

RAJA MAHENDRA PRATAP SINGH STATE UNIVERSITY, ALIGARH (U.P.)



Programme
of

Bachelor of Education (B.Ed.)

Two Year (Four Semester) with
effect from the

Session: 2025-26 onwards

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Faculty of Education

Raja Mahendra Pratap Singh State University,
Aligarh, 202001 (U.P.)



**ORDINANCE GOVERNING BACHELOR OF EDUCATION (B.ED.)
DEGREE PROGRAMME
EFFECTIVE FROM-2024-2025(SESSION)**

The Raja Mahendra Pratap Singh State University Aligarh offers two Year (Four Semesters) programme for the Bachelor of Education (B.Ed.) Degree to Indians and those foreign nationals, permitted by the Government of India to pursue study in the university and the affiliated colleges.

The Raja Mahendra Pratap Singh State University Aligarh makes the following ordinances governing admission, courses of study, examinations and other matters relating to B.Ed. degree, under the faculty of Teacher Education

B.ED.TWO YEAR (4 semesters) DEGREE PROGRAMME

PREAMBLE: The bachelor of Education programme generally known as B.Ed. It is a professional programme that prepares teachers for upper primary, or middle level (Classes VI-VIII), Secondary Level (Classes IX-X) and senior secondary Level (Classes XI-XII). The objectives of Bachelor of Education programme are:

- (i) To develop competencies, values, skills required to become a reflective and human teacher.
- (ii) To enable the prospective teachers to understand the nature, purpose and philosophical aspects of Education.
- (iii) To empower the teachers to cultivate scientific temper among the students.
- (iv) To train them to conduct action research in class-room situations and other immediate problems to improve the pedagogical practices.
- (v) To sensitize the prospective teachers towards the promotion of Social Cohesion, National Integration and International understanding.
- (vi) To enable them to address gender issues and protection of Human Rights.
- (vii) To develop communication skills, train them to use modern information and communication Technology for school purposes.

DURATION OF COURSE

Bachelor of Education (B.Ed.) Course shall be a two year (Four Semester) full time professional pre-service teacher programme which can be completed in a maximum of three Years from the date of admission.

The duration of first and third semester shall be July to December. The second and fourth semester shall be from January to May. It shall be full time course including theory, practice Teaching, Internship, field work, professional Development and other prescribed activities.

INTAKE

There shall be a basic unit of 50 students, with a maximum of two units. Seats of the associated colleges shall be decided by N.C.T.E. and Raja Mahendra Pratap Singh State University, Aligarh shall be determined the course seat as per approved Norms of N.C.T.E. and State Govt. enforced from time to time.

WORKING DAYS

There shall be at least one hundred working days in each semester, excluding the period of examination and admission.

There shall be 400 working days altogether for two years (Four Semesters) B.Ed. programme.

ELIGIBILITY CRITERIA

Candidates with at least 50 % marks either in the Bachelor's degree or Master's degree in Sciences/Humanities/Social Sciences/ Commerce with 55% or

Bachelor's degree in Engineering and Technology/BBA/BCA with Specialization in science and mathematics with 55% marks or any other qualification equivalent there to, are eligible for admission to the B.Ed. program me.

A candidate must have studied at least one school subject at the Graduation / Post Graduation as main subject. The school subjects are : Hindi, English, Sanskrit, Urdu, History, Geography, Civics, Economics, Music, drawing and painting ,Home Science, Commerce, Science, Mathematics, Biology, etc.

The reservation and relaxation of SC/ST/OBC/PWD/EWS and other categories shall be as per the rules of the central Govt./State Govt., whichever is applicable.

Admission Procedure:-

Admission shall be made on merit/on the basis of marks obtained in the State Level qualifying Examination and/or in the entrance examination or in accordance with any procedure as per the policy of Raja Mahendra Pratap Singh State University, Aligarh.

At the time of admission for the study of B.Ed. Course, no student can be allowed to any kind of fulltime/part time paid jobs, if any such case are reported his/her admission will stand Cancelled.

COURSE FEE

The institution shall charge only such fee as prescribed by the affiliating body/State Government.

ATTENDANCE

It shall be mandatory to each student to attend the all theory courses, practicals, Internships, field work, Yoga and Scouting/Guiding camp.

The minimum attendance of student shall have to be 80% for all course work (Theory) and practicum, and 90% for school internship (Practical).

STRUCTURE OF B.ED. COURSE

1. B.Ed. degree shall be awarded to candidates on successful completion of four semesters program me of study & spread over two years and including courses of 1600 marks.
2. The four semester program me will include 17 THEORYCOURSES of a total of 1300 marks and an INTERNSHIP program and other PRACTICAL Courses of 300 marks. The Theory Courses are as under :-

(A) PERSPECTIVES IN EDUCATION

S.No.	Name of the paper/ course	Maximum marks	Breaking of marks	Sem
1	Contemporary Indian Education	100	80 +20	I
2	Teaching-Learning Perspectives	100	80+20	II
3	Understanding of Disciplines and School Subjects	100	80+20	II
4	Childhood and Growing up	100	80+20	I
5	School Administration & Management	100	80+20	III
6	Gender, Equality, and Society	50	40+10	IV
7	Guidance and Counseling	50	40+10	III

8	Optional Papers(Value and peace Education, Teacher	50	40+10	I
	Education, Environmental physical education, Health and education)			
	Total	650	650	

(B) CURRICULUM AND PEDAGOGIC STUDIES

S.No.	Name of the paper/ course	Marks	Breaking marks of	Sem
1	Assessment for Learning	100	80+20	IV
2	Language Across the Curriculum	100	80+20	I
3	Knowledge and Curriculum	100	80+20	III
4	Pedagogy of School Subject - I	50	40+10	III
5	Pedagogy of School Subject - II	50	40+10	III
6	Creating an Inclusive Education	50	40+10	IV
	Total	450	450	

(C) ENHANCING PROFESSIONAL COMPETENCIES

S.No.	Name of the paper/ course	Marks	Breaking of marks	Semester
1	Yoga Education	50	40+10	I
2	Art and Aesthetics in Education	50	40+10	II
3	Critical Understanding of ICT	50	40+10	II
4	Understanding the Self	50	40+10	IV
5	Internship I & Sessional work	100	50+50	II
6	Internship II & Internal Assessment	200	150+50	IV
	Total	500	500	

SEMESTER WISE COURSE BREAKING

The semester wise Course breaking are as follows:-

SEMESTER-I

Course Code	Name of the paper/ course	Marks	Breaking of marks	No. of Hours per Week
BD-101	Childhood and Growing up	100	80+20	6

BD-102	Contemporary India & Education	100	80-20	6
BD-103	Language Curriculum Across the	100	80-20	6
BD-104	Yoga Education	50	40+10	3
BD-105	Optional Paper (Choose any one) (i) Value and Peace Education (ii) Teacher Education (iii) Environmental education (iv) Health and physical education	50	40+10	2
TOTAL		400	400	24/PER WEEK

NOTE - Each stradents shall have compulsorily participated in yoga camp.

SEMESTER-II

COURSE CODE	NAME OF THE PAPER/COURSE	MARKS	BREA KING OF MARK S	NO. OF HOURS PER WEEK
BD-201	Teaching & Learning Perspectives	100	80+20	6
BD-202	Understanding Disciplines & School Subjects.	100	80+20	6
BD-203	Art Aesthetics and in Education	50	40+10	3
BD-204	Critical Understanding of ICT	50	40+10	3
BD-205(a)	Sessional Work (a) Psychological Test (b) Action Research (c) Preparation of school records i.e. Attendance register (both students and teachers), stock register, teacher diary, report card etc. (d) Achievement Test (e) Educational Tour	50	40+10	6
BD-205(b)	Internship-I (Four Weeks)	50	25+25	12
		400	400	36 hours

Note:- Each Candidate shall have to compulsorily completed the Internship-I (4 Weeks) and sessional works

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sessional works .

SEMESTER-III

Course Code	Name of the paper/ course	Marks	Breaking of marks	No. of Hours per Week
BD-301	Knowledge & Curriculum	100	80+20	6
BD-302	School Administration and Management	100	80+20	6

BD-303	Guidance & Counseling	50	40+10	3
BD-304	Gender, School, and Society	50	40+10	3
BD-305 (a) BCD	Pedagogy of School subject-I	50	40+10	3
BD-306 (b) BCDE	Pedagogy of School Subject-II	50	40+10	3
	Total	400	400	24/Week

GROUPS OF PEDAGOGIC SUBJECTS/TEACHING METHODS

Each Student will have to select two school subjects from the following groups accordingly:

(a) A student, who has select

a language as one school subject than he/she shall be select second school subject from group B,&C (Language Group).

(b) A student has selected a school subject from group B than he/ she shall be select second school subject from group - C (Humanities/Commerce Group).

(c) A student who has select Science-I as one school subject from group D than he/she shall select second school subject from group E (Science Group)

Group-A	Group-B	Group-C	Group-D	Group-E
Language: Hindi /	Social Science-I History /Civics Or	Commerce	Science-I	Science-II
English /	Social Science-II	Fine Arts/		Biology/
Urdu /	Geography	Music/		Mathematics
Sanskrit	Economics	Home Science		

Each Student will have to make 05- Micro Lessons and 25 Macro Lessons to each pedagogic Subject compulsorily.

SEMESTER-IV

Course Code	Name of the paper/ course	Marks	Breaking of marks	No. of Hours per Week
BD-401	Assessment for Learning	100	80+20	6
BD-402	Creating an Inclusive Schools	50	40+10	3
BD-403	Understanding the Self	50	40+10	3
BD-404 (a)	Internship-II	150	100+50	12
BD-405 (b)	Internal Assessment	50	25+25	12
	Total	400	400	36 Hours

Note:-Each candidate shall be mandatory to complete 8 weeks school Internship program with 90% attendance. The records will be maintained by the candidates and present at the time of examination.

EVALUATION

The B.Ed. two year (4Semester) Program me is of 1600 marks. The student will have to earn 45% marks in aggregate. The Evaluation procedure as follows:-

- (i) In a course of 100 marks, 80 marks for Theory and 20 mark for practical assignment or field work.
- (ii) In a course of 50 marks, 40 marks assigned for theory and 10 marks for practical or field work.
- (iii) In a theory course, weightage should be given equivalent to one hour of teaching.
- (iv) In the practical course, weightage should be given is equivalent to two hours of engagement in teaching -learning.
- (v) For theory course, Weightage is of 100 marks, division of marks 80 marks theory exam (External) and 20 marks for practical assignments/field engagements (Internal)
- (vi) For a practical course, weightage of marks as follows:
 - (a) Internship-I (2ndSemester) is of 50 marks, the ratio of External and Internal Assessment is 50:50.
 - (b) Sessional work(2nd Semester) - the weightage is of 50 marks, the ratio of External and Internal assessment is 50:50.
 - (c) Internship-II (In IV Semester) – In teaching practice examination, weightage is of 150 marks, the ratio of External and Internal assessment is 30:70.
 - (d) Internal Assessment (IV Semester) - the weightage is of 50 marks, the ratio of External and Internal assessment is 50:50
- (vii) In the second semester, for the evaluation of Internship I and sessional works, the panel of examiners will consist of one member from outside the university, and one member (from the affiliated aided B.Ed. colleges) within the university.
- (viii) For the evaluation of Internship-II in fourth semester, the panel of examiners will consist of three member-one Internal member, will be from the same college accordance with seniority by rotation(in case of Self -Finance Colleges, the member will be from the Aided B.Ed. Colleges) and shall act as CONVENOR, one another member within the university (from the affiliated Aided B.Ed. Colleges) but not from the same college, and third member External will be from the outside of the university
- (ix) Award list will be prepared in three copies, I and II copy in sealed envelopes will be sent to the university and one copy will be kept in the college as record. This award will be uploaded on university website/Link by the internal examiner on same/last day of each examination and hard copy of award list signed by all three examiners will be submitted to the Examination controller by the internal examiner within two days necessarily.
- (x) The List of examiners (Internal and External) will be prepared and approved by the Board of Studies.

EXAMINATION

- (i) The candidates of B.Ed. program me are free to choose any language from two i.e. Hindi or English as a medium to answer in the examination.
- (ii) The examination shall be conducted in the End of each semester and result announced thereafter.
- (iii) A candidate shall be eligible to appear in the examination who has pursued the prescribed course of studies and has completed all the activities related to field engagements as prescribed for each semester.
- (iv) The examination at the End of the course shall be both in theory & practical/ field engagements. A candidate shall be required to pass theory & practical examinations separately. There shall be separate Division awarded in theory & practical. A student will be mandatory to pass in practical examination.

