



School of Education
Suresh Gyan Vihar University
Mahal, Jagatpura, Jaipur-302025

Updated Curriculum

B.Ed.

for

Academic Session 2018-20

Semester – I, II, III, IV

Teaching and Examination Scheme

To commence from the Academic year: 2018-20

Department : Gyan Vihar School of Education

Year: 2018

Program : B.Ed.

Semester: I

| S.No. | Course Code | Course Name | Credit | Contact Hrs/Wk. | | | Exam Hours | Weightage (in%) | |
|------------------------------------|-------------|---|--------|-----------------|---|---|------------|-----------------|-----|
| | | | | L | T | P | | CIE | ESE |
| (A) Program Core: | | | | | | | | | |
| 1. | ED-101 | Basics in Education | 4 | 4 | - | - | | 40 | 60 |
| 2. | ED-103 | Curriculum and School | 4 | 4 | - | - | | 40 | 60 |
| 3. | ED-105 | Learner and learning | 4 | 4 | - | - | | 40 | 60 |
| 4. | ED-107 | ICT-A Tool in Teaching Learning-I | 2 | 2 | - | - | | 40 | 60 |
| (B)University Core: | | | | | | | | | |
| 5. | PC-101 | Proficiency in co-curricular activities-I | 2 | - | - | - | | 100 | - |
| 6. | FD-102 | Foundation Course | 1 | - | - | - | | 25 | 75 |
| (C)Program Elective: | | | | | | | | | |
| Understanding a Discipline: | | | | | | | | | |
| | | | 3 | - | - | - | | 40 | 60 |
| 7. | ED-109 | Mathematics | | | | | | | |
| 8. | ED-111 | Science | | | | | | | |
| 9. | ED-113 | Social Science | | | | | | | |
| 10. | ED-115 | Language – Hindi | | | | | | | |
| 11. | ED-117 | Language – English | | | | | | | |
| 12. | ED-119 | Commerce | | | | | | | |
| 13. | TP-101 | Pre- internship-I | 2 | - | - | 4 | | 100 | - |
| 14. | SM-101 | Seminar/Presentation/Workshops/Tutorial | 2 | - | 1 | 3 | | 100 | - |
| Total | | | 24 | | | | | | |

L – Lecture
T – Tutorial
P – Practical

CIE – Continuous Internal Evaluation
ESE – End Semester Examination

Note:

- Students have to select one paper from program elective (C):
 1. Students from the science stream can opt mathematics/ science discipline from program elective on the basis of UG/PG subjects.
 2. Students from arts stream can opt. social science/ language discipline from program elective on the basis of UG/PG subjects.
 3. Students from the commerce stream can opt. commerce discipline from program elective on the basis of UG/PG subjects.
- Pre-internship-I will be of 2 weeks in the field. During this period theory classes will not be conducted in the department.
- Proficiency in co-curricular activities covers the developing professional and personal self of a student this course is completely activity based.

Signature of Concerned Teacher

Signature of Convener-BoS _____

Signature of Member Secretary

Teaching and Examination Scheme

To commence from the Academic year: 2018-20

Department : Gyan Vihar School of Education

Year: 2019

Program : B.Ed.

Semester: II

| S.No. | Course Code | Course Name | Credit | Contact Hrs/Wk. | | | Exam Hours | Weightage (in%) | | | | | | | | |
|---|-------------|--|--------|-----------------|---|---|------------|-----------------|-----|---|---|---|---|--|-----|----|
| | | | | L | T | P | | CIE | ESE | | | | | | | |
| (A) Program Core: | | | | | | | | | | | | | | | | |
| 1. | ED-102 | Contemporary India and Education | 4 | 4 | - | - | | 40 | 60 | | | | | | | |
| 2. | ED-104 | Assessment of learning | 4 | 4 | - | - | | 40 | 60 | | | | | | | |
| 3. | ED-106 | Yoga Education | 2 | 2 | - | - | | 40 | 60 | | | | | | | |
| (B)University Core: | | | | | | | | | | | | | | | | |
| 4. | PC-102 | Proficiency in co-curricular activities-II | 2 | - | - | - | | 100 | - | | | | | | | |
| 5. | EM-101 | Employability Skills-I | 1 | - | 2 | - | | 100 | - | | | | | | | |
| 6. | FD-102 | Foundation Course | 1 | 1 | - | - | | 25 | 75 | | | | | | | |
| (C)Program Elective: I | | | | | | | | | | | | | | | | |
| Pedagogy of a School subject: Part - I | | | | | | | | | | | | | | | | |
| 7. | ED-118 | English | 3*2 | 6 | - | - | | 40 | 60 | | | | | | | |
| 8. | ED-120 | General Science | | | | | | | | | | | | | | |
| 9. | ED-122 | Mathematics | | | | | | | | | | | | | | |
| 10. | ED-124 | Social Studies | | | | | | | | | | | | | | |
| 11. | ED-126 | Chemistry | | | | | | | | | | | | | | |
| 12. | ED-128 | Physics | | | | | | | | | | | | | | |
| 13. | ED-130 | History | | | | | | | | | | | | | | |
| 14. | ED-132 | Civics | | | | | | | | | | | | | | |
| 15. | ED-134 | Economics | | | | | | | | | | | | | | |
| 16. | ED-136 | Hindi | | | | | | | | | | | | | | |
| 17. | ED-138 | Biology | | | | | | | | | | | | | | |
| 18. | ED-140 | Book Keeping and Accountancy | | | | | | | | | | | | | | |
| 19. | ED-142 | Commerce | | | | | | | | | | | | | | |
| 20. | TP-102 | Pre-internship-II | | | | | | | | 2 | - | 1 | 3 | | 100 | - |
| 21. | SM-102 | Seminar/Presentation/Workshops/Tutorial | | | | | | | | 2 | - | - | 4 | | 100 | - |
| (D)University open elective: | | | | | | | | | | | | | | | | |
| 22. | ED-105 | Learner and Learning | | | | | | | | 2 | 2 | - | - | | 40 | 60 |
| 23. | ED-511 | Educational Technology- I | | | | | | | | 2 | 2 | - | - | | 40 | 60 |
| 24. | ED-612 | Educational Technology- II | | | | | | | | 2 | 2 | - | - | | 40 | 60 |
| 25. | ED-515 | Planning and Management of Education-I | 2 | 2 | - | - | | 40 | 60 | | | | | | | |
| 26. | ED-616 | Planning and Management of Education-II | 2 | 2 | - | - | | 40 | 60 | | | | | | | |
| 27. | ED-506 | Curriculum Development | 2 | 2 | - | - | | 40 | 60 | | | | | | | |
| 28. | ** | Disaster Management | 2 | 2 | - | - | | 40 | 60 | | | | | | | |
| 29. | ** | Consumer Affairs | 2 | 2 | - | - | | 40 | 60 | | | | | | | |
| Total | | | 24 | | | | | | | | | | | | | |

L – Lecture
T – Tutorial
P – Practical

CIE – Continuous Internal Evaluation
ESE – End Semester Examination

Note:

- Students have to select two papers from programme elective on the basis of their subjects in the graduation/ post graduation.
- Pre-internship-II will be of 2 weeks in the field. During this period theory classes will not be conducted in the department.
- Proficiency in co-curricular activities, Employability skills and Seminar/ Presentation/ Workshops/ Tutorial is for enhancing professional capacities of the students.
- Student may select any one course from the list of university open elective courses.
- Students from other department may choose any one elective from the list of university open elective.

Signature of Concerned Teacher

Signature of Convener-BoS_____

Signature of Member Secretary

Teaching and Examination Scheme
To commence from the Academic year: 2018-20

Department : Gyan Vihar School of Education
Program : B.Ed.

Year: 2019
Semester: III

| S.No. | Course Code | Course Name | Credit | Contact Hrs/Wk. | | | Exam Hours | Weightage (in%) | |
|--------------|-------------|-------------------------|--------|-----------------|---|----|------------|-----------------|-----|
| | | | | L | T | P | | CIE | ESE |
| | | (C)Program Core: | | | | | | | |
| 1. | TP-201 | School Internship-III | 18 | - | - | 36 | 60 | 40 | |
| 2. | TP-203 | Research Based Project | 1 | - | - | 2 | 100 | - | |
| 3. | TP-205 | Understanding the self | 1 | - | - | 2 | 100 | - | |
| Total | | | 20 | | | | | | |

L – Lecture
 T – Tutorial
 P – Practical

CIE – Continuous Internal Evaluation
 ESE – End Semester Examination

Note:

- It is compulsory for each student to complete his/her School Internship – III in the assigned private/Government/Home Town schools as per the availability. Physical presence is mandatory.
- School internship – III is for 20 weeks in the field.
- Theory classes will not be held in the department.

Signature of Concerned Teacher

Signature of Convener-BoS _____

Signature of Member Secretary

**Teaching and Examination Scheme
To commence from the Academic year: 2018-20**

**Department : Gyan Vihar School of Education
Program : B.Ed.**

**Year: 2020
Semester: IV**

| S.No. | Course Code | Course Name | Credit | Contact Hrs/Wk. | | | Exam Hours | Weightage (in%) | |
|--------------|-------------|---|--------|-----------------|---|---|------------|-----------------|-----|
| | | | | L | T | P | | CIE | ESE |
| 1. | ED-202 | (A) Program Core: Major concerns and issues in Indian Education | 4 | 4 | - | - | | 40 | 60 |
| 2. | ED-204 | Creating an inclusive school | 4 | 4 | - | - | | 40 | 60 |
| 3. | EM-202 | (B)University Core: Employability Skills-II | 1 | 1 | - | - | | 100 | - |
| 4. | ED-218 | (C)Program Elective: I Pedagogy of a School subject- Part - II | 3*2 | 6 | - | - | | 40 | 60 |
| 5. | ED-218 | English | | | | | | | |
| 6. | ED-220 | General Science | | | | | | | |
| 7. | ED-222 | Mathematics | | | | | | | |
| 8. | ED-224 | Social Studies | | | | | | | |
| 9. | ED-226 | Chemistry | | | | | | | |
| 10. | ED-228 | Physics | | | | | | | |
| 11. | ED-230 | History | | | | | | | |
| 12. | ED-232 | Civics | | | | | | | |
| 13. | ED-234 | Economics | | | | | | | |
| 14. | ED-236 | Hindi | | | | | | | |
| 15. | ED-238 | Biology | | | | | | | |
| 16. | ED-240 | Book Keeping and Accountancy | | | | | | | |
| 17. | ED-242 | Commerce | | | | | | | |
| 18. | ED-242 | Program Elective: II | 3 | 3 | - | - | | 40 | 60 |
| 19. | ED-206 | Elementary Education | | | | | | | |
| 20. | ED-208 | Environmental Science | | | | | | | |
| 21. | ED-210 | Distance Education | | | | | | | |
| 22. | ED-212 | Instructional and Educational Technology | | | | | | | |
| 23. | ED-214 | Guidance and Counseling | | | | | | | |
| 24. | ** | (D) University open elective Innovation and Entrepreneurship | 3 | 3 | - | - | | 40 | 60 |
| 25. | ** | Swatch Bharat Abhiyan | 2 | 2 | - | - | | 40 | 60 |
| 26. | TP-202 | Post Internship - IV | 4 | - | - | 8 | | 100 | - |
| 27. | ED-252 | ICT-A Tool in Teaching Learning-II | 2 | - | - | 4 | | 60 | 40 |
| Total | | | 24 | | | | | | |

L – Lecture
T – Tutorial
P – Practical

CIE – Continuous Internal Evaluation
ESE – End Semester Examination

Note:

- Students have to select same two papers as in Semester – II from program elective i.e. Pedagogy of a school subject.
- Students have to select one paper from program elective – II.
- In Employability skills, enhancing professional capacities component is included.

Signature of Concerned Teacher

Signature of Convener-BoS_____

Signature of Member Secretary

EXAMINATION SCHEME-B.Ed. (2018-20)

- 1. Program core & Program Elective Papers :** Program core & Program Elective Papers shall be evaluated as follows:-

| Total | Internal (CIE) | External (ESE) |
|-------|----------------|----------------|
| 100 | 40 | 60 |

External marks will be awarded at the end semester theory examination.

Internal marks will be awarded on the following basis.

| I-Mid Term | II- Mid Term | Weekly Test | Graded Assignment | Total |
|------------|--------------|-------------|-------------------|-------|
| 10 | 10 | 10 | 10 | 40 |

2. ICT- A Tool in Teaching Learning-II (IV - Semester):

ICT- A Tool in Teaching Learning-II Exam shall be evaluated under the following head:

| Practical Exam | Internal (CIE) | External (ESE) |
|----------------|----------------|----------------|
| 100 | 60 | 40 |

Components of CIE of ICT- A Tool in Teaching Learning-II:

| | |
|---|-------|
| • Internal Exam with viva | 30 |
| • Attendance | 10 |
| • File work, presentation & Overall performance | 20 |
| | <hr/> |
| | 60 |

Components of ESE of ICT- A Tool in Teaching Learning-II:

| | |
|-------------------------------------|-------|
| • Performance of the practical/quiz | 30 |
| • Viva-voce | 10 |
| | <hr/> |
| | 40 |

3. Components of CIE of Pre-Internship-I (I - Semester):

| | |
|---|-------|
| • Microteaching skill practice | 20 |
| • Introduction of lesson plan, unit plan | 20 |
| • Demonstration lesson | 20 |
| • One week regular observation of any regular teacher | 20 |
| • Regular visits to schools | 20 |
| | <hr/> |
| | 100 |

4. Components of CIE of Pre-Internship-II (II – Semester):

| | |
|---|------------|
| • Preparation of lesson plans | 20 |
| • Preparation of unit plan | 20 |
| • Delivery of lesson plans in the schools | 20 |
| • Observation of day to day school activities and Preparation of detail report of any two activities | 20 |
| | <u>100</u> |

5. Evaluation of School Internship-III (III - Semester):

| Total | Internal (CIE) | External (ESE) |
|-------|----------------|----------------|
| 100 | 60 | 40 |

Components of CIE of school internship (teaching practice):

| | |
|--------------------------------|-----------|
| • Attendance | 10 |
| • Daily lessons | 25 |
| • Discussion lesson(criticism) | 10 |
| • Block Teaching | 15 |
| | <u>60</u> |

Components of ESE of school internship (teaching practice):

| | |
|--------------------------------|-----------|
| • Lesson planning in the diary | 15 |
| • Presentation during teaching | 15 |
| • Teaching Aids | 05 |
| • Closure of the lesson | 05 |
| | <u>40</u> |

6. Components of CIE of Post-Internship-IV (IV - Semester):

| | |
|---|------------|
| • Organization of educational exhibition and fairs | 25 |
| • Formation of different clubs | 20 |
| • Community based project work | 25 |
| • Preparation of School Magazine / Wall magazine/ handbook | 30 |
| | <u>100</u> |

- Note: Pre-internship- I, II and post-internship IV will be evaluated internally for 100 marks.

