Grammar in Context; Vocabulary in context
2. Acquisition of Language Skills: Listening & speaking.
3. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

## **Unit IV**

**13 Hours**

1. Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.
2. Linguistic System: The classification of speech and sound; The organisation of sounds; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

## **Transactional Mode**

Video based Teaching, PanelDiscussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Braing Storming, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### **Suggested Readings**

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan IndiaLtd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: OrientLongmans.
- 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: KalyaniPublishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand andCo.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a SecondLanguage*. 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 andDistributors.
- 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 CenturyPublications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: KalyaniPublishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: ShipraPublication.

**Course Title : Pedagogy of Punjabi****Course Code : BAD111**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On successful completion of the course, the students will be able to

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੇ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਕੌਸ਼ਲ (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**

10 ਘੰਟੇ

1. ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ, ਪ੍ਰਕਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।
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**

8 ਘੰਟੇ

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 ਕਿਰਿਆਵਾਂ ( ਵਾਰਤਾਲਾਪ, ਵਾਦ ਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ ਕੋਈ ਦੇ ਕਿਰਿਆਵਾਂ)
3. ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ 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 ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

**ਇਕਾਈ 3**

12 ਘੰਟੇ

1. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ ਮਹੱਤਵ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ 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**

15 ਘੰਟੇ

1. ਵਚਨ ਬੋਧ, ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਮਾਤਰਾਂ, ਲਗਾਖਰ, ਸ਼ਬਦ ਜੋੜਾਂ, ਦੇ ਨਿਯਮ।
2. ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ 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 : Teaching of Hindi**

**Course Code : BED112**

**Course Outcomes**

**Course Learning Outcomes**

On successful completion of the course, the students will be able to:

1. ਫੋਲਕਫੋਕ ਗਾਨਾਂ ਨੂੰ ਸੁਣਾਉਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਮਤਲਬ ਸਮਝਣਾ।
2. ਫੋਲਕਫੋਕ ਗਾਨਾਂ ਨੂੰ ਸੁਣਾਉਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਮਤਲਬ ਸਮਝਣਾ।
3. ਫੋਲਕਫੋਕ ਗਾਨਾਂ ਨੂੰ ਸੁਣਾਉਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਮਤਲਬ ਸਮਝਣਾ।
4. ਫੋਲਕਫੋਕ ਗਾਨਾਂ ਨੂੰ ਸੁਣਾਉਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਮਤਲਬ ਸਮਝਣਾ।
5. ਫੋਲਕਫੋਕ ਗਾਨਾਂ ਨੂੰ ਸੁਣਾਉਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਮਤਲਬ ਸਮਝਣਾ।

**Course Content**

**ਫੋਲਕਫੋਕ ਗਾਨਾਂ**

**Hours:10**

**ਫੋਲਕਫੋਕ ਗਾਨਾਂ**

1. ਫੋਲਕਫੋਕ ਗਾਨਾਂ ਨੂੰ ਸੁਣਾਉਣਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਮਤਲਬ ਸਮਝਣਾ।

2. Hkk'kk dh Hkwfedk& lekt esa] fo|ky; esa] rFkk f"kk{k ds ek;/e ds :i esa  
A
3. fganh f"kk{k.k ds fl)kUr vkSj lw= A

**bdkbZ ¼[k½**

Hours:15

**Hkk'kk;h n{krk@dkS"ky&**

1. Jo.k dkS"ky & vFkZ] mn~ns";] xq.k] fof/k;kj A
2. ekSf[kd vfHkO;fDr & vFkZ] mn~ns";] xq.k] fof/k;kj A
3. iBu~ dkS"ky & vFkZ] mn~ns";] ¼dgkuh] dfork½ A
4. ys[ku dkS"ky & vFkZ] mn~ns";] lksiku ,oa fof/k;kj A

**bdkbZ ¼x½**

10

Hours:

1. iqLrdky; dh fo"ks'krk;sa
2. [k- fganh i<+us&i<+kus dh pqukSfr;kjA
3. fgUnh v;/kid ds xq.k ,oa pqukSfr;kjA

**bdkbZ ¼?k½**

Hours:10

1. lqk;d f"kk{k.k lkexzh & vFkZ] mi;ksfxrk] izdkj& if=dkvksa] lekpkj i=ksa] jsfM;ks
2. dEl;wVj dk f"kk{k.k lkexzh ds :i esa mi;ksx rFkk iz;ksxA ¼fucU/k] i=] fjiksVZ fy[kus dk vH;k½
3. ikB ;kstuk& vFkZ] egRo] mn~ns";] vkSj lksiku

**izk;ksfxd dk;Z**

1. d- vaxzsth rFkk {ks=h; Hkk'kk ds vuqPNsn dk fganh esa vuqoknA
2. viuh ilan dh fdh fuEu esa ls fdh ,d lkfgfR;d fo/kk ij rhu ekSfyd jpuk; , ¼dfork] y?qk dFkk] fuca/k] ukVd] lEokn½ A

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**Course Title : Teaching of Social Studies**

**Course Code : BED113**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

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

1. Gain knowledge of various teaching methods.
2. Develop understanding of the relationship of Social Sciences with other Courses
3. Elucidate the nature of Social science as a school Course
4. Enhance the professional skills to teach social studies
5. Impart the social skills among the learners

**Course Content**

**Unit I**

**10 Hours**

1. Historical development of Social studies as a school Course, Nature, scope and importance of Social Studies, Distinguish Social Studies from Social Science and Natural Science
2. Integration of Social studies with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objective of teaching Social Studies in General and Elementary (6-8<sup>th</sup> class) and Secondary (9-10 class) Level in light of NCF-2005

**Unit II**

**10 Hours**

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method, story telling method
2. Devices and Techniques of Teaching.
3. Field Trip, Assignments, questioning, Illustration, Exposition explanation, Narration and description.

**Unit III**

**12 Hours**

1. Social Studies curriculum, Meaning, Need & Importance, Principles of curriculum Construction.
2. Qualities of Social Studies Teacher, Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR, NIRD, NGRI, NRSA in brief only)

**Unit IV**

**13 Hours**

1. Social studies text book need, importance and qualities.

2. Earth in the Solar system, What, where and how pedagogical analysis
3. Modern India: - Rise of Nationalism, Swadesi & Boycott, Movement, Non-Co-Operation Movement, Civil-Disobedience movement.
4. Quit India movement 1942-44 A.D., National Movement and India's Freedom.

### Transactional Mode

Open talk, Panel Discussions, Mentee Meter, Cooperative Teaching, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, 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 : Teaching of Economics**

**Course Code : BED114**

L	T	P	Credits
2	1	0	3

### Course Outcomes

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

1. Express historical evolution of economics and its importance in life.
2. Understand current issues and trends related to teaching of Economics.

3. Use various skills, techniques and strategies of teaching of economics.
4. Discuss unit plans and lesson plans on various topics and present them effectively.
5. Interpret and discuss the role and value of agriculture economics and its importance.

## Course Content

### Unit I

**12 Hours**

1. Historical development of Economics as a school Course, Nature, scope and importance of Economics
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

### Unit II

**10 Hours**

1. Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
2. Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

### Unit III

**13 Hours**

1. Critical Analysis of Economics Text Book and Curriculum
2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

### Unit IV

**10 Hours**

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as a challenge

## Transactional Mode

Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, 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 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: 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 : Teaching of History****Course Code : BED115**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

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

1. Analyze the concept and scope of teaching of History
2. Explain the interaction of history with other Courses.
3. Understand the Aims & objectives of History according to NCF-2005 and define the course of consequence of world war and setting up of UNO
4. Explain qualities of History teacher.
5. Write the values such as social, cultural and national, in curriculum of history.
6. Discuss pedagogical analysis of Harappa civilization, Gupta's age, Ashoka etc.

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

1. Concept, Importance and scope of History.
2. Integration of History with Art, Literature, Geography, Economics, Civics, Science.
3. Aims and Objectives of teaching History in General at Elementary (6-8<sup>th</sup> class) and Secondary (9-10 class) Level in light of NCF-2005

**Unit II****8 Hours**

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion Method, Field Trips and Excursions, Cooperative

learningMethod.

2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.

### Unit III

**12 Hours**

1. Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF2005
2. Inculcation of values such as social values, cultural values and national values through History Curriculum
3. Qualities of History Teacher, Professional development of History Teacher (Concept, need and ways of professional development)

### Unit IV

**15 Hours**

1. Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden age of Guptas
2. The First World War: Causes and its consequences
3. The Second World War: Causes and its consequences, setting up of UNO

### Transactional Mode

Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Group Discussion, Braing Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### Suggested Readings

- Aggarwal, J.C. (1997). *Teaching of History: A Practical Approach*. Eastern Book House, Guwahati.
- Ballard. M. (1979). *New Movement in Study Teaching of History*. Temple Smith, London.
- Bhatia, R.L. (2005). *Contemporary Teaching of History*. Surjit Publications, Delhi,
- Burston, W.H. (1962). *Handbook for History Teachers; and Green. C.W. London, Methuen & Co., Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New 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.
- Elton, G.R. (1967). *The Practice of History*. London: Methuen.
- Ghate, V. D. (1973). *Teaching of History*. Oxford University Press, Calcutta.
- Ghate, V.D. (1962). *The Teaching of History*. Oxford University Press.
- Johnson, H. (1962). *Teaching of History*. New York: Macmillan.
- Kochhar, S.K. (1985). *Teaching of History*, Sterling Publishers, New Delhi.
- NCERT, (1970). *Teaching History in secondary school publication*, Delhi
- Pathak, S.P. (2007). *Teaching of History, Kanishka Publications, New Delhi*
- 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.
- 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 : Teaching of Geography**

**Course Code : BED116**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand the nature of Geography.
2. Gain insight into the general aims and specific objectives of teaching Geography.
3. Plan lessons Skillfully based on different approaches to facilitate learning of geography
4. Analyze Critically his/her role as facilitator in enhancing learning of Geography in the real class-room situation.
5. Explore the use and relevance of different learning resources and materials

**Course Content**

**Unit I**

**13 Hours**

1. Meaning, Nature, scope and importance of Geography as a school Course.
2. Understanding Geography in relation to History, Arts, Economics, Mathematics, languages and Science.
3. Aims and Objective of Geography in general of at Elementary and Secondary Level.

**Unit II**

**12 Hours**

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brain-Storming, Questioning device, Excursion and Simulation.
3. Creating an interactive environment, encouraging participatory learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book

**Unit III**

**10 Hours**



1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF2005
2. Development of problem solving ability, Critical thinking and social skills through geography content
3. Professional development of Geography Teacher – concept, need and ways of professional development

**Unit IV****10 Hours**

1. Landforms formed by River, Glacier, Wind,
2. Composition and structure of atmosphere
3. Factors affecting climate of a region

**Transactional Mode**

Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- National Curriculum Frame Work. (2005). NCERT, New Delhi Position Paper by National Focus Group on Teaching of Geography
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography London: Sage Publications*.
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,

**Course Title : Teaching of Political Studies****Course Code : BED117**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop the understanding of the concept of political Science.
2. Classify and make use of different teaching aids
3. Interpret the aims and objectives of teaching of political science.
4. Develop the teaching skill
5. Employ the political theories in different types of social settings

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

1. Meaning, Nature, Scope and importance of Political Science as a Course.
2. Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology and Law.

- Recent trends in Political Science.

**Unit II****11 Hours**

- 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.

**Unit III****12 Hours**

- Classification and use of teaching aids in teaching of Political Science (Map, Globe, Time line, P.P.T. and charts).
- Preparation and maintenance of records – Time table, Attendance Register and students' cumulative record card.

**Unit IV****13 Hours**

- SAARC- Formation and activities
- Indian constitution: Preamble, features and structure of parliament and judiciary.

**Transactional Mode**

Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Demonstration, Project Based Learning, Lecture method, 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
- Singh, Gurmit (2008). *Wkfi nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

**Course Title : Teaching of Commerce****Course Code : BED118**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

- Analyze Commerce / business issues in the international contexts.
- Use Basic banking terms.

3. Demonstrate knowledge, Understanding and application in commerce and entrepreneurship.
4. Development of skills and competencies in knowledge
5. Develop work ethics as important components in commerce and entrepreneurship education as well as in teaching profession.

## **Course Content**

### **Unit I**

**13 Hours**

1. Meaning and nature of commerce.
2. History of India's Freedom Movement in Commerce
3. Constitutional obligation, India's common cultural heritage.
4. Need and importance of Teaching & Learning of Commerce
5. Structure of commerce as a Course
6. Correlation of Commerce with Economics, Mathematics, Geography, Social Science.
7. Place of Commerce in school curriculum.
8. Importance of Commerce in daily life.

### **Unit II**

**10 Hours**

1. General aims and objectives of teaching Commerce.
2. Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
3. Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives.
4. List of Instructional objectives in Behavioural terms.