- (v) Candidate shall be deemed to have passed the semester examination, if he/she secured not less than the minimum marks as:
- 40% in each theory course and each Internal assessment of theory paper individually and aggregate in 45% i.e. total of all theory papers excluding marks obtained in practical, as the case may be of that semester together.
 - 50% in practical examination of Internship and Sessional/Internal assessment.
- (vi) No division shall be awarded in the I, II & III Semesters. Only pass/fail/promoted (back promoted/fail promoted) shall be given in the I, II, & III semesters.

PROMOTION RULES /RE-EXAMINATION/BACK PAPER /IMPROVEMENT

As per the NCTE's Regulations and Directions received by the U.P. Govt. to implement NEP-2020, the promotion, re-examination and improvement rules are as follows:

- No one student shall be promoted to the next semester, if he/she has been detained to the examination due to shortage of the attendance.
- All the students, who had the minimum required percentage of attendance in the Semester, filled-up the examination form and appeared in the semester examination will be promoted to next semester.
- Those who did not put the required minimum percentage of attendance or did not filled up the examination form in time shall not be allowed to appear in the examination of the concerned semester. No re-admission will be permissible for those students.
- Those who have passed in all theory papers and practical also with the minimum passing marks or above in the concerned semester examination shall be promoted to next semester with the result PASS PROMOTED. This rule of promotion will be followed for I to II, II to III, and III to IV semesters.
- Those that have not passed in all papers of semester examination with minimum passing marks 40% in each paper. However, candidate that who obtained aggregate 45% of all theory papers shall also be considered to promote in the next semester with the result BACK PROMOTED. He/she shall be re-appear in the next forthcoming semester Examination in which paper /papers, they did not secured minimum passing marks 40%
- A student, who has not obtained 45% in aggregate of theory papers but secured 40% and above in each theory paper in the semester examination, he/she shall be promoted To next semester with the result Back Promoted and re-appear in the next forthcoming Semester (odd and even) semester examination, according the rule below:
 - In I semester, he/she can be re-appear in maximum three theory papers.
 - In II, III and IV semesters, he/she can be re-appear in maximum two theory Papers.
- A student, who passed in all theory papers of II semester examination with 40% marks And earned aggregate 45% of all theory papers, but fail /absent in practical, shall also Be promoted (as Back Promoted), with the condition that he/she will have to re-appear In the practical of next forthcoming even semester examination i.e. IV semester Examination
- A student ,who passed in all theory papers of IV semester with minimum passing Marks 40% and 45% aggregate of the semester, but fail/absent in practical, he/she shall Given one more chance to clear that practical course in the next forthcoming even Semester examination.
- Those who have not obtained minimum passing marks 40% in each theory paper of Concerned semester and not secured 45% aggregate of theory papers shall have Declared FAILED but promoted to the next semester with the result Fail Promoted and Re-appear in the all theory papers in the next forthcoming semester examination.
- A student who have not obtained minimum passing marks in theory papers and Practical also in the concerned semester examinations, he/she shall give a chance To clear/pass the theory papers and practical course in the next forthcoming odd or Even semester examinations as: A -

Who have failed in I semester, he/she shall be re-appear in the next forthcoming odd Semester examination i.e. in the III semester examination. B -Who failed in II semester he/she shall be re-appear in the next forthcoming even Examination i.e. IV semester examination.

C. Who failed in III and IV semester, he/she shall be re-appear in the next forthcoming Semester examinations.

11. A student, who has failed or not secured minimum passing marks 40% in each theory Paper and 45% in aggregate of theory papers in concerned semester examination along With practical courses (Internship I and internship II in which minimum passing marks 50%). University shall be given a chance to clear the course /paper in the maximum Duration for passing the course. He/she shall be promoted to next semester and reappear in the next forthcoming odd/even semester's examination as an EX- STUDENT

12. It will be mandatory to every student that he /she complete B.Ed. course within the Maximum period of three years from the date of his/her admission in the I semester of The program me. Even after that, if a student fails, he/she shall have to leave the Program me.

13. IMPROVEMENT facility shall be available only two papers in a semester for those Students, who passed but obtained less than 45% marks in a theory paper,

14. GRACE MARKS and RE-ADMISSION shall not be allowed to the students due to Provision of re-exam and improvement.

15. A student, who has failed in practical courses (Internship I and internship II).He/she shall be declared FAILED but promoted to next semester and get a chance to clear that practical course in the next forthcoming semester examination.

16. A student has secured less than 40% marks in practicum (Internal assessment) of each Theory paper, he/she shall be declared FAILED. It will be mandatory to secure Minimum marks in practicum of each theory paper in a semester.

Awarded the Division:-

All candidate, who have passed all the courses I, II,III & IV semester of the two year B.Ed. program me taken together shall be as passed. Such as passed candidates may be awarded with the division according to the following criteria, separately theory and practical:

Divisions	InTheory	In Practical
First with distinction	75% and above	75% and above
First	60% or above but less than 75%	60% or above but less than 75%
Second	50 % or above but less than 60%	50 % or above but less than 60%
Third	45% or above but less than 50%	50%is passing marks

Note:- A Candidate will be declared passed in theory part, If he/she obtained 45% marks in aggregate and at least 40% in each of the theory papers. Minimum 50% marks are mandatory to pass in practical examination

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD: 101

CHILDHOOD & GROWINGUP

Objectives:-

- To Familiarize student teachers about the concepts of child and childhood. (Specifically with reference to the Indian Social context.)
- To understand different stages of development, mental process of children with diverse abilities in social, political, emotional and cultural contexts at the core of the exploration of childhood.
- To understand the specific features of childhood and adolescence as distinct stages of development.
- To develop advanced knowledge of developmental processes and principles.
- To develop an understanding of practical application of theories and factors affecting child development.
- To make them aware of the current issues confronting by adolescents.
- To acquaint them with respect to the role of different agencies in the healthy development of children.

Unit I: Introduction of concept and process of child development:

- Meaning and Principles of growth and development.
- Stages of growth and development (With Special reference of childhood and Adolescence)
- Meaning, Nature and importance of childhood.
- Techniques to Study children-observation, Interview, and Case Study.
- Facilitating holistic development of students.

Unit II: Theories of childhood development:

- Erik Erikson's Theory of psycho-social Development.
- Jean Piaget's theory of cognitive development.
- Freud's theory of psycho sexual development.
- Kohlberg's moral development theory.
- Lev Vygotsky social cultureal theory.

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Unit III: Childhood and adolescence:

- Meaning, definition, characteristics of childhood and adolescence.
- Physical, motor, mental, social and emotional development in childhood and adolescence.
- Concept of socialization with special reference to family, school and society.
- Role of media (Social net working sites. E-mail, Browsing) in the adolescence.

Unit IV: Issues and challenges in childhood and adolescence:

- Challenges faced by the children at the stage of childhood and Adolescence; Juvenile, delinquency, Maladjustment, Depression etc.
- Equity and Equality issues and inclusion of the differently able, street children and other marginalized groups.
- Protection of child Rights: Role and contribution of UNICEF, WHO, National commission for the protection of child Rights, child helplines and NGO's
- Psychological problems, causes and Remedies prevention through sports activities and yoga.

Practicum work :

- A survey on Juvenile or delinquent children.
- A CASE Study on any problem of Adolescent /Juvenile /Delinquent /Maladjusted /Depressed child or children.

References:

- Berk LE (2004) Child development (6th edition) Allyn and Bacon. Bostan.
- Elizabeth B. Hurlock; Development, Psychology Tata Mc-Graw-hill Publishing Company Ltd.
- Kumar A. (2002) Fundamental of child Rights-concepts, Issues and challenges (Vol.1 & 2)
- Gupta, S.P. and Gupta Alka (2004). Advanced Educational Psychology, Sharda Pustak Bhawan, Allahabad.
- * Chauhan, Reeta and Pathak P.D. , Childhood and Growing up. Agarwal Publication ,Agra 2016-17.

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Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper-BD 102

CONTEMPORARY INDIA AND EDUCATION

Objectives:

After completion of this course student teachers will be able to analyse, Critically interpret the issues and challenges of contemporary Indian social order and describe their implications for organizing teaching learning programmes at the school levels.

Unit I: Overviews of educational school (Indian & Western)

- Education and Philosophy: Meaning and Relation
- India school of thoughts; Nyaya, Sankhya & Vedant
- Western School of thoughts, Idealism, Naturalism & Pragmatism

Unit II: Indian Education: A Normative vision

- Normative Orientation of Indian Education: A historical perspective.
- Universalization of Education.
- Constitutional values related to aims of Education.
- Contemporary issues and challenges in Indian Education

Unit III: Vision of Education thinkers:

- Dr. Radha Krishnan
- Mahatma Gandhi
- Swami Vivekanand
- Sri Aurobindo

Unit IV: Perspectives of Education Policy.

- Overview of education commissions, Kothari Commission, Radha Krishnan Commission, NEP-2020
- Overview of government bodies, UGC, NCERT, NCTE,

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Practicum/work experience: any one from following. The course will be transacted through seminars, workshop and presentation made by individuals and group on specific themes highlighting the problems of inequity and discriminations in the society.

References:

- Apple, M.W. (2008). Can schooling contribute to a more just society? "Education citizenship and social justice, 3(3), 239-261.
- Govinda, R. (2011). Who goes to school? Exploring exclusion in Indian Education oxford university Press.
- Pandey K.P.; Bhartiya Shiksha ki samasyaen Vantran Sandarbha, Amitabh Prak, Meerut.
- Tyagi Gurusaran Das; Bharti me shiksha Ka Vikas, Vinod Pustak Mandir, Agra.
- Upadhyaya, Pratibha; Bhartiya Shiksha mein Udiyaman Pravrittiyan, Sharda Pustak Bhawan, Allahabad.
- UNESCO (2006); United Nations Convention on the rights of person with disabilities UNESCO.
- UNESCO (2009); Policy guidaners on inclusion in education. UNESCO Saxena Vandana & Singh Savita, Samkalin Bharat Avam Shiksha, Rakhi Prakash, Agra.

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD 103

LANGUAGE ACROSS THE CURRICULUM

Objectives:

- To develop the sensitivity towards language diversity that exists in the class room
- To develop listening and speaking ability.
- To develop communication skills to know about the need of effective reading and writing.
- To understand the nature of classroom discourse.

Unit 1: Language across the curriculum approach:

- Meaning, nature and function of language & Interaction in classroom learning.
- Language diversity: Differential status of Indian language and multi-cultural awareness in the classroom.
- Multilingualism: As a resource of language learning.

Unit II: Communication:

- Meaning, nature, principles and types of communication.
- Components of communication process: Sender, Message, Receiver and Medium etc.
- Language as a tool of communication.

Unit III: Acquisition of the Four Language Skills:

- Listening & Speaking skills: Process and Strategies.
- Reading & Writing skills: Process and Strategies.
- Relationship between Reading and Writing.

Unit IV: Classroom Discourse & Personality Development:

- General classroom or oral language, discussion & questioning as a tool for learning. Role of teacher in classroom discourse.
- Constructive skills – Engaging, Exploring, Explaining, Elaborating and Evaluating.

- Life Skills: Self-awareness, Empathy, Analytical or Critical thinking, Creative thinking, Decision making & Problem-solving skill, Management skills and Social skills.

Practicum work: Analysis of text books to construct and discuss the nature and types of knowledge and Pedagogical elements, writing a review of summary of text.

Suggested Readings/References

- Batra P. (Ed.) (2010). Social Science Learning in Schools Perspective and Challenges, New Delhi: Sage Publications.
- Dewey J. (1897). My Pedagogic creed, School Journal, Vol. 54.
- Bruner J. (1996). In the Culture of Education Cambridge: Harvard Press, Chapter - 2, Folk Pedagogy, 44-65

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD 104

YOGA EDUCATION

Objectives:

Having learnt these concepts student teacher may able:

- To explain and define Yoga.
- To explain the importance of Yoga in Human life.
- To describe the origin of Yoga from vedas to modern period.
- To identify the badhak and sadhak tatva of Yoga as given in Hath, Pradeepika, Gherand Sanhita & Modern Yogacharyas.
- To know the techniques & systems of Yoga.
- To explain the importance of ashtang Yoga Mudras & Bandh.