7. Seminar/presentation/ workshop: Shall be evaluated internally.

Work shall be evaluated on the following topics/ other relevant area:

- (a) Instructional planning (lesson plan, unit plan & yearly plan)
- (b) Formulation of instructional objectives and content analysis
- (c) Teaching skills
- (d) Measurement and evaluation
- (e) Innovative teaching
- (f) Preparation of teaching aids
- (g) Reading and reflecting on text (EPC)
- (h) Creative writing
- (i) Reading reflection
- (j) Improving listening skills
- (k) Language and curriculum
- (l) Research Based Project (Action Research/Survey)

Components of CIE of Seminar /Ws/ Presentation/tutorial (I & II Semester):

| | |
|-----------------------------------|-------|
| • Attendance | 25 |
| • Presentation skills | 25 |
| • Report submission/ File Work | 30 |
| • Participation in the activities | 20 |
| | <hr/> |
| | 100 |
| | <hr/> |

Board of Examiner for ESE:

- i.** Concerned Dean/ Principal/VP/Head First Examiner
 - ii.** External expert invited from outside the university Second Examiner
- OR
- iii.** Senior member of teaching staff Internal Examiner
 - iii.** Concerned supervisor Internal Examiner

**LIST OF B.Ed. PAPERS
I-Semester**

| | |
|---------|---|
| ED-101 | Basics in Education |
| ED-103 | Curriculum and School |
| ED-105 | Learner and learning |
| ED-107 | ICT-A Tool in Teaching Learning - I |
| PC- 101 | Proficiency in co-curricular activities-I |
| FD-102 | Foundation Course |
| ED-109 | Understanding a Discipline Mathematics |
| ED-111 | Understanding a Discipline Science |
| ED-113 | Understanding a Discipline Social Science |
| ED-115 | Understanding a Discipline Language – Hindi |
| ED-117 | Understanding a Discipline Language – English |
| ED-119 | Understanding a Discipline Commerce |
| TP-101 | Pre- internship-I |
| SM-101 | Seminar/Presentation/Workshops/Tutorial |

| LIST OF B.Ed. PAPERS II-Semester | |
|---|--|
| ED-102 | Contemporary India and Education |
| ED-104 | Assessment of learning |
| ED – 106 | Yoga Education |
| PC- 102 | Proficiency in co-curricular activities-II |
| EM-101 | Employability Skills-I |
| FD-102 | Foundation Course |
| ED-118 | Pedagogy of a School subject English (Part-I) |
| ED-120 | Pedagogy of a School subject General Science (Part-I) |
| ED-122 | Pedagogy of a School subject Mathematics (Part-I) |
| ED-124 | Pedagogy of a School subject Social Studies (Part-I) |
| ED-126 | Pedagogy of a School subject Chemistry (Part-I) |
| ED-128 | Pedagogy of a School subject Physics (Part-I) |
| ED-130 | Pedagogy of a School subject History (Part-I) |
| ED-132 | Pedagogy of a School subject Civics (Part-I) |
| ED-134 | Pedagogy of a School subject Economics (Part-I) |
| ED-136 | Pedagogy of a School subject Hindi (Part-I) |
| ED-138 | Pedagogy of a School subject Biology (Part-I) |
| ED-140 | Pedagogy of a School subject Book Keeping and Accountancy (Part-I) |
| ED-142 | Pedagogy of a School subject Commerce (Part-I) |
| TP-102 | Pre-internship-II |
| SM-102 | Seminar/Presentation/Workshops/Tutorial |
| ED-105 | Learner and Learning |
| ED-511 | Educational Technology- I |
| ED-612 | Educational Technology- II |
| ED-515 | Planning and Management of Education-I |
| ED-616 | Planning and Management of Education-II |
| ED-506 | Curriculum Development |
| ** | Disaster Management |
| ** | Consumer Affairs |

**LIST OF B.Ed. PAPERS
III-Semester**

| | |
|--------|------------------------|
| TP-201 | School Internship-III |
| TP-203 | Research Based Project |
| TP-205 | Understanding the self |

| LIST OF B.Ed. PAPERS IV-Semester | |
|---|---|
| ED-202 | Major Concerns and Issues in Indian Education |
| ED-204 | Creating an Inclusive School |
| EM-202 | Employability Skills-II |
| ED-218 | Pedagogy of a School subject English (Part-II) |
| ED-220 | Pedagogy of a School subject General Science (Part-II) |
| ED-222 | Pedagogy of a School subject Mathematics (Part-II) |
| ED-224 | Pedagogy of a School subject Social Studies (Part-II) |
| ED-226 | Pedagogy of a School subject Chemistry (Part-II) |
| ED-228 | Pedagogy of a School subject Physics (Part-II) |
| ED-230 | Pedagogy of a School subject History (Part-II) |
| ED-232 | Pedagogy of a School subject Civics (Part-II) |
| ED-234 | Pedagogy of a School subject Economics (Part-II) |
| ED-236 | Pedagogy of a School subject Hindi (Part-II) |
| ED-238 | Pedagogy of a School subject Biology (Part-II) |
| ED-240 | Pedagogy of a School subject Book Keeping and Accountancy (Part-II) |
| ED-242 | Pedagogy of a School subject Commerce (Part-II) |
| ED-206 | Elementary Education |
| ED-208 | Environmental Science |
| ED-210 | Distance Education |
| ED-212 | Educational Technology |
| ED-214 | Guidance and Counseling |
| ** | Innovation and Entrepreneurship |
| ** | Swachh Bharat Abhiyan |
| TP-202 | Post Internship - IV |
| ED-252 | ICT- A Tool in Teaching Learning-II |

Semester – I

| S. No. | Seminar/presentation/ workshop | Internal/ External Assessment |
|--------|---|-------------------------------------|
| 1. | Instructional planning (lesson plan, unit plan & yearly plan) | 2 credits (Internal) |
| 2. | Formulation of instructional objectives and content analysis | |
| 3. | Teaching skills | |
| 4. | Measurement and evaluation | |
| 5. | Innovative teaching | |
| 6. | Preparation of teaching aids | |

Semester – II

| S. No. | Seminar/presentation/ workshop | Internal/ External Assessment |
|--------|--------------------------------------|-------------------------------------|
| 1. | Reading and reflecting on text (EPC) | 2 credits (Internal) |
| 2. | Creative writing | |
| 3. | Reading reflection | |
| 4. | Improving listening skills | |
| 5. | Language and curriculum | |

Semester – I

Pre-internship – I (TP 101) (2 weeks)

| S. No. | Pre-preparation of teaching practice | Internal/ External Assessment |
|---------------|---|--|
| 1. | Microteaching skill practice | 2 credits (Internal) |
| 2. | Introduction of lesson plan, unit plan | |
| 3. | Demonstration lesson | |
| 4. | One week regular observation of any regular teacher | |
| 5. | Regular visits to schools | |

Note: Program is scheduled as per the availability of the schools in the semester.

**Semester – II
Pre-internship – II (TP- 102) (2 weeks)**

| S. No. | Pre-preparation of teaching practice | Internal/ External Assessment |
|---------------|--|--|
| 1. | Preparation of lesson plans - 3 in each subjects | 2 credits (Internal) |
| 2. | Preparation of unit plan-1 in each subject | |
| 3. | Delivery of lesson plans in the schools (2 in each subject) | |
| 4. | Observation of day to day school activities and preparation of detail report of any two activities | |

Semester – III
School Internship – III (TP – 201) (12 weeks)

| S. No. | Teaching Practice and Practical Work | Internal/ External Assessment |
|--------|--|---------------------------------------|
| 1. | Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons) | 18 credits (Internal+ External) |
| 2. | Participation of co-curricular activities | |
| 3. | Observation of teaching of peers (20 in each discipline and its report preparation) | |
| 4. | Evaluation of lesson plans | |
| 5. | Diagnostic test followed by remedial teaching | |
| 6. | Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching | |
| 7. | 2- discussion lessons | |
| 8. | Exhibition of teaching aids | |
| 9. | Organization of school trips | |
| 10. | 2 - final lessons | |
| 11. | Research based project (action plan/ survey) | 1 credits (Internal) |
| 12. | Understanding the self- Conduction of various activities related to yoga, meditation, life skills, values and peace for school students as per instructions given by schools (EPC) | 1 credits (Internal) |

Semester – IV
Post-internship – IV (TP– 202) (2 weeks)

| S. No. | Teaching Practice and Practical Work | Internal / External Assessment |
|--------|--|--------------------------------------|
| 1. | Organization of educational exhibition and fairs | 4 credits (Internal) |
| 2. | Formation of different clubs | |
| 3. | Community based project work | |
| 4. | Preparation of Journal/ School Magazine/ Wall magazine | |

| | |
|----------------------------|------------------|
| BASICS IN EDUCATION | [ED-101] |
|----------------------------|------------------|

| I-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To acquaint pupil teacher with the:

1. Concept, need, scope and aims of education.
2. Forms of education and role of agencies.
3. Philosophical basis of education- in Indian and Western context.
4. Relationship between education, society and culture.
5. Concept of autonomy and its importance for teacher and learner.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Education in modern context: <ol style="list-style-type: none"> 1. Meaning, concept and nature of education. 2. Need, importance and scope of education. 3. Aims of education, 4. Forms of education (formal, informal, and non- formal) 5. Agencies in education: family, community, school, state and religious institutions. | 12 |
| 2 | Philosophical basis of education: <ol style="list-style-type: none"> 1. Meaning, concept and need of educational philosophy. 2. Educational implication of Philosophical thoughts of: <ol style="list-style-type: none"> a) Geeta, Quran. b) Bible and Gurugranth sahib. 3. Educational implication of Philosophical thoughts of: <ol style="list-style-type: none"> a) Mahatama Gandhi and Ravindra Nath Tagore. b) Swami vivekanand. | 12 |
| 3 | Implication of Educational Philosophy of the following schools: <ol style="list-style-type: none"> 1. Idealism, Naturalism and Pragmatism. 2. Humanism, Buddhism and Jainism. In relation to aims, curriculum, teaching methods, pupil - teacher relationship and discipline. | 12 |

| | | |
|--------------|---|-----------|
| 4 | Education in socio-cultural context: <ol style="list-style-type: none"> 1. Education as a sub-system of social system. 2. Functions of education. 3. Social aspects of education: education as a social process of social change, social stratifications, social mobility, and modernization. 4. Concept of culture: cultural lag, composite culture, role of education in preservation, transmission and enrichment of culture. | 12 |
| 5 | Autonomy of Teacher and Learner: <ol style="list-style-type: none"> 1. Concept and meaning of autonomy. 2. Need and importance of autonomy. 3. Types of autonomy. 4. Autonomy of teacher and learner. 5. Hindering factors in autonomy and remedies for promoting autonomy. | 12 |
| Total | | 60 |

Practicum/ Graded Assignments:

1. Visit to the different types of denominational schools and prepare the report on any one of the activity.
2. Preparation of collage or scrape book of eminent educationist.
3. Preparation of a chart of different schools of philosophies related to educational components.
4. Discussion on the topic “Autonomy of the teacher”.

Note: Scheme of CIE

| | | |
|----------------------|---|---------|
| • Class tests | : | 10marks |
| • Graded Assignments | : | 10marks |
| • Two Mid Terms | : | 20marks |
| | | 40marks |

Recommended Books:

1. Bhatia, B.D. (1981); The theory and practice of education, Doaba House, Bookseller and Pub., Delhi
2. Bhatia, Kamal Bhatia, Baldeo (1994); The Philosophical and Sociological Foundation of Education, Doaba House, Bookseller and Pub., Delhi.
3. Chaube, S.P. (1997); Land marks in modern Indian education, Himalaya Pub. , Delhi.
4. Murthy, S.K. (2008); Philosophical Foundation of Education, Vinod pustak mandir, Agra.
5. Saxena Radha, Sharma G.N., Shastri Ine (2000); Ubherthe Huai Bharatiya Samaj Mein Shiksha and Shikshak , Classic Pub., Jaipur.
6. Shrivatav S.N., Rai C.P. (1996); Adhunik Bharatiya Samaj Mein Shiksha, Niraj Pub., Rohtak .
7. Carr, D. (2005); Making sense of education: An introduction to the Philosophy and theory of education and teaching, Routledge.

| | |
|------------------------------|------------------|
| CURRICULUM AND SCHOOL | [ED-103] |
|------------------------------|------------------|

| I-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To acquaint pupil teacher with the:

1. Meaning, scope, need and aims of curriculum.
2. Difference between curriculum and syllabus and relationship between curriculum syllabus and text book.
3. Curriculum at different level and principles of curriculum construction.
4. Role of school in executing the curriculum.
5. Role of head teacher's management in curriculum engagement. Curriculum frame work of NCF – 2005.
6. Acquaint them with the school support system and state and central agencies- role of administration and management.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Introduction to curriculum: <ol style="list-style-type: none"> 1. Meaning and concept of curriculum. 2. Need and aims of curriculum in schools. 3. Difference between curriculum and syllabus, and relationship between curriculum syllabus and text book. 4. Visualizing curriculum at different level: national, state, school and class. 5. Principles of curriculum construction. | 12 |
| 2 | Curriculum development at school level: <ol style="list-style-type: none"> 1. Understanding different approaches of curriculum: Subject center approach, Learner center approach and integrated approach. 2. Process of curriculum making: <ol style="list-style-type: none"> a) Formulating aims and objectives. b) Determinants of curriculum construction. c) Selection criteria for subject matter. d) Organization of subject matter. e) Instructional material. | 12 |

| | | |
|----------|--|-----------|
| 3 | School support system: 1. Educational administration and management: meaning, concept and difference between administration and management and its role for supporting the schools. 2. Community, society and family as a support system. 3. State agencies: SCERT, State Department of Education and DIET. 4. Central agencies: NCERT, NCTE, CBSE. | 12 |
| 4 | Curriculum implementation and monitoring: 1. Reviewing of aims and process of curriculum development 2. Process of curriculum evaluation and revision. 3. Role of government bodies in monitoring of the curriculum. 4. NCF – 2005. | 12 |
| 5 | School: a site of curriculum engagement/ Implementation 1. Role of school in executing the curriculum. 2. Essential conditions of school for transecting the curriculum smoothly (physical and human resources). 3. Role of stakeholders- Head/Principal, teachers, management and govt. | 12 |
| | Total | 60 |

Practicum/ Graded Assignments:


1. Preparation of a CD of different types of curriculum and their importance.
2. P.P. Presentation on process of curriculum making in any subject.
3. Preparation of an observation scale for the roles of school personnel for conduction/ execution of curriculum.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Agarwal, J.C.; School Administration, Surya Publication, Meerut.
2. Aggrawal, J.C. (1990); Curriculum reforms in India, Duaba House, Delhi.
3. Devis I (1976); Objectives in curriculum design, Mc Graw Hill Co., London.
4. J.M. and Chase J.B. (1969); Curriculum principles and social trends, New Art, America US.
5. Kaushik, S.L; Shiksha ka Vikas, Rajasthan Hindi Granth Academy, Jaipur.
6. Kelly, A.V. (1989); The Curriculum: Theory and Practice, Paul Chapman Pub., London.
7. Krug, E. (19857); Curriculum Planning, Harper and Rao, New York.
8. Mahendi, B. Arora, G.L and Goyal, B.R. (1981); Our Curriculum Concern, NCERT, New Delhi.
9. Mamidi, M.R. and Ravishankar, S. (1984); Curriculum development and Educational Technology, Sterling Pub., Delhi.