### **Unit III**

**10 Hours**

1. Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and role playing Techniques: Review, Field work, interview

### **Unit IV**

**12 Hours**

1. Lesson Planning
2. Unit Analysis, Content Analysis and Task Analysis; Planning daily lesson plan; Unit plan- Steps, format, advantages of unit planning; Difference between Unit Plan and Lesson Plan

## **Transactional Mode**

Video based Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, 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 : Teaching of Mathematics**

**Course Code : BED119**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop insight into the concept, meaning, nature, scope and objectives of Mathematics as life skills.
2. Learn importance of Mathematics: Mathematics is more than formulas and mechanical procedures.
3. Appreciate the importance of Mathematics laboratory in teaching Mathematics;
4. Stimulate curiosity, creativity and inventiveness in Mathematics;
5. Develop competencies for teaching learning Mathematics through various measures.

**Course Content**

**Unit I**

**13 Hours**

1. Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata. Ramanujan.
2. Nature of mathematics, relationship with other Courses.
3. Values of teaching mathematics & places of mathematics in school.
4. Aims & objectives of teaching mathematics at secondary school stage.

**Unit II**

**12 Hours**

1. Inductive- Teaching methods, Inductive, Deductive, Analytic- Synthetic, Lecture Methods with examples.
2. Problem-solving: Definition, importance of problem solving.
3. Teaching aid: - Classification need and importance.

**Unit III****10 Hours**

1. Fixing devices: Oral, written, drill, home work, questioning, supervised study & Self study.
2. A. Diagnosing basic causes for difficulties in mathematics learning.
3. Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies.

**Unit IV****10 Hours**

1. Arithmetic: -Number system (Knowing the Numbers, Natural, Whole Numbers, Integers, Rationals, Irrationals & Real numbers)
2. Exponents (Surds, squares, cube, square root & cube root) Profit & Loss, Simple & Compound Interest and Discount Ratio and Proportion
3. Algebra: - Introduction to Algebraic Identities and Polynomials Linear, Simultaneous and Quadratic equations with their solution

**Transactional Mode**

Video based Teaching Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing Storming, Role Play, 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 Book Depot
- Banga, Chaman Lal (2012). *Teaching of Mathematics*, Shipra
- James, Anice (2005). *Teaching of Mathematics*, Neelkamal

**Course Title : Teaching of Studies****Course Code : BED120**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Appreciate Science as dynamic and expanding body of knowledge
2. Identify and formulate aims and objectives of teaching of Science
3. Use various approaches and methods of teaching of Science
4. Construct the blue print of an achievement test
5. Analyze the curriculum and course content pedagogically

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

1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioural terms (Magers approach and RCEM approach).

**Unit II****12 Hours**

1. Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method, Heuristic method.
2. Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach.
3. Scientific Attitude and its development.

**Unit III****10 Hours**

1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blueprint.

**Unit IV****12 Hours**

1. Force and its types, Circulatory system, Metal and non-metals-physical and chemical properties.
2. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion.
3. Food chain and food web.

**Transactional Mode**

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, 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 Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science* New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching* New Delhi: Dhanpat Rai Pub. Co.
- 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.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today'sSecondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation

**Course Title : Teaching of Home Science**

**Course Code : BED121**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop understanding on the nature of Home Science
2. Integrate the knowledge of Home Science in the sphere of life
3. Demonstrate the ability to apply the various strategies of Home Science
4. EvaluateCritically the existing curriculum of Home Science Course at school level
5. Apply various approaches and methods of teaching of Home Science.

**Course Content**

**Unit I**

**10 Hours**

1. Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
2. Uniqueness of Home Science and it's inter disciplinary linkages visa vis applicationsfor humandevelopment.

**Unit II**

**13 Hours**

1. Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised from also), Instructional Objectives, formulationof
2. Specific objectives in behavioural terms (Magers approach and RCEMapproach).
3. Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluationModels.

**Unit III****10 Hours**

1. Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

**Unit IV****12 Hours**

1. Food, its constituents, functions and sources.
2. Care and maintenance of cotton, wool and silk.
3. Guidelines for making flower arrangement and rangoli.

**Transactional Mode**

Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. Anmol Publications, New Delhi
- Bhargava, Priya (2004). *Teaching of Home Science*. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. Sterling Publisher, New Delhi
- Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994). *Teaching of Home Science*, Parkash Book Depot, Ludhiana Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana
- Seshaiyah, Ponnana Rama (2004). *Methods of Teaching Home Science*. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi
- Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*, A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994). *Teaching of Home Science*. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena, B.M (2012). *Teaching of Home Science* R. Lall Book Depot, Meerut.
- Grover, Meenu (2012). *Teaching of Home Science*, Saurabh Publishing House, New Delhi.



**Course Title : Teaching of Physical Education****Course Code : BED122**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>

**Course Outcomes**

On the completion of the course, the students will be able to

1. Demonstrate the skills necessary to participate in sports activities
2. Apply the cognitive abilities of curriculum of Physical Education in order to maintain the lifelong fitness
3. Develop the understanding on the value of health and physical fitness
4. Apply the effective ways of teaching-learning process for teaching Physical Education
5. Analyze the different situations and time value through participation in activities

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

1. Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.
2. Need and Importance: Health and Physical Education programme in school curriculum.
3. Relationship: Health and Physical Education with General Education, Sociology and Psychology.

**Unit II****11 Hours**

1. Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities. Health and Physical Education
2. Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education
3. Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.
4. Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

**Unit III****10 Hours**

1. Health Education: Concept of Health Education, Aims and Objectives of Health Education.
2. Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.
3. Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

**Unit IV****12 Hours**

1. Warming Up: Meaning, Importance of Warming and Cooling Down
2. First Aid: Meaning, Need and Principles.
3. Recreation Programme: Significance of Recreation Programmes in
4. School. Rules and Regulations:
5. Games: (a) Badminton (b) Volleyball

**Transactional Mode**

Video based Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method,

**Suggested Readings**

- Atwal and Kansal, (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Sandhu, S.S. (2009). *Teaching of Physical Education*. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). *Creative Teaching of Physical Education*. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher.
- Voltmeter, F.V. and Esslinger, A. E. (1964). *The Organisation and Administration of Physical Education*. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). *Foundations of Physical Education*, New York: Mosby and Company.
- Kamlesh, M. L. (1983). *Psychology in Physical Education and Sports*. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.

**Course Title : Teaching of Fine Arts**

**Course Code : BED123**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

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

1. Demonstrate artistic skills to teach various concepts and school Courses
2. Get an employment opportunity as an artist
3. Develop the understanding of personal and professional skills of an art teacher
4. Understand concept in aesthetic and application domains of fine arts
5. Develop ability to teach effectively and creatively

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

1. What is Art: Concept, Importance and Scope of Art
2. Origin and development of art in India with special reference to pre-historic and Mughal Period.
3. Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.
4. Principles of teaching Fine Arts.

**Unit II****10 Hours**

1. Importance of Exhibitions & Competitions in encouraging creative Expressions among Students
2. Principles of curriculum construction at secondary level.
3. (a) Importance of art Room, its organization and various requirements.
4. (b) Art criticism and aesthetic judgment in evaluating art objects.
5. Contribution of Artists: Sobha Singh, Amrita Shergill, Rabinder Nath Tagore, Satish Gujral

**Unit III****12 Hours**

1. Qualities and professional competencies of fine art teacher.
2. Methods and Techniques of teaching Fine Arts:
  - a. Lecture cum Demonstration method.
  - b. Direct Observation method.
  - c. Method of Imagination and Free Expression.
3. New trends in teaching of Fine Arts.

**Unit IV****13 Hours**

1. Art as an occupation.
2. Design- Its meaning & types.
3. Colour- Types and effects

**Transactional Mode**

Video based Teaching, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*

- Lowenfeld Viktor. *Creative and Mental Growth*
- Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
- Read, Herbert. *Education through art* [paperback] Shelar, Sanjay. *Still Life*. JyotsnaPrakashan

**Course Title : Teaching of Computer Studies****Course Code : BED124**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop understanding on the different parts of computer system
2. Use various skills, techniques and strategies for the teaching of computer science.
3. Enhance the computer skills through the use of computer
4. Demonstrate the competence skills in computer
5. Analyze the content of teaching of computer science

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

1. Introduction; computing needs; Generations of Computers; Principles of computing; Techniques of computing;
2. Hardware & Software; Programming logics and learning strategies; Values of learning Computers

**Unit II****10 Hours**

1. Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
2. Scope of Computer Science – Relation with other Sciences and its uses in day to day life.

**Unit III****11 Hours**

1. Aims and Objectives of teaching Computer Science at different levels
2. Blooms taxonomy of Educational objectives
3. Instructional objectives with specifications

**Unit IV****14 Hours**

1. Strategies: Team teaching, lecture, lecture cum Demonstration, Inductive-Deductive, Analytic-synthetic, Problem solving, seminar, small group strategies, cooperative learning, group learning, debate, discussion, Individualized strategies, Library based learning, programmed learning, CAL, Web based learning
2. Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
3. Planning: Unit plan & Lesson Plan - Meaning, steps, format and

importance. Psychological significance of columns and steps of LessonPlan.

### Transactional Mode

PanelDiscussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### Suggested Readings

- Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot Haseen Taj. (2006). Educational Technology. H.P. Bhargava Book House, Agra
- Haseen Taj. (2008). Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). Principles and Techniques of Education Delhi: Surjeet Publications. Sharma, R.A. (2008). Technological foundation of education Meerut: R. Lall Books. Depot Singh, Y.K. (2009). Teaching Practice New Delhi: APH Publishing Corporation.
- Stephen, M. A., & Stanle, R. (1985) Computer instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use Microsoft access? Californi: Emery ville.
- Vanaja, M. (2006). Educational Technology Hyderabad: Neelkamal Publications Pvt

**Course Title : Teaching of Agriculture**

**Course Code : BED125**

L	T	P	Credits
2	1	0	3

### Course Outcomes

On the completion of the course, the students will be able to

1. Analyze concept of agriculture at different levels and in different context.
2. Use basic methods and techniques at different levels.
3. Participate in development of agriculture plan,

4. Demonstrate positive attitude regarding agriculture implements.
5. Develop work ethics as important components in agriculture and knowledge different types of crops.

## Course Content

### UNIT I

**10 hours**

1. Meaning and Scope of Agriculture, Importance of Teaching Agriculture and its Place in the School Curriculum.
2. Correlation of Agriculture with Economics, Geography, Ecology and Biology.

### UNIT II

**11 hours**

1. Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
2. Lesson Planning, unit planning
3. Types and use of various agricultural implements.

### UNIT III

**11 hours**

1. Brief History of Agriculture in Punjab after green revolution.
2. Knowledge about sowing of Rabi and Kharif crops in India.

### UNIT IV

**13 hours**

1. Soil: Type, Formation, Soil Fertility, Soil Conservation.
2. Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
3. Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

## Transactional Modes

Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brainstorming, Role Play, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

## Suggested Reading

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). Characteristics of beginning agriculture teachers and their commitment to teaching. *Journal of Agricultural Education*, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Programme of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.
- Handbook of Agriculture. Indian Council of Agriculture Research, New

Delhi (2011)

- Aretas, Iol.N. (2012). The Teaching of Agriculture. General Books:
- Sherkara, P.C (2016) Paermers Handbook on Basic Agriculture. Desai fruits and vegetables Pvt. Ltd. Navsari Gujrat

**Course Title : Teaching of Music**

**Course Code : BED126**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop understanding on the different concepts of music industry
2. Enhance the skills in teaching of music
3. Elaborate the skills to play instruments Tanpura, Tabla, Sitar.
4. Understand the key pins in teaching music
5. Apply the theoretical knowledge to identify the teaching techniques of music

**Course Content**

**UNIT I**

**10 hours**

1. Historical development of Music and Musical instruments from Ancient times to Modern Times;
2. Aims & objectives of teaching of music, importance of Music in daily life.
3. Music Curriculum construction
4. Indian Classical Music in educational institutions – Its importance, popularization.

**UNIT II**

**12 hours**

1. Methods of teaching music
2. Relationship of music with other Courses.
3. Voice-culture & larynx

**UNIT III**

**10 hours**

1. Writing a lesson plan, unit plan – concept, procedure, importance.
2. Evaluation in Music

**UNIT IV**

**13 hours**

1. Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
2. Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

**Transactional Modes**

Video based Teaching, E-TeamTeaching, Open talk, PanelDiscussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing 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*

**Course Title : Teaching of Life Studies**

**Course Code : BED127**

L	T	P	Credits
2	1	0	3

### Course Outcomes

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

1. Gain insights on the meanings, aims and nature of Life Science.
2. Explain Life Science as dynamic and expanding body of knowledge.
3. Use various methods and approaches of teaching Life Science.
4. Stimulate curiosity amongst life science students.
5. Write unit plans and lesson plans for effective teaching learning process

### Course Content

#### UNIT I

**12 hours**

1. Life Science: Concept, importance and impact on daily life, correlation (intra- disciplinary, inter-disciplinary and with day to daylife)
2. Aims and objectives of teaching life Science-Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching life science at secondary and senior secondarylevel.
3. Formulating Instructional objectives in behavioural terms (Magers and RCEMapproach).

#### UNIT II

**11 hours**

1. Methods: lecture cum demonstration method, Scientific method, discussion method, Project Method, conceptmapping.



2. Approaches: Inductive & Deductive, Problem Solving approach, Cooperative Learning approach, experiential learning approach.
3. Scientific attitude: Concept, characteristics and role of science teacher in its development.