UNIT I: Concept, Aims and importance of Yoga.

- Meaning and Definition of Yoga.
- Objectives of Yoga.
- Importance of Yoga.

UNIT II: Origin & Development of Yoga.

- Yoga in verdas, Upnishads and Smrities.
- Yoga in Geeta.
- Yoga in moderns period.

UNIT III: Elements of Yoga: Badhak and Sadhak Tatwa.

- Sadhak and Badhak tatva according to Hath Pradipika
- Sadhak and Badhak tatva according to Gherand Sanhita/Yogsutra.
- Sadhak and Badhak tatva according to Modern Yogacharya.

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UNIT IV: Techniques and systems of Yoga.

- Shatkaran (Dhauti, Vasti, Neti, Nauli, Tratak and Kapal Bhati)
- Mudtras and Bandh
- Ashtang Yog
 - i) External- Yam, Niyam, Asan, Pranayam, Pratyhar
 - ii) Internal- Dharna, Dhyan, Samadhi

Practicum work:

- i) Student teachers have to attend five days yoga practice camp organized in the college permissive.
- ii) Student teacher have to submit the report of the camp attended.

सन्दर्भित पुस्तकें

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|---------------------------|---|--------------------|
| 1- योग के आधार | : | बी०के०एस० आयंगर |
| 2- योग शिक्षा | : | डॉ० उदय चौहान |
| 3- पतंजलि योग सूत्र | : | महर्षि पतंजलि |
| 4- हठ प्रदीपिका | : | स्वामी स्वात्माराम |
| 5- योग द्वारा स्वस्थ जीवन | : | बी०के०एस० आयंगर |

Reference: Yoga Education.

- Yoga Education: Dr. S., Selvalxmi
- Yoga Education: An Indian Perspectibe by B. Ramaswamy
- Yoga Education : A Text Book by Kamakhya Kumar
- Yoga the Path To huhtz Health by B.K.S. yngar
- Patnjali Yogashtra.

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD 105(A)

VALUE AND PEACE EDUCATION

Objectives:-

- To scientifically analyse values in Indian culture and tradition.
- To understand the Indian values according to shraddha and logic.
- To analyse the ethical, artistic and pleasant values.
- To develop the teaching learning method for adaptation and assimilation in life values.
- To explore the meaning of ethics and value.

UNIT I: Value Education: Concept, Perspectives and Type

- Meaning, Concept, Nature and Sources of Value Education.
- Perspectives of Values Rational, Philosophical, Religious, Psychological and socio cultural.
- Fundamental Human Values: Truth, Peace, Non-Violence, Righteous conduct etc.
- Typologies: Intrinsic and Extrinsic values.

UNIT II: Agencies, Theories and value Crisis.

- Agencies of value Education: Family, School and Society.
- Role of Teacher, Parent, Culture, Media, Science-technology in the development of values.
- Human Rights commission, UDHR, Constitution etc.
- Theories of Response Laurence Kohlberg and Carol Gilligan.
- Values Crisis: concept, conflicts as challenge vs. Hinderence.

UNIT III: Peace Education: Meaning, concept, scope and Agencies.

- Meaning, Concept and objectives of peace education.
- Scope of Peace Education: Its place in Curriculum & Relevance in Present Scenario.
- Sources of Peace: Philosophical, Religious, Social and Psychological
- Agencies for Peace Education: Family, Community, School & Society (With Special Reference of developing values for peaceful co-existence)

UNIT IV: Global Issues and Peace Movement

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD 105(A)

VALUE AND PEACE EDUCATION

Objectives:-

- To scientifically analyse values in Indian culture and tradition.
- To understand the Indian values according to shraddha and logic.
- To analyse the ethical, artistic and pleasant values.
- To develop the teaching learning method for adaptation and assimilation in life values.
- To explore the meaning of ethics and value.

UNIT I: Value Education: Concept, Perspectives and Type

- Meaning, Concept, Nature and Sources of Value Education.
- Perspectives of Values Rational, Philosophical, Religious, Psychological and socio cultural.
- Fundamental Human Values: Truth, Peace, Non-Violence, Righteous conduct etc.
- Typologies: Intrinsic and Extrinsic values.

UNIT II: Agencies, Theories and value Crisis.

- Agencies of value Education: Family, School and Society.
- Role of Teacher, Parent, Culture, Media, Science-technology in the development of values.
- Human Rights commission, UDHR, Constitution etc.
- Theories of Response Laurence Kohlberg and Carol Gilligan.
- Values Crisis: concept, conflicts as challenge vs. Hinderence.

UNIT III: Peace Education: Meaning, concept, scope and Agencies.

- Meaning, Concept and objectives of peace education.
- Scope of Peace Education: Its place in Curriculum & Relevance in Present Scenario.
- Sources of Peace: Philosophical, Religious, Social and Psychological
- Agencies for Peace Education: Family, Community, School & Society (With Special Reference of developing values for peaceful co-existence)

UNIT IV: Global Issues and Peace Movement

- Human Rights as a Duty.
- Teacher's role in promoting peace.
- Preservation of Ecology, Population control, Economic Exportation, challenge not Deprivation.
- Role of World Organizations is promoting peace Education (UNESCO, UDHR, Cultural Programs etc.)

Practicum: (Choose any One)

- Application of one Strategy of value inculcation among school children and its report.
- Study of UDHR: Human Rights thorough performing Duties.
- Make a report on home problems can be taken as challenge.
- Develop a Personality Development Program (Incorporation the Culture and peace making techniques)

References:

- Prem Kripal-Value in Education, NCERT, New Delhi, 1981
- Swami Raghunath Anad-Eternal values for a changing society, BVM, Bombay, 1971
- गोयन का जयदयाल-महत्वपूर्ण शिक्षा, गीता प्रेस, गोरखपुर, उ०प्र०।
- उर्वशी सरती-नैतिक शिक्षा एवं बाल विकास, प्रभात प्रकाशन, चावड़ी बाजार, दिल्ली।

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD 105 (B)

TEACHER EDUCATION

Objectives:

After completion of this course the student teachers will be able to:

- Describe the importance and scope of teacher education.
- Understand the roles and responsibilities of teachers and teacher educators .
- Highlight the aims and objectives of teacher education at elementary, secondary and college level.
- Discuss the concept and importance of professional development of in- service teachers and familiarize with programmes of faculty improvement.
- Acquaint the student with various agencies for in-service education of teachers.
- Describe the modes of education used for teacher education through distance mode.

UNIT I: Scope, Responsibilities, Objects and Importance of the teacher education:

- Meaning, definition and Scope of Teacher Education - Preparing Teachers for Elementary, Secondary & Higher education.
- Agencies regulating Teacher education in India - NCERT, NCTE, SCERT, DIET: roles and responsibilities, policy documents)
- Importance of Teacher Education: Teacher educators their Role & responsibilities .
- Quality control of teacher education and practicing school.

UNIT II: Scope of the Training and Apex Bodies :

- Pre- Service Training: Objectives and scope .
- Isolation of teacher education institutions.
- Issues, concerns and problems of the pre-service teacher education.

UNIT III: Concept and Characteristics of Teaching Profession-

- Profession- concept and characteristics.
- Teaching Profession- concept and characteristics.
- Professional Development- Aims and objectives.
- Competency Based Teacher Education, Accountability in teacher education.

UNIT IV: Management and Administration of the Teacher:

- Total Quality Management in teacher education.
- E- Learning and M- learning in Teacher Education.
- Teacher Education through Distance mode.
- Integration of ICT in teacher Education.

Practicum work: Assignment of any topic given in syllabus.

References:

- Aggarwal, J.C.(1984): Landmark in the history of modern India education , Vikas Publishing House, Ansari Road , New Delhi 110002.
- Chaurasia, G (1976): New Era in Teacher Education. New Delhi.
- Devedi, Prabhakar (1990): Teacher Education- A Resource Book, N.C.E.R.T., New Delhi.
- Govt. Of India (1966): Education and National Development. Report of Education Commission, New Delhi.
- Govt. Of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
- Khan, Mohd. Shariff (1963): Teacher Education in India and Aboard, Sheetal Printing Press, Karol Bagh, New Delhi-110005.
- Kohli, V.K. (1992): Teacher Education in India. Vivek Publishes, Ambala.
- Govt. Of India (1986): National Policy of Education, Ministry of Human Resource and Deve

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD 105(C)

ENVIRONMENTAL EDUCATION

Objectives:-

After completion of this course the student teachers will be able to:

- Understand the concept, aims and objectives of environmental education.
- Understand possible environmental hazards and their negative effects and method to minimize them.
- Identify various methods and strategies for realizing importance of environment.
- Establish the relationship of man with environment.
- Appreciate the role of various agencies working in the area of environment.

UNIT I: Introduction Environmental Education.

- Meaning, Scope, dimension and Nature of environmental education.
- Aims & objectives of environmental education.
- History & Movements of environmental education in India.

UNIT II: Curriculum of Environmental Education.

- Methods for making environmental education effective:-
- Lecture, discussion, survey, project & field work-cum demonstration.
- Role of media-Print, Films, T.V. and Audio-Visual aids, Eco club, exhibition in environmental education.
- Role of school & teacher in environmental conservation & sustainable development.

UNIT III: Ecosystem and Man.

- Ecosystem-structure types and functions.
- Food chain, food web and ecological pyramids.
- Effects of human activities on eco system.

UNIT-IV Environmental crisis

- Pollution-causes, effects and remedies of air, water, soil. Noise and Radiation pollution.
- Acid rain, green house effects, global warming ozone depletion, population explosion exploitation of energy resources.
- Disaster-Natural and Man Made, disaster management and its litigation.

Practicum/work experience:

- i) Preparation survey report of any public place, Bus stand Railway station, hospital etc.
- ii) Preparation of an innovation based article on E.E.

References:

1. हरिश्चन्द्र व्यास (2001) पर्यावरण शिक्षा, नई दिल्ली, विद्या बिहार।
2. सक्सैना हरिमोहन (2003) पर्यावरण अध्ययन, श्री गंगानगर, अग्रवाल साहित्य सदन।
3. सक्सैना ए.बी. (1998) पर्यावरण शिक्षा नई दिल्ली, आर्थ बुक डिपो।
- 4- NCERT (1981) Environmental Education at school level, New Delhi

Bachelor of Education (B.Ed.)

First year (First Semester) Detailed Syllabus

Paper- BD 105(D)

HEALTH AND PHYSICAL EDUCATION

Objectives: To enable the student-teacher to:

After completing this course student teacher will able to:

- To Introduce the student teacher with the concept of Holistic health.
- To understand the various dimensions and determinants of health.
- To acquaint them to school health programme and its importance.
- To understand the need and importance of Physical Education.
- To make them aware of the benefits of physical fitness and activities for its development.
- To introduce them the need of yoga and its importance.

Unit I:

- Meaning definition, Aims and objectives of physical education,
- Need and importance of physical education in different level of school.
- Misconceptions of physical education.
- Concept, dimension, developments and determinates of health.
- Health Education: Concept, Aims, objectives and scope.
- School health programme and role of teacher in the development of health.

Unit II:

- Physical fitness concept, factors affecting, benefits and assessment of physical fitness.
- Need and importance of physical activities at school level.
- Classification of foods balance diet, role of various nutrients.
- Vitamins and their role, malnutrition, adulteration of food.

Unit III:

- Personal and environmental hygiene: Concept and importance.
- Care of skin, mouth, nails, clothing and bathing etc.
- Brief account of housing water supply, sewage and proper disposal.
- Development of personal and environmental hygiene.
- Concept of first aids, importance and knowledge of first aids for the school teacher.
- First aids for sun stroke, snake bite, dog bite, fracture etc.
- First aid box in its importance in School

Unit IV:

- Meditation: Meaning, Nature & Relationship with mind.
- Importance of Meditation in school.
- Stress: Meaning Nature, Type and Factors.
- Role of Meditation in Stress Management.

Practicum work:

- i) Assessment of Health related physical fitness (H.R.P.F.), Body composition: Body Mass Index (B.M.I.) and Waist Hip Ratio (W.H.R.)
- ii) Assignment on different meditation techniques.

References:

- Dr. Ajmer Singh (2003). Essential of Physical Education. Ludhiana Kalyani Publishers.
- Daryl Syedentop (1994): Introduction to physical education, fitness and sports (2nd ed.) London: Mayfield publishing company.
- Dr. A. K. Upalabdh Dr. G.P. Gautam (2004): Physical Education and Health, Friends publisher, Delhi
- Dr. Sopan kangane and Dr. Sanjeev Sonawane (2007): Physical Education (D.Ed.) Nirali Publication, Pune.