**SURESH
GYAN VIHAR**
 UNIVERSITY
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
2018-20

| | |
|-----------------------------|------------------|
| LEARNER AND LEARNING | [ED-105] |
|-----------------------------|------------------|

| | |
|--|---|
| I-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To acquaint the pupil teacher with the:

1. Growth and development of learners- concept, Factors effecting development and Dimension of individual development.
2. Different psychological attribute and Handling the learners on the basis of Cognitive ability, Disability and adjustment.
3. Concept and importance of motivation for teachers and learners.
4. Theories of motivation and Theories of learning- Constructivism, Gestalt, Insight etc.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Growth and development of learner: <ol style="list-style-type: none"> 1. Meaning, concept and difference between growth and development. 2. Factors effecting development. 3. Various stages of development from childhood to adolescence. 4. Dimensions of individual development in relation to physical, cognitive, affective, language and social aspect (in childhood and adolescent). 5. Principles of growth and development. | 12 |
| 2 | Individual differences among learners: <ol style="list-style-type: none"> 1. Meaning and concept of Individual differences. 2. Differences in different psychological attribute: intelligence, aptitude, interest, creativity, values, achievement and personality. 3. Handling the learners with: <ol style="list-style-type: none"> a) Cognitive ability: Gifted and Slow Learner. b) Disability: Handicapped, Dyslexia. c) Personality: Maladjusted, Delinquent. | 12 |

| | | |
|----------|---|-----------|
| 3 | Learning: 1. Concept, meaning and classification of learning. 2. Steps in learning process. 3. Nature and characteristics of learning. 4. Factors affecting leaning. 5. Managing the learning and teaching. | 12 |
| 4 | Theories of learning: 1. Stimulus response. 2. Insight. 3. Conditioning theory (skinner). 4. Gestalt. 5. Constructivism | 12 |
| 5 | Learning and Motivation: 1. Meaning and concept of motivation in learning. 2. Kind of motivation: Extrinsic and Intrinsic Motivation. 3. Characteristics of motivated behavior. 4. Importance of motivation for teachers and learners. 5. Psycho analytic and cognitive field theories of motivation. | 12 |
| | Total | 60 |

Practicum/ Graded Assignments:

1. Observation of any child of age group 12 to upward on different dimensions of development and prepare a report.
2. Administration of any psychological test to identify the peculiar characteristics of the learner.
3. Prepare a plan for motivating the students as per their needs.
4. Administration of a tool to identify the learner styles of learning the different subjects.
5. Preparation of a lesson plan based on constructivism approach.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Agarwal. J.C.; Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd.
2. Bigge; Learning Theories for Teachers, Harper, N.Y.
3. Blair, Jones and Simpson; Educational Psychology, Macmillan, N.Y.
4. Chauhan, S.S.; Advanced Educational Psychology, Vikas Publication House, N.D.
5. Garrison, K.C. (1956); Psychology of adolescence, Prentice Hall, New York.
6. Mangal, S.K. and Mangal, S. (2005); Child Development, Arya book Depo., New Delhi.
7. Mexer, H.W. (1978); Three theories of child development, Harper and Row Pub., New York.
8. Pareek, M. (2002); Child development and family relationship, Research Pub., Jaipur.
9. Hurluck E.D. (1965); Adolescence development, Mack Grow Co. Learner.
10. Rao Usha (2008); Advance Educational Psychology, Himalaya Pub. House, Mumbai.
11. Sharma, R.K., Sharma M.S. and Tiwari A. (2006); Psychological Foundation of Child Development, Radha Pub. Mandir, Agra.

| | |
|--|-----------------|
| ICT-A TOOL IN TEACHING LEARNING – I | [ED-107] |
|--|-----------------|

| | |
|--|---|
| I-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-2 CREDITS-2 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To acquaint the pupil teacher with the:

1. ICT application in class room and professional development and in teaching learning process.
2. Awareness about functioning of computer, concept of hardware and software and education software, computer memory and its unit.
3. Basic features of windows: MS-Office, MS-Excel and preparation of slides.
4. Computer aided instruction concept and modes.
5. Internet and multimedia Concept and its educational uses.
6. Role of computer in education system.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|--|----------------------------------|
| 1 | Information and communication technologies – an Introduction <ol style="list-style-type: none"> a) Meaning and definition of ICT: information and communication basics, nature and scope of a communication system – sender, receiver, message and the medium, one-to-one, one-to-many, and many-to-many communication. b) Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications. c) Applications of Information and Communication Technologies: Classroom and ICT, Professional development and ICT, School management and ICT. | 12 |
| 2 | Computer Fundamentals: <ol style="list-style-type: none"> 1. General awareness about functioning of Computer- <ol style="list-style-type: none"> a. Characteristics and uses of Computer in Education (Planning, question paper preparation, evaluation, open learning system) b. Block diagram of Computer c. Classification of Computer 2. Concept of hardware, software and education software. 3. Input/output devices 4. Primary storage devices & secondary storage devices. 5. Computer memory and its units-RAM, ROM bit and byte | 12 |
| 3 | Operating System: <ol style="list-style-type: none"> 1. Basic features of Windows 2. Windows and it's accessories <ol style="list-style-type: none"> a) Explorer b) File Manager c) Paint d) Managing Printing | 12 |

| | | |
|----------|--|-----------|
| | <p>MS-Office MS-Word-Text Management, Preparation of Resume, Application, Bio-data, tables & commands</p> <p>MS-Excel- Preparation of Table, Chart, formulas & commands</p> <p>POWER POINT- Preparation of Slides, Paper Presentation & commands</p> | |
| 4 | <p>Computer as teaching machine:</p> <ol style="list-style-type: none"> Computer Aided Instruction (CAI)-Concept and modes Concept of other terms like CMI (Computer Managed Instructions) CBI (Computer Based Instructions) CALT Computer Assisted Learning and Teaching) Information Technology and Computer (Concept, role, impact on education system) <p>Internet and Multimedia</p> <ol style="list-style-type: none"> Videoconferencing, Chatting, Videocalls, E-Mail, Internet surfing for educational purpose websites, Search Engines. Concept of Multimedia and its educational uses | 12 |
| 5 | <p>Computer and its role Role of Computer in Education System –</p> <ul style="list-style-type: none"> library Management, Education and School management, evaluation system education and research | 12 |
| | Total | 60 |

Practicum/ Graded Assignments:

- Identifying appropriate media and material for effective use in the transaction of lesson.
- Critical analysis of Teaching aids and their applications in instruction and learning
- Critical analysis of a computer based media packages with reference to its use in learning process.
- Preparation and presentation of slides for teaching any topic at the school level.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

- Reghavan, S.S; Macro Computer in Science and Language teaching, Mysore R.C.E.
- Osborne A; An Introduction to Micro Computers, Galgolia Book Source, New Delhi.
- Kaur Harjit; Computer, Aatmaram & Sons, New Delhi.
- Vakatachamal, S.; Computer ek parichay, Pitambar publication company Pvt. Ltd. New Delhi.
- Balamurali, Savitha ; An introduction to Computer Science, Vikas Publishing House, Pvt. Ltd. New Delhi.
- Computer an introduction; Payal Lotia and Pradeep Nair, BPB Publication, New Delhi-110001.

| | |
|--------------------------|------------------|
| FOUNDATION COURSE | [FD-102] |
|--------------------------|------------------|

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | <p>Ethics and Logics</p> <ul style="list-style-type: none"> a) Consequentialism, Deontological Ethics b) Theological Ethics, Utilitarianism c) Value of life: suicide and euthanasia d) Capital Punishment, Terrorism e) Equality, Discrimination, and preferential treatment f) Freedom and Responsibility, Laws of Thought g) Theory of the Square of Opposition of Categorical Propositions. The problem of existential import. (Syllogisms) h) Laws of Conversion, Obversion and Contraposition of Categorical propositions | 1 |
| 2 | <p>India culture and Heritage-I</p> <ul style="list-style-type: none"> a) Ancient, Medieval and Modern India b) Various Indian Languages and their origins c) Various Literature of Indian Languages d) Indian Painting e) Indian Architecture f) Music, Dance and Drama | 1 |
| 3 | <p>India culture and Heritage-II</p> <p>Religious Reforms in modern India</p> <ul style="list-style-type: none"> - Brahmo Samaj and Raja Rammohan Roy. - Arya Samaj and Dayanand Saraswati. - Ramakrishna Mission and Swami Vivekananda. - The Aligarh Movement and Sayyid Ahmad Khan. <p>Indian Social Structure</p> <ul style="list-style-type: none"> - Untouchability - Family and Marriage in India - Position of women <p>Socio Cultural Issues</p> <ul style="list-style-type: none"> - Caste System - Issues Related to women-Dowry system,the problems of girls child and women - Communalism - Issues of poverty and unemployment - Beggary - Problem of Children | 1 |

| | | |
|--------------|--|----------|
| 4 | <p>Indian Polity-I</p> <ul style="list-style-type: none"> a) Phases of Nationalist Movement and different ideological streams: Moderates and Extremists within Congress and revolutionary radicals; Formation of the Muslim League b) Gandhi and mass mobilisation: Khilafat, Non-cooperation and Civil Disobedience Movements c) Socialist alternatives: Congress socialists, Communists d) Salient Features e) Fundamental Rights f) Directive Principles of State Policy g) Security Laws <ul style="list-style-type: none"> a) Executive b) Judiciary c) Legislative | 1 |
| 5 | <p>Indian Polity-II</p> <ul style="list-style-type: none"> a) Panchayati Raj- 73rd Amendment b) Municipality- 74th Amendment c) Caste in politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies. d) Environmental, rights of forest dwellers e) Civil liberties and democratic rights movements, Rights to education and information | 1 |
| Total | | 5 |

Suggested Readings

1. Bandopadhyay, S. (2004) From Plassey to Partition: A History of Modern India.
2. Raj To Swaraj :A Textbook On Colonialism And Nationalism In India by Ram Chandra Pradhan
3. Politics and Ethics of the Indian Constitution- Rajeev Bhargava
4. Desai, A.R (ed.) (1986) Violation of Democratic Rights in India (Volume 1). Bombay:
5. Popular Prakashan.
6. Austin, G. (2000) Working a Democratic Constitution
7. Caste in Indian Politics, Rajni Kothari
8. Saxena, R. (2011) ‘Introduction’, in Saxena, R (eds.) Varieties of Federal Governance:Major Contemporary Models.
9. Hargopal, G and Balagopal, K. (1998) ‘Civil Liberties Movement and the State in India’, in Mohanty, M. Mukherji, P.N. with Tornquist, O. People’s Rights. New Delhi.
10. Sinha, S. (2002) ‘Tribal Solidarity Movements in India: A Review’ in Shah, G. (ed.)Social Movements and the State.
11. Sethi, H. (1993) ‘Survival and Democracy: Ecological Struggles in India’ in Wignaraja, P. (ed.) New Social Movements in the South: Empowering the People. New Delhi

| | |
|---|------------------|
| UNDERSTANDING A DISCIPLINE MATHEMATICS | [ED-109] |
|---|------------------|

| I-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To acquaint the pupil teacher with the:

1. Nature, scope, need and importance of mathematics.
2. Contribution of mathematician.
3. Different areas in teaching Mathematics at school level.
4. Aims and objectives of teaching Mathematics and developing skills in maths teachers.
5. Concepts of Diagnostic and Remedial program and set theories and its functions.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Nature and scope of Mathematics: <ol style="list-style-type: none"> a) Mathematics: its meaning, definition, nature and importance. b) Scope and need of Mathematics. c) Need of innovation and creativity in Mathematics. d) History of Mathematics teaching. e) Contribution of Mathematician in: Arya Bhatt, Ramanujan, Euclid, Pythagorous. | 9 |
| 2 | Different areas in Mathematics teaching at school level: <ol style="list-style-type: none"> a) Arithmetic. b) Algebra. c) Trigonometry. d) Geometry. e) Statistics and probability. | 9 |
| 3 | Aims and objectives of teaching Mathematics: <ol style="list-style-type: none"> a) Aims and objectives of teaching Mathematics at secondary level. b) Introduction to Bloom's Taxonomy. c) General and specific objectives. d) Writing instructional objectives of teaching mathematics in behavioral terms. e) Writing instructional objectives of teaching mathematics by giving some suitable examples. | 9 |

| | | |
|--------------|--|-----------|
| 4 | Learning in Mathematics Education: <ol style="list-style-type: none"> Motivating students to learn concepts, concepts formation and concept assimilation. Developing logical thinking and scientific temper/attitude in students. Involving learners in teaching learning process: Projects, Group Discussions, Investigatory Approach, and Experimental Learning, Problem solving, Riddles, Puzzles. Developing skills in Maths teacher. | 9 |
| 5 | Enrichment Programme: Diagnostic, Remedial and enrichment programme with respect to the following content areas prescribed in secondary classes of RBSE and CBSE <ol style="list-style-type: none"> Set theory and mathematical structures -Sets, Relations and Functions. Statistics-Graphical representation of the statistical data, measures of central tendency, dispersion and coefficient of correlation. Axiomatic development of Geometry. Concepts of ray, line segment, angle of a triangle, interior and exterior angles of a triangle. | 9 |
| Total | | 45 |

Practicum/ Graded Assignments:

- Contribution of eminent personalities (Discipline related).
- Importance of discipline related areas in building up the career (Seminar).
- Prepare an innovative plan for teaching any topic of your discipline.
- Prepare the support material of any unit of your discipline.
- PPP of the recent trends in Mathematics teaching.