**UNIT III****12 hours**

1. Lesson planning and Unit planning in life science: Meaning, importance and design. Planning and organization of laboratory experiences and group activities. Preparation of lesson plans in life science.
2. Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, Edusat, LCD Projector, Interactiveboard.
3. Life science teacher: Role in nurturing curiosity, aesthetic sense and creativity in life science, professional development programmes, role of reflective practices in professional development.

**UNIT IV****10 hours**

1. Components of food
2. Photosynthesis
3. Human Respiratory system
4. Human Digestive system

**Transactional Modes**

Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brainstorming, Role Play, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.

**Course Title : Teaching of Sociology****Course Code : BED128**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.

2. Acquaint pupil teachers with different methods and techniques of teaching of sociology.
3. Acquaint the pupil-teachers with different audio-visual aids & utilization techniques.
4. Integrate the knowledge drawn from various areas like History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
5. Develop the skills of preparing lesson plan & its presentation

## Course Content

### UNIT I

**10 hours**

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other Courses: Political Science, History, Literature (languages), Psychology and Geography
3. Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

### UNIT II

**10 hours**

#### 1 Methods of teaching

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

#### 2 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 III

**12 hours**

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Use of lesson plan in teaching of sociology.
3. Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

### Unit IV

**13 hours**

- 1 Social Institutions – Marriage, Family, Kinship.
- 2 Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
- 3 Brief Contributions of Social Thinkers: Shri Guru Nanak Devji, S.C. Dube, Swami Vivekananda, Mahatma Gandhi

## Transactional Modes

Video based Teaching, E-TeamTeaching, Open talk, PanelDiscussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing Storming, Role Play, 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.
- Shaida, B.D. (1962). *Teaching of Political Science*.Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*.New Delhi: Anmol Publications Pvt. Ltd

**Course Title : Teaching of Public Administration**

**Course Code : BED129**

L	T	P	Credits
2	1	0	3

### Course Outcomes

On the completion of the course, the students will be able to

1. Develop an understanding of aims and objectives of teaching of Public administration.
2. Critically analyze different methods and techniques of teaching of Public Administration.
3. Develop the skills of preparation of lesson plan and its presentation.
4. Understand the Role of ICT in Public Administration.
5. Develop the understanding of micro teaching skills.

### Course Content

#### UNIT I

**10 hours**

1. Meaning, nature, scope and importance of public administration in moderncontext.
2. Relation of public administration with other Social Sciences; Politics Science, History, Psychology, Sociology, Geography, laws, Economics
3. Importance of teaching of public administration: Aims and Objectives with special reference to Bloomstaxonomy.

#### UNIT II

**10 hours**

1. Difference between approaches, strategies and methods.
2. Types of approaches- Inductive, Deductive
3. Methods ofteaching:

- |                       |                    |
|-----------------------|--------------------|
| (a) Lecture method    | (d) Source method  |
| (b) Discussion method | (e) Problem method |
| (c) Project method    | (f) Survey method  |
4. Techniques and devices of teaching:
- |                    |                   |
|--------------------|-------------------|
| (a) Assignments    | (d) Seminars      |
| (b) Symposium      | (e) Dramatization |
| (c) Illustration   | (f) Questioning   |
| (g) Brain storming | (h) quiz          |

**UNIT III****12 hours**

1. Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban).
2. Lesson Plan: Need, importance and steps of writing it in teaching of public administration.
3. Micro Teaching- concepts and skills, writing an instructional objective, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board

**UNIT IV****13 hours**

- 1 Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization.
- 2 Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.
- 3 Role of ICT in Public Administration

**Transactional Modes**

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Group Discussion, Role Play, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.
- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.
- Luxmi Kanth, M., *Public Administration* New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration Ludhiana*: Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, G. (2008). (Samajik Adhain da Adhiapan). Ludhiana: Chetna

Parkashan.

- Singh, R.L., *Teaching of History of Civics*.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

**Course Title : Teaching of Physical Science**

**Course Code : BED130**

L	T	P	Credits
2	1	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Gain insight into the meaning and nature of Physical Science.
2. Express Physical Science as dynamic and expanding body of knowledge.
3. Identify and formulate aims and objectives of Physical Science teaching.
4. Use various methods and approaches of teaching Physical Science.
5. Construct a blue print of question paper in Physical Science.
6. Examine different pedagogical issues in learning Physical Sciences

**Course Content**

**UNIT I**

**10 hours**

1. Physical Science: Concept, importance and impact of physical science in daily life.
2. Aims and objectives of teaching physical science- Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching physical science at secondary and senior secondary level.
3. Formulating Instructional objectives in behavioural terms (Magers and RCEM approach).

**UNIT II**

**10 hours**

1. Methods- Scientific method, Project Method, Heuristic Method and lecture cum demonstration method.
2. Approaches- Inductive & Deductive Approach, Cooperative Learning, Enquiry based approach
3. Scientific attitude - Concept, characteristics and role of science teacher in its development.

**UNIT III**

**10 hours**

1. Evaluating Learning in Physical Science-Concept, need, types and Steps.
2. Construction of objectives based test items, preparation of blueprint.

**Unit IV**

**15 hours**

1. Pedagogical analysis of following topics in physical science.
2. Motion- Concept and types
3. Force and its types, Energy and its types

4. Chemistry in daily life- Food preservation, Medicine and clothing.

### Transactional Modes

Video based Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Braing Storming, Role Play, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### Suggested Readings

- Bhandula, N. (1989). Teaching of Science. Ludhiana: ParkashBrothers.
- Das , R.C. (1992). Science Teaching in School. New Delhi: SterlingPublishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas PublishingHouse.
- Kalra, R.M. (2010). : Science Education for Teacher Trainees, New Delhi, PHILearning.
- Kohli, V.K. (2006). How to Teach Science. Ambala: VivekPub.2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- Mohan, Radha (2007) . Innovative Physical Science Teaching Method, P.H.I., NewDelhi.
- Richardson, J.S and Caboon, G.P. (2005). Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: DoabaHouse.
- Soni, Anju (2000). Teaching of Science. Ludhiana: Tandon Publications.

## SEMESTER – II

**Course Title : Learning and Teaching**

**Course Code : BED201**

L	T	P	Credits
4	0	0	4

### Course Outcomes

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

1. Understand the nature of teaching learning process.
2. Get knowledge of the concept of individual dimensions of human development
3. Apply different Perspectives on human learning and understand the role

- of learner and teacher
4. Use the Models of Teaching
  5. Understand the concept of Pedagogy & case analysis and its principles

## **Course Content**

### **UNIT I**

**14 hours**

1. Learning and Teaching: Meaning, concept and principles, relationship between teaching and learning.
2. Equitable and Inclusive Education: Learning for All (NPE: 2020)
3. 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).
4. Socio-cultural factors influencing cognition and learning.
5. Facilitating holistic development (for self and society).

### **UNIT II**

**14 hours**

1. Implicit knowledge and beliefs about learning (demystifying misconceptions).
2. Perspectives on human learning: Behaviourist, cognitivist, information-processing view, social-constructivist
3. Principles, relevance and applicability of human learning in different learning situations (drawing selectively on the ideas of Skinner, Piaget, Vygotsky).
4. Role of learner in various learning situations, as seen in different theoretical perspectives,
5. Role of teacher in teaching-learning situations: transmitter of knowledge, model, facilitator, negotiator, Co-learner.

### **UNIT III**

**16 hours**

1. Teaching: Concept, nature, and theories/approaches (Behavioristic, Cognitivist, Constructivist)
2. Models of Teaching: Concept Attainment; Inquiry Training; Advance Organizer model, inductive teaching model.
3. Reflective teaching: concept and strategies for making teachers reflective practitioners.
4. Teaching as profession; professional ethics for teachers

### **Unit IV**

**16 hours**

1. Pedagogy: Concept, principles and techniques of pedagogy.
2. Simulated Teaching, Micro Teaching: meaning, concept and its application in teaching learning process.
3. Case Analysis: Analysis of teaching of effective teachers

**Transactional Modes**

Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- Aggarawal J C, (2010). Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi
- Chauhan S S, (2009). Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi
- Charles E Skinner (2012). Educational Psychology P H I Learning Pvt. Ltd.- New
- De Cecco J P, (1996). Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi
- Dr. Usha Rao, (2008). Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- Caggart, G.L. (2005). Promoting Reflective Thinking in Teachers. Crowin Press
- Irvine, J.J. (2003). Educating teachersfor diversity: Seeing witha cultural eye. New York: Teachers College Press
- Lampert, M. (2001). Teaching problems and the problems of teaching New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005). Preparing Teachers for a Changing World. Jossey-Bass, San Francisco
- Martin, D. J. & Kimberly S. Loomis (2006). Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi
- Schon, D. (1987). Educating the Reflective Practioner: Towards a New Design for Teaching and Learning

**Course Title : Creating and Inclusive Schools**

**Course Code : BED202**

L	T	P	Credits
4	0	0	4

**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand concept, meaning and significance of inclusive education
2. Appreciate the need for promoting inclusive practice and roles and responsibilities of the teachers, parents, peers and community.
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive



education.

4. Understand the nature and needs of CWDN.
5. Identify and utilize existing resources to promote inclusive practice.

## **Course Content**

### **UNIT I**

**13 hours**

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

### **UNIT II**

**13 hours**

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

### **UNIT III**

**17 hours**

1. Learning disability -Concept, causes, screening & Classroom management strategies.
2. Mental Retardation -Concept, causes, screening & Classroom management strategies
3. Visual Impairment and Hearing Impairment -Concept, causes, screening & Classroom Management strategies
4. Locomotor Impairment & - Concept, causes, screening & Classroom management strategies

### **UNIT IV**

**17 hours**

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

## **Transactional Modes**

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Case Analysis, Role Play, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

## **Suggested Readings**

- Bartlett, L. D., Weisenstein, G. R., and Etscheidt, S. L. (2002). Successful

inclusion for educational leaders. Prentice Hall.

- Gartner, A. and Lipsky, D. D. (1997). Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. and Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. and Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. and Rozario, J. ((2003). Learning Disabilities in India.Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M.(1994).Curriculum-Based Assessment in Special Education.California, SingularPublications.
- Lewis, R. B. and Doorlag, D. (1995). Teaching Special Students in the Mainstream.4th Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. and Alper, S. (1996). Curriculum content for Students with Moderate and SevereDisabilities in Inclusive Setting.Boston, Allyn and Bacon
- Sedlak, R. A.and Schloss, P.C.(1986). Instructional Methods for Students with LearningandBehaviour Problems. Allyn andBacon
- Stow L. and Selfe, L. (1989). Understanding Children with Special Needs. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). Exceptional Lives: Special Education inToday's Schools. 2nd Ed.New Jersey Prentice-Hall.Inc.
- Vlachou D. A. (1997). Struggles for Inclusive Education: An ethnographic study. Philadelphia, OpenUnive
- Westwood P. (2006). Commonsense Methods for Children with Special Educational N

**Course Title : Basic of Research**

**Course Code : BED203**

**Course Outcomes**

On the completion of the course, the students will be able to

1. Explain the meaning, nature and types of research
2. Condoct action research in their intitutations

L	T	P	Credits
3	0	0	3

3. Understand and develop the hypothesis in research.
4. Select appropriate sampling technics for their research
5. Understand meaning and their type of research tools

### **Course Content**

#### **UNIT I**

**10 hours**

1. Educational Research: Meaning, Nature and Scope
2. Types of Research: Pure, Applied and Action research

#### **UNIT II**

**10 hours**

1. Action Research: Meaning, Need and Charterstics
2. Steps of Action Reasech

#### **UNIT III**

**10 hours**

1. Hypothese: Meaning, types
2. Variables: Meaning, Type

#### **UNIT IV**

**15 hours**

- 1 Sampling Technices: Meaning and its types
- 2 Research tools: Meaning and type

### **Transaction Mode**

Lecture cum discussion, Seminar, Dialogue, Peer Group Discussion, Self-Learning, Collaborative Learning and Cooperative Learning

### **Suggested Readings**

- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). Introduction to research in Education. Belmont, CA: Wadsworth/Thomson Learning.
- Best J.W. & Kahn, J. V. (2006). Research in Education. New Delhi: Pearson Education Inc.
- Bhandarkar, P.L. & Wilkinson, T.S. (2010). Methodology and Techniques of Social Research. Himalaya Publishing House, New Delhi.
- Bogdan, R.C., & Biklen, S.K. (2014). Qualitative Research for Education: an introduction to theory and methods. New Delhi: PHI Learning Pvt. Ltd.
- Creswell, J.W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. London: SAGE Publication.
- Creswell, J. W. (2015). Educational Research: Planning, Conducting and Evaluating Quantitative and qualitative Research, Pearson, Boston.
- Gay, L.R. (1990). Educational Research-Competencies for Analysis and Application. Macmillan Publishing Company, New York.
- Koul, L. (1984). Methodology of Educational Research. New Delhi: Vikas Publication
- Kerlinger, F.N. (1973). Foundation of Behavioral Research. New York: Holt Rinehart & Winston.
- Newby, P. (2014). Research Methods for Education. New York: Routledge

Publications.

- Richards, L., & Morse, J.M.(2013). Qualitative Methods. U.S.A: Sage Publications, Inc.