Bachelor of Education (B.Ed.)

First year (Second Semester) Detailed Syllabus

Paper- BD 201

TEACHING AND LEARNING PERSPECTIVES

Course Objectives:

After completing this course the student teachers will be able to:

- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
- Gain and understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories.
- Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners.
- Appreciate the critical role of learner differences and contexts in making meanings and draw out implications For School and teachers.
- Be acquainted with group dynamics and various roles of the teachers in teaching learning process.
- Understand the concepts of professionalism and be and encouraged to develop competencies to act as professionals.
- Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phase of teaching.

Unit I: Process of Teaching and Learning:

- Learning: Meaning, Nature Characteristics, Principles and types.
- Factors Affecting Learning: Maturation, Attention, Interest, Fatigue, School related factors
- Concept of Teaching: Meaning, Definition, Characteristics, forms
- Levels of Teaching: Memory, Understanding, Reflective.

Unit II: Approaches to Learning:

- Concept, theories and educational applicability of following approaches to learning.
- Behaviorist Approaches: Thorndike's Theory's of Trial and Error, Pavlov's Theory of Classical Conditioning, Skinner's theory of Operant Conditioning
- Humanistic Approach: Roger's Social Learning Theory.
- Motivation: definition, Types and Techniques, Maslow's Theory of motivation.
- Cognitive Approach: Burnner's Theory of Discovery Learning and Kurt Lewin's Field Theory,
- Constructivism: Cognitive, Constructivism and social constructivism (concepts and facts).

Unit III: Differences in Individual Learners:

- Intelligence: Nature, Theories - Thurnstorn's theory, Guilford's three Dimensional theory (5.1 model), Gardner's theory of multiple intelligence and assessment.
- Meaning and concept of personality, Type theory, Trait Theory and Freud's psychoanalytical theory.
- Creativity Concept: Factors and Nurturing creativity.

Unit IV: Essentials of teaching and Learning:

- Communicative teaching skills.
- Role of teacher in teaching & learning
- Models of teaching : Enquiry Training Model, Advance Organize Model, Mastery Learning Model

Practicum work:

- i) Written test and assignments for assessing conceptual understandings and clarity.
- ii) Administration and Interpretation of any one psychological test- Intelligence test (Performance non-verbal, verbal)/ Aptitude Test/ Creativity test/Personality test/ Aptitude test.

References:

- Bhatnagar, A.B. and Anurag: learning and teaching, R.Lal Publication, Meerut
- Arya, M.L.: learning and teaching-R. Lal Publication, Meerut
- Benja field, (1992). Cognition, Prentice Hall, Englewood Cliffs.

- Bigge, Morris L(1967): Learning Theories for Teacher Delhi: Universal Book Stall.
- Bower and Hilgard (5th. ed.) (1986) Theories of Learning New Delhi: Prentice Hall.
- Burner, J.S.(1967) A Study of Thinking, New York: John Wiley.
- Chand, Tara and Prakash, Ravi (1997) Advanced Educational Psychology New Delhi: Kanishka Publications.
- Chauhan, S.S.(6th ed. Revised (1998): Advanced Education Psychology New Delhi: Vikas Publishing House.
- Dandekar, W.N. (1998): Psychological Foundation of Education Delhi: Macmillan India.
- Gardner, Howard (1989).: Frames of Mind. The Theory of Multiple Intelligences, Basic Books, New York.
- Gardner, H.(1989). The disciplined mind: What all students should understand New York: Simone and Schuster.
- Mangal, S.K. (1998): Advanced Educational Psychology, Prentice Hall of India, New Delhi,
- Vygotsky, L.S.(1978): Mind in Society, Harvard University Press, Cambridge.
- Goalman, Daniel (1999): Working the Educational Intelligence London: Bloomsburi.
- Kuppaswami, B. (1998): Advanced Educational Psychology, New Delhi Sterling Publishers.
- Basic in Education: Text book for B.Ed course. NCERT-2014.
- NEP (2020): NEW Education Policy, New Delhi.

Bachelor of Education (B.Ed.)

First year (Second Semester) Detailed Syllabus

Paper- BD 202

UNDERSTANDING DISCIPLINES & SCHOOL SUBJECTS

Objectives:

After completion of this course the student teacher will be able:

- To provide basic knowledge of various disciplines and subjects in the school curriculum.
- To know the history of teaching of different disciplinary areas like language, Mathematics, Social Science and Science.
- To know the content, theory and process of framing the syllabus of school subjects.
- To find out the challenge of school curriculum to design as a discipline oriented from learner oriented.

Unit I: Knowledge of disciplines:

- Knowledge: Meaning and Various Perspectives
- Meaning, Nature and Scope of Disciplines at School level.
- Importance of Disciplines.
- Correlation with other disciplines.

Unit II: Historical Aspects of disciplines:

- Historical Aspects of different Disciplines- science, social science, language, maths, commerce, home science and fine arts.
- Critical justification of difference Disciplines at school level (on the basis of philosophical and psychological)
- Modern aspect of Disciplines on the basis of future needs and social ethics.

Unit III: Framing of Disciplines:

- Theory of content- Need theory and hygiene theory.
- Paradigm of framing disciplines at school level.
- Challenges of Disciplines in school curriculum.

Unit IV: Recommendation of disciplines:

- Recommendation of disciplines by Kothari Commission, Mudaliar Commission.
- Recommendation by National Educational Policy.

Practicum work:

- i) Conduct seminar on scheme of school curriculum.
- ii) Workshop on any one disciplinary area like criticism of text book related to Social Science, Science, Maths and Language in the light of present head.

References:

- Naik, J.P. and Narullah, S (1974): A student s' history of education in India - (1800-1973) Macmillan.
- NCERT, (2005): National Curriculum framework NCERT, New Delhi.
- Coodson, I.F. & Martha, C.J. (2005), Studying School Subjects : A Guide Rouldeg.
- Ghose, S.C. (2007) History of Education in the India, Rawat Publication.
- Apple, M.W.(2008): Can schooling contribute to a more just society ? Education, Citizenship and Social Justice, 3(3) 239-261.
- Apple, M.W., Au, W,& Tandon, L.A.(2011). The Routledge International handbook of critical education Tayler and Francis
- Apple, M.W., & Beane, J.A. (2006): Democratic school: Hessous in powerful education Eklavya. Retrieved from http://www.arvindgupta_toys.com.
- Armstrong, M. (1980): The practice of art and the growth of understanding. In closely observed children: The Diary of a primary classroom (PP. 131 – 170). Writers and Readers.

Bachelor of Education (B.Ed.)

First year (Second Semester) Detailed Syllabus

Paper- BD 203

ART AND AESTHETICS IN EDUCATION (EPC-I)

Objectives:

After completion of this course the student teacher will be able:

- To understand the concept of Art and Aesthetics.
- To explain the need and importance of Art and Aesthetics in education as well as other spheres of human life.
- To conceptualize the historical perspective of Indian Art.
- To familiarize with various form of Art/performing Art.
- To conceptualize the historical, educational and socio-cultural perspective of fairs and festivals.
- To understand the role of family, school and society in nurturing Aesthetics sense.

Unit I: Conceptual Perspective of Art:

- Meaning, concepts and importance of Art.
- Historical perspective of India Art.
- Importance of Art in education.
- Types of Art and relationship of Art in human life.
- Issues and challenges of Art in education.

Unit II: Aesthetics an overview:

- Concepts, elements and characteristics of Aesthetics.
- Relationship of Art and Aesthetics.
- Importance of Aesthetics in education and human life.
- Role of parents and teachers in developing Aesthetic sense.

Unit III: Performing Art: Culture, Conceptual and contemporary Perspective:

- Concepts, need and importance of performance Performing Art in Indian context.
- Cultural perspective of music, dance and drama.
- Form of performing Art: Music, Dance, Drama, Drawing and Craft.
- Performing Art in contemporary Indian society.

Unit IV: Fairs and Festivals of India:

- Historical perspective of fairs and festivals.
- Famous fairs and festivals of India.
- Socio-culture importance of fairs and festivals.
- Aesthetics significance of festivals and fairs.

Practicum work:

- i) Prepare a report on local fair of your town/city.
- ii) Prepare an album on latest trends of Art & Craft.
- iii) Write an assignment on any topic of your choice from syllabus.

References:

- Drama, Art and Aesthetics, Dr. Ragini Makkhar, Madhav Prakash, Agra.
- Jagdish Gupta, Pre historic Indian Painting North Central Zone, Cultural Centre.
- Barnard Nicholas, Art and craft in India London conran, Octopus Ltd.
- Gupta, Swarajya, P. Roots of Indian Art., D.K. Publisher, new Delhi.
- Arya Jaids: Kala Ke Adhyapan, Vinod Pustak Mandir, Agra.
- Ruth Dunneth: 'Art and Clired Personality, Metheun and Co. Ltd, London, 1945.
- Kiya Shiksha. Vol. No. 4, April 1966, Special Vender, Art education, Publication by department of Education, Rajasthan, Bikaner.
- शिक्षण में कला एवं सौन्दर्यशास्त्र— गुलशन ग्रोवार, राखी प्रकाशन, प्रा0 लि0, आगरा।
- शिक्षा में कला नाट्य एवं सौन्दर्यशास्त्र— आन्ववना सक्सेना/सुशील सरित।

Bachelor of Education (B.Ed.)

First year (Second Semester) Detailed Syllabus

Paper- BD 204

CRITICAL UNDERSTANDING OF ICT (EPC-II)

Objectives:

- To enable student teacher to use E.T. approach for optimizing Learning outcomes in various subjects at school level.
- To enable them to make intelligent use of ICT.
- To enable them to use exciting technologies in education.
- To enable them to design and develop ICT integrated learning sources.
- To enable them to develop the professional and personal self.

Unit I: Teaching with Technology

Instructional application of technology (Computer assisted instruction), Using ICT and multimedia as technology enhanced communication devices in teaching and learning, plagiarism check for authenticity of documents.

Unit II: Learning with Technology

Use of ICT recourses to keep up-to-date on issue related to education. Using the internet as well as working safely (and securely) for its educational use. Online collaboration (through skype, google talk, etc.)

Unit III: Adopting innovative technologies to Education.

Emerging trends and technologies for facilitating learning like - Massive Open Online Coursed (MOOC) web 2.0 tools, Use of modular Object Oriented Dynamic Learning Environment (MOODLE), Learning in Virtual environment, Webinars.

Unit IV: (ICT for academic Support)

Use of online discussion forum (viz. blogs. son e-magazines e-articles e-discussions etc) Accessing digital resources for self learning needs like websites information portals online admission system.

Practicum work:

- i) Construction of lesson plan by. Use of Audio-Visual Media and computers.
- ii) Prepare a sample report card processing scores in excel worksheet.

References:

- Becker, H.J. & Riel, M.M. (2002). Teacher professional engagement and constructivist-compatible computer use (Report No. 7). Irvine, CA: Center for Research on information technology and organizations.
- UK Sing & KN Sudarshan: Computer Education- A Reference Guide to Using Internet Resources.
<http://www.bedfordstmartins.com/online/citex.html>
- Wikipedia- online encyclopedia website- <http://www.wikipedia.org/>
- E-learning India Website-<http://elearning-india.com/>
- कुलश्रेष्ठ एस0पी0-शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।

Bachelor of Education (B.Ed.)

Second year (Third Semester) Detailed Syllabus

Paper- BD 301

KNOWLEDGE AND CURRICULUM

Objectives:

After completion of the course, the student will be able:

- To understand the social basis of education.
- To understand distinction between knowledge, skill, teaching and training.
- To understand curriculum and preparation of curriculum.
- To understand education in relation to modern values, equity, equality, individual afformity, dianity and social justice.
- To discuss three concepts- activity, discovery and dialogue with reference to Gandhi Ji, Jai Krishan Murti, Tagore, Dewey, Plato.

Unit 1: Meaning and Nature of Knowledge

- Meaning and nature of knowledge in education.
- Difference between information, knowledge, belief and opinion.
- Ways and means of knowing.
- Role of knower and the know in knowledge transmission and construction.

Unit II: Concept of Curriculum

- Meaning, definition and characteristics of curriculum.
- Scope of curriculum at secondary level and senior secondary level.
- Objectives of curriculum at secondary level and vocational courses.
- Relationship between curriculum and education.