Note: Scheme of CIE

| | | |
|----------------------|---|---------|
| • Class tests | : | 10marks |
| • Graded Assignments | : | 10marks |
| • Two Mid Terms | : | 20marks |
| | | 40marks |

Recommended Books:

- Agarwal S.M; Teaching of Modern mathematics, Dhanpat Rai and Sons, Delhi.
- Ryanganar and Kuppaswami,N.A.; Teaching of mathematics in the new education, Universal Publication, Delhi.
- Jagadguru Swami; Sri Bhari Krisna Turthji Vedic mathematics, Moti lal Banarsi das Publisher Delhi.
- Kapur J.N; Modern mathematics for teachers, Arya Book Depot,New Delhi.
- Shrivastava and Bhatnagar; Maths Education, Ramesh Book Depot, Jaipur.

| | |
|---|-----------------|
| UNDERSTANDING A DISCIPLINE SCIENCE | [ED-111] |
|---|-----------------|

| | |
|--|---|
| I-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. The ethical aspect of science and science for environmental health and peace.
2. Different discipline of science: biological and physical.
3. Development of various skills in science teaching.
4. Contemporary issues in science education.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|--|----------------------------------|
| 1 | Nature and scope of Science: <ol style="list-style-type: none"> a) Science: its meaning, definition nature and importance. b) Scope of science. c) Innovation and creativity in science. d) Ethical aspects of science. e) Science for environment health and peace. | 9 |
| 2 | Different disciplines of Science – I <ol style="list-style-type: none"> a) Physical Science: meaning, nature and importance of Physical Science. b) Scope of Physics and Chemistry as a subject. c) Objectives of teaching Physical Science in School level. d) Role of eminent scientist in the field of Physical Science. e) Contribution of Issac Newton, CV Raman, Dalton, Neil Bohr, J.C. Bose in the field of Science. | 9 |
| 3 | Different disciplines of Science – II <ol style="list-style-type: none"> a) Biological science as an area of science: meaning, concept and importance. b) Scope of Biology: Botany, Zoology, Biotechnology, Microbiology. c) Place and values of teaching Biology at school level. d) Objectives of teaching Biology at secondary and senior secondary level. e) Main discoveries and development in Biology. | 9 |
| 4 | Learning and teaching in Science Education: <ol style="list-style-type: none"> a) Motivating science students to learn scientific process/method. b) Developing scientific temper/attitude in school students at secondary and | 9 |

| | | |
|----------|--|-----------|
| | senior secondary. c) Involving learners in teaching learning process: Projects, Group Discussions, Investigatory Approach, and Experimental Learning. d) Developing various skills in science teachers. e) Developing various skills among in the students. | |
| 5 | Contemporary issues in Science Education: a) Science and technology. b) Science and society. c) Science and economy. d) Language and science. e) Teacher empowerment. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Science teaching.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Sood, J.K.; Teaching Life Sciences, Kohli Publishers, Chandigarh
2. Sharma, L.M.; Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
3. Vadav, M.S.; Modern methods of teaching sciences, Anmol Publisher, Delhi.
4. Singh, U.K. & Nayab, A.K.; Science Education, Common wealth Publishers Daryaganj, New Delhi.
5. Venkatash, S.; Science Education in 21st century, Anmol Publishers, Delhi.

| | |
|--|-----------------|
| UNDERSTANDING A DISCIPLINE SOCIAL SCIENCE | [ED-113] |
|--|-----------------|

| I-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. The concept, scope of social science.
2. Different discipline of social science and their educational implication.
3. Developing positive attitude in student for social science teaching.
4. Quality enhancement in teaching learning process in social science.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Nature and scope of Social Science: a) Social Science: its meaning, definition and nature. b) Scope of Social Science. c) Innovation and creativity in Social Science. d) Social Science as an interdisciplinary area of study. | 9 |
| 2 | Different disciplines of Social Science – I a) History and Civics as an area of social science: meaning and concept. b) Scope of History and Civics. c) Place and values of teaching History and Civics at school level (Secondary and senior secondary). d) Objectives of teaching History and Civics at secondary and senior secondary level. e) Educational implication of teaching History and Civics. | 9 |
| 3 | Different disciplines of Social Science – II a) Economics and Geography: meaning a nature of Economics and Geography. b) Scope of Economics and Geography as a subject. c) Objectives of teaching Economics and Geography at School level. d) Educational implication of teaching Economics and Geography. e) Concept and meaning of disaster management. | 9 |
| 4 | Learning and teaching in Social Science: a) Involving learners in teaching learning process: Projects, Group Discussions, Survey, Case Study etc. | 9 |

| | | |
|----------|---|-----------|
| | b) Developing positive attitude in students. c) Innovations in Social Science teaching. d) Developing various skills related to Social Science. e) Developing skills in Social Science teachers. | |
| 5 | Quality enhancement in social science: a) Teacher and teaching process. b) Learner and learning process. c) Support material. d) Learning material. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Social Science teaching.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi.
2. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School, Acharya Book Depot., Baroda.
3. Kochher, S.K. (1999); Teaching of social studies, Sterling Pub. Pvt. Ltd., New Delhi.
4. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay.

| | |
|--|------------------|
| DISCIPLINE OF LANGUAGES (Hindi) | [ED-115] |
|--|------------------|

| | |
|--|---|
| I-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. Concept and importance of language (Hindi as a basic language).
2. Three Language formula.
3. Forms of language.
4. Importance of teaching Hindi in multi cultural perspective.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|--|----------------------------------|
| 1 | 1. Concept, meaning and importance of Hindi language. 2. Characteristics of Hindi language. 3. Language according to use (oral, written). 4. Place of Hindi in British period in India. 5. Place of Hindi in-independent India. | 9 |
| 2 | Forms of language - Concept and importance of following: 1. Basics language: meaning and importance. 2. Mother tongue. 3. Regional language and National language. 4. Individual language and Cultural language. 5. Dialect language. | 9 |
| 3 | The language formula (three language formula): 1. Meaning and concept of Three Language formula. 2. Place of Hindi in the formula. 3. Place of English in the formula. 4. Hindi as a medium of teaching at secondary level. 5. Place of regional language in teaching. | 9 |

| | | |
|----------|---|-----------|
| 4 | Learning in Hindi language: 1. Vocabulary. 2. Pronunciation. 3. Phonetic. 4. Spelling. 5. Use of punctuation. | 9 |
| 5 | Enhancing quality in Hindi language teaching: 1. Skills of Hindi teachers. 2. Learner and learning process of Hindi language. 3. Support material. 4. Language material. 5. Teaching of Hindi in multicultural perspective. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Language.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Bhai Yogendra jeet ; Hindi Bhasha shikshan , Vinod Pustak Mandir, Agra
2. Bhatia, M.N. and Narang, C.L (1987); Hindi Shikshan Vidhayan , Prakash Brother, Ludhiyana
3. Yadav Ram Prasad ; Rastra Bhasha Ka Shikshan , Acharaya Book Depo., Baroda
4. Manorama Gupt ; Bhasha Adhigam , Kendriya Hindi sansathan, Agra
5. Neeranjana Kumar (1994); Adhunik Vidhao mein Hindi Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
6. NCERT (2006); Position Paper: National Focus Group on Teaching of Indian Language, NCERT, and New Delhi.

| | |
|--|------------------|
| DISCIPLINE OF LANGUAGES (English) | [ED-117] |
|--|------------------|

| | |
|--|---|
| I-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. Nature need and importance of English as a second language.
2. Characteristics of English Language in different context- Link language, library language.
3. Will be able to learn language skills.
4. Will be able to learn competencies through different modes.
5. Enhancing quality in teaching learning process.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Introduction of language: <ol style="list-style-type: none"> 1. Nature of language, need and importance of English language. 2. Difference between language and literature. 3. Pre-independence scenario of English in India. 4. Post independence scenario of English in India. 5. Functions of language. | 9 |
| 2 | Forms of language: <ol style="list-style-type: none"> 1. Basics language. 2. Regional language 3. International language. 4. Dialect. | 9 |
| 3 | Characteristics of English Language: <ol style="list-style-type: none"> 1. English as a language of administration. 2. Trade and commerce 3. Link language 4. International language 5. English as a language of library | 9 |

| | | |
|--------------|---|-----------|
| 4 | English as a second language: <ol style="list-style-type: none"> 1. Concept and meaning of second language. 2. Need and importance of English as a second language. 3. Principles of teaching English as a second language. 4. Different vidhayen of English language: <ol style="list-style-type: none"> a) Prose b) Poetry c) Grammar d) Composition 5. Elements of English language: vocabulary, spelling, pronunciation, punctuation. 6. Development of competencies in learning through different modes: <ol style="list-style-type: none"> a) Reading b) Writing c) Speaking d) Listening. | 9 |
| 5 | Enhancing quality in teaching learning process of English: <ol style="list-style-type: none"> 1. Concept of quality in context. 2. Teacher and micro teaching skills. 3. Learner and learning process. 4. Learning material. 5. Support material. | 9 |
| Total | | 45 |

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Language (English).

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Bansal, R.K. and Harrison, J.B (1972); Spoken English for Indian, Madras: Orient Longman Ltd.
2. Hornby A.S.; A Guide to patterns and usage in English, Oxford : CUP
3. Barua, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt. Ltd.
4. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
5. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
6. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, Cambridge C.U.P.
7. Anderson, R.C. (1984); Role of the Reader's Scheme in Comprehension, learning and memory: in r and content texts, Psychology Press.
8. Grellet, F. (1981); Developing reading skills: a Practical guide to reading comprehension exercises Cambridge University Press

| | |
|--|-----------------|
| UNDERSTANDING A DISCIPLINE COMMERCE | [ED-119] |
|--|-----------------|

| I-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. Commerce as an interdisciplinary area of study.
2. Place and values of teaching accounts and business studies at school level.
3. Different disciplines of commerce.
4. Developing positive attitude in students.
5. Developing professional skills and support material in teaching learning process.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Nature and scope of commerce: <ol style="list-style-type: none"> a) Commerce: its meaning, definition and nature. b) Scope of commerce. c) New trends in commerce: e-commerce, e-banking, online market etc. d) Commerce as an interdisciplinary area of study. | 9 |
| 2 | Different disciplines of commerce – I <ol style="list-style-type: none"> a) Accounts and business studies as an area of commerce: meaning and concept. b) Scope of Accounts and business studies. c) Place and values of teaching Accounts and business studies at school level (Secondary and senior secondary). d) Objectives of teaching Accounts and business studies at secondary and senior secondary level. e) Educational implication of teaching Accounts and business studies. | 9 |
| 3 | Different disciplines of commerce – II <ol style="list-style-type: none"> a) Economics: meaning and nature of Economics. b) Scope of Economics as a subject. c) Objectives of teaching Economics at School level. d) Educational implication of teaching Economics. | 9 |
| 4 | Learning and teaching in commerce: <ol style="list-style-type: none"> a) Involving learners in teaching learning process: Projects, Group Discussions, Survey, Case Study, workshops etc. | 9 |

| | | |
|----------|--|-----------|
| | b) Developing commercial attitude in students. c) Innovations in commerce teaching. d) Developing professional commerce teachers. e) Developing teaching skills in commerce teachers. | |
| 5 | Quality enhancement in commerce: a) Teacher and teaching process. b) Learner and learning process. c) Support material. d) Learning material. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:


1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in commerce teaching.

Note: Scheme of CIE

| | | |
|----------------------|---|----------------|
| • Class tests | : | 10marks |
| • Graded Assignments | : | 10marks |
| • Two Mid Terms | : | <u>20marks</u> |
| | | <u>40marks</u> |

Recommended Books:

1. Aggrawal, J.C. (2010); Teaching of commerce, Vikas Pub. Ltd., New Delhi.
2. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.
3. Gupta & Gupta; Intermediate book keeping and Accounts, Agra Book Store, Agra.
4. Lulla, B. P. (1990); Teaching commerce in secondary schools, M. S. U. Baroda.
5. Parikh, Dr. A.K. M.; Lesson planning in India Schools, Subha Sanchar, Ajmer.
6. Rao, S. (1995); Teaching of commerce, New Delhi; Pub. Pvt. Ltd.
7. Rao, Seema (2004); Teaching of commerce, Amol Pub. Pvt. Ltd., New Delhi.
8. Rao, Bhaskara, Digmurti (2004); Methods of teaching commerce, Discovery Pub. House, New Delhi.
9. Umesh, Rana A (2009); Methodology of commerce education, Tandon Pub., New Delhi.