**Course Title : Pre-Internship**

**Course Code : BED204**

L	T	P	Credits
0	0	8	4

### **Course Outcomes**

On the completion of the course, the students 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 learningand 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 andarrange the resources to create conducive learning
5. Formulate the co-curricular and extra -curricular activities in the school to providesupport to curriculum

### **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. secondaryschool 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 and reflection.

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

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand the nature of assessment and its role in teaching learning process.
2. Critically analyze the role of assessment at different domains of teaching.
3. Develop the skills of construction of testing tools.
4. Manage and implement assessed data.
5. Examine different trends and issues in assessment.

**Course Content****UNIT I****15 hours**

1. Meaning of Assessment, Distinction between assessment of learning and assessment for learning, Measurement, Tests, Examination, Evaluation and their interrelationships
2. Purposes and objectives of Assessment – for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties
3. Principles and Types of evaluation
4. Norm referenced and criterion referenced testing; teacher made and standardized tests; essay type, objective type and objective based tests.

**UNIT II****10 hours**

1. Steps of Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
2. Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
3. Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

**UNIT III****10 hours**

1. Scoring procedure - manual and electronic, development of Rubrics
2. 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
3. Place of marks, grades and qualitative descriptions
4. Role of Feedback in Improving learning and learners' development.

**Unit IV****10 hours**

1. Existing Practices: Semester system, CCE, Grading and Choice Based Credit System
2. Issues and Problems: Marking vs. Grading, Objectivity vs. Courseivity, Non-
3. Detention Policy, the menace of coaching
4. Policy Perspectives on Assessment: NCF (2009), RTE (2009)
5. Emerging Practices in Assessment: Standard Based Assessment, Online, Computer
6. Based and Open Book Examinations.

**Transactional Modes**

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Aggarwal, R.N. & Vipin Asthana (1983): Educational Measurement & Evaluation Agra: Vinod Pustak Mandir.
- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation. New Delhi: Sterling Publishers.
- Anastasi, A. (1983). Psychological Testing. 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin (2011). Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra
- Ebel, L.R. and Frisbie, D.A. (1991). Essentials of Educational Measurement. New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973). Statistics in Education and Psychology. Bombay, Vakils Febber and Simons.
- GOI (2009). The right of children to free and compulsory education act (2009) Retrieved from [http:// mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf).
- 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\\_9.6.2011.Pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf).
- Kubiszyn, Tom and Borich Gary (1993). Educational Testing and Measurement Harper Collins college publishers
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014). Psychological testing and Assessment. Mc Graw Hill Education (India)

Private limited.

- 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.
- Thorndike, R.L., & Hagen E. (1977). Measurement and Evaluation on Psychology and Education. New York, John Wiley and Sons, Inc
- Ved Prakash, et al (2000). Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

**Course Title : Value Education**

**Course Code : BED206**

L	T	P	Credits
3	0	0	3

### Course Outcomes

On the completion of the course, the students will be able to

1. Understand the significance of values.
2. Understand the relevance of family, society and teacher in value education.
3. Know the traditions of Indian Value System as well as Indian constitutional values.
4. Apply the various core values their life.
5. Understand the Religious and Cultural practices in the context of value education.

### Course Content

#### UNIT I

**10 hours**

1. Value Education: Meaning, need & importance, Classification of alues.
2. Challenges of values adoption.
3. Methods, approaches and strategies of inculcating values.

#### UNIT II

**10 hours**

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

#### UNIT III

**15 hours**

1. Evolution of Value Education in Indian perspective.
2. Values inherent in the preamble of Indian Constitution.
3. Values for Character Development.

**UNIT IV****10 hours**

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

**Transactional Modes**

Video based Teaching, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, seminars

**Suggested Readings**

- Chandrasekaran, V. & Rajesh V. R. (2012) Role of Sustaining Values among Children, Towards
- Excellence in Education, Almighty Book Company, Chennai-11.
- Ugin Rositta, 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
- Myrtle Joyce Shobha D'Soua (2015) Value-Based Approach to promote Peace Education, Edutracks, A monthly Scanner of Trends in Education May 2015 Vol .14 No.9
- Ajit Kumar Singh, Ritu Nigam (2015) Policy Perspectives in Peace and Value Education in the Indian context. Edutracks, A monthly Scanner of Trends in Education Feb 2018, Vol. 17 No.6
- Vibha Devpura (2018) Empowering Adolescents with Life Skills Education Edutracks, A monthly Scanner of Trends in Education Mar 2018 Vol .17 No.
- 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.
- Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (2127). *Understanding value education in the primary school*. York: Reports Express.

**Course Title : Adult Education**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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**Course Code : BED207**

<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand the concepts of 'adult' and 'adult education.
2. Explain the meaning of different, but relevant terms used in adult education
3. Distinguish between and among different terms used in literacy and adult education
4. Describe the need, significance and characteristic features of adult education; and State the Methods & Techniques in Adult Education

**Course Content****UNIT I****11 hours**

1. **Adult Education:** meaning, need, significance and characteristic features of adult education, Adult education and approaches to learning: Experimental learning. Self-directed learning. Factors influencing effective learning.

**UNIT II****11 hours**

1. **Concept of adult learning:** Factors facilitating adult learning. Ways in which adult learning occurs., Psychology of adult learning., Personality and its social context., Persuasive techniques in adult learning changing/developing attitudes.

**UNIT III****12 hours**

1. **Methods & Techniques in Adult Education:** Individual and group methods-lecture, discussion, demonstration, Role-play, dramatization method. Methods of teaching literacy: Analytic, Synthetic & Analytic-Synthetic., adult education in five year plans.

**UNIT IV****11 hours**

1. **Social education:** Gram Shiksha Mohim., Functional literacy programmes – farmer's training and functional literacy, programme. Rural National adult education programme, Total literacy campaign (TLC).

**Transactional Modes**

PanelDiscussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Simulation, Lecture method, seminars

**Suggested Readings**

- Anasari N.A., (1990). Adult Education in India: S. Chand & Co., New Delhi
- Bookfield, Stephan, D: (1986). Understanding and Facilitating Adult Learning, Open University Press: London,
- Kidd, J.R.(1973). How Adults learn, Association Press, New York,
- Kolb, David a., (1984). Experimental Learning, Prentice Hall, Inc.

Englewood Cliffs, New Jersey

- Rogers Allen, (1989). Teaching Adults: Sterling Publishers, New Delhi,
- Aggarwal, J. C. 1989. Adult and Social Education in India: Global Perspective, p.4. Delhi: Doaba House.
- Ansari, S. 1996. "Role of Library in Adult Education" in Literacy Campaigns and Libraries V. Venkatappaiah (ed), pp.54-61. New Delhi: Ess Ess Publications.
- Deleon, A. 1970. What is new in Adult Education? A Tentative Answer. Quoted in Aggarwal, J. C. 1989 Op. Cit.
- Knowles, M. S. 1990. "Andragogy: An Emerging Technology for Adult Learning", in Tight, M. (Ed). Educutioiz for Adults Vol.1: Adult Learning and Education. London: Routledge in Association with the Open University.
- Lindeman, E.C. 1961. "The Meaning of Adult Education" quoted in Aggarwal, J.C. 1989. Op. Cit, p.2.
- UNESCO. 1976a. Draft Recommendations on the Development of Adult Education. Paris: UNESCO

**Course Title : Human Rights Education (VAC)**

**Course Code : BED208**

L	T	P	Credits
2	0	0	2

**Learning Outcomes**

**On the completion of the course the students will be able to**

1. Develop a basic Understanding of Historical Background of Human Rights
2. Develop a Holistic approach and integrated understanding of the human rights.
3. Bring an awareness of the primary categories of human rights.
4. Bring awareness about the women's Right.
5. Develop understanding and preventive measures regarding child labour.

**Course Content**

**Unit-I**

**10 Hours**

1. Define the term 'Human Rights', Need and Importance of Human Rights.
2. Principles of Human Rights.

**Unit II**

**8 Hours**

1. Five primary Categories of human Rights and their Examples.
2. Women's rights as Human Rights.

**Unit III****6 Hours**

1. Human Rights Education: Citizenship Education, Peace Education, Education for Social justice, Education for democracy.
2. Child labour: meaning of child labour, Types, effects of Child labour and reason behind child labour.
3. Human rights that Prohibits child labour

**Unit IV****6 Hours**

1. The National Human Rights Commission (NHRC) of India: the main function of NHRC, Headquarters, year of Establishment, Chairperson.
2. International labour Organisation (ILO): Headquarter, year of establishment, chairperson and main function of ILO.
3. Human Rights and United Nations: Role of UN in Protecting Human Rights, Promoting and Protecting Human Rights in the UN System.

**Transactional Modes**

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, E-Monitoring, Flipped Teaching, Quiz.

**Suggested Readings**

- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- <https://www.who.int/news-room/fact-sheets/detail/human-rights-and-health>
- <https://nhrc.nic.in/>
- <https://nhrc.nic.in/statecommission/maharashtra-state-human-rights-commission>
- [https://en.wikipedia.org/wiki/United\\_Nations](https://en.wikipedia.org/wiki/United_Nations)

**Course Title : Teaching of English****Course Code : BED209**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Acquaint with reading and writing skills.
2. Interpret the text with attention to ambiguity, and complexity
3. Explain different creative forms of English literature like poetry, prose and Drama.

4. Deploy the ideas of formulating questions, identify appropriate methods and engage ethically with sources
5. Use print media and ICT in teaching-learning.
6. Practice a deliberate writing process with emphasis on various aspects of writing

## **Course Content**

### **UNIT I**

**10 hours**

1. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including the use of sauruses, dictionary, encyclopaedia, etc.
2. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher orderskills.

### **UNIT II**

**12 hours**

1. Different Creative forms of English Language: Understanding different forms of literature
2. Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in schoolcurriculum.
3. Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indianlanguages.
4. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various schoollevels.

### **UNIT III**

**10 hours**

1. Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films.
2. Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

### **UNIT IV**

**13 hours**

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) Reading and reflecting: Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
3. Feedback to students, parent's and teachers.

### **Transactional Modes**

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### **Suggested Readings**

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language New Delhi: Kalyani Publishers.
- 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.

**Course Title: Pedagogy of Punjabi**

**Course Code: BAD210**

**Course Outcomes**

L	T	P	Credits
3	0	0	3

On successful completion of the course, the students will be able to:

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

ਪਾਠ ਸਮੱਗਰੀ

ਇਕਾਈ 1

ਘੰਟੇ 10

- 1। ਕਵਿਤਾ ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਵ ਵਿਧੀਆਂ।
- 2। ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿੱਚ ਅੰਤਰ।
- 3। ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।
- 4। ਸਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।

ਇਕਾਈ 2

ਘੰਟੇ 11

1. ਗਕਮ- : 'ਭਿਕ - ਨੋਓ, ਡਏ; ਖ, ਉਦੇਸ਼, ਨਸ/ ਰ। ਪ।
2. ਗਕਮ- : 'ਭਿਕ ਦਹ ਡਸਨਕੋਹ - ਏਡਟਸਕ, ਏਜਕਧਹ, ਡਭਪਜਯ, ਡਟਨਕਏਭ, ਟਕੋਸਏ
3. ਘਕ; ਢਕ ਡ; ਗਡੇਨਕ ਦਕ ਨਡਯਨਕਗਏ - ਰ। ਪ, ਟੇਸਾਕਭ ; ਡਓਸਹ ਸ/ ; । ਯਕੋ ਬਝਹ ; ਕਿਨ.

ਡਝਏਕਝਹ 3

ਘੰਟੇ 12

1. ਡਦਤਢਹੰਹ ; 'ਸ ; ਜਕਡਝਏ ; ਕਯਭ - ਡਏ; ਖ ਨਸ/ ਗਤ: 'ਰਹ ਯਗਸਟ .
2. ਘਕਸ਼ਾ : 'ਰਸਕਟਖ ਦਕ ਾ। ਬਖਏਧ - ਯਕੋਭਕ, ਗਤਹਡੇਨਕ ਨਸ/ ਾ। ਬਖਏਧ ਡਟਗੁ ਫੋਏ, ਾ। ਬਖਏਧ ਦ/ ; ਕਯਭ, ਪ੍ਰਸ਼ਨ ਪੱਤਰਾ ਦਹਨਖ ਡਏ; ਖ ਨਸ/ ਗਤਢ; ਭ ਗਗਸੋ ਦ/ ਡਭੋਕਧ ਦ/ ਡ; ਯਖਸ.
3. ਸ; ਖੀਸੀ ਨਸ/ ਠ। ਗੁਕੋਕਸਡਾਏ ਡ; ਗਡੇਨਕ ਦਕ ਨੋਓ, ਉਦੇਸ਼ ਢ, ਘਕਸ਼ਾ ਸੋ। ਗਹੰਨਖ, ਦ'; ਢਖ ਦ/ ਏਕੋਭ, ਸੋ; ਹ; ਹ ਨਸ/ ਠ। ਗੁਕੋਕਸਡਾਏ ਡ; ਗਡੇਨਕ ਦਹਨਖ ਡਟਯਹਨਖ .