Unit III: Organizational Climate for Transmission of Knowledge

- School as an organization - meaning, needs, types and principles of school organization, administration and management.
- Co-curricular activities - meaning, importance and principles of organizing co-curricular activities.

- Place of language is school curriculum.
- School climate: conducive, Learner-friendly, inclusive, vibrant

Unit IV: Role of Teacher and Principal for Construction of Knowledge

- Leadership- Concept, need and development of leadership quality among teachers and students.
- Discipline - Concept, basis of discipline, causes of indiscipline and its remedial, resources, rewards and punishment as techniques of maintaining discipline.
- Role of teacher in proper class management and learning environment, teachers self assessment and accountability.
- Punishment and its legal implications.

Practicum work:

- i) Review the school time-table planning and its effectiveness towards attaining academic expectations.
- ii) Organize co-curricular activities.

References:

- UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).
- Plato (2009) Reason and persuasion three dialogues (Chapter) in J. Holloo (Ed) memorauson, persuasion in virtue person.
- Goodson I.F. & Marsh, C.J. (2005) Studying school subject a guide Rouldgo.
- Ghos, S.C. (2009) History of education in India, Rawat Publication.

Bachelor of Education (B.Ed.)

First year (Third Semester) Detailed Syllabus

Paper- BD 302

SCHOOL ADMINISTRATION AND MANAGEMENT

Objectives-

After Completing this Course, the student will be able to:

- Understand the basic knowledge (concept, nature, need and scope) of school management and use of managerial concerns in school education and their implications.
- Acquire basic knowledge: (facts, concepts, theories and principles) of educational administration
- Develop competencies in using the results of SWOT analysis for better management of the classroom and school system.
- Acquire appropriate skills and competencies for imbinding effective transactional and transformational leadership attributes.

Unit I: Concept of school management

- School Management: - concept, nature, need and scope.
- Functions of Basic management and their implications for effective school management
- Qualities and duties of head of institution as manager and administrator.
- Qualities and duties of teachers as manager, facilitator, counselor and community leader.

Unit II: Approach for School Management

- Meaning and concepts of SWOT analysis, needed skills for conducting strength, weaknesses, opportunities and threat.
- The concept of TQM (Total Quality Management) and the scope for its application in school management.
- System Approach in School Management -Process,Steps and advantage

Unit III: Concept of Educational Administration

- Educational Administration: Meaning, nature, definition, scope and functions.
- Objectives, types and principles of Educational Administration.
- Authoritarian and democratic educational administration.
- Difference between Educational Administration and Management.

Unit IV: Educational Planning and Leadership

- Educational Planning: Meaning, nature, need and importance.
- Educational Leader : Qualities and Duties.
- Theories of leadership and their styles.

Practicum Work:

- i) Practicum/Paper based activity designed by the teacher/Assignment and Presentation of any topic related with the paper.
- ii) Formation of class timetable (subject wise), school time table and teacher timetable.

References:

- Agarwal, JC, (1994) Educational Administration Management and Supervision, New Delhi Arya Book Depo
- Agrawal, A. and Godboir, A. (2000) Shaikshik Prashasan Prabandhan and Swasthya Shiksha ,Alok prakashan,New Delhi
- Bhatia, K.K. & Singh, Jaswant: *Principles and practice of school management*, Tandon publications books market, Ludhiana.
- Bhatnagar, R.P. & Agrawal, Vidya: *Educational administration, Supervision, Planning & financing*, Surya Publication, Meerut.
- Koortz, Harold & Weihrich, Heinz *Essential of management an international perspective*, Tata Mc Graw-Hill Publishing Company Limited, New Delhi
- Kour, Gurvinder: School organization and Management, K. Lal Book Depot. Merut
- Sindhu, Kulbir Singh :*School organization and administration*. Sterling Publishing Private Limited, New Delhi
- Sukhia, S.P.: *Educational Organization, Administration and Health Education* Agrawal Publication, Agra.
- Vansbrey, G.K: Organisation and Management, S. Chand and Company LTD New Delhi

Bachelor of Education (B.Ed.)

Second year (Third Semester) Detailed Syllabus

Paper- BD 303

GUIDANCE AND COUNSELLING

Objectives:

After Completing this Course, the student will be able:

- To develop an understanding about the fundamentals of guidance and counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To create an awareness of the working of guidance centres.
- To provide guidance and counselling for school level students.
- To acquaint the students with the testing devices and techniques of guidance.

Unit I: Guidance- An Introduction:

- Guidance; Concept & Principles
- Need of Guidance at Various level of Education
- Educational Guidance
- Vocational Guidance
- Personal Guidance
- Group Guidance: Concept, Need, Significance and Principles

Unit II: Counselling-An Introduction:

- Counselling-Concept, Principles & Process of counselling
- Skill of Counselling – Listening, Questioning, Responding, Communicating
- Role of Teacher as a Counsellor & Professional Ethics of Counselor
- Counselling Approaches -Directive, non-directive & eclectic
- Difference between guidance & counselling

Unit III: Organization of Guidance Services:

- Concept and organization of guidance services
- Planning & organization of guidance services at school level
- Role of teacher in organization of guidance services
- Problem in setting up guidance services & measures of improvement

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Unit IV: Techniques of Guidance Services.

- Interview
- Observation
- Questionnaire
- Cumulative Record.
- Rating Scale.

Practicum Work:

Select any one -

- * Role of teacher as a counsellor at School Level.
- * Prepare a program for Guiding students at school level.

References :

- Agarwal J.C. (2004) Educational Vocational guidance and counselling ,Delhi, Doab House .
- Chauhan S.S. (1982) Principles and techniques of guidance, New Delhi, Vikas Publishing House.
- Crow, Lester, D & Crow. A (1960) An introduction to guidance, American Book Co.
- Downing Lester N (1968) Guidance and counselling services Springer Berlin Heidelberg.
- Erolock Clifford P. (1968) Guidance services in schools, New York: McGraw Hill.
- Jones. A.J. (1970) Principal of guidance, Bombay: Tata, New York: McGraw Hill.
- Kocher, S.K. (2007) Educational guidance and counselling, New Delhi, sterling publishing house.
- Miller, Carroll H. (1971) Foundations of guidance New York Harper & Row.
- Oberoi, SC (1993) Educational vocational guidance and counslling, Meerut ,Loyal Book Depot.
- Patterson, C.H. (1968) Counselling and psychotherapy, Harper & Row: 4th Editions.
- Seltzer, B and Stone, SC (1968) Fundamentals of counselling ,Boston, Houghton Mifflin Co.

Bachelor of Education (B.Ed.)

Second year (Third Semester) Detailed Syllabus

Paper- BD 304

GENDER, SCHOOL AND SOCIETY

Objectives:

After completing this paper the student teachers will be able to-

- Develop basic understanding and familiarity with key concept-gender, gender via, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism,
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmark in connection with Gender and education in the historical and contemporary period.
- Learn about gender issues in school curriculum and textual materials across disciplines. pedagogical processes and its inter section with class, cast, religion and region.
- Understand how gender, power and sexuality are related to education (in terms of subject, curriculum and pedagogy).
- Assess critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.
- Apply the conceptual tools learnt regarding Gender and sexuality to understand issues related to sexual harassment at the workplace and child abuse.
- Understand how gender relates to education and schooling. The student will be able to understand on how school as institution addresses gender concerns in curriculum, textual materials and pedagogy.

Unit I: Gender Issues: Key Concepts

- Gender and sex.
- Sexuality, Patriarchy, Masculinity and feminism.
- Gender bias, Gender stereotyping.
- Gender Empowerment

Unit II: Gender Issues: Paradigm Shift

- Historical Landmark: Social reforms moments in India and international conferences
- Paradigm shift from women's studies to gender studies.
- Constitutional safeguard for women
- Contemporary developments: Recommendation of various commissions in India, Five year plans: Programs related to women development.

Unit III: Gender and Education

- Literacy status and non formal Education.
- Primary and Secondary Education.
- Higher, Technical and Vocational Education.
- Issues, Challenges and Remedies.

Unit IV: Gender and social Development

- Gender and social mobility.
- Women as a Human Resource.
- Women and Economic Empowerment.
- Teacher as an Agent of change in Gender perceptions.

Practicum work:

Some of the following or similar activities, to be selected by subject-teacher will be organized:

- i) Analysis of text materials from the perspective of Gender bias,
- ii) Organizing debates on gender issues: equity and equality.
- iii) Creative expressions with respect to gender issues.
- iv) Field visit to schools for observing schooling process with regard to gender perspective.

References:

- Sharma, Nirmala: Women and education: Issues and Approaches.
- Agarwal, J.C: Bharat mein Nai Shiksha Niti
- Jha, A.K., Gender Inequality and Women Empowerment.
- Kaliya, N.N., Sexism in Indian Education.
- Chalatiya, Manoj- Stri Shiksha: Samajik Gatishilta
- Johari, D.: Gender, School tatha Samaj.

- G.O.1.(1986): National Policy of Education, G.O.1.
- G.O.1.(1992), 1998): National Policy of Education, 1986 (As modified in 1992). Received from http://mhrd.gov.in/sites/upload_files/mard/files/NPE86-MOD2.pdf.

Bachelor of Education (B.Ed.)

Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(A)

PADAGEGY OF SCIENCE -I

(PHYSICS, CHEMISTY)

PEDAGOGY OF SCIENCE TEACHING (PHYSICS, CHEMISTRY)

Objectives:

After completing this paper the student teachers will be able to:

- Acquire knowledge about meaning, need, value & place of science teaching.
- Understand the objectives of general science teaching.
- Clarify different teaching methods & curriculum constructions.
- Explain functioning of science lab & library.
- Develop interest in scientific activities along with curricular activities.
- Construct lesson plan based on different approaches & models of teaching.

Unit I: Aims, objectives and Historical Perspectives.

- A critical study of the content of science prescribed at school level and its pedagogic implications.
- Science Teaching: Nature, Need and Scope. Its correlation with other subjects, Objectives of science teaching: objectives at different levels, Instructional Objectives and Bloom's Taxonomy.

Unit II: Method, Techniques and Teaching aids.

- Science teaching methods- Lecture method, Lecture-cum-demonstration method, Heuristic method, Project method and Modern trends in science teaching viz-e learning. Team teaching, integrated approach. Micro Teaching and Programmed Instruction.
- Teaching aids in science teaching- meaning, types, significance, qualities of a good teaching aid, self improvised apparatus and teaching aids, steps for effective use of audio-visual aids.

Unit III: Science Laboratory and Lesson Planning.

- Science laboratory: Organization and structure of science laboratory, administration, Science library: need & importance along with different activities of library.
- Science lesson plan- meaning, characteristics, major steps involved in lesson planning. Format of lesson plan, Different type of lesson plan based on different approaches.

Unit IV: Evaluation and Co-curricular activities:

- Evaluation in science: Construction of achievement test based on objectives type items for Formative and Summative evaluation.
- Co-curricular activities- science fair & exhibitions, science club excursion- visit to science museum & Science Park, concept mapping, constructivist approach in science teaching.

Practical Work:

- i) Preparation of Two Teaching Aids on Science Subject.
- ii) Construction of a lesson plan based on constructiv approach.
- iii) Innovative Essay writing on Science Topic.

References:

- Bloom, B.S. (1956) : "Taxonomy of educational objectives", David Mackay Company, INC, New York.
- NCERT : "Text Book of Science, NCERT, New Delhi.
- Pareekh, A.M. (2001) : "Lesson Planning in Indian School", R.C. of Education, Jaipur.
- Rao, D.B. (1997) : "Reflection Scientific Attitude", Discovery Publishing House, New Delhi.
- Singh, Satnam : Modern Methods of Teaching Science, Srishti Book Distributors, New Delhi.
- Singh, Uttam Kumar : Science Education, C.W. Nayak A.K.
- Sood, J.K. (1999) : "New Direction In Science Teaching". Kohali Publication, Chandigarh.
- Yadav, M.S. : Modern method of teaching of science, Anmol publishers, New Delhi.
- Rawat, D.S. : Vigyan Shikshan, Agrawal Publication, Agra.

Bachelor of Education (B.Ed.)

Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(B)

PADAGEGY OF SCIENCE-II

(ZOOLOGY, BOTANY)

PEDAGOGY OF Biology Teaching-II (ZOOLOGY, BOTANY)

Objectives:

After completing this paper the student teachers will be able to:

- Acquire knowledge about Meaning, Scope & Need of Biology.
- Understand objectives of Biology Teaching.
- Clarify the teaching methods and curriculum constructions.
- Analyse learning outcomes in Biology from the points of view of behaviorism to constructivism.
- Construct lesson plan on the basis of different approaches & teaching models.
- Develop interest in Biology laboratory work, Bio club, botanical garden.

UNIT I: Nature, Concept and Importance, Aims and Objectives.

- A critical study of the content of Biology prescribed at school level and its pedagogic implications.
- Biology teaching: nature, needs & scope, its correlation with other subjects; Place of Biology in school curriculum, difference between curriculum and syllabus, Principles of curriculum constructions. Aims and objectives of biology teaching, methods and techniques of writing specific objectives in behavioral term. Taxonomy of Educational objectives by B.S. Bloom. Skill of writing instructional objectives.

UNIT II: Methods and Approaches of teaching of Biology.

- Methods of Biology teaching- lecture method, lecture-cum-demonstration method, problem solving method, heuristic method, project method & laboratory method. Modern trends in biology teaching, E-learning, Team teaching, Integrated method, Micro teaching.
- Biological laboratory- Need and significance of laboratory work, administration and safety measures in the lab and first aid kit, low cost improvised apparatus, maintenance of Biology laboratory, need & importance Biology library.

UNIT III: Teaching Aids, Co-curricular activities and Learning in Biology.

- Learning in Biology- Constructivism vs Behaviourism, Meaning & difference between constructivist & behaviourist approach, Constructivist classroom, teacher and lesson. Concept mapping- meaning, definition & its significance, connectivist Approach.
- Teaching Aids- meaning, type, significance & principles of the selection of proper teaching aids & their use. Co-curricular activities in Biology- visit to community resources, botanical garden, aquarium, vivarium & terrarium and their construction, Bio-club, Eco-club.

UNIT IV: Evaluation and Lesson Planning.

- Evaluation in Biology: Construction of achievement test based on objective type items for Formative and Summative evaluation.
- Lesson plan- characteristics, different approaches, major steps involved in lesson planning, format of lesson plan. Importance of lesson plan and different types of lesson plan based on different models of teaching viz. BTM & Biological inquiry training model and Concept Attainment Model.

Practical Work:

- i) Construction of an achievement test.
- ii) Construction of a lesson plan based on constructivist approach.
- iii) Essay writing on any innovation in Biology teaching & research.

References:

- Bhushan, S. : Biology teaching, Agarwal publication, Agra.
- Bloom, B.S. : Taxonomy of educational objectives, David Mackey, Newyork.
- Falk, Dons : Biology teaching method, Wiley Newyork.
- Kulshrestha, S.P. : Teaching of Biology, Loyal book department. Meerut.
- Kumar, S. : Biology Teaching. Agrawal Publication, Agra, 2010.
- Ratho, T.N. : Emerging Trends in Biology teaching. Surya Prakashan, Meerut.
- Ravi Kumar, S.K. : Teaching of Biology. Mangal deep Pubishers, Meerut.
- Singh, Satnam : Modern Methods of Teaching Zoology. Srishti Books Distributors. New Delhi.
- Sood, J.K. : Teaching life sciences, Arya book depot, New Delhi.
- Yadav. K. : Teaching of life science, Anmol publication, New Delhi.

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(C)

PADAGEGY OF SCIENCE-III

(MATHEMATICS)

PEDAGOGY OF TEACHING-II (MATHEMATICS)

Objectives:

After completing this paper the student teachers will be able to:

- Know the place of mathematics in school curriculum and aims of mathematics teaching.
- Use the teaching methods in mathematics teaching.
- Prepare lesson plan of mathematics teaching.
- Use the teaching aids in mathematics teaching.
- Develop standardized achievement test in mathematics.

Unit I: Foundation of Mathematical Education.

- A critical study of the content of mathematics prescribed at school level and its pedagogic implications, Correlation of mathematics with other subjects.
- Contribution of Great Mathematicians- Aryabhatta, Bhaskaracharya, Ramanujan, Gauss and Pythagoras, Place of mathematics in school curriculum, Microteaching in Mathematics. Teaching skill in Mathematics.

Unit II: Aims, objectives and curriculum reform.

- Aims and objectives of mathematics teaching. Taxonomy of B.S. Bloom.
- Curriculum of mathematics- concept and principles of curriculum construction. Type of Curriculum, Knowledge of Mathematics and Mathematisation. Mathematics in NCF-2005.

Unit III: Methods and Approaches of Teaching of Mathematics.

- Methods used in mathematics teaching- Inductive-Deductive method, Analytic and Synthetic method, Lecture method, Heuristic method and Project method.
- Using various techniques for teaching mathematics viz oral, written, drill and assignment or home work.

Unit IV: Lesson Plan and Evaluation in Mathematics.

- Lesson plan and teaching aids in mathematics teaching. Mathematics Library, Laboratory and club.
- Evaluation in mathematics: Construction of achievement test based on objective type items and determination of its reliability and validity. Formative and Summative evaluation Comprehensive and Continuous evaluation.

Practical work:

- i) Preparing Unit- test based on Mathematics curriculum at school level.
- ii) Preparation of to teaching Aids on Mathematics subject.
- iii) Innovative Essay writing on Mathematics topic.

References:

- Kumar, Sudhir & Ratnatikar, DN. Teaching of Mathematics, Anmol publication Pvt. Ltd., New Delhi.
- Sidhu, Kulbir Singh: The Teaching of Mathematics. Sterling Publishers, New Delhi.
- Vashista, S.R.: Curriculum Construction, Anmol publication Pvt. Ltd, New Delhi,
- Mangal, S.K.: Ganit Shikshan, Agrawal Publication, Agra.
- Rawat, D.S.: Mathematics Teaching, Agrawal Publication, Agra

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(D)(i)

PADAGEGY OF LANGUAGES-HINDI

PEDAGOGY OF HINDI TEACHING

लक्ष्य

- भावी शिक्षकों में हिन्दी शिक्षण हेतु भाषा सम्बन्धी आधारभूत योग्यताओं का विकास करना।
- भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना।
- भावी शिक्षकों में हिन्दी शिक्षणोपरान्त अपेक्षित कुशलताओं का विकास करना।
- भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न कक्षोत्तर भाषिक एवं साहित्यिक क्रियाओं के आयोजन की क्षमता का विकास करना।
- सहायक सामग्री के निर्माण एवम् प्रयोग की कुशलता का विकास करना।

प्रथम ईकाई: आधारभूत संरचना, स्थान, सिद्धान्त एवं उद्देश्य।

- भाषा का अर्थ, आधार एवं प्रकृति।
- देवनागरी लिपि एवं उसकी विशेषतायें।
- हिन्दी भाषा के विविध रूप: राष्ट्रभाषा, मातृभाषा, अन्तर्राष्ट्रीय भाषा, माध्यम भाषा, ज्ञान की भाषा एवं शिक्षक-शिक्षार्थी संबंध के आवश्यक पहलू के रूप में।
- हिन्दी भाषा का महत्व एवं पाठ्यक्रम में स्थान।
- हिन्दी शिक्षण के सामान्य सिद्धान्त एवं सूत्र।
- हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य (सामान्य-विशिष्ट एवं ब्लूम टैक्सोनोमी के अनुसार)

द्वितीय ईकाई: हिन्दी शिक्षण की प्रमुख विधियाँ, प्रणाली एवं पाठ्य-पुस्तक।

- हिन्दी शिक्षण की प्रमुख विधियाँ: प्रत्यक्ष विधि, पाठ्य-पुस्तक विधि, आगमन-निगमन विधि, अनुवाद विधि आदि।
- हिन्दी शिक्षण की प्रमुख प्रविधियाँ: प्रश्न प्रविधि, कथन प्रविधि, स्पष्टीकरण प्रविधि, व्याख्या प्रविधि, अभ्यास प्रविधि आदि।
- हिन्दी शिक्षण की प्रणालियाँ: प्राकृतिक प्रणाली, ढाँचागत प्रणाली, उद्देश्य परक संप्रेषणात्मक प्रणाली आदि।
- पाठ्य-पुस्तक की उपयोगिता, विश्लेषण एवं आलोचनात्मक मूल्यांकन।

तृतीय ईकाई: पाठ-योजना एवं शिक्षण –सहायक सामग्री।

- पाठ-योजना निर्माण के उपायम
- पाठ-योजना निर्माण करना: इकाई पाठयोजना, सूक्ष्म पाठ-योजना, वृहत्त पाठयोजना एवं उसकी उपयोगिता।
- गद्य, पद्य, कहानी, निबन्ध एवं व्याकरण की वृहत्त पाठ योजना तैयार करना।
- शिक्षण सहायक सामग्री: श्रव्य, दृश्य एवं श्रव्य-दृश्य सामग्री।
- भाषा प्रयोगशाला की उपयोगिता।

चतुर्थ ईकाई: हिन्दी भाषा शिक्षण में मूल्यांकन।

- मूल्यांकन का अर्थ, महत्व एवं स्वरूप।
- मौखिक एवं लिखित मूल्यांकन की प्रविधियाँ।
- भाषिक कौशलों को जाँचने हेतु मौखिक/लिखित प्रश्नों का अभ्यास-पत्र तैयार करना।
- सतत् एवं व्यापक मूल्यांकन का अर्थ, संप्रत्यय, महत्व, प्रकार एवं प्रविधियाँ
- त्रुटि पहिचान एवं उपचारात्मक शिक्षण।

दत्त कार्य (कोई एक)

1. भाषायी कौशल श्रवण, लेखन, वाचन एवं पाठन के विकास हेतु प्राथमिक/माध्यमिक स्तर पर किन्ही दो पर प्रभावी गतिविधियाँ तैयार करना।
2. भाषा के रचनात्मक, दृष्टिकोण को ध्यान में रखते हुये कम से कम तीन गतिविधियाँ तैयार करना।
3. हिन्दी शिक्षण को प्रभावी बनाने के लिये दृश्य, श्रव्य सहायक सामग्री के चार्ट, मॉडल्स एवं अन्य उपयुक्त सामग्री तैयार करना।

संदर्भ सूची:

1. Sharma, P.P & Gupta, M. (2007): Hindi Shikshan, Sahityagar Prakashan, Jaipur.
2. Lal, R.B. (2003): Hindi Shikshan, Rastogi Publication, Meerut.
3. Chandra, I. (1996): Hindi, Shikshan, Modern Publishity Meerut.
4. Sharma, K.K. & Sharma, B. (2013-14) Hindi Shikshan Agarwal Publication, Agra.
5. Chatrvedi, S. (2001): Hindi Shikshan, R.Lal Book Depot, Meerut,
6. Kumar. Y (2004) : Adhumin hindi Shikshan, A.P.H. Publishing Corporation, New Delhi.
7. Pandey, R.S. (2013-14) Hindi Shikshan, Agrawal Publication, Agra.
8. Kshtriya, K. (1981): Matra Bhasha Shikshanb, Vinod Pustak Mandir, Agra.
9. Sharma, V.P. (1990): Hindia Shikshan Paddhati, Bihar Hindi Granth Akadmi, Patna.
10. Kaushik, J.N. & Safaya. R. (1987): Hindi Shikshan, Hariyana Sahitya Akadami, Chandigarh.

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(D)(ii)

PADAGEGY OF LANGUAGES-ENGLISH

Objectives:

After completion of course the student will be able to:

- Develop a good understanding about the role, status, objectives and problems of Teaching English.
- Enrich the knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them.
- Teach basic skills (Language) LSRW and integrate them for communicative purpose.
- Critically review and use appropriately different approaches, and methods of Teaching English.
- Plan and teach lessons in English prose poetry, grammar, composition and drama related to the prescribed syllabus.
- Choose, prepare and use appropriate teaching aids in the class-room both print and electronic material ECT also.
- Use various techniques for evaluation of learner's achievement in English Language.
- Identify and analysis errors of teaching learning and conduct remedial teaching.