**SURESH
GYAN VIHAR
UNIVERSITY**
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
2018-20

| | |
|-------------------------------------|-----------------|
| PRE-INTERNSHIP – I (2 weeks) | [TP-101] |
|-------------------------------------|-----------------|

| I-SEM. B.Ed. | EVALUATION |
|---|---|
| SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2 | EXAMINATION TIME = (3) HOURS [CIE (100)] |

| S. No. | Pre-preparation of teaching practice | Internal/ External Assessment |
|---------------|---|--------------------------------------|
| 1. | Microteaching skill practice | 2 credits (Internal) |
| 2. | Introduction of lesson plan, unit plan | |
| 3. | Demonstration lesson | |
| 4. | One week regular observation of any regular teacher | |
| 5. | Regular visits to schools | |

Note: Program is scheduled as per the availability of the schools in the semester.

| | |
|---|-----------------|
| CONTEMPORARY INDIA AND EDUCATION | [ED-102] |
|---|-----------------|

| II-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. School in a social context, role of education in developing socialistic patterns.
2. Constitutional provisions of education in India.
3. Issues and concern and their impact on education.
4. Recommendations of different policies on education.
5. Role of educational institution for creating new social order.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | School as a social context: <ol style="list-style-type: none"> 1. School culture and issues of society. 2. Class room as a social context. 3. Role of education in developing socialistic patterns. 4. Rights for gender equality and the implication for social change. | 12 |
| 2 | Constitutional provisions of education in India for marginalized groups and socially depreved children in relation to: <ol style="list-style-type: none"> 1. Equality. 2. Liberty. 3. Justice. 4. Secularism. 5. Socialism. | 12 |
| 3 | Emerging Indian concerns and their educational implications: <ol style="list-style-type: none"> 1. Meaning and concept of liberalization, Globalization, Privatization. 2. Harmful effects of conflict and violence on world. 3. Role of UNO and its agencies in International relationship. 4. Global challenges in Indian education system. | 12 |

| | | |
|----------|---|-----------|
| 4 | Policies on education: <ol style="list-style-type: none"> 1. Kothari commission recommendations and their implementation in the context of education 2. National policy on education 1986, its review 1992. 3. Right to education (2009-10) | 12 |
| 5 | Issues of contemporary Indian society: <ol style="list-style-type: none"> 1. Gender equality and equity. 2. Child rights. 3. Women empowerment. 4. Role of educational institution for creating new social order. | 12 |
| | Total | 60 |

Practicum/ Graded Assignments:

Discussions/ Presentations/ Poster making/ Charts/ Debate/ Symposium:

- a) School as a social context.
- b) Gender equality.
- c) Child rights/ RTE – 2009-10.
- d) Women empowerment.
- e) Education for marginalized group.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Krishna Murti, J. (1973); Education and the significance of life , B.I. Pub. Pvt. Ltd., New Delhi
2. Mathur, S.S. (1973); A Sociological approach to Indian Education , Vinod pustak mandir, Agra
3. Mohanty Jagannath (1994); Indian Education in the Emerging Society, Sterling publishers, New Delhi.
4. Rawat, P.L. (1965); History of Indian Education, Ram Prasad and Sons, Agra.
5. Saxena, N.R. Swaroop (1981); Principles of Education, Loyal Book Depot., Meerut

| | |
|-------------------------------|------------------|
| ASSESSMENT OF LEARNING | [ED-104] |
|-------------------------------|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. The concept of assessment, Measurement and evaluation.
2. Importance of different types of assessment and assessment devices.
3. Concept of Continuous and comprehensive evaluation- Grading system, CCE and year based evaluation.
4. Concept, need and importance of examination system.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|--|----------------------------------|
| 1 | Concept of assessment: <ol style="list-style-type: none"> 1. Meaning and concept of assessment. 2. Purpose of assessment 3. Measurement and evaluation: meaning and concept 4. Interrelationship between measurement and evaluation 5. Objectives of measurement and evaluation. | 12 |
| 2 | Classification of assessment: <ol style="list-style-type: none"> 1. Based on purpose: prognostic, formative, diagnostic and summative. 2. Based on scope : teacher made and standardized 3. Attribute measured: achievement, aptitude, and attitude. 4. Nature of information gathered: qualitative and quantitative. 5. Mode of response: oral, written, practical. | 12 |
| 3 | Assessment devices: <ol style="list-style-type: none"> 1. Use of projects, assignment, worksheet, practical work, activities and seminar and report as assessment devices. 2. Cooperative learning and Participatory assessment. 3. Self, peer and teacher assessment. 4. Feed back to/from student, parents and teachers. | 12 |

| | | |
|----------|---|-----------|
| 4 | Continuous and comprehensive evaluation: <ol style="list-style-type: none"> 1. Concept, need and meaning. 2. Objectives and aims of CCE. 3. Grading system of evaluation 4. Difference between CCE and traditional method of evaluation. 5. Role of teachers in CCE. | 12 |
| 5 | Examination system: <ol style="list-style-type: none"> 1. Meaning and its concept. 2. Need and importance 3. Examination system: semester system, Annual system and entrance exam and their influence on students and school system. 4. Different types of questions (objective based) and blue print for school examinations. | 12 |
| | Total | 60 |

Practicum/ Graded Assignments:

1. Prepare a report on the assessment scheme of SGVU School of Education.
2. Prepare the format of summative and formative assessment.
3. Demonstration of co-operative learning in peer groups.
4. Presentation of comprehensive and continuous evaluation scheme.
5. Preparation of Blue print on any one unit.
6. Preparation of the format for practical/ project evaluation and peer evaluation of participatory learning on the basis of CCE.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Allen L.G. (1995); Educational Psychology and classroom, Washington New York, John Willey and sons Inc. 1966
2. Bansal, V.P. (1958); Text book of Educational Psychology , Allahabad Indian Press
3. Bhatnagar, R.P. ; Educational Psychology , Vishwa Widhya, Pub. Gorakhpur
4. Bernard, M (1972); Psychology of Learning and Teaching , N.Y., Mc Graw Hill
5. Bhatnagar, Suresh (1976); Educational Psychology , Loyal Book Depot., Meerut
6. Blair, Jones and Simpson (1962); Educational Psychology, New York Mc Millon
7. Bhatia, H.R. (1968); Elements of Educational Psychology , Orient Lengman Calcutta
8. Crow L.D. and Crow A. (1973); Educational Psychology, Erassia Pub. House, New Delhi
9. Dorajh N.L. (1970); Advanced Educational Psychology, Allied Pub. Delhi
10. Garrison, K.C. (1956); Psychology of Adolescence , Prentice Hall, New York
11. Hurlock, E.B. (1955); Adolescence development, London Mc Grow Hill Co.
12. John P. , Deccan (1968); The Psychology of learning and instruction , Prentice Hall, India
13. Kundu, Dibaker (1991); Modern education psychology , Prentice Hall , New York
14. Rao Usha (2008); Advanced Educational Psychology, Himalaya Pub. House, Bombay

| | |
|-----------------------|-----------------|
| YOGA EDUCATION | [ED-106] |
|-----------------------|-----------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-2 CREDITS-2 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. Define the philosophy of yoga.
2. Explain the psychology of yoga.
3. Describe the socio-moral base of yoga.
4. Explain physiology of Yoga.
5. Classify yoga, yogic diet and yogic lifestyle.
6. Explain medical aspects of yoga in terms of improving mental health and reducing stress.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Concept of Yoga: <ol style="list-style-type: none"> 1. What is yoga? (Philosophical & Psychological aspects) 2. Types of yoga (Eight folder path). 3. Importance of yoga. | 6 |
| 2 | Basis of yoga: <ol style="list-style-type: none"> 1. Patanjali yogsutra. 2. Bhagwat Gita. 3. Yog upnishad. | 6 |
| 3 | Theories of yoga practice: <ol style="list-style-type: none"> 1. Asana. 2. Pranayam. 3. Kriyas. 4. Dhayan. | 6 |
| 4 | Yoga Asans: <ol style="list-style-type: none"> 1. Types of yoga asans. 2. Advantage of yoga exercise. 3. Precautions to be taken during yoga and exercise. | 6 |

| | | |
|----------|---|-----------|
| 5 | Health and yoga: 1. Effect of yoga exercise on different system of body. 2. Yoga and diseases. 3. Personality development through yoga. | 6 |
| | Total | 30 |

Practicum/ Graded Assignments:

1. Prepare charts for different asana and exercises.
2. Prepare a presentation on any topic of yoga from syllabus.
3. Visit to different yoga centers and prepare a report.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:


1. Bawara, B. V. (1993). Aapki Apni Baat, Haryana: Divine Radiance Publications.
2. Besant, A. (2005) An Introduction to Yoga., New Delhi: Cosmo
3. Iyenger, B.K.S. (1996). Lighter on Yoga. New Delhi: Harper Collins Publishers India Private Limited
4. Larson, J. G. & Bhattacharya, R. S. (2007). Encyclopedia of Indian Philosophies, Vol. XII.Yoga: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Publications.
5. Lata, P. (1996). Intelligence, Creativity, Self-concept and Personality Characteristics of Delinquents and Non-delinquents. Chandigarh: Panjab University.
6. Lzmailovich, Omand, S. (1960). Patanjali Yoga Pradeep. Gorakhpur: Gita Press
7. Rai, V.C. (1989). Effect of Sahaj Yoga Meditation on Cardiac Disorders. Delhi Medical College: Department of Physiology
8. Rao, P. V. K. (1995). Scientific and Psychological Significance of Yoga. Banaras Hindu University: Department of Education
9. Yadav, Y. P. & Yadav, R. (2003). Art of Yoga, New Delhi: Friends
10. Yogacharya,O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat

| | |
|--------------------------|------------------|
| FOUNDATION COURSE | [FD-102] |
|--------------------------|------------------|

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Indian Economy <ul style="list-style-type: none"> a) State and Planning: Planning commission and the idea behind five year plans b) Land reforms, Industrialisation and Growth of Country, Emergence of Middle class c) Land reforms, Green Revolution, emergence of Naxalism d) Agrarian crisis since the 1990s and its impact on farmers e) SEZs, Mixed economy, privatisation. | 1 |
| 2 | International Relations/ World History-I <ul style="list-style-type: none"> a) Marxism and its key tenets. b) Feminism and its debates c) Liberalism and Neo Liberalism d) World War I e) World War II f) Cold War | 1 |
| 3 | International Relations/ World History-II <ul style="list-style-type: none"> a) Diplomatic relations b/w India and China b) Diplomatic relations of India and China with US, Russia, European countries- Germany and UK, Japan, c) United nations and its agencies d) WTO and World Bank e) Regional Organisations: SAARC, EU, BRICS, ASEAN | 1 |
| 4 | Sociology-I <ul style="list-style-type: none"> a) Social Institutions-Continuity and change b) Pattern of Social Inequality and Exclusion c) Challenges of Cultural Diversity d) Structural Change e) Cultural Change | 1 |
| 5 | Sociology-II <ul style="list-style-type: none"> a) Globalization and Social Change b) Market as a Social Institution c) Mass Media and Communications d) Change and Development in Rural Society e) Change and Development in Industrial Society | 1 |
| | Total | 5 |

Suggested Readings

1. Dunne, T. (2005) 'Liberalism' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press
2. Halliday, F. (1994) *Rethinking International Relations*. London: Macmillan, pp. 147-166
3. Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*
4. International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn.
5. Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London
6. Narlikar, A. (2005) *The World Trade Organisation: A Very Short Introduction*. Oxford: Oxford University Press
7. Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press.
8. Cropsey, J. (1987) 'Karl Marx', in Strauss, L and Cropsey, J. (eds.) *History of Political Philosophy*. 2nd Edition. Chicago: Chicago University Press, pp. 802-828.
9. Singh, S. (2003) *China-South Asia: Issues, Equations and Policies*. New Delhi: Lancers Books, pp. 123-170.
10. Abhayankar, R.M. (2007) *Indian Foreign Policy*. New Delhi: Foreign Service Institute, Chapter 20.
11. Research and Information Systems (2002) *India-ASEAN Partnership in an Era of Globalisation: Reflections by Eminent Persons*. pp. 105-110.
12. Graere, F. and Mattoo, A. (eds.) (2001) *India and ASEAN: The Politics of India's look East policy*. New Delhi: Manohar Publishers, pp 91-114.


**SURESH
GYAN VIHAR**
 UNIVERSITY
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
2018-20

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT ENGLISH (Part – I) | [ED-118] |
|--|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Develop a good understanding of the basic concepts in second language teaching.
2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
3. Critically review and use appropriately different approaches and methods of teaching English as secondary language.
4. Prepare lesson plans on different and prescribed aspects of English as secondary language.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Introduction to English Teaching: <ol style="list-style-type: none"> 1. Nature, scope and importance of teaching English. 2. Aims of teaching English as a second language. 3. Importance of English subject in school curriculum. 4. Objectives of teaching English according to Bloom's Taxonomy. | 9 |
| 2 | Teacher and Learner of English Language: <ol style="list-style-type: none"> 1. Characteristics of English teacher. 2. Role of teacher in- teaching learning process. 3. Characteristics of Learner. 4. Teacher learner behavior in teaching learning process. | 9 |
| 3 | Instructional planning of English Teaching: <ol style="list-style-type: none"> 1. Meaning and concept of instructional planning. 2. Need, importance and characteristics of good instructional planning. 3. Types of planning: <ol style="list-style-type: none"> a) Yearly Plan. b) Unit Plan. c) Lesson Plan. 4. Need and importance of each type of planning. | 9 |

| | | |
|----------|--|-----------|
| 4 | Forms of lesson plan according to: 1. Herbartian based. 2. Evaluation approach based. 3. NCERT approach based. | 9 |
| 5 | Methods and approaches of teaching English language: 1. Direct method. 2. Bi-lingual method. 3. Substitution method. 4. Structural approach. 5. Situational approach. 6. Eclectic approach. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Bansal, R.K. and Harrison, J.B; Spoken English for Indian, Madras: Orient Longman Ltd.
2. Barua, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt.Ltd.
3. Bright and McGregor; Teaching English as Second Language, Longman
4. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
5. Collins Cobuild; English Grammar, Harper Colling Publisher India
6. Doff, A; Teach English, Cambridge: CUP
7. Freeman Diane-Larsen; Techniques and Principles in Language Teaching, Cambridge: CUP
8. Gimson A.C. ; An Introduction to the Pronunciation of English, London: Edward
9. Hornby A.S.; A Guide to patterns and usage in English, Oxford : CUP
10. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
11. Paliwal, A.K. (1988); Palmer, H.L. (1964-65); English Language Teaching, Jaipur :Surbhi Publication
12. Richards, J.C. and Rodgers, T.S.; The Principles of Language Study, Approaches and Methods in , London : O.U.P.
13. Roach, Peter (1991); Language Teaching: English Phonetics and Phonology, Cambridge C.U.P.
14. Thomson, A.J. and Martinet (1998); A Practical Grammar ELBS, Cambridge C.U.P.
15. Venkateshwaran, S (1995); Principles of Teaching English Delhi, O.U.P.
16. Willis, Jane, Woodward, Tessa (2001); Teaching English through English: Planning Lessons and Courses, Vikas Publishing House Pvt. Ltd.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT GENERAL SCIENCE (Part – I) | [ED-120] |
|--|------------------|

| II-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the nature, scope, values and objectives of teaching science at secondary level.
2. Develop competence in teaching different topics of science effectively.
3. Develop scientific temper & provide teaching in scientific method of their student.
4. Use various methods with appropriateness of content, level and classroom situation to make pupil's learning meaningful.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Nature scope and aims of teaching General Science: <ol style="list-style-type: none"> 1. Concept and meaning of General Science. 2. Nature and its scope. 3. Importance of General Science teaching in school curriculum. 4. Aims of General Science teaching. 5. Objectives of General Science teaching. | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of General Science with other disciplines. 3. Important basis of correlation and its need. 4. Contribution of scientist in the area of General Science. | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of General Science teacher. 2. Role and responsibilities of General Science teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |

| | | |
|----------|--|-----------|
| 4 | Instructional planning for General Science teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. | 9 |
| 5 | Methodology of teaching of General Science: <ol style="list-style-type: none"> 1. Concept, need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

4. Sood, J.K.; Teaching Life Sciences, Kobl Publishers, Chandigarh
5. Sharma, L.M.; Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
3. Kulshertha, S.P.; Teaching of Biology, Loyal Book Depot, Meerut.
4. Yadav, K.; Teaching of life sciences, Anmol publishers, Daruagaj, Delhi
5. Vadav, M.S.; Modern methods of teaching sciences, Anmol Publisher, Delhi.
6. Singh, U.K. & Nayab, A.K.; Science Education, Common wealth Publishers Daryaganj, New Delhi
7. Venkataih, S.; Science Education in 21st century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed); Teaching science at High level, Anmol Publishers, Delhi