ਡਝਏਕਝਹ 4

ਘੰਟੇ 12

1. ਟਕਏ ਪ'ਯ, ਟਕਏ\_ਭਕ - ਟਕਏਟਜਵ, ਟਕਏ ਟੱਖਦੋਕ, ਡਟ; ਢੋਕਾ ਡੁਜਭਥ, ਾ। ਜਕਟੋ/ ਸ/ ਨੋਕਧ.
2. \_ਭਕ - ਗ?ਥਕ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ।

**ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ**

ਸਲਾਨਾ ਪਸ਼ੂਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ ।

ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ ।

**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 : Teaching of Hindi****Course Code : BED211**

L	T	P	Credits
3	0	0	3

**Course Learning Outcomes:**

On successful completion of the course, the students will be able to:

1. fo|kFkÊ lw{e f'k{k.k vkSj mlds fofHkUu dkS'kyksa dk ç;ksx dj ldsaxs
2. fo|kFkÊ vuqoknu ys[ku dh vko';drk vkSj egRo dks tku ldsaxs
3. fo|kFkÊ fganh Hkk"kk dh fofHkUu fo/kkvksa dk fo'ys"k.kkkRed vè;;u dj ldsaxs
4. fo|kFkÊ ikB~;Øe fuekZ.k ds fl)karksa dks tku ldsaxs
5. fo|kFkÊ fganh Hkk"kk esa ewY;kadu ds fy, fofHkUu çdkj ds ç'u i=ksa dk fuekZ.k dj ldsaxs

**Course Content****bdkbZ ¼d½**

Hours:

12

1. fgUnh f"kk{k.k ds y{;
2. ikB&;kstuk fuekZ.k ds mikxe ¼gjcVZ] Cywe] e,fjlu] vkj-lh-bZ-,e-½
3. lw{e f'k{k.k dkS"ky & vFkZ ,oa izfØ;k] dkS"ky ¼izLrkouk] vuq"kyhu] iz"u] n`Vkar] O;k[k] mn~nhu iforZu] iqucZyu dkS"ky½

**bdkbZ ¼k½**

Hours:

10

1. dfork f"kk{k.k& ¼ek/;fed rFkk mPp ek/;fed Lrj ij½ egRo] mn~ns";] lksiku rFkk fof/k;k;

A

2. x| f" k{k.k & egRo] mn~ns";] lksiku] fof/k;kjA
3. O;kdj.k f" k{k.k & egRo] mn~ns";] lksiku] fof/k;kjA

**bdkbZ<sup>1</sup>/<sub>4</sub>x<sup>1</sup>/<sub>2</sub>**

Hours: 10

1. ikB~;Øe fuekZ.k ds fl)kar
2. ikB~;&iqLrd dk egRo ,oa fo"ks'krk,;jA
3. fganh esa ewY;kadu& vFkZ] egRo] izdkj A
4. iz"u&i= fuekZ.k ds fl)karA

**bdkbZ <sup>1</sup>/<sub>4</sub>?k<sup>1</sup>/<sub>2</sub>**

Hours: 10

1. fØ;kRed vuqla/kku
2. vuqokn ys[ku& vFkZ] egRo rFkk vko";drk A
3. funkukRed f" k{k.k] v" kqf+) "kks/ku o ektZu] mipkjkRed f" k{k.k

**izk;ksfxd dk;Z**

- d- fofHkUu vk/kkjksa ij iz"u&i= dk fuekZ.k & <sup>1</sup>/<sub>4</sub>leL;k lek/kku] l' tukRed fparu] lekykspu fparu] dYiuk" khyrk Okkys iz"u] cgqfpdYih;] y?kq&mUkj; iz"u&i=<sup>1</sup>/<sub>2</sub> [k- fdlh ,d cky&if=dk@cky&iqLrd dh leh{kka

**iqLrd lwph%&**

- thr] ;ksxsUnz HkkbZ <sup>1</sup>/<sub>4</sub>1972<sup>1</sup>/<sub>2</sub> fgUnh f" k{k.k vkxjk% fouksn iqLrdefnj
- [kUuk] T;ksfr <sup>1</sup>/<sub>4</sub>2006<sup>1</sup>/<sub>2</sub> fgUnh f" k{k.k] ubZ fnYyh % /kuirjk; ,.M dEiuh
- IQk;k] j?kqkFk <sup>1</sup>/<sub>4</sub>1997<sup>1</sup>/<sub>2</sub> fgUnh f" k{k.k fof/k] fdrkc ?kj] tkyU/kj] iatkc
- HkkfV;k ds-ds vkSj ukjax] lh- ,y <sup>1</sup>/<sub>4</sub>1989<sup>1</sup>/<sub>2</sub> vk/kqfud fgUnh fof/k;ka] izdk" k ifCy" kj] czntZ cjkM+]
- loZthr dkSj <sup>1</sup>/<sub>4</sub>2009<sup>1</sup>/<sub>2</sub> dY;k.kh izdk"ku] ubZ fnYyh]
- flag] lkfo=h <sup>1</sup>/<sub>4</sub>1997<sup>1</sup>/<sub>2</sub> fgUnh f" k{k.k] yk;y cqdfMiks] esjB]
- pkS/kjh] uan fd" kksj <sup>1</sup>/<sub>4</sub>2009<sup>1</sup>/<sub>2</sub> fgUnh f" k{k.k] xq:lj iq/kkj ifCyds"ku iq/kkj]
- flUgk] izlkn "k=q?u <sup>1</sup>/<sub>4</sub>1964<sup>1</sup>/<sub>2</sub> fgUnh Hkk'kk dh f" k{k.k fof/k] iVuk]
- "kekZ] T;ksfr HkuksV] fgUnh f" k{k.k] iqLrd lnu] V.Mu ifCyds"ku] yqf/k;kuk%

**Course Title : Teaching of Social Studies****Course Code : BED212****Course Outcomes**

On the completion of the course, the students will be able to

1. Know about different types of lesson plans
2. Familiar with the teaching learning aids (projective & non-projective)
3. Understand the Indian constitution.
4. Learn different methods of evaluation.

L	T	P	Credits
3	0	0	3



5. Develop teaching skills among learners

## Course Content

### UNIT I

**13 hours**

1. Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
2. Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching Social Studies – Annual plan, Unit plan, and Lesson plan.

### UNIT II

**10 hours**

1. Resource Centre, Meaning, Importance, Equipments, Advantage & Disadvantage
2. Importance and classification of teaching learning material (Projective & Non-Projective aids)
3. Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, Multimedia in Social studies teaching

### UNIT III

**10 hours**

1. Concept and importance of Evaluation, Principles, Process of Evaluation, Techniques of evaluation: -1. Quantitative 2. Qualitative
2. Construction of an Achievement test and Blueprint.

### Unit IV

**12 hours**

1. Indian Constitutional Design.
2. India's: - Foreign Policy.
3. Social Studies: India & United Nations organization.

### Transactional Modes

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Role Play, 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.
- 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.
- 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 andCompany.
- 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 Social Studies.Jalandhar: Panjab KitabGhar. Taneja, V.K. (1992). Teaching of Social Studies Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies Boston: D.C. Herth and Co.

**Course Title : Teaching of Economics****Course Code : BED213****Code: EDUS-427****Course Outcomes**

On the completion of the course, the students will be able to

1. Acquire basic knowledge of economic issues and reflect desired changes with unrevised Taxonomy.
2. Explore different teaching learning material in economic life with carts/Graphsmodels.
3. Demonstrate knowledge, understanding and application in economics with learningresources.
4. Develop teaching skills
5. Get knowledge of ConsumerRights and Food security inIndia

**Course Content****UNIT I****13 hours**

1. Blooms revised taxonomy of writing behavioral objectives in context ofEconomics lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan: Herbartian lesson plan, RCEM approach and Constructivistapproach

L	T	P	Credits
3	0	0	3

3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

**UNIT II****10 hours**

1. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economic teaching
2. Learning Resource: Primary and Secondary

**UNIT III****10 hours**

1. Concept, importance and tools of Evaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
3. Construction of an Achievement test in Economics and bluePrint.

**UNIT IV****12 hours**

1. Globalization and Indian Economy
2. Consumer Rights
3. Food security in India

**Transactional Modes**

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, 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. & 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 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: Asish 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, New Delhi
- 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 : Teaching of History**

**Course Code : BED214**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Discuss the primary and secondary resources of learning
2. Construct the blue print & analyze the tools of evaluation.
3. Use multimedia in teaching of history.
4. Develop teaching skills
5. Critically analyse movements like quit India, civil-disobedience and non-cooperation.

**Course Content**

**UNIT I**

**14 hours**

1. Blooms revised taxonomy of writing behavioral objectives in context of History lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching History- Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

**UNIT II**

**10 hours**

1. Resource for Learning: Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models, Time-Lines, Overhead Projector, Multimedia in History teaching

**UNIT III**

**11 hours**

1. Concept, Importance and Tools of Evaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to lookfor? Assessing projects: What to lookfor?
3. Construction of an Achievement test and Blueprint.

**UNIT IV****10 hours**

1. Revolt of 1857, Rowlett Act, Jallianwala BaghMassacre.
2. Non-Cooperation, Civil-Disobedience, Quit IndiaMovement.

**Transactional Modes**

Video based Teaching, PanelDiscussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- Aggarwal, J.C. (1997), Teaching of History: A Practical Approach, Eastern BookHouse, Guwahati.
- Ballord. M. (1979), New Movement in Study Teaching of History.templemith, London.
- Bhatia, R.L. (2005). Contemporary Teaching of History, Surjit Publications,Delhi,
- Burston, W.H. (1962). Handbook for History Teachers; and Green, C.W. London, Methuen & Co., Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New 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.
- Elton, G.R. (1967). The Practice of History. London: Methuen.
- Ghate, V.D. (1973). Teaching of History. Oxford University Press,Calcutta.
- Ghate, V.D. (1962). The Teaching of History. Oxford University Press.
- Johnson, H. (1962), Teaching of History. New York: Macmillan..
- Kochhar, S.K. (1985). Teaching of History.Sterling Publishers, New Delhi.
- NCERT, (1970). Teaching History in secondary school publication.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.
- 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 : Teaching of Geography****Course Code : BED215**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

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

1. Develop an understanding of the need and concept of learning Geography
2. Examine various methods of teaching Geography.
3. Use audio-visual aids for teaching Geography
4. Organize tours, field trips and other practical activities.
5. Understand the concept of evaluation.
6. Develop global outlook, scientific observation, critical thinking and sense of interdependence.

**Course Content****UNIT I****10 hours**

1. Concept, Need and importance of a lesson plan.
2. Planning for teaching Geography – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
3. Blooms revised taxonomy of writing behavioral objectives in context of geography lesson Planning

**UNIT II****10 hours**

1. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
2. Maps, Globe, Charts, Graphs, Models (Working & Still), Specimens & Objects, Multimedia in Geography teaching, Preparation of contextual learning aids

**UNIT III****15 hours**

1. Concept and importance of Evaluation
2. Reforms in evaluation: Grading system, Continuous and Comprehensive Evaluation (CCE) in Geography.
3. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?

4. Construction of an achievement test of objective type test items in Geography.

**UNIT IV****10 hours**

1. Directions, methods to find out true north.
2. Drainage pattern of India.
3. Relief of India

**Transactional Modes**

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- National Curriculum Frame Work. (2005). NCERT, New Delhi Position Paper by *National Focus Group on Teaching of Geography*
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography London*: Sage Publications.
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,

**Course Title : Teaching of Political Science****Course Code : BED216**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Design curriculum of teaching of Political Science
2. Explain modern concept and tools of evaluation.
3. Describe various methods of teaching of Political Science.
4. Develop teaching skill
5. Prepare lesson-plan of teaching of Political Science.

**Course Content****UNIT I****10 hours**

1. Curriculum Organization: - Principles of Curriculum construction:
2. Approaches of organizing curriculum in Political Science: Con centric, topical, Unit and Chronological approach.
3. Lesson plan: need importance and steps of writing it in teaching of

PoliticalScience.

**UNIT II****13 hours**

1. Political Science Text Books: Need, importance and Qualities.
2. Need and equipment of Political Science Room.
3. Supplementary material: Magazines. Journals News papers, reference books, Internet and Social Media with reference to Political development.

**UNIT III****12 hours**

1. Difference between approaches, strategies and methods.
2. Methods of Teaching of Political Science- Lecture, Problem solving and Project method.
3. Concept of Formative and summative evaluation in teaching of Political science

**UNIT IV****10 hours**

1. Structure of UNO
2. Steps in Electoral Process

**Transactional Modes**

Panel Discussions, Mentee Meter, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005
- 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
- Singh, Gurmit (2008). *Wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

**Course Title : Teaching of Commerce**

**Course Code : BED217**

**Course Outcomes**

On the completion of the course, the students will be able to

1. Acquaint with activities in the business sector, their organization and MNC.
2. Use the resources for teaching of commerce.

L	T	P	Credits
3	0	0	3



3. Use means for quality improvement in teaching of commerce in classroom with different tests and laboratory.
4. Construct objectives based test items in commerce.
5. Understand the need of professional development of commerceteacher

## Course Content

### UNIT I 12 hours

1. Joint stock Companies-Meaning, features structure and types; co-operative societies- meaning features types, advantages and limitations.
2. Multinational companies- meaning, features advantages and limitations; Insurance- Meaning, need, Principles and types.
3. Entrepreneurship- meaning, Role and importance of entrepreneurship, self employment schemes.
4. Globalization of business- factors that are included in globalization, main characteristics, Advantages and disadvantages; career opportunities in Business.