Unit I: Language and its importance:

- Role of English Language:- English as a-
 - i) Means of Learning & communications
 - ii) Means of medium of Instruction
- Place of English Language in curriculums in India:
 - i) Second language
 - ii) Link language
 - iii) Constitutional Provisions for teaching of language
- Text book (1) its characteristics and utility
- Analysis and Evaluation of text books

Unit II: Methods, Approaches and Techniques for teaching of English:

- Methods: Direct method, Grammar translation method structure-situational method, Audio-Lingual Method, Inductive- deductive method, Natural Method and Bilingual Method.
- Approaches: Communicative approach, thematic approach and structural approach.
- Techniques: Language games, Computer assisted learning

Unit III: Plan and Resources for Teaching of English Language:

- Plan: Make a plan for Prose, poetry, composition, grammar and drama according to prescribed course.
- Resources:
 - i) Boards-White, Black-board, smart board Flannel board, Roll-up board.
 - ii) Audio-aids
 - iii) Visual-aids
 - iv) Language Lab
 - v) Audio-Visual aids
 - vi) Other related material i.e. Magazines News papers, stories etc.
- Types of Plan:
 - i) Micro Plan.
 - ii) Macro Plan.
 - iii) Unit Plan.

Unit IV:

- Evaluation:
- Its concept and meaning
- Type of Test-Achievement test, Proficiency test, Diagnostic Test, Prognostic test, Formative and Summative test.
- Concept of continuous comprehensive Evaluation.
- Various types of language test
- Concept and need of remedial teaching and remedial work.
- Criteria of a good language test.

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Optional Paper - BD 305(D)(iii)

PADAGEGY OF LANGUAGES-SANSKRIT

PEDAGOGY OF SANSKRIT

Objectives:

On completion of the course, the student will be able:

- To understand the different roles of language.
- To develop understanding of the nature of language system.
- To understand the role of importance of Sanskrit and its cultural background.
- To know the place of Sanskrit in curriculum in India.
- To develop activities and tasks for learners.
- To practice the language teaching skills.
- To understand about the method of teaching Sanskrit.
- To understand the prepare various kinds of lesson plans.

Unit I: Basic Concepts, Importance, Aims and Objectives of Sanskrit Teaching

- Basic concepts: (i) Sanskrit language and literature, Sanskrit language and Indian languages, Sanskrit as a modern Indian language.
- Importance: (i) Importance of teaching Sanskrit in India. (ii) Problems related to Sanskrit teaching at school level.
- Aims and objectives of teaching Sanskrit at different levels.

Unit II: Role and Position of Language Sanskrit in India and Constitutional Provisions

- Role of language: Home Language and school language, language across the curriculum language as a means of learning and knowledge.
 - i) Place of Sanskrit at different levels of school education.
 - ii) Place of Sanskrit in three language formula.

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Unit III: Methods/Approaches and Audio-Visual Aids of Teaching Sanskrit

- Methods/Approaches: Direct method, Traditional method, Text-book method, Communicative approach, Grammar Translation method, Inductive-deductive method, structural Situational method.
- Print-media reference books, magazines etc.
- Language Labs etc.

Unit IV: Planning and Teaching of Sanskrit Language

- Planning: Importance, Nature, Objectives and needs of planning.
- Types of plan: Micro plan, Macro plan, Unit plan.
- Teaching and plan for prose, poetry, drama, grammar and composition.
- Type of questions/Test: Essay type, short-answer type, objective type, true and false, problem-solving.

सन्दर्भित पुस्तकें:

- संस्कृत शिक्षण—शुद्धात्म प्रकाश जैन
- संस्कृत शिक्षण—रामशकल पाण्डेय

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Optional Paper - BD 305(D)(iv)

PADAGEGY OF LANGUAGES-URDU

Objectives:

After completion of the course, the student teacher will be able to:

- Understand the nature and mechanism of the language.
- Identify the components of the four language skills and acquire the same.
- Develop acquaintance with methods and approaches of teaching Urdu language.
- Organize different co-curricular activities and appreciate their values.
- Analysis the syllabus and text books.
- Plan and teach lesson in Urdu prose, poetry, drama, grammar and composition.
- Develop and Use teaching aids in the class room both print and audio-visual material aids and ICT.
- Understand the process of language assessment.

UNIT I: Basic concepts, Development and Contribution of Urdu Language.

- Concept of language (Verbal & nonverbal) Khat e Naqsh, Khat e Nastalige, Khat e Shikash, Knowledge of Urdu Script, Intensive and Extensive reading.
- Origin and development of Urdu language.
- Importance & functions of Urdu language with special reference of Urdu language.
- Contribution of Urdu as a language in National Development
- Important features of good text books of Urdu language at secondary level.

UNIT II: Role of language and Constitutional Provisions for Teaching of Language

- Role of Language: Language as a
 - (i) Medium of Instruction
 - (ii) Medium of Communication.
 - (iii) Transmission of culture & heritage.
 - (iv) School subject

- (v) Medium of understanding and thinking.
- (vi) Language across the curriculum.
- Constitutional Provisions and Policies of language Education:
Article 343, 351, 350 (4), Kothari commission (1964), NPE-1986, POA-1992, NCF (2005), NEP -2020.

UNIT III: Methods/Approaches of Teaching and Teaching Aids

- Methods/Approaches: Direct Method, Structural Method, Trilingual Method, Translation Cum-Grammar, Communicative approach, Structural-situational Method, Audio-Lingual Method, Natural Method, Thematic Approach (Inter-Disciplinary).
- Meaning and Importance of Silent Reading and Loud Reading.
- Various forms of Teaching Aids:
 - a) Visual Aids
 - b) Audio Aids
 - c) Audio visual aids including (All programs, Radio, T.V. Film etc.).
- Need and Importance of Co-curricular activities in Urdu (Discussion, Debates, Workshops, Seminar, Symposium, Editing wall and Magazines).
- Urdu teaching and Learning through Language Lab.

UNIT IV: Planning, Teaching and Evaluation of Urdu Language

- Need and Importance of lesson planning (Micro & Macro).
- Types of Plan: Yearly plan, Unit plan and Daily lesson plan.
- Teaching various forms of Urdu language:
 - a) Method of teaching Urdu Prose and Poetry.
 - b) Method of teaching Urdu Grammar and Drama.
- Concept and meaning of Assessment and Evaluation.
- Types of Assessment: Formative and Summative.
- Types of Test: Essay type, Short answer and objective type.

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(B)

PADAGEGY OF SOCIAL ~~STUDIES~~ ^{SCIENCE}

(HISTORY, CIVICS, ECONOMICS & GEOGRAPHY)

Objectives:

After completion of the course, the student teacher will be able:

- To development understand the need teaching of social ~~studies~~ ^{science} as an integrated discipline.
- To development a critical understanding about the nature of social ~~studies~~ ^{science} and its interface with society.
- To development ability to organize curricular activities for promoting social ~~studies~~ ^{science} teaching.
- To gain Knowledge about the different approaches with the discipline.
- To development certain professional skills useful for classroom teaching
- To enable the student. Teacher to become affective teachers of social ~~studies~~ ^{science}.

Unit I

- Social ~~studies~~ ^{science}: Meaning and Nature- as a subject
- Need and Significance of teaching social ~~studies~~ ^{science} at secondary level of education:
- Course subject of social ~~studies~~ ^{science} and inter relationship between them and philosophical and the oriented basis of social ~~studies~~ ^{science}.
- Aims and objectives of social ~~studies~~ ^{science} at different level and instructional objectives of social ~~studies~~ ^{science} teaching at secondary level.
- Democratic values and National objectives, citizenship.
- ~~Difference between social studies and social science~~

Unit II

- Instructional strategies: meaning, importance and methods of teaching social ~~studies~~ ^{science}.
- methods of social ~~studies~~ ^{science} teaching: Lecture, Project method, text book, story telling, problem solving method, socialized method, supervised study method, Discussion method, Dramatized method.
- Techniques of teaching. Meaning and different techquincs of teaching of social ~~studies~~ ^{science}.

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- Principles and maxims of classroom teaching of social ^{Science} studies.
- Instructional aids: meaning, importance, kinds. Preparation, improvisation and effective use chart, Models, Scrap, T.V. Projector, Computer, Maps, Globe and Media etc.

Unit III

- Organization and planning of co-curricular activities in social ^{Science} studies-field trip, excursion/Bulletin board in social ^{Science} studies.
- Qualities and competencies of ideal teacher social ^{Science} studies.
- Evaluation: Concept, importance and types of evaluation-Competency based evaluation comprehensive, continuous evaluation.
- Tools of evaluation and characteristics. Of a good questions paper. Types of test items:
- Construction of achievement test and diagnosis testing and remedial teaching.
- Action research: Concept and identification of problem faced by the teachers in the classroom.

Unit IV

- Objectives of measurement and evaluation in social ^{Science} studies, Developing Blue Print objective, content, items.
- Essay type, short answer type and objective type questions forming questions and their advantage and limitations.
- Components of social ^{Science} studies History, Geography, civics and economics: Meaning, Aims, Nature, Utility and lesson plan.
- Use of information and communication technology(ICT)in social ^{Science} studies teaching (with computer assisted methods)-Power point, Simulation, Software and Webinars.
- Using community resources in social ^{Science} studies:

Practicum Work: (Any one of the following)

- Preparation and administration of an achievement test in social ^{Science} studies.
- Organization of debate related to different issues of emerging social issues.
- Prepare a question bank of the topics in course book of social ^{Science} studies.
- 20 Hours of social service with any NGO in a project on a social issue.
- Assignment and presentation with power point.

References:

- G.S.Verma Smajik Vigyan Shikshan, Meerut, Loyal Book Depot.
- Bossing NL (1952). Teaching in secondary schools, New Delhi, Amrind Publication.
- Srivastava, Rama: Teaching of social studies, Agarwal Publication Agra.
- Agarwal J.C(1962): Teaching of social studies, New Delhi, Vikas Publication.
- Tomar, Gajendra Singh: Social Science Teaching. R.L. Book Depot Meerut.
- Kochhar, S.K.(1986): Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(F)(i)

PADAGEGY OF FINE ARTS

(DRAWING & PAINTING)

Objectives:

After completion of the course, the student teacher will be able:

- To develop an understanding of drawing and painting.
- To understand the role and importance of drawing and painting and its cultural background.
- To know the place of drawing and painting in curriculum.
- To understand about the methods of teaching drawing and painting.

Unit I: Concept and Place of Drawing and Painting in School Curriculum.

- Vocational aspect of learning drawing and painting.
- Brief Historical development in drawing and painting.
- The importance of drawing and painting, its place in the secondary and higher secondary school curriculum.
- Meaning and Importance of Correlation and Correlation with other subjects.

Unit II: Aims, Objectives and Curriculum of Teaching of Drawing and Painting.

- Aims and objectives of teaching of Drawing and Painting and its various aspects at primary, secondary and Higher Secondary levels.
- Specific objectives of teaching (with respect to Bloom's Taxonomy).
- Planning of Drawing and Painting Curriculum for secondary and Higher Secondary School.
- Critical Evaluation of existing Curriculum and Suggestions for Improvement.

Unit III: Method, Techniques Teaching, Aids and Lesson Planning.

- Teacher Centered Method : Demonstration, Story-telling,
- Child Centered Methods: Free Expression, Project Method.
- Meaning and Importance of Lesson Planning.
- Unit plan, resource plan and lesson plan concept, importance and Preparation of lesson plan.

Unit IV: Use of Teaching Aids and Evaluation in Teaching Drawing and Painting.

- Audio-visual aids and their uses in teaching drawing and painting.
- Selection and preparation of audio-visual aids in teaching drawing and painting.
- Concept and role of evaluation of Drawing and Painting: Different types of test used in evaluation of theory (Objective, short answer and essay type.)
- Remedial teaching for backward and enrichment programmed for gifted children.
- Common errors in Drawing and Painting and remedial exercises.

सन्दर्भित पुस्तक

- ललित कला शिक्षण— अंजू बघेल

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(F)(ii)

PADAGOGY OF FINE ARTS

(MUSIC)

Objectives:

After completion of the course, the student teacher will be able:

- To understand the nature, scope and importance of music in school curriculum.
- To conceptualize the historical perspective of music in Indian context.
- To understand the principles and objectives of teaching music at school level.
- To understand and identify the technicalities of teaching music: qualities of music for, ideal music room and text book of music.
- To evaluate and assess the ability of students by using various modes accordingly.

Unit I: Nature and importance of Music.

- Nature and scope of music, vocal and instrumental
- Place of music in curriculum and its relation with other school subjects.
- Historical developments of music pre and post independence period.

Unit II: Aims and objectives of teaching music.

- General aims and objectives of teaching music at school level, writing objectives in behavioural terms according to B.S. Blooms.
- Aspects of teaching music.
 - i) Raga prashikshan
 - ii) Tal Prashikshan
 - iii) Training in appreciation in teaching music.
- Principles of teaching music, lesson planning meaning importance and types of lesson plan in teaching music (Theory & practical lesson plan)

Unit III: Technicalities of teaching music.