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT MATHEMATICS (Part – I) | [ED-122] |
|--|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. To enable pupil teachers to understand and appreciate mathematical structure and their isomorphism with physical realities.
2. To improve their understanding of the basic concepts and make them appreciate their unifying strength and wide of applicability.
3. To enable them to analyses the school syllabus of mathematics in relation to its objectives.
4. To enable them to see meaningfulness of the school mathematics programme in relation to life situation

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Nature scope and aims of teaching Maths: <ol style="list-style-type: none"> 1. Concept and meaning of Mathematics. 2. Nature and its scope. 3. Importance of Mathematics teaching in school curriculum. 4. Aims of Mathematics teaching. 5. Objectives of Mathematics teaching. | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of Mathematics with other disciplines. 3. Relationship with other school subjects. 4. Contribution of mathematicians in the area of Mathematics. | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of Mathematics teacher. 2. Role and responsibilities of Mathematics teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |

| | | |
|----------|---|-----------|
| 4 | Instructional planning for Mathematics teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning (Bloom's taxonomy) 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. | 9 |
| 5 | Methodology of teaching of Mathematics: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Agarwal S.M; Teaching of Modern mathematics, Dhanpat Rai and Sons, Delhi
2. Ryangar and Kuppuswami,N.A.; Teaching of mathematics in the new education, Universal Publication.
3. Butler and Wren; The teaching of Secondary mathematics, McGraw Hill Book company
4. Jagadguru Swami; Sri Bhari Krisna Turthji Vedic mathematics, Moti lal Banarsidas Publisher Delhi
5. Kapur J.N; Modern mathematics for teachers, Arya Book Depot,New Delhi
6. Mangal,S.K.; Teaching of mathematics, Prakash Brother Ludhiana
7. Kapoor and Saxena; Mathematical Statistic, mS. Chand & Co. New Delhi
8. Sidha,K.S; Teaching of mathematics, Streling pub.Pvt.Ltd,New Delhi
9. ShriVastov and Bhatnagar; Maths Edcuation, Ramesh Book Depot, Jaipur
10. Modern Abstract Algebra; Shanti Narayan, S. Chand & Co. New Delhi

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT SOCIAL STUDIES (Part – I) | [ED-124] |
|---|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable the student teacher to:

1. Understand the concept, aims and objectives of social studies
2. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies
3. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes.
4. Apply appropriate methods & techniques of teaching different topics.
5. Use different types support material.
6. Evaluate the pupil's performance.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Nature scope and aims of teaching Social studies: <ol style="list-style-type: none"> 1. Concept and meaning of Social studies. 2. Nature and its scope. 3. Importance of Social studies teaching in school curriculum. 4. Aims of Social studies teaching. 5. Objectives of Social studies teaching. | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of Social studies with other disciplines. 3. Relationship with other school subjects. 4. Contribution of social reformers in the area of Social studies. | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of Social studies teacher. 2. Role and responsibilities of Social studies teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |

| | | |
|----------|--|-----------|
| 4 | Instructional planning for Social studies teaching: 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. | 9 |
| 5 | Methodology of teaching of Social studies : 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi
2. Bhatt, B.D. (1995); Modern Methods of Teaching , Kanishka Pub., Delhi
3. Bining, A.C. and Brining, D.H. (1952); Teaching the social studies in Secondary School , Mc Graw Hill Company, New York
4. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School , Acharya Book Depot., Baroda
5. Kaushik, Vijay Kumar; Teaching of social studies in Elementary School , Anmol Pub., New Delhi
6. Kochher, S.K. (1999); Teaching of social studies , Sterling Pub. Pvt. Ltd., New Delhi
7. Wesley, E.B. & Wronski, S.P. (1958); Teaching of social studies in Higher School, D.C. Health and Company, Boston
8. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay

| | |
|--|-----------------|
| PEDAGOGY OF A SCHOOL SUBJECT CHEMISTRY (Part – I) | [ED-126] |
|--|-----------------|

| II-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable the student teacher to:

1. Understand the nature, place, values and objectives of teaching Chemistry at secondary/senior secondary level.
2. Establish its correlation with other subjects.
3. Use various approaches and methods of teaching chemistry.
4. Acquire the ability to develop instructional support system.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Nature scope and aims of teaching chemistry: <ol style="list-style-type: none"> 1. Concept and meaning of chemistry 2. Nature and its scope 3. Importance of chemistry teaching in school curriculum 4. Aims of chemistry teaching 5. Objectives of chemistry teaching | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of chemistry with other disciplines 3. Relationship with other school subjects 4. Contribution of famous chemist/scientist in the area of chemistry | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of chemistry teacher 2. Role and responsibilities of chemistry teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes | 9 |

| | | |
|----------|---|-----------|
| 4 | Instructional planning for chemistry teaching: 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. | 9 |
| 5 | Methodology of teaching of chemistry : 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Yadav, M.S.; Teaching of chemistry, Anmol publication, New Delhi.
2. Yadav, M.S.; Teaching science at Higher Level, Anmol Publications, New Delhi.
3. Misra, D.C.; Chemistry Teaching, Sahitya.
4. Kherwadkal, Anjali; Teaching of Chemistry by Modern Method, Sarup & Sons. New Delhi.
5. Das, R.C; Science Teachg in Schools, Sterling Publishers Pvt.Ltd., New Delhi.
6. Venkataih,S. ; Science education in 21st Century, Anmol Publishers, New Delhi.
7. Rao,D.B.; World Conference on Science Education, Discovery Publishing House, New Delhi.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT PHYSICS (Part – I) | [ED-128] |
|--|------------------|

| II-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the modern concept of physics.
2. Understand aims and objectives of teaching physics.
3. Appreciate the contribution of eminent physicists in connection with the development of physics.
4. Plan curriculum at secondary/senior secondary level.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Nature scope and aims of teaching Physics: <ol style="list-style-type: none"> 1. Concept and meaning of physics 2. Nature and its scope. 3. Importance of physics teaching in school curriculum. 4. Aims of physics teaching. 5. Objectives of physics teaching. | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of physics with other disciplines. 3. Relationship with other school subjects. 4. Contribution of physicist/scientist in the area of physics. | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of physics teacher. 2. Role and responsibilities of physics teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |

| | | |
|----------|--|-----------|
| 4 | Instructional planning for physics teaching: 1. Meaning and concept of Instructional planning/ 2. Need and its importance. 3. Types of instructional plans: yearly plan. 4. Unit plan. 5. Lesson plan. | 9 |
| 5 | Methodology of teaching of physics: 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Hesis, Oburn and Hoffman; Modern Science, The Macmillan Company" New York
2. Thurber W. and A Collette; Teaching Science in Today' ssecondary schools, Boston Allyan and Bacon Inc. New York
3. Magal S.K; Sadharan Science Siksha, Aray book Depot,New Delhi Vaiday,N.
4. The impact of science Teaching; Oxford and IBH Publication Company, New Delhi 1971
5. Richardson S; Science Teaching in Secondary School, Prentice Hall USA
6. Sharma,R.C. and Sukla; Modern Science Teaching', Dhanpat Rai and sons Delhi
7. Taygi S.K. Bhotik; Science Education, Sahitay pakashan,agra.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT HISTORY (Part – I) | [ED-130] |
|--|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable student teacher to:-

1. Understand the concept, nature and scope of history.
2. Understand the aims and objectives of teaching history at different levels of the secondary stage.
3. Prepare unit plan, lesson plan, and yearly plan.
4. Evaluate the syllabus of history of secondary level.
5. Select and apply different methods of teaching at secondary stage.
6. Imbibe basic teaching skills (micro skills).
7. Prepare objectives based achievement test.
8. Select and use of relevant teaching aids.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Nature scope and aims of teaching History: <ol style="list-style-type: none"> 1. Concept and meaning of history 2. Nature and its scope 3. Importance of history teaching in school curriculum 4. Aims of history teaching 5. Objectives of history teaching | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of history with other disciplines 3. Relationship with other school subjects 4. Contribution of famous Historian in the area of history | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of history teacher 2. Role and responsibilities of history teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes | 9 |

| | | |
|----------|---|-----------|
| 4 | Instructional planning for history teaching: 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan | 9 |
| 5 | Methodology of teaching of history: 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Bining and Bining (1952); Teaching of social studies in secondary school, Mc Graw Hill Book Co., New York.
2. Ghosh, K.D. (1951); Creative Teaching of History, OUP.
3. Ghate, V.D.; Suggestions of Teaching History in India.
4. NCERT; Hand book of history teachers, NCERT.
5. Chaudhary, K.P.; Effective Teaching of History in India , NCERT.
6. Tyagi, Gurusharan ; History teaching , Rajasthan Hindi Granth Academy, Jaipur.
7. Ghate, B.D.; History teaching, Haryana Granth Acadami, Chandigarh.
8. Baghela Dixit; History teaching, Rajasthan Hindi Granth Academy, Jaipur.

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT CIVICS (Part – I) | [ED-132] |
|---|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the concept, scope and aims of teaching civics.
2. Established co-relation of civics with other school subjects
3. Prepare unit plan, lesson plan, and yearly plan.
4. Apply appropriate methods in teaching particular topic.
5. Select and use relevant teaching aids.
6. Use of teaching skills.
7. Develop skill to construct test paper to measure various objectives.
8. Develop the ability to critically evaluate existing syllabus.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Nature scope and aims of teaching Civics: <ol style="list-style-type: none"> 1. Concept and meaning of civics. 2. Nature and its scope. 3. Importance of civics teaching in school curriculum. 4. Aims of civics teaching. 5. Objectives of civics teaching. | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of civics with other disciplines. 3. Relationship with other school subjects. 4. Contribution of political thinkers in the area of civics. | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of civics teacher. 2. Role and responsibilities of civics teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |

| | | |
|----------|--|-----------|
| 4 | Instructional planning for civics teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. | 9 |
| 5 | Methodology of teaching of civics: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Saxena, Godhika, Baghel; Nagrik Shastra Shikshan, Vinod Pustak Mandir
2. Gursharan das Tyagi; Nagrik Shastra Shikshan, Vinod Pustak Mandir
3. M.L. Mittal; Nagrik Shastra Shikshan, International Publishing House
4. Savitri Mathur; Nagrik Shastra Shikshan, Astha Prakashan
5. Rajni Yadav; Nagrik Shastra Shikshan, Astha Prakashan
6. Yogesh Kr. Singh; Nagrik Shastra Shikshan, APH Publishing Corp.
7. T. Shankar; Methods of teaching Civics, Commonwealth Publishers

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – I) | [ED-134] |
|--|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Refresh the knowledge about the meaning, importance, nature, scope and aims of economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching economics.
3. Develop ability to plan for suitable instructions in economics.
4. Develop appropriate attitude towards the subjects and country's economy.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|--|----------------------------------|
| 1 | Nature scope and aims of teaching Economics: <ol style="list-style-type: none"> 1. Concept and meaning of economics 2. Nature and its scope 3. Importance of economics teaching in school curriculum 4. Aims of economics teaching 5. Objectives of economics teaching | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of economics with other disciplines 3. Relationship with other school subjects 4. Contribution of economist in the area of economics | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of economics teacher 2. Role and responsibilities of economics teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes | 9 |

| | | |
|----------|---|-----------|
| 4 | Instructional planning for economics teaching: 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan | 9 |
| 5 | Methodology of teaching of economics: 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Saxena, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall book depot, Meerut.
2. Aggrawal, J.C.; Teaching of economics: A practical approach, Vinod Pustak Mandir, Agra.
3. Tiwari, Deepak; Methods of teaching economics, Commonwealth publishers, Delhi.
4. Saxena, Nirmal; Arithshastra Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
5. Gaur, A.K.; Arithshastra Shikshan, International publishing house, Delhi.
6. Singh, Y.K.; Arithshastra Shikshan, A.P.H. publishing corp., Delhi.
7. Hasan, N.; Teachers manual in economics, Regional College of educational Ajmer.
8. Natrajan, S.; Introduction to economics of education, Sterling Publication P. Ltd., Delhi.
9. Bhatia & Bhatia; The principles and methods of teaching, Doaba house, Delhi.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT HINDI (Part – I) | [ED-136] |
|--|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. The concept of Hindi language, nature and scope, aims and objectives of Hindi teaching.
2. Co-relation Hindi language with other subject and contribution of great Hindi writers/poets.
3. The characteristics of Hindi teacher and learner, role and responsibility of Hindi teacher and relationship with learner.
4. Understand the need and importance of instructional planning and Types of innovative plans for Hindi teaching.
5. The different methods of teaching Hindi and their importance.

| .Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Nature scope and aims of teaching Hindi: 6. Concept and meaning of Hindi 7. Nature and its scope 8. Importance of Hindi teaching in school curriculum 9. Aims of Hindi teaching 10. Objectives of Hindi teaching | 9 |
| 2 | Co-relation with other subjects: 1. Co-relation: meaning and concept. 2. Types of co-relation and Relationship with other school subjects. 3. Correlation of Hindi language with other subjects. 4. Use of Hindi language in Non-Hindi speaking regions. 5. Contribution of great Hindi writers/poets in the area of Hindi. | 9 |
| 3 | Teacher and Learner: 1. Characteristics of Hindi teacher. 2. Role and responsibilities of Hindi teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |

| | | |
|----------|---|-----------|
| 4 | Instructional planning for Hindi teaching: 1. Meaning and concept of Instructional planning. 2. Need and its importance of plans in teaching learning process. 3. Types of instructional plan: Yearly plan, Unit plan, Lesson plan. 4. Lesson plan preparation for prose, poetry, grammar, drama. 5. Types of innovative plans. | 9 |
| 5 | Methodology of teaching of Hindi: 1. Concept, need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of method: Teachers Centered. 4. Types of student centered method. 5. Types of participatory methods and activity based methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Bhai Yogendra Jeet ; Bhasha Shikshan , Vinod Pustak Mandir, Agra
2. Keshav Prasad (2004); Hindi Shikshan , Dhanpat rai Pub., Delhi
3. Radhe Sham Sharma and Yashwanti Gaur ; Hindi Shikshan, Arihant shiksha prakashan, Jaipur
4. Raman Bihari lal ; Hindi Shikshan, Rastogi and company, Meerut
5. Ramshakal Pandey (2000); Hindi Shikshan, Vinod Pustak Mandir, Agra
6. Shrivastav, R.S. ; Matra Bhasha Shikshan , Kailash Pustak Sadan, Gwalior
7. Savitri Singh; Hindi Shikshan, Gaya Prasad and Sons, Agra
8. Niranjn Kr. Singh; Hindi Teaching in secondary school , Rajasthan Hindi Granth Academy, Jaipur.
9. Ram Prasad Yadav; Hindi Shikshan, Shri Ram Mehra, Agra.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT BIOLOGY (Part – I) | [ED-138] |
|--|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the nature, place, values and objectives of teaching biology at secondary level.
2. Establish its correlation with other subjects.
3. Develop yearly plan, unit plan and lesson plan for senior secondary classes.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Nature scope and aims of teaching Biology: <ol style="list-style-type: none"> 1. Concept and meaning of biology. 2. Nature and its scope. 3. Importance of biology teaching in school curriculum. 4. Aims of biology teaching. 5. Objectives of biology teaching. | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of biology with other disciplines. 3. Relationship with other school subjects. 4. Contribution of famous biologist in the area of biology. | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of biology teacher. 2. Role and responsibilities of biology teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |
| 4 | Instructional planning for biology teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan | 9 |

| | | |
|----------|--|-----------|
| 5 | Methodology of teaching of biology: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

| | | |
|----------------------|---|----------------|
| • Class tests | : | 10marks |
| • Graded Assignments | : | 10marks |
| • Two Mid Terms | : | <u>20marks</u> |
| | | <u>40marks</u> |