### UNIT II 11 hours

1. Resources- meaning, types, their uses in the teaching and learning of commerce establishing link between school and different types of resources.
2. Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable
3. Commerce club or association activities school bank-school co-operativesociety.
4. Community Resources-Meaning, types and uses

### UNIT III 13 hours

1. Achievement test- Characteristics-objectivity, reliability, validity and practicability- forms of test items-multiple choice type-short answer type and essay type, construction
2. Construction of objectives based test items in commerce, Unit test-importance-steps, construction and uses
3. Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce, Critical analysis of commerce question papers *Commerce Teacher*
4. Qualities of a Commerce teacher, Need of professional development of commerceteacher
5. Need and Importance of in service teacher training of commerce, *Commerce room Quality improvements in Commerce*
6. Programmes for quality improvement in teaching of commerce- role of seminars, workshops & projects.

**UNIT IV****9 hours**

1. E-learning in commerce
2. Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce
3. Models-Educational broadcasting and telecasting-interact video, tele-lecture, videoconferencing, software in commerce, Podcasting

**Transactional Modes**

PanelDiscussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, 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
- 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 PublishingCorporation
- 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 PublishingCorporation.

**Course Title : Teaching of Mathematics****Course Code : BED218**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Course Outcomes**

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

1. Design curriculum of teaching of Mathematics.
2. Develop proper understanding of modern concepts and tools of evaluation.
3. Acquaint pupil teachers with methods of teaching of Mathematics.
4. Enable pupil teacher to prepare lesson plan of teaching of Mathematics.
5. Develop understanding to different branches of Mathematics.

**Course Content****UNIT I****10 hours**

1. Curriculum, Meaning & Principles
2. Qualities of mathematics teacher: general, personal & specific; Professional growth— participation in conferences, seminars, workshops, projects.
3. Internship in teaching of mathematics, concept & importance.

**UNIT II****10 hours**

1. Evaluation- concept, need, types and criteria.
2. Identifying learner's strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, mathematics club, contests and fairs, recreational activities—games, puzzles and riddles in mathematics,
3. Learning Resources in Mathematics:
  - Text-book quality (academic and technical)
  - Mathematics Laboratory.
  - Mathematics Library.

**UNIT III****13 hours**

1. Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
2. Micro teaching: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Reinforcement, Black Board Writing.

**UNIT IV****12 hours**

1. Geometry:
  - Basic Geometrical ideas (2-D & 3-D Shapes) Symmetry: (reflection)
  - Constructions (Using straight edge scale, protractor, compasses) Quadrilaterals
  - Menstruations (circle, sphere, cone, cylinder, triangles) Data handling, statistics, mean mode media & SD

**Transactional Modes**

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, 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 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.i-be.unesco.org>

#### Course Title : Teaching of Science

Course Code : BED219

L	T	P	Credits
3	0	0	3

#### Course Outcomes

On the completion of the course, the students will be able to

1. Select and use appropriate learning resources in teaching of science.
2. Plan and organize various co-curricular activities in science.
3. Organize science laboratory and effectively use improvised science apparatus.
4. Stimulate curiosity amongst science students.
5. Write unit plan and lessons plan for effective teaching in science

#### Course Content

##### UNIT I

**12 hours**

1. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, Science museum, Science fair, Excursions.
2. Science Text books- need and importance, criteria for selection, use of Reference books, Journals, Teacher manuals in science teaching
3. E-learning: concept, and use of e-books and e-journals in science.

**UNIT II****13 hours**

1. Practical work in Science - Need, Importance and Organization.
2. Science kits and Improvisation of science apparatus.
3. Planning of Science Laboratory- White House Plan, Laboratory equipment and Material- selection, purchase, maintenance and First Aid in Laboratory.

**UNIT III****10 hours**

1. Instructional Media: Meaning, Importance, Classification, Principle of Selection and use of ICT, Chalk board, Models, Specimens.
2. Lesson planning in science –Meaning, importance, steps (Herbartian, Constructivist approach).

**UNIT IV****10 hours**

1. Science teacher: Professional growth, teacher as a community of learners, collaboration of schools with Colleges/Universities.
2. Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion

**Transactional Modes**

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, E-Monitoring, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**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: 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., 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. Washten, Nathan S. (1967). Teaching Science Creatively. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools. Boston: Allen and Becon.
- Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation

**Course Title : Teaching of Home Science**

L	T	P	Credits
3	0	0	3

**Course Code : BED220**

**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand the qualities and competencies of Home Science teacher.
2. Use appropriate learning resources in teaching of Home Science.
3. Organize co-curricular activities in Home Science at school level.
4. Acquainting the organization of Home Science department and its maintenance.
5. Write the unit plans and lesson plans for effective teaching of Home Science.
6. Prepare as well as select suitable instructional aids for teaching Home Science.

**Course Content**

**UNIT I**

**12 hours**

1. Learning resources in Home Science –Text Books, reference books, journals, e-resources and community Resources
2. Learning beyond classroom – Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions
3. Practical work in Home Science – Need, importance and its organization

**UNIT II**

**11 hours**

1. Organization of Home Science department – Importance and principles.
2. Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory. Upkeep and Management of Home Science department
3. Lesson planning and Unit planning in Home Science, Meaning,

Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

**UNIT III** **10 hours**

1. Meaning, importance, classification, selection and use of various instructional aids in Home Science
2. Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

**UNIT IV** **12 hours**

1. Home Science and Environmental Issues
2. Reflection on Recent Advancements in Home Science
3. Home Science and Sustainable Development
4. Innovative Approaches in Home Science

**Transactional Modes**

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. Anmol Publications, New Delhi
- Bhargava, Priya (2004). *Teaching of Home Science*. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. Sterling Publisher, New Delhi
- Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994). *Teaching of Home Science*, Parkash Book Depot, Ludhiana
- Neelam: Teaching of Home Science. Tandon Publications, Ludhiana
- Seshaiyah, Ponnana Rama (2004). *Methods of Teaching Home Science*. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi
- Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*, A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994). *Teaching of Home Science*. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena, B.M (2012). *Teaching of Home Science* R. Lall Book Depot, Meerut.
- Grover, Meenu (2012). *Teaching of Home Science*, Saurabh Publishing House,

New Delhi.

**Course Title : Teaching of Physical Education**

**Course Code : BED221**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Demonstrate the skills necessary to participate in sports activities
2. Apply the cognitive abilities of curriculum of Physical Education in order to maintain the lifelong fitness
3. Develop the understanding of the value of health and physical fitness
4. Apply effective ways of teaching-learning process for teaching of physical Education
5. Analyze the different situations and time value through the participation in activities

**Course Content**

**UNIT I**

**15 hours**

1. Methods of Teaching: Concept and types of Methods of Teaching – Lecture method, Demonstration method, Lecture –cum- demonstration method, Command method, Discussion method, Project method.
2. Audio-visual Aids: Educational Significance and Practical use of teaching aids in Health and Physical Education. Classification of audio-visual aids – Charts, 3-D Models, Black- Board, T.V., Computers, LCD.
3. Lesson planning: Meaning, Importance and Construction of Lesson plans for Teaching of Health and Physical Education.

**UNIT II**

**10 hours**

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programmes and its Sustainability.
2. Motivation: Meaning, Importance and its types.
3. Role of Health and Physical Education in developing National Integration and International Understanding among people.

**UNIT III**

**10 hours**

1. Curriculum: Concept, Principles of curriculum construction and Importance of Health and Physical Education in school curriculum.
2. Supervision and Evaluation: Meaning, Need and Importance in Health and Physical Education.
3. Athletic Meet: Meaning, Importance and how to Organize Athletic Meet at School Level.

**UNIT IV**

**10 hours**

1. Yoga: Meaning, Need and Significance of Yoga Asanas.



2. Role of Sports, Health and Physical Education in Society.
3. Obesity: Meaning of Obesity and Calculation of Body Mass Index.

### Transactional Modes

Panel Discussions, Mentee Meter, Cooperative Teaching, Group Discussion, Brain Storming, Role Play, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

### Suggested Readings

- Atwal & Kansal, (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurusar Sadhar: Gurursar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Voltmeter, F.V. and Esslinger, A. E. (1964). The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983). Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). Essentials of Physical Education. Kalyani Publishers, Ludhiana.

**Course Title : Teaching of Fine Arts**

**Course Code : BED222**

L	T	P	Credits
3	0	0	3

### Course Outcomes

On the completion of the course, the students will be able to

1. Demonstrate artistic skills to teach various concepts and school Courses
2. Plan field trips and excursions for Fine Arts students
3. Prepare lesson plans
4. Use audio-visual aids for teaching-learning
5. Develop ability to teach effectively and creatively

**Course Content****UNIT I** **13 hours**

1. Significance of Fine Arts & its correlation with other school subjects.
2. Importance of Field trips and Excursions in Fine Arts.
3. Use of Textbooks in teaching Fine Arts:
  - i. Availability and advisability of prescribed textbooks in practical work.
  - ii. Theoretical part and criteria of selection.
  - iii. Reference books and books for supplementary reading.

**UNIT II** **12 hours**

1. Lesson planning to teach:
  - Line
  - Colour
  - Design
  - Still Life
  - Poster
2. Audio-Visual Aids in teaching of Fine Arts.
3. Holding the Art classes (Primary, Middle & Higher Classes).

**UNIT III** **10 hours**

1. Elements of Art.
2. Six limbs of Indian Art (Shadanga).
3. Fine Arts & Society.

**UNIT IV** **10 hours**

1. Importance of Colours in life.
2. Evaluation devices in art.
3. Appreciation of art.

**Transactional Modes**

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company. Jaswani, K.K., Teaching and Appreciation of Art in

Schools.

- LowenfeldViktor .Creative and Mental Growth.
- Margaret, Marie Deneck (1976). Indian Art.London: The Himalata Publication. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
- Read, Herbert. Education through art[paperback]. Shelar, Sanjay. Still Life.JyotsnaPrakasha

**Course Title : Teaching of Computer Science**

**Course Code : BED223**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop understanding on the different part of computer system
2. Use various skills, techniques and strategies for the teaching of Computer Science.
3. Enhance the computer skills through the use of computer
4. Demonstate the competence skills in computer
5. Analysze the content of teaching of Computer Science

**Course Content**

**UNIT I**

**10 hours**

1. Algorithm, flowchart, elements of 'C' programming with simpleillustrations.
2. Elements of database and its applications, Introduction to cloudcomputing.
3. Network of Computers: Network, Types of network, Categories ofnetwork.
4. World Wide Web - browsing and searchengines,
5. Internet – Meaning – Working Principle – Types – LAN – Wi-Fi –Uses;
6. E-mail – Meaning & it'sworking;
7. Web Design – Meaning & its Creation – HTML – Meaning &Importance.
8. Multimedia applications, Fundamentals of mobilecomputing.

**UNIT II**

**10 hours**

1. Text Books – Qualities of good computer science textbook
2. Role of text book in teaching computerscience
3. Criteria for evaluation of computer science textbook.
4. Computer Science Library – Meaning, organization andimportance.
5. Computer Science Lab – Need for planning the computerlaboratory
6. special features of computerlaboratory
7. Essential infrastructure – laboratory management & maintenance ofrecords

**UNIT III**

**12 hours**

1. Computer Science Club-Meaning, Objectives, Organization, activities &

importance

2. Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives- Organization & Importance;
3. Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement;
4. Professional Competencies of Computer Science Teacher.

#### **UNIT IV**

**13 hours**

1. Concept of unit test, construction of unit test, weight ages to the components of unit test,
2. Designing three-dimensional chart/blueprint,
3. Construction of items, format of unit test
4. Question paper, IOTAQB – meaning, development and importance.
5. E-evaluation – meaning and procedure.

#### **Transactional Modes**

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, seminars

#### **Suggested Readings**

- Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot. Haseen Taj. (2006). Educational Technology, H.P. Bhargava Book House, Agra.
- Haseen Taj. (2008). Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad.
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., and Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet
- Publications. Sharma, R.A. (2008). Technological foundation of education.

Meerut: R. Lall Books. Depot.

- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Stephen, M. A., and Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use Microsoft access? Californi: Emergy ville.
- Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt

**Course Title : Teaching of Agriculture**

**Course Code : BED224**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop teaching skills to teach concepts of Agriculture
2. Use basic methods and techniques at different levels.
3. Participate in development of Agriculture plan
4. Organize Agriculture Farm and Laboratory.
5. Develop work ethics as important components in agriculture and knowledge of different types of crops.

**Course Content**

**UNIT I**

**13 hours**

1. Principles of curriculum construction in Agriculture.
2. Critical study of the existing School Agriculture Curriculum of Secondary Classes.
3. Kitchen gardening as a part of curriculum.

**UNIT II**

**10 hours**

1. Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
2. Agriculture Farm and Laboratory.

**UNIT III**

**12 hours**

1. Agriculture Teacher and his professional growth.
2. Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
3. Evaluation – Importance, different types of tests for theory and practicals.