- Methods and techniques of teaching music lecture, demonstration, lecture-cum-demonstration.
- Immitation , dramatization, discussion description questioning, practice, rehearsal.
- Audio-visual aids-meaning and importance of audio-visual aids. criteria for selecting reaching aids.
- Criteria of good text book of music at school level.
- Ideal music room, necessary equipments and maintenance of musical instruments

Unit IV: Evaluation in music.

- Need and importance of evaluation in music.
- Types of measuring instruments in music.
 - a) Essay Type
 - b) Objective Type
 - c) Practical
- Criteria of good measuring instruments.
- Criteria for assessing performance in music.

Practicum work: (Any One)

- i) Assignment on writing objectives in behavioral terms for any content of music.
- ii) Preparing a biographical chart of famous musician of Indian music.

References:

- Mahantnagar, S. Teaching of music.
- The teaching of Music by Porf. P. Shambarmoorthy.
- Sangeet Bodh by Dr. S.S. Awasthi
- Teaching of Music by Gauri Kuppuswammy and M. Hariharan.

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(G)

PADAGEGY OF HOME SCIENCE

Objectives:

After completion of the course, the student teacher will be able:

- Understanding various approaches and methods for teaching-learning of home science.
- Describing concepts principles and theories of assessment of learning.
- Identifying theories, Principle and techniques of pedagogy and selecting relevant pedagogical tools for learning.
- Recognizing principals, theories and procedures of lesson plan and preparing lesson plans for the Home Science course.
- Applying the concepts of Home Science in Inter-disciplinary situation.
- Evaluating the learning assessment requirements and designing the assessment instruments for Home Science course.

Unit I

- The concept of Home Science: Meaning and Components: Place of Home Science in Secondary Education.
- Aims and objectives of teaching of Home Science at secondary and higher secondary level.
- Writing objectives in behavioral term.
- Correlation of Home Science with other school subjects.

Unit II

- General principals and methods of teaching Home Science- Project method, Lecture cum Discussion method, Demonstration, Laboratory method practical, Field Trip method, Assignment method, Simulation, individual work.
- Micro-Teaching skills - explanation, questioning, illustration, stimulus variation and black board writing.
- Use of ICT in teaching learning process of Home Science.
- Disaster management.

Unit III

- Development and designing of Curriculum.
- Teaching aids- classification importance and uses.
- Concept of lesson plan, preparation of lesson plan.
- Criteria of good text book.
- Planning of space and equipment of Home Science laboratory.

Unit IV

- Evaluation in Home Science - Meaning and Importance.
- Comprehensive and Continuous evaluation (CCE) in Home Science.
- Evaluation devices- Written, oral, observation, practical work, assignment.
- Preparation of achievement test.

Practicum (any one of the following):

- i) Survey of Methods of Teaching Home Science used by teachers at any level.
- ii) Review of Home Science Curriculum at Secondary and Higher Secondary Stage.
- iii) Visit to Place related to Home Science and prepare a report.
- iv) Assignment on writing objectives in behavioral terms in the content area of Home Science at secondary level.

References:

- Sharma, B.L and Saxena, B.M. Teaching of Home Science, R.L. book Depot, Meerut..
- Bansal, S., Home Science Teaching. R.Lal book depot, Meerut.
- Sherry, G.P. Grah Vigyan Shikshak, Vinod Pustak Mandir, Agra.
- Sukhi, S.P & Mehrotra, P.B. Grah Vigyan Shikshan, Haryana Sahitya Academy, Chandigarh.
- Sharma, Shakuntala, Grah Vigyan Shikshan, Apollo Prakashan, Jaipur.
- Pathak, R.P, Teaching Skills, Pearson, Delhi.
- Sharma, B.L. & Saxena, B.M., Teaching of Home Science, R. Lal Book Depot, Meerut.
- Bloom, 8.5 Taxonomy of Educational Objectives, McKay Co. New York
- Ryon, D.C., Characteristics of Teachers, Sterling Publications Co. Pvt. Ltd. Delhi.

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Second year (Third Semester) Detailed Syllabus

Optional Paper - BD 305(H)

PADAGEGY OF COMMERCE

Objectives:

After completion of the course, the student teacher will be able to:

- Develop an understanding of pedagogical processes concerning teaching of commerce.
- Help evolve an overall perspective through analysis of curricula.
- Enable the teacher-trainee for effective teaching of commerce at secondary level.
- Inculcate desirable values and attitudes among teacher-trainees.

Unit I: Conceptual Framework of Commerce

- Meaning, nature and scope of Commerce.
- Need and significance of teaching commerce at secondary /Higher secondary level.
- History of commerce education in India.
- Aims and objectives of teaching commerce at secondary level.

Unit II: Approaches for Teaching of Commerce

- Maxims and strategies of teaching
- Methods of teaching commerce: Traditional and modern methods.
- Techniques of teaching commerce.

Unit III: Teaching Learning Resources in Teaching of Commerce

- Teaching Aids: Need, types and utility of teaching aids in teaching of commerce. • Preparation of teaching aids and their use in classroom situations.
- Various learning resources available for teachers and learners: Magazines, Journals, Newspapers, Reports, Policy documents, Internet, etc.
- Text-book: Need and importance: Criterion of selection of good text-book.

Unit IV: Planning for Classroom Teaching

- Meaning, nature and significance of lesson planning.
- Preparation of lesson plans for different type of content of commerce: Accountancy, business studies, etc.
- Various approaches in evaluation
- Evaluation in commerce teaching

Practicum work: (any one of the following)

- i) Preparation of evaluative report on commerce curriculum at secondary level of any Board of education.
- ii) Preparation of one teaching aid.
- iii) Preparation of one unit plan.

References:

- Singh, R.P. & Singh, and P.: *Vanijya Shikshan*, Agra: Vinod Pustak Mandir.
- Tripathi, S.: *Teaching Methods*, New Delhi: Radha Publications.
- Chauhan, S.S.: *Innovations in Teaching Learning Process*, New Delhi: Vikas Publication House
- Siddiqui, M.H: *Excellence of Teaching*, Asia Publication House, New Delhi House.
- Rao, S.: *Teaching of Commerce*, New Delhi: Anmol Publications.
- Tyagi, G.D: *Vanijya Shikshan*, Agra, Agarwal Publications.
- Singh, Y.K: *Teaching of Commerce*, New Delhi: A.P.H. Publishing House

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Second year (Fourth Semester) Detailed Syllabus

Optional Paper - BD 401

ASSESSMENT FOR LEARNING

Objectives:

After completion of the course, the student teacher will be able:

- To understand the concept of assessment and teaching
- To differentiate between assessment, measurement, evaluation and teaching.
- To understand the various issues and concerns related to assessment for learning.
- To understand the assessment process life explores comprehensive and dynamic.
- To understand the role of assessment in enhancing learning.

Unit I: Assessment and Evaluation

- Meaning, scope and characteristics of assessment.
- Scales of assessment: Nominal, ordinal, interval and ratio scale.
- Relationship between assessment, measurement and evaluation.
- Significance of educational assessment at school level.

Unit II : Designing of Assessment tool

- Types of assessment tools.
- Criteria of a good assessment tool.
- Preparation of objective type items for good assessment, preparation of blue print.
- Taxonomy of learning objectives for specifying objectives (cognitive, affective and psychomotor) in behavioral terms.

Unit III : Test formation

- Standardization of a good achievement test. Characteristic of a good assessment system
Reliability, validity, objectivity,
- Assessment of achievement.
- Assessment of intelligence, verbal and nonverbal test.

Unit IV: Statistics

- Measures of central tendency.
- Standard deviation.
- C Co-efficient of correlation by product movement method, rank difference method by Karl Pearson. d. Standard scores - Z - scores, T scores, stanine scores.

Practicum work:

- i) Computation of reliability of a test. Item analysis of a measuring tool.
- ii) Class room implication of statistical technique5.

References:

- Dr. Asthana Guptas and Asthana Nidith (20 ntb) Research Methodology Agrawal Publications, Jyoti Block, Sanjay Place, Agra. Guilfood
- J.P. (1956) Fundamental of statistics in psychology and education, New York, MC Growfill Book Company.
- Learn J.C. et.at. (1969) Research for tomorrow school, McMillan Company, national academy of education.
- Pandey Ram Shakal (2007) Educational Psychology, Vani Publications Dariyagan, New Delhi. Asthana Bijons Measurement and Evaluation of Psychology and education.
- Gupta, M.P. & Gupta Mamta: Educational Psychology (2012) M.B.D. Publication Jallandhar.

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Second year (Fourth Semester) Detailed Syllabus

Optional Paper - BD 402

CREATING AN INCLUSIVE SCHOOL

Objectives:

After completion of the course, the student teacher will be able:

- To understand the need to address the children with diversities.
- To identify the causes for classifying various diversities.
- To describe various concepts of inclusive education.
- To implement suitable curricular programme.
- To apply supportive services to include children with diversities in main stream.

Unit I: Conceptual formation of inclusive school

- Meaning and nature of diversities in the classroom. a.
- Characteristics and causes of diversities.
- C. Issues of children with special needs.

Unit II : Conceptual framework of children with special needs

- Meaning, nature and types of schools for children with diversities.
- Difference between special education, integrated education and inclusive education. Monitoring and controlling diversities in the class room.

Unit III : Curriculum Design

- Curriculum and co-curriculum modification reference to children with special needs (visually, impaired, hearing impaired, mentally retarded, Locomotors disabled).
- Developing learning materials for children with special needs.
- Role of teacher in implementing the curriculum in inclusive classroom.

Unit IV: Supportive services in Inclusive Education

- Guidance and counselling services in inclusive education.
- Involvement of physician Therapist and psychologist in an inclusive school.
- C. Supportive services of parents, community and special teachers for inclusive children.

Practicum work:

Develop a teaching plan/ models for inclusive schools

References:

- R.S. Pandey and Lal Adwani: A book on Exceptional children.
- M.Bhargava : Exceptional children.
- James T. wWebb: A parents guide to gifted children.
- D.P. Hallahan and J.M.: Exceptional children,
- Kanftman, Introduction to special, Education (8th edition).
- Panda, K.C. (1997), Education exceptional children: An introduction to special education,
- Vikash Pyblishing House, New Delhi. Uday Shankar: Exceptional Children, Sterling Publishers, New Delhi.

Bachelor of Education (B.Ed.)

Second year (Fourth Semester) Detailed Syllabus

Optional Paper - BD 403

UNDERSTANDING OF SELF

Objectives:

After completion of the course, the student teacher will be able:

- Explore various aspects of his/ her own self.
- Understand the concept of self-development and self-efficacy.
- Facilitate development of skills of self-expression-oral as well as written.
- Develop holistic and integrated concept of self through workshops.

Unit I: Concept of the meaning of the self.

- Understanding the Concept of Self
- Concept and meaning of self in the context of Indian
- Concept and meaning of self in the context of Western philosophy.
- Psychological Concept Of Self

Unit II: Development of self.

- Development of self-identity and self esteem
- Factors affecting self esteem
- Teacher's role in improving self-esteem of student
- Development Of Self

Unit III: Psychology of the self.

- Self and Conflict Management
- Stages of self-development according to Allport (proprium)
- Concept of self-efficacy according to Bandura
- Impact of gender and cultural identities on self-development
- Conflict management techniques

Unit IV: Development of skills of the self-expression

- Concept and meaning of self-expression
- Brief input on social identity theory
- Teacher as a communicator- modes
- Factors affecting self-expression

Practicum work: (any two)

- i) Workshop for Personality Development
- ii) Workshop on improving self expression skills- oral as well as written
- iii) Maintaining a reflective journal of practice teaching period
- iv) Film reviews, aesthetic expressions, creativity
- v) Sharing of experiences where one has faced stereotyping

References:

- Berk LE (2004) Child development (6th edition) Allyn and Bacon. Boston.
- Eliza beth B. Hurlock; Development, Psychology Tata Mc-Graw-hill Publishing Company Ltd.
- Kumar A.(2002) Fundamental of child Rights-concepts, Issues and challenges (Vol.I&II)
- Gupta,S.P.and Gupta Alka (2004). Advance deducational sychology, Sharda Pustak Bhawan, Allahabad.
- Chauhan Reeta and Phathak P.D. Pathak Childhood and Growingup, Agarwal Publication Agra 2016-17.