Recommended Books:

1. Sood, J.K.; Teaching Life Sciences, Kohli publishers, Chandigarh.
2. Sharma, L.M.; Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulshertha, S.P.; Teaching of Biology, Loyal Book Depot.
4. Yadav, K.; Teaching of Life Sciences, Anmol Publication, New Delhi.
5. Yadav, M.S.; Modern Method of Teaching Sciences, Anmol Publication, New Delhi.
6. Singh, U.K.; Science education, Common Wealth Publishers, Daryaganj, New Delhi.
7. Venkataih,S.; Science education in 21st century, Anmol Publication, New Delhi.

| | |
|---|-----------------|
| PEDAGOGY OF A SCHOOL SUBJECT BOOK KEEPING AND ACCOUNTANCY (Part – I) | [ED-140] |
|---|-----------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable student teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping.
2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at school level.
3. Develop the ability to critically evaluate the existing school curriculum of Book-Keeping & accountancy.
4. Apply appropriate methods in teaching particular topics for book keeping & accountancy.

Two questions will be set from each unit and students will be required to answer one question from each unit.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Nature scope and aims of teaching Book Keeping and Accountancy : <ol style="list-style-type: none"> 1. Concept and meaning of book keeping and accountancy. 2. Nature and its scope. 3. Importance of book keeping and accountancy teaching in school curriculum. 4. Aims of book keeping and accountancy teaching. 5. Objectives of book keeping and accountancy teaching. | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of book keeping and accountancy with other disciplines. 3. Relationship with other school subjects. 4. Contribution of eminent personalities in the area of book keeping and accountancy. | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of book keeping and accountancy teacher. 2. Role and responsibilities of book keeping and accountancy teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. | 9 |

| | | |
|----------|--|-----------|
| 4 | Instructional planning for Book Keeping and Accountancy Teaching: 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. | 9 |
| 5 | Methodology of teaching of book keeping and accountancy : 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Harvey; Ways to teach book keeping and accountancy
2. Agarwal J.C. ; Teaching of commerce
3. Gupta & Gupta; Intermediate book keeping and Accounts , Agra Book Store, Agra
4. J. N. Vaish; Book keeping and accounts
5. Parikh, Dr. A.K. M. ; Lesson planning in India Schools, Subha Sanchar, Ajmer
6. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT COMMERCE (Part – I) | [ED-142] |
|---|------------------|

| | |
|--|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable student teacher to:

1. Help the students to acquire the basic understanding in the field of commerce education.
2. Develop the ability to plan curriculum and instruction in commerce at school level.
3. Develop the ability to critically evaluate the existing school syllabus and text book.
4. Develop the ability of preparing an achievement test.

Two questions will be set from each unit and students will be required to answer one question from each unit.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|--|----------------------------------|
| 1 | Nature scope and aims of teaching Commerce: <ol style="list-style-type: none"> 1. Concept and meaning of commerce 2. Nature and its scope 3. Importance of commerce teaching in school curriculum 4. Aims of commerce teaching 5. Objectives of commerce teaching | 9 |
| 2 | Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of commerce with other disciplines 3. Relationship with other school subjects 4. Contribution of eminent personalities in the area of commerce | 9 |
| 3 | Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of commerce teacher 2. Role and responsibilities of commerce teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes | 9 |

| | | |
|----------|--|-----------|
| 4 | Instructional planning for Commerce Teaching: 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan | 9 |
| 5 | Methodology of teaching of commerce: 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:


1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:


1. Aggrawal, J.C. (2010); Teaching of commerce, Vikas Pub. Ltd., New Delhi.
2. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.
3. Gupta & Gupta; Intermediate book keeping and Accounts, Agra Book Store, Agra.
4. Lulla, B. P. (1990); Teaching commerce in secondary schools, M. S. U. Baroda.
5. Parikh, Dr. A.K. M.; Lesson planning in India Schools, Subha Sanchar, Ajmer.
6. Rao, Subbaetal; Teaching commerce in multipurpose sec. schools.
7. Rao, seema (2004); Teaching of commerce, Amol Pub. Pvt. Ltd., New Delhi.
8. Rao, Bhaskara, Digmurti (2004); Methods of teaching commerce, Discovery Pub. House, New Delhi.


**SURESH
GYAN VIHAR
UNIVERSITY**
 Accredited by NAAC with 'A' Grade
**SCHOOL OF EDUCATION
DETAILED SYLLABUS
2018-20**

| | |
|--------------------------------------|------------------|
| PRE-INTERNSHIP – II (2 weeks) | [TP- 102] |
|--------------------------------------|------------------|

| | |
|---|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2 | EXAMINATION TIME = (3) HOURS [CIE (100)] |

| S. No. | Pre-preparation of teaching practice | Internal/ External Assessment |
|--------|--|-------------------------------|
| 1. | Preparation of lesson plans -2 in each subjects | 2 credits (Internal) |
| 2. | Preparation of unit plan-1 in each subject | |
| 3. | Delivery of lesson plans in the schools (2 in each subject) | |
| 4. | Conduction of art and craft, dance and music, drawing and painting classes in the school and preparation of detail report of these activities. | |


**SURESH
GYAN VIHAR**
 UNIVERSITY
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
2018-20

| | |
|------------------------------------|-------------------|
| INTERNSHIP – III (12 weeks) | [TP – 201] |
|------------------------------------|-------------------|

| | |
|---|---|
| II-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK PRACTICAL-36 CREDITS-18 | EXAMINATION TIME = (3) HOURS [CIE (60) ESE (40)] |

| S. No. | Teaching Practice and Practical Work | Internal/ External Assessment |
|--------|--|---------------------------------------|
| 1. | Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons) | 18 credits (Internal+ External) |
| 2. | Participation of co-curricular activities | |
| 3. | Observation of teaching of peers (20 in each discipline and its report preparation) | |
| 4. | Evaluation of lesson plans | |
| 5. | Diagnostic test followed by remedial teaching | |
| 6. | Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching | |
| 7. | 2- discussion lessons | |
| 8. | Exhibition of teaching aids | |
| 9. | Organization of school trips | |
| 10. | 2 - final lessons | |
| 11. | Research based project (action plan/ survey) | 1 credits (Internal) |
| 12. | Understanding the self- Conduction of various activities related to yoga, meditation, life skills, values and peace for school students as per instructions given by schools (EPC) | 1 credits (Internal) |

| | |
|---|-------------------|
| MAJOR CONCERN AND ISSUES IN INDIAN EDUCATION | [ED-202] |
|---|-------------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: On completion of this course the student will be able to:

1. Students will be able to understand the concept of peace and peace education, importance and aims.
2. Gain insight into the life skills education and need of life skills education, dimensions of life skills education.
3. Understand the meaning and concept of human rights education, aims, and status of human rights education.
4. Student will be able to understand the gender discrimination scenario in India, gender sensitive life skills approach of education.
5. Student will be able to understand the concept of private school versus expensive education wastage and stagnation demerits of contemporize examination system, problem of discipline, single teacher school.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Peace education and value education <ol style="list-style-type: none"> 1. Meaning & concept of peace and peace education. 2. Principle of peace education. 3. Role of education in peace education role of teacher in peace education. 4. Meaning and concept of values and value education. 5. Role of education in developing values and ethics among students. | 12 |
| 2 | Life Skills <ol style="list-style-type: none"> 1. Meaning of life skills education. 2. Concept of life skills education. 3. Aims of life skills education. 4. Needs of life skills education. 5. Types of life skills education. 6. Dimensions of life skills education. | 12 |

| | | |
|----------|--|-----------|
| 3 | Human rights 1. Meaning of human rights education. 2. Concept of human rights education. 3. Need of human rights education. 4. Aims of human rights education. 5. Status of human rights in Indian Society. 6. Remedies for the protection of human rights. | 12 |
| 4 | Gender Sensitizations 1. Meaning of gender sensitization. 2. Gender discrimination scenario in India. 3. Education for women equality and gender sensitization. 4. Gender sensitive life skills approach of education. | 12 |
| 5 | Major challenges in Indian education system 1. Private school versus expensive education. 2. Wastage and stagnation. 3. Demerits of contemporary examination systems. 4. Problem of discipline. 5. Single teacher school. | 12 |
| | Total | 60 |

Practicum/ Graded Assignments:

- Prepare a PPT on Gender discrimination scenario in India.
- Prepare a CD on Education for women equality and gender sensitization.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
40marks

Recommended Books:

| Sr.No. | Name of Book | Author | Publisher |
|---------------|--|------------------------------|--|
| 1 | Educating the educators | Sharma M.L. | The Indian publication, Amballa Cantt. |
| 2 | Teacher Education, Modern Trends | Chakrabarti, Mohit | Kanishka Publisher, New Delhi |
| 3 | Challenges in Teacher Education | Chakrabarti, Mohit | Daya publishing, Delhi |
| 4 | Management of Teaching Education | Shrivastava, G.N. Prakash | Concept publishing, New Delhi |
| 5 | New directions in the education of Indian teachers | Desai D.M. | M.S. university, Baroda |
| 6 | Better Teacher education, Delhi | Pires, E.A. | Delhi University Press |
| 7 | Theory –Practical of teacher education in India, | Srivastava R.C. | Allahbad |
| 8 | Education of India Teacher | Uday Shankar | New Delhi, Slerling publishers |
| 9 | Teacher in emerging Indian society | M.S. Ansari | International publishing home |
| 10 | Teacher education in Dillema | Dr. M.S. Singh | Astha publication |
| 11 | Challenges in Teacher Education | Dr. M.S. Singh | Astha publication |
| 12 | Models of teaching | M.H. Siddequi | APH publishing Corp., New Delhi |
| 13 | Teacher education | Y.K. Singh | APH publishing Corp., New Delhi |
| 14 | Teacher Education in India | Mohanty, J. (2000) | |
| 15 | NCTE Documents | NCTE 1998 | Published by member secretary, NCTE |
| 16 | Teacher education | Panda, B.N. Tiwari AD (1997) | APH publishing Corp., New Delhi |
| 17 | Teacher education and the teachers | LC Singh, Sharma P.C. (1995) | Vikas Publishing Home P. Ltd., New Delhi |
| 18 | Professional education of teacher | Vashisth S.R. (1993) | Mangal deep publishers |

| | |
|-------------------------------------|-------------------|
| CREATING AN INCLUSIVE SCHOOL | [ED- 204] |
|-------------------------------------|-------------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-4 CREDITS-4 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: On completion of this course the students will be able to:

1. Understand the global and national commitments towards the education of children with diverse needs.
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
5. Analyze special education, integrated education, mainstream and inclusive education practices.
6. Identify and utilize existing resources for promoting inclusive practice.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Inclusive education <ol style="list-style-type: none"> 1. Definition, concept and importance of inclusive education 2. Concept and difference of integrated, inclusive education and main stream education. 3. Historical perspective on inclusive education | 12 |
| 2 | Children with diverse needs- <ol style="list-style-type: none"> 1. Concept and meaning of Diverse needs 2. Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual(gifted, talented, mentally challenged)developmental disability (autism, cerebral palsy, learning disability) 3. Slow learner and underachiever- meaning, definition, concept and types, characteristics. | 12 |

| | | |
|----------|--|-----------|
| 3 | Preparation for inclusive education 1. Concept and meaning of diverse needs. 2. Meeting the diverse needs- brief account of existing educational services in India for special, integrated and inclusive education. 3. Building inclusive learning friendly classrooms in relation to teacher and teaching methodologies, class room management and curriculum. | 12 |
| 4 | Supporting children with diverse needs 1. Role of teachers and management in an inclusive setting 2. Role of resource teachers, special educators and counselors. 3. Adaptation in instructional objective curriculum and co-curricular activities for meeting diverse needs of children with sensory, intellectual, learning disable, rural, tribal, girls, SC, ST and minority group | 12 |
| 5 | Other aspect in inclusive education 1. Assessment in inclusive education system. 2. Recommendation for inclusive education system in India 3. Critical investigation into inclusive education system in India. | 12 |
| | Total | 60 |

Practicum/ Graded Assignments:

1. Discussion in group, presentation by students and seminar, visit to ashram, schools/institutions with innovation practices, internet.
2. Preparation of status report on education (elementary/secondary) of socially
3. Disadvantaged groups in a district/state region.
4. Evaluation of text books from the social group equality perspective.
5. Preparation of report Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Chudhary, B. (1992): *Tribal Transformation in India*. Vol.-V, New Delhi.
2. Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.
3. Kagan, T.S. (2000): *Worldwide Diversity and Human Rights*. Orient Longman Pvt
4. Ltd., New Delhi.
5. Ogbu, J.U. (1978): *Minorities, education and caste*. Academic Press, New York.
6. Reissman, F. (1962): *The Culturally deprived child*. Harper and Raw Publishers, New Delhi.
7. Sadavinich, A.R. (2007): *Sociology of Education*. Rutledge, New York.

| | |
|---|-----------------|
| PEDAGOGY OF A SCHOOL SUBJECT ENGLISH (Part – II) | [ED-218] |
|---|-----------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. Nature need and importance of English as a second language.
2. Characteristics of English Language in different context- Link language, library language.
3. Will be able to learn language skills.
4. Will be able to learn competencies through different modes.
5. Enhancing quality in teaching learning process.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Curriculum planning: <ol style="list-style-type: none"> 1. Concept, meaning of curriculum, difference between curriculum and syllabus. 2. Curriculum of English of Rajasthan board and CBSE Board. 3. Characteristics of good text book of English. 4. English language across the curriculum. | 9 |
| 2 | Instructional support of systems in teaching of English - I: <ol style="list-style-type: none"> 1. Meaning, need and importance of instructional support system. 2. Classification and different types of support system. 3. Audio, visual, audio-visual and printed material. 4. Preparation of different types of teaching aids. | 9 |
| 3 | Resources of teaching English: <ol style="list-style-type: none"> 1. Language laboratory. 2. Organization of language club. 3. Field trips and exhibition etc. 4. Use of community resources. | 9 |
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning, concept and importance of co - curricular activities. 2. Classification of co - curricular activities. 3. Principles of organizing co - curricular activities. 4. Execution of co-curricular activities. | 9 |

| | | |
|----------|---|-----------|
| 5 | Innovation practices in teaching learning process of English: 1. Concept and meaning of teaching learning process. 2. Need and importance of innovation in English language teaching. 3. Recent trend in teaching learning process. 4. ICT in teaching English language. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Language (English).