**UNIT IV**

**10 hours**

1. Plant Life: Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
2. Weeds and Weedcontrol.

### Transactional Modes

PanelDiscussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method,

### Suggested Reading

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). *Characteristics of beginningagriculture teachers and their commitment to teaching*. Journal of Agricultural Education, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Programme of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.

**Course Title : Teaching of Music**

**Course Code : BED225**

L	T	P	Credits
3	0	0	3

### Course Outcomes

On the completion of the course, the students will be ableto

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

### Course Content

#### UNIT I

**12 hours**

1. Instruments for learning of music- variety, simple introduction ofinstruments.
2. Knowledge of Notation &Rhythm
3. Settings of Music Room (Vocal andInstrumental)

#### UNIT II

**10 hours**

1. Music & FolkMusic
2. The effect of music on behavior, activity &Fatigue

#### UNIT III

**12 hours**

1. Knowledge of swaras, division of swaras in measures ofshruti.
2. Qualities of a Music Teacher - Singer, VadaK, Vagyakar

**UNIT IV****11 hours**

1. Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali.
2. Notation of fast khayal/Rajakhani gat of the following Ragas :  
Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

**Transactional Modes**

Video based Teaching, Panel 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 Printworld (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

**Course Title : Teaching of Life Science****Course Code : BED226**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On successful completion of the course, the students will be able to

1. Select and use appropriate learning resources in Life Science.
2. Organize co-curricular activities related to Science
3. Organize practical work and improvise Life Science apparatus
4. Construct appropriate assessment tools for evaluating learning of life science.
5. Examine different pedagogical issues in learning Life Sciences

**Course Content****UNIT I****12 hours**

1. Learning resources in Life Science: Text books, reference books, journals-resources and community resources.
2. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, science fair, Excursions and field visits.
3. Life Science curriculum: rationale and value, analysis of text books and biology syllabus of NCERT/PSEB at Secondary and Senior Secondary stage.

**UNIT II****11 hours**

1. Setting up Biology Laboratory at Senior Secondary Stage. Selection, purchase and maintenance of apparatus and equipment in it, First aid

inlaboratory.

2. Development of life science kits, improvising apparatus and low cost experiments in Life Science, Exploring alternatives.
3. Organization and evaluation of practical work in life science.

### UNIT III

**11 hours**

1. Performance based assessment: concept, development of indicators, assessment of (learner's record, field diary, oral presentation, portfolio, participation in collaborative learning.
2. Construction of unit test, design and blueprint, item construction and marking scheme, administration of test.
3. Continuous and comprehensive evaluation, concept and process.

### UNIT IV

**11 hours**

1. Pedagogical analysis of following topics in Life Science- Animal Cell and plant cell, balanced diet, environmental pollution.
2. Effect of population and human growth on environment
3. Human Circulatory system

### Transactional Modes

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Suggested Readings

### Suggested Readings

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

**Course Title : Teaching of Sociology**

**Course Code : BED227**

L	T	P	Credits
3	0	0	3

### Course Outcomes

On the completion of the course, the students will be able to

1. Develop the understanding and Knowledge among learners concerning curriculum organization of sociology
2. Understand the approaches of curriculum of sociology.



3. Acquaint the pupil-teachers with recent trends in sociology
4. Develop national and international understanding in teaching of Sociology
5. Develop proper understanding of different techniques of evaluation.

## Course Content

### UNIT I 12 hours

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

### UNIT II 10 hours

1. Brief Contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacques Rousseau
2. Teacher of Sociology – Importance, qualities and competence.
3. Sociology room – Importance, equipments

### UNIT III 13 hours

1. Recent trends in teaching of Sociology international understanding.
2. Role of Sociology in developing national integration and internationalism.
3. Concept, importance & types of Evaluation of Sociology  
Purpose of evaluation in Sociology, Formative and summative evaluation, their silent features, remedial teaching.

### UNIT IV 10 hours

1. Social groups – Meaning, characteristics and classification.
2. Social mobility – Meaning, types, factors.

### Transactional Modes

Video based Teaching, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, 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.
- Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962.

**Course Title : Teaching of Public Administration**

**Course Code : BED228**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop ability to organize curriculum of Public Administration.
2. Develop the skills to understand school and learning climate
3. Examine the recent trends in Public Administration.
4. Develop skills to teach Public Administration
5. Develop proper understanding of modern concepts and tools of evaluation.

**Course Content**

**UNIT I**

**12 hours**

1. Principles of constructing curriculum of publicadministration.
2. Approaches of organization of public administration curriculum.  
(a) Unit (b) Concentric (C)Topical
3. Role of public administration in developing national integration andinternationalism.

**UNIT II**

**13 hours**

1. Text-books; importance and qualities, supplementarymaterial.
2. Public administration Room-Importance, equipment.
3. Teaching aids: Meaning, importance and types. Use of chalk board, charts, pictures, OHP, TV, films, computer radio, maps, globes, graphs.
4. Edgar Dale's Cone of learningexperiences.

**UNIT III**

**10 hours**

1. Critical analysis of public administration syllabus at the senior secondarystage.
2. Teacher of public Administration-Importance, qualities andcompetence.
3. Evaluation- Types of test items and development of achievement test in Public Administration.

**UNIT IV**

**10 hours**

1. Concept and Principles of EducationalAdministration.
2. Health Administration: Primary, secondary and tertiary healthservices.

**Transactional Modes**

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Group Discussion, Brain Storming, Role Play, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- S.L., Narasimhan, S. (1999). *Kamaladevi Chattopadhyay: The Romantic Rebel*. Sterling Publishers Pvt. Ltd.
- M., Public Administration. New Delhi: Tata Mcgraw Hills. Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publisher
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

**Course Title : Teaching of Home Science**

**Course Code : BED229**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Write unit plans and lesson plans for effective teaching in Physical Science
2. Select and use appropriate learning resources in Physical Science.
3. Develop skills to teach Physical Science
4. Organize practical work and improvise Physical Science apparatus
5. Prepare as well as select suitable instructional aids in teaching Physical Science

**Course Content****UNIT I****10 hours**

1. Learning resources in Physical Science- Text books, reference books, journals, e-resources and community resources.
2. Learning Beyond the classrooms- Importance, planning and organising co-curricular activities – Science clubs, science museum, science fair, Excursions.
3. Practical work in physical science- Need, importance and organization.

**UNIT II****12 hours**

1. Designing laboratories of Physics and Chemistry- White House plan, need and importance of laboratory for teacher's and students.
2. Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory.
3. Development of science kits, improvising apparatus and low cost experiments in Physical Science.

**Unit III****12 hours**

1. Lesson planning and Unit planning in physical science –Meaning, importance, steps (Herbartian approach and Constructivist approach).
2. Instructional Aids: Meaning, importance, classification, principles of selection and use of Chalk Board, Charts, Models and ICT.
3. Physical Science teacher- professional competencies and professional development programmes, teacher as researcher and facilitator.

**Unit IV****11 hours**

1. Metals and non metals- Physical and chemical properties.
2. Gravitation - Concept and applications in daily life.
3. Electricity –Concept and applications in daily life.
4. Acids and Bases- Concept and importance.

**Transactional Modes**

Video based Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, seminars

**Suggested Readings**

- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). Science Education for Teacher Trainees, New Delhi, PHI Learning.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- Mohan, Radha (2007). Innovative Physical Science Teaching Method, P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.

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

L	T	P	Credits
0	0	32	16

**Course Outcomes**

On the completion of the course, the students 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 learningand 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 andarrange the resources to create conducive learning
5. Formulate the co-curricular and extra -curricular activities in the school to providesupport to curriculum

**School based Internship**

1. **Phase I** School Internship – for 16 weeks (16 Credits)
2. **Phase II** Post internship- for 1weekFinal 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 participatein all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents andchildren.
2. The student teacher will be attached to a school for 1 week to observe aregular classroom with a regularteacher.
  - Observation of lessons of school teachers in concerned teaching subjects.
  - Observation of School curriculum-subject-wise
3. **Preparation of School Observation file:**

- Philosophy of the school
- Vision/ aims/Objectives of the school.
- Organization and management,
- Fee and funds, staff salary scales/grades+ allowances, 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. 80 Lesson plans in elementary & secondary level classes in each subject during internship program.
2. Distribution of 80 Unit/Lesson plans in each subject will be as under:
  - Detailed Lesson Plans: 40
  - Diary format Unit/Lesson Plans: 20
  - ICT Based Lesson Plans: 12
  - Test based lesson plan (by preparing blue print): 4
  - Teaching models based lesson plans: 4
  - Total 80+80=160 lesson Plans in both the pedagogical subjects.
  - Observation of Peer lessons: 40;
  - 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 evaluative 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 1 week, it involves the following activities

1. Writing reflective reports on the whole school internship program
2. Extended discussion among the student-teachers.
3. Presentation by student-teachers on different aspects of the teaching experiences after the internship.

**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 lessonplan	10marks
Presentation /contentdelivery	20marks
Teacher Traits & classroom behavior	10marks
Teaching aids/models/ICTused	10marks
<b>Total</b>	<b>50 marks</b>

**Course Title : Community Engagement****Course Code : BED302**

L	T	P	Credits
0	0	8	4

**Course Outcomes**

On THE completion of the course, the students 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- Donating Blood/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; 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 service.

**SEMESTER - IV**

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

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Course Outcomes**

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

1. Develop the basic understanding of gender issues and studies.
2. Develop the problem solving ability and understanding to various physical and mental abuses in school and society
3. Discuss the strategies and skills to remove gender inequality in school and society.
4. Understand Role of education in gender sensitization
5. Develop the potential for perspective building located in the Indian socio-cultural context.

**Course Content****UNIT I****12 hours**

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

**UNIT II****12 hours**

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

**UNIT III****16 hours**

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

**UNIT IV****20 hours**

1. Awareness towards gender issues – family and society as an agent.
2. Role of media (print and electronic) in social construction of gender.

**Transactional Modes**

Video based Teaching, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Role Play, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars



**Suggested Readings**

- 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*.
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17- B, Sri Aurobondo Marg, New Dehli – 110016
- NCERT (National Council of Educational Research and Training). (2006). *Gender issues in Education*. National Focus Group, Position Paper New Delhi, NCERT.
- 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), Falmer, UK.
- *United Nations Girls' Education Initiative (UNGEI)*, New York, (2012). *Gender Analysis in Education: A Conceptual Overview*. Available at <http://www.ungei.org>
- Manjrekar, N. (2003). *Contemporary Challenges to Women's Education: Towards an Elusive Goal? Economic and Political Weekly*, 4577-4582.

**Course Title : Health and Physical Education****Course Code : BED402**

L	T	P	Credits
3	0	2	4

**Course Outcomes**

On the completion of the course, the students will be able to

1. Enhance the knowledge and understanding of mental and physical health as well as fitness.
2. Create awareness on different aspects of health and fitness.
3. Develop understanding about the nature of injuries and to take care during emergencies and provide first aid
4. Acquire knowledge of common communicable diseases.
5. Understand the diet modification in the treatment of under weight and obesity.

**Course Content****UNIT I****13 hours**

1. Health Education: Concept and objectives of Health Education, Importance and Principles of Health Education.

2. Physical Education: concept, aim and objectives, Modern concept of Physical Education, Need and importance of Physical Education.
3. School health Programme in Indian perspective.

**UNIT II****10 hours**

1. Contemporary Health problems: Druge Abuses, Alcoholism, smoking-tobacco, obesity, strees.
2. Nutrition: Element of balanced diet, food habits, Malnutrition.

**UNIT III****15 hours**

1. First Aid: Concept and importance of first Aid. First Aid Kit,
2. Posture: Meaning, Importance of Good posture, Causes of Poor Posture, Common Postural Deformities, preventive measures and remedial Exercises.

**UNIT IV****22 hours**

1. Yoga: types, physical and mental wellbeing.
2. Recreation: concept, importance of recreation programme in school curriculum.
3. Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, Chickenpox, and Typhoid.

**Transactional Modes**

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Cooperative Teaching, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method,

**Suggested Readings**

- 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.
- Hedge, (1997). *How to maintain good health*. New Delhi: UBPSD Publishers.
- Kanele., B. S., and Kumar, C. P. (1996). Text book on health and physical

education. Ludhiana: Kalyana Publishers.

- Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.
- Dambrosa, D., and Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.
- Charles, B. A. (1992). *Foundation of physical education and sport*. New Delhi: B1 Publication.
- Eriksson, O. B. (1990). *Sports medicine, health and medication*. Enfield: Guninness Publishing Road.

**Course Title : Knowledge and Curriculum**

**Course Code : BED403**

L	T	P	Credits
4	0	0	4

**Course Outcomes**

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

1. Develop an understanding of education as an agenda for the nation and state and its policy visions and efforts in evolving a national system of education.
2. Understand the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum.
3. Analyze the hidden curriculum and various frames of curriculum.
4. Analyze the structure of knowledge as reflected in disciplinary streams and Courses
5. Develop the skills to construct curriculum

**Course content**

**UNIT I**

**15 hours**

1. Knowledge –Concept, nature and sources of Knowledge, Role of Teacher and Student in Construction of Knowledge.
2. Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
3. Facets of Knowledge: What are 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?
4. Concept of Modernization, Multiculturalism and Democratic Education.

**UNIT II**

**12 hours**

1. Education for nationalism, universalism and secularism
2. Autonomy of teachers and learners – concept and barriers.
3. Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.
4. National values as enshrined in the constitution of India

**UNIT III****13 hours**

1. Curriculum – meaning, objectives and components.
2. Determinants of Curriculum-Philosophical, sociological, psychological and ideological.
3. Relevance of curriculum, principles of curriculum construction. Meaning and concerns of 'Hidden Curriculum'
4. Curriculum visualized at different levels – National level, State level, School level and Classroom level.

**UNIT IV****20 hours**

1. Approaches to curriculum development – subject centered, learner centered and community centered.
2. 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.
3. Relationship between power, Ideology and the curriculum.

**Transactional Modes**

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

**Suggested Readings**

- Butchvarov, P. (1970). *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). *A Handbook of Philosophy of Education*, New Delhi: Mahamaya Publishing House.
- Dearden, R.F. (1984). *Theory and Practice in Education*, Routledge K Kegan & Paul.
- Edgerton, S.H. (1997). *Translating the curriculum: Multiculturalism into the cultural studies*. Routledge Pub.
- 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.
- National Council of Educational Research, & Training (India). (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
- Mondal, A., Saha, A., and Baidya, M. N. (2015). National curriculum framework for teacher education, 2009: A review of its perspectives and relevanceness. *International Journal of Applied Research*, 1(9), 776-778.

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

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
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**Course Code : BED404**

0	0	4	2
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**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop the understanding about the ways of reading different texts.
2. Read and reflect on variety of texts in different ways.
3. Read available texts and literaturecritically in the chosen area.
4. Analyse advertisements on the basis oflanguage
5. Develop reading skills after understanding reading techniques

**Course Content****UNIT I****8 hours**

1. Reading: Concept, Purpose and process
2. Types of Reading, Informative Reading, Critical Reading & Creative Reading.
3. Importance of Teaching Reading.

**UNIT II****8 hours**

1. Reading comprehension: its components & rate of reading levels of reading comprehension, Reading comprehension strategies
2. Tests of readingcomprehension.

**UNIT III****7 hours**

1. Test of rates of reading - Time limit methods & amount limitmethod.
2. Analysis of advertisement on the basis oflanguage.

**UNIT IV****7 hours**

1. Building the reading habits
2. Analysis of 2 passages from Science, Social Sciences & Mathematics textbooks of classes VI toX.

**Transactional Modes**

Open talk, PanelDiscussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Alan Robinson H. (Ed.) (1964). Meeting Individual Difference in Reading, The University of Chicago Press Chicago,
- Blanton, W.E. Fae (Ed) (1976). Measuring reading performance International Reading Association, New York,
- Dechant, E.V. (1964). Improving the Teaching of Reading, Prentice Hall Englewood Cliffs, Inc. 1964.
- EK Wall E.E., (1971).Diagnosis and Remediation of the disabled Readers,

Allyn and Bacon, Boston.

- Gupta. P.K, Gandhi, A.K, Bhatnagar, S.S. (2015) Text reading and Reflection. R. Lall publishers
- Pandey, R. (2016) Reading and Reflective on Text. Rakhi Prakshan
- Srivastva, D.S (2016). Reading and Reflecting on Text. Shri Vinod Pustak Mandri Agra
- Sandhu, T.S, Brar,A.S, Watts, A., Kaur, P.Garg, B. Kaur, A, Kaur, M (2017). Reading and Reflective on Text. Rigi Publication, Khana, Pb.

**Course Title : Understanding the Self**

**Course Code : BED405**

L	T	P	Credits
2	0	0	2

**Course Outcomes**

On the completion of the course, the students will be able to

1. Develop a vision of life among student teachers.
2. Attain a holistic and integrated understanding of the human self and personality.
3. Enable students to examine and challenge the stereotype attitudes and prejudices that influence identity formation and the process of individuation.
4. Develop positive attitude among student teachers.
5. Encourage future teachers to develop the capacity for self reflection and personal integration.

**Course Content**

**Unit I**

**12 hours**

1. Defining the self and identity, self perception theory and determinants of self.
2. Consciousness as self function
3. Development of self through self regulatory mechanisms and body, role of meditation and yoga
4. Developing emotional integration through practice of yoga and meditation
5. Dynamics of identity formation
6. Developing positivity and self esteem

**Unit II**

**10 hours**

1. Role of society in development of self
2. Relational self across cultures in society
3. Intrapersonal, Interpersonal and Global conflicts, role of teacher in resolving conflicts

**Unit III****10 hours**

1. Exploring fear and trust : competition and cooperation
2. Developing the capacity for empathetic listening and communication skills
3. Understand and challenge the unconscious and conditional attitude towards gender, caste, religion, region, race, class etc.

**Unit IV****13 hours**

1. SWOC analysis: history, concept and importance for individual
2. Self esteem: concept, techniques for development of self esteem
3. Self realization and spiritual intelligence: concept and importance
4. Developing skills of inner self organization and self reflection
5. Understanding one's strengths and weaknesses through self observation exercises
6. Self expression through diary writing/self reflecting journal

**Transactional Modes**

Video based Teaching, PanelDiscussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- Dalal, A.S.(2001). *Our many selves*. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). *Man's search for meaning*. New York: Poket books.
- Oshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
- Krishnamurti, J. (1953). *Education and the significance of life*, Ojai, California, USA: Krishnamurti foundation trust.
- Wilson, T.D (2002). *stranger to ourselves: discovering the adaptive coconscious* Harvard university press.
- Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Collins.
- Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.

**Course Title : Enriching Learning through ICT****Course Code : BED406****Course Outcomes**

On the completion of the course, the students will be able to

L	T	P	Credits
1	0	2	2

1. Interpret & adapt ICT in accordance to educational aims & principles.
2. Well acquainted themselves with the computer system and its accessories.
3. Use MS-Office (ms- word, PowerPoint & spreadsheet) in computer skillfully.
4. Integrate technology in classroom setting for teaching&learning.
5. Develop skills of using computer.

### **Course Content**

#### **UNIT I**

**10 hours**

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

#### **UNIT II**

**10 hours**

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

#### **UNIT III**

**12 hours**

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

#### **UNIT IV**

**13 hours**

1. Hardware technologies and their applications: over head projector, DLP projector, Audio-video recording instruments and CCTV.
2. New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning.

### **Transactional Modes**

Video based Teaching, PanelDiscussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Simulation, Lecture method, lecture-cum-demonstration, seminars

### **Suggested Readings**

- Abbott, C. (2001). ICT: Changing Education. UK: PsychologyPress.
- Khan, N. (2004). Educational Technology. New Delhi: Rajat Publications.
- 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.
- Mehra, V. (2004). Educational Technology. New Delhi: S.S.Publishers.
- Sharma, R.A. (2006). Technological Foundations of Education. Meerut: R.



Lall BookDepot.

**Course Title : School Management**

**Course Code : BED407**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand the concept and operational aspects of school management.
2. Enlist the physical resources of the school and their maintenance.
3. Understand the importance of social life in school and the role of administrators and the teachers.
4. Develop practical skills in organizing school programs and activities.
5. Use managerial skills for employability

**Course Content**

**UNIT I**

**13 hours**

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

**UNIT II**

**10 hours**

1. Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
2. School Time Table: Importance, types and principles of time tableconstruction.

**UNIT III**

**12 hours**

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

**UNIT IV**

**10 hours**

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

**Transactional Modes**

Video based Teaching, Open talk, PanelDiscussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings:**

- Bhatia, K.K. & Singh, J. (2002). *Principles & Practice of school management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. & Verma, I.B. (1978). *Educational administration at college level*. Meerut: Loyalbook.
- Dash, B. N. (1996) .*School Organisation Administration & Management* .Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Sachdeva, M. S. (2001).*School Management*. Ludhiana: Bharat Book Centres.
- Sodhi, T.S. & Suri, Anaina. (2002).*Management of school education*. Patiala: Bawa publication.
- Sharma, .S. (2005).*School management and administration*. Patiala: Shaheed-E-Azam printing press.

**Course Title : Environmental Education****Course Code : BED408**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Engage with problems of environmental education by using the theoretical approaches.
2. Provide knowledge to the student -teachers about pollution and its control.
3. Acquaint the student teachers with the initiatives of government and local bodies in environment conservation.
4. Acquaint the student teachers with the concept of environment and ecology.
5. Create awareness, knowledge, attitude, skill and capacity building for protecting environment.

**Course Content****UNIT I****13 hours**

1. Introduction to Environment and Ecology: Concept of Environment and Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
2. Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

**UNIT II****12 hours**

1. Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
2. Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management.

**UNIT III****10 hours**

1. Developmental projects including govt initiatives and their impact on bio-diversity conservation.
2. Wildlife Conservation especially Endangered Species.

**UNIT IV****10 hours**

1. Programs of environmental education for secondary schools.
2. Role of media and ecotourism in creating environmental awareness.
3. Role of local bodies in environmental management, Swachh Bharat Abhyaan

**Transactional Mode**

Panel Discussions, Mentee Meter, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Project Based Learning, Quiz, Simulation, Lecture method, lecture-cum-demonstration, seminars

**Suggested Readings**

- Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
- Jadhav, P. (2008). Environmental status in India. Rajat Publications.
- Kohli, V.K. and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.

**Course Title : Guidance and Counselling****Course Code : BED409**

L	T	P	Credits
3	0	0	3

**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand the meaning, aims, objectives, and principles of guidance and counselling.
2. Use the upcoming trends of guidance and counselling to help learners in different aspects.

3. Understand the difference between guidance and counselling.
4. Learn the importance of guidance and counselling cell and organize guidance and Counselling cell in the institute.
5. Acquire the skills to provide guidance and counselling in school

## **Course Content**

### **Unit I**

**11 Hours**

1. Meaning, need, principles, aims and objectives and scope of Guidance.
2. Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques.
3. News trends and demands in the field of Guidance.

### **Unit II**

**10 Hours**

1. Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.
2. Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

### **Unit III**

**10 Hours**

1. Role of Counsellor, Guidance worker and teachers in guidance.
2. Difference between Guidance & Counselling.
3. Major areas and Barriers in understanding process, common problems of students at secondary level.

### **Unit IV**

**14 Hours**

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

## **Transactional Mode**

Video based Teaching, E-Team Teaching, Open talk, Panel Discussions, Mentee Meter, Collaborative Teaching, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Demonstration, Project Based Learning, Flipped Teaching, Quiz, Simulation, Lecture method, seminars

## **Suggested Readings**

- Bhatia, K.K. (2002). Principles of Guidance and counseling. Ludhiana: Kalyani Publishers.
- Bhatnagar, A. and Gupta, N. (1999). Guidance and counseling, Vol-1&2: A practical approach, New Delhi: Vikas Publishers.

- Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance. New Delhi: Pearson Education.
- Jones, R.N. (2000). Introduction to Counseling skills: Text and Activities. New Delhi, Sage Publications.
- Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of life. New York: Rinehart and Winston.
- Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper Row. Safaya, B.N. (2002). GuidanceCounseling. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance and Counseling. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). Modern Methods of Guidance and Counseling. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). Fundamentals of Counseling. London: Houghton Missli.

**Course Title : Value Education****Course Code : BED410**

L	T	P	Credits
2	0	0	2

**Course Outcomes**

On the completion of the course, the students will be able to

1. Understand the significance of values.
2. Understand the relevance of family, society and teacher in value education.
3. Know the traditions of Indian Value System as well as Indian constitutional values.
4. Apply the various core values their life.
5. Understand the Religious and Cultural practices in the context of value education.

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

1. Value Education: Meaning, need & importance, Classification of values.
2. Challenges of values adoption.
3. Methods, approaches and strategies of inculcating values.

**Unit II****10 Hours**

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

**Unit III****15 Hours**

1. Evolution of Value Education in Indian perspective.

2. Values inherent in the preamble of Indian Constitution.
3. Values for Character Development.

**Unit IV****10 Hours**

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

**Transactional Mode**

Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Role Play, Demonstration, Project Based Learning, Ted Talks, E-Monitoring, Flipped Teaching, Quiz, Simulation, Lecture method, seminars

**Suggested Readings**

- Chandrasekaran, V. & Rajesh V. R. (2012) Role of Sustaining Values among Children, Towards Excellence in Education, Almighty Book Company, Chennai-11.
- Ugin Rositta, 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, Almighty Book Company, Chennai -11
- Myrtle Joyce Shobha D'Soua (2015) Value-Based Approach to promote Peace Education, Edutracks, A monthly Scanner of Trends in Education May 2015 Vol .14 No.9
- Ajit Kumar Singh, Ritu Nigam (2015) Policy Perspectives in Peace and Value Education in the Indian context. Edutracks, A monthly Scanner of Trends in Education Feb 2018, Vol. 17 No.6
- Vibha Devpura (2018) Empowering Adolescents with Life Skills Education Edutracks, A monthly Scanner of Trends in Education Mar 2018 Vol .17 No.
- 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.
- Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (2017). Understanding value education in the primary school. York: Reports Express.