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Bansal, R.K. and Harrison, J.B (1972); Spoken English for Indian, Madras: Orient Longman Ltd.
2. Hornby A.S.; A Guide to patterns and usage in English, Oxford : CUP
3. Baruag, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt. Ltd.
4. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
5. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
6. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, Cambridge C.U.P.
7. Anderson, R.C. (1984); Role of the Reader's Scheme in Comprehension, learning and memory: in r and content texts, Psychology Press.
8. Grellet, F. (1981); Developing reading skills: a Practical guide to reading comprehension exercises Cambridge University Press

| | |
|---|-----------------|
| PEDAGOGY OF A SCHOOL SUBJECT GENERAL SCIENCE (Part – II) | [ED-220] |
|---|-----------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (0) & ESE (0)] |

Objectives:

1. Understand the nature, scope, values and objectives of teaching science at secondary level.
2. Develop competence in teaching different topics of science effectively.
3. Develop scientific temper & provide teaching in scientific method of their student.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of General Science curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of General Science of Rajasthan board and CBSE board at school level. 3. Need and importance of General Science text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. School labs and experimental work. 2. Establishment of good quality labs at secondary and senior secondary level. 3. Organization of science clubs, fairs and exhibitions. 4. Excursion, field trips and educational tour. 5. Use of community resources. | 9 |
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |

| | | |
|----------|---|-----------|
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in General Science teaching of school level. 3. Need and importance in present context. 4. New trends in teaching General Science in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Sood, J.K.; Teaching Life Sciences, Kobl Publishers, Chandigarh
2. Sharma, L.M.; Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
3. Kulshertha, S.P.; Teaching of Biology, Loyal Book Depot, Meerut.
4. Yadav, K.; Teaching of life sciences, Anmol publishers, Daruagaj, Delhi
5. Vadav, M.S.; Modern methods of teaching sciences, Anmol Publisher, Delhi.
6. Singh, U.K. & Nayab, A.K.; Science Education, Common wealth Publishers Daryaganj, New Delhi
7. Venkataih, S.; Science Education in 21st century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed); Teaching science at High level, Anmol Publishers, Delhi

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT MATHEMATICS (Part – II) | [ED-222] |
|---|------------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. To enable pupil teachers to understand and appreciate mathematical structure and their isomorphism with physical realities.
2. To improve their understanding of the basic concepts and make them appreciate their unifying strength and wide of applicability.
3. To enable them to analyses the school syllabus of mathematics in relation to its objectives.
4. To enable them to see meaningfulness of the school mathematics programme in relation to life situation

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Mathematics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Mathematics of Rajasthan board and CBSE board at school level. 3. Need and importance of Mathematics text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Maths lab and experimental work. 2. Establishment of maths lab at secondary and senior secondary level. 3. Organization of fairs and exhibition related to Maths. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |

| | | |
|----------|---|-----------|
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Mathematics teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Mathematics in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Agarwal S.M; Teaching of Modern mathematics, Dhanpat Rai and Sons, Delhi
2. Ryangar and Kuppuswami,N.A.; Teaching of mathematics in the new education, Universal Publication.
3. Butler and Wren; The teaching of Secondary mathematics, McGraw Hill Book company.
4. Jagadguru Swami; Sri Bhari Krisna Turthji Vedic mathematics, Moti lal Banarsidas Publisher Delhi .
5. Kapur J.N; Modern mathematics for teachers, Arya Book Depot,New Delhi.
6. Mangal,S.K.; Teaching of mathematics, Prakash Brother Ludhiana.
7. Kapoor and Saxena; Mathematical Statistic, mS. Chand & Co. New Delhi.
8. Sidha,K.S; Teaching of mathematics, Streling pub.Pvt.Ltd,New Delhi.
9. ShriVastov and Bhatnagar; Maths Edcuation, Ramesh Book Depot, Jaipur.
10. Modern Abstract Algebra; Shanti Narayan, S. Chand & Co. New Delhi.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT SOCIAL STUDIES (Part – II) | [ED-224] |
|--|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable the student teacher to:

1. Understand the concept, aims and objectives of social studies
2. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies
3. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes.
4. Apply appropriate methods & techniques of teaching different topics.
5. Use different types support material.
6. Evaluate the pupil's performance.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|--|----------------------------------|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Social studies curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Social studies of Rajasthan board and CBSE board at school level. 3. Need and importance of Social studies text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |

| | | |
|----------|---|-----------|
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Social studies teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Social studies in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi
2. Bhatt, B.D. (1995); Modern Methods of Teaching , Kanishka Pub., Delhi
3. Bining, A.C. and Brining, D.H. (1952); Teaching the social studies in Secondary School , Mc Graw Hill Company, New York
4. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School , Acharya Book Depot., Baroda
5. Kaushik, Vijay Kumar; Teaching of social studies in Elementary School , Anmol Pub., New Delhi
6. Kochher, S.K. (1999); Teaching of social studies , Sterling Pub. Pvt. Ltd., New Delhi
7. Wesley, E.B. & Wronski, S.P. (1958); Teaching of social studies in Higher School, D.C. Health and Company, Boston
8. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT CHEMISTRY (Part – II) | [ED-226] |
|---|------------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable the student teacher to:

1. Understand the nature, place, values and objectives of teaching Chemistry at secondary/senior secondary level.
2. Establish its correlation with other subjects.
3. Use various approaches and methods of teaching chemistry.
4. Acquire the ability to develop instructional support system.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of chemistry curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of chemistry of Rajasthan board and CBSE board at school level. 3. Need and importance of chemistry text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Chemistry labs and experimental work. 2. Establishment of chemistry labs at secondary and senior secondary level. 3. Organization of science clubs, fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |

| | | |
|----------|---|-----------|
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in chemistry teaching of school level. 3. Need and importance in present context. 4. New trends in teaching chemistry in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

| | | |
|----------------------|---|----------------|
| • Class tests | : | 10marks |
| • Graded Assignments | : | 10marks |
| • Two Mid Terms | : | <u>20marks</u> |
| | | <u>40marks</u> |

Recommended Books:

1. Yadav, M.S.; Teaching of chemistry, Anmol publication, New Delhi.
2. Yadav, M.S.; Teaching science at Higher Level, Anmol Publications, New Delhi.
3. Misra, D.C.; Chemistry Teaching, Sahitya.
4. Kherwadkal, Anjali; Teaching of Chemistry by Modern Method, Sarup & Sons.New Delhi.
5. Das, R.C; Science Teachg in Schools, Sterling Publishers Pvt.Ltd., New Delhi.
6. Venkataih,S. ; Science education in 21st Century, Anmol Publishers, New Delhi.
7. Rao,D.B.; World Conference on Science Education, Discovery Publishing House, New Delhi.

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT PHYSICS (Part – II) | [ED-228] |
|---|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the modern concept of physics.
2. Understand aims and objectives of teaching physics.
3. Appreciate the contribution of eminent physicists in connection with the development of physics.
4. Plan curriculum at secondary/senior secondary level.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of physics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of physics of Rajasthan board and CBSE board at school level. 3. Need and importance of physics text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Physics labs and experimental work. 2. Establishment of physics labs at secondary and senior secondary level. 3. Organization of science clubs, fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |

| | | |
|----------|---|-----------|
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in physics teaching of school level. 3. Need and importance in present context. 4. New trends in teaching physics in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Hesis, Oburn and Hoffman; Modern Science, The Macmillan Company" New York
2. Thurber W. and A Collette; Teaching Science in Today' ssecondary schools, Boston Allyan and Bacon Inc. New York
3. Magal S.K; Sadharan Science Siksha, Aray book Depot,New Delhi Vaiday,N.
4. The impact of science Teaching; Oxford and IBH Publication Company, New Delhi 1971
5. Richardson S; Science Teaching in Secondary School, Prentice Hall USA
6. Sharma,R.C. and Sukla; Modern Science Teaching', Dhanpat Rai and sons Delhi
7. Taygi S.K. Bhotik; Science Education, Sahitay pakashan,agra.

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT HISTORY (Part – II) | [ED-230] |
|---|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable student teacher to:-

1. Understand the concept, nature and scope of history.
2. Understand the aims and objectives of teaching history at different levels of the secondary stage.
3. Prepare unit plan, lesson plan, and yearly plan.
4. Evaluate the syllabus of history of secondary level.
5. Select and apply different methods of teaching at secondary stage.
6. Imbibe basic teaching skills (micro skills).
7. Prepare objectives based achievement test.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of history curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of history of Rajasthan board and CBSE board at school level. 3. Need and importance of history text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |

| | | |
|----------|---|-----------|
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in history teaching of school level. 3. Need and importance in present context. 4. New trends in teaching history in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

| | | |
|----------------------|---|----------------|
| • Class tests | : | 10marks |
| • Graded Assignments | : | 10marks |
| • Two Mid Terms | : | <u>20marks</u> |
| | | <u>40marks</u> |

Recommended Books:

1. Bining and Bining (1952); Teaching of social studies in secondary school, Mc Graw Hill Book Co., New York.
2. Ghosh, K.D. (1951); Creative Teaching of History, OUP.
3. Ghate, V.D.; Suggestions of Teaching History in India.
4. NCERT; Hand book of history teachers, NCERT.
5. Chaudhary, K.P.; Effective Teaching of History in India , NCERT.
6. Tyagi, Gurusharan ; History teaching , Rajasthan Hindi Granth Academy, Jaipur.
7. Ghate, B.D.; History teaching, Haryana Granth Acadami, Chandigarh.
8. Baghela Dixit; History teaching, Rajasthan Hindi Granth Academy, Jaipur.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT CIVICS (Part – II) | [ED-232] |
|--|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the concept, scope and aims of teaching civics.
2. Established co-relation of civics with other school subjects
3. Prepare unit plan, lesson plan, and yearly plan.
4. Apply appropriate methods in teaching particular topic.
5. Select and use relevant teaching aids.
6. Use of teaching skills.
7. Develop skill to construct test paper to measure various objectives.
8. Develop the ability to critically evaluate existing syllabus.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of civics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of civics of Rajasthan board and CBSE board at school level. 3. Need and importance of civics text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |

| | | |
|----------|---|-----------|
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in civics teaching of school level. 3. Need and importance in present context. 4. New trends in teaching civics in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Saxena, Godhika, Baghel; Nagrik Shastra Shikshan, Vinod Pustak Mandir
2. Gursharan das Tyagi; Nagrik Shastra Shikshan, Vinod Pustak Mandir
3. M.L. Mittal; Nagrik Shastra Shikshan, International Publishing House
4. Savitri Mathur; Nagrik Shastra Shikshan, Astha Prakashan
5. Rajni Yadav; Nagrik Shastra Shikshan, Astha Prakashan
6. Yogesh Kr. Singh; Nagrik Shastra Shikshan, APH Publishing Corp.
7. T. Shankar; Methods of teaching Civics, Commonwealth Publishers

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – II) | [ED-234] |
|---|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Refresh the knowledge about the meaning, importance, nature, scope and aims of economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching economics.
3. Develop ability to plan for suitable instructions in economics.
4. Develop appropriate attitude towards the subjects and country's economy.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of economics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of economics of Rajasthan board and CBSE board at school level. 3. Need and importance of economics text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |

| | | |
|----------|--|-----------|
| 4 | Co-curricular activities: 5. Meaning and concept of co - curriculum activity. 6. Need and its importance. 7. Classification and its types at school level. 8. Planning, organization and its execution. | 9 |
| 5 | Innovation and recent trend in TLP: 5. Concept and meaning of teaching learning process. 6. Innovative method in economics teaching of school level. 7. Need and importance in present context. 8. New trends in teaching economics in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

| | | |
|----------------------|---|----------------|
| • Class tests | : | 10marks |
| • Graded Assignments | : | 10marks |
| • Two Mid Terms | : | <u>20marks</u> |
| | | <u>40marks</u> |

Recommended Books:

1. Saxena, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall book depot, Meerut.
2. Aggrawal, J.C.; Teaching of economics: A practical approach, Vinod Pustak Mandir, Agra.
3. Tiwari, Deepak; Methods of teaching economics, Commonwealth publishers, Delhi.
4. Saxena, Nirmal; Arithshastra Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
5. Gaur, A.K.; Arithshastra Shikshan, International publishing house, Delhi.
6. Singh, Y.K.; Arithshastra Shikshan, A.P.H. publishing corp., Delhi.
7. Hasan, N.; Teachers manual in economics, Regional College of educational Ajmer.
8. Natrajan, S.; Introduction to economics of education, Sterling Publication P. Ltd., Delhi.
9. Bhatia & Bhatia; The principles and methods of teaching, Doaba house, Delhi.

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT HINDI (Part – II) | [ED-236] |
|---|------------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: The pupil teacher will be able to understand:

1. The concept of Hindi language, nature and scope, aims and objectives of Hindi teaching.
2. Co-relation Hindi language with other subject and contribution of great Hindi writers/poets.
3. The characteristics of Hindi teacher and learner, role and responsibility of Hindi teacher and relationship with learner.
4. Understand the need and importance of instructional planning and Types of innovative plans for Hindi teaching.
5. The different methods of teaching Hindi and their importance.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of curriculum at secondary and senior secondary level. 2. Curriculum and syllabus of Hindi of Rajasthan Board and its critical appraisal. 3. Curriculum and syllabus of Hindi of CBSE Board at school level and its critical appraisal. 4. Need and importance of Hindi text book: Characteristics of good text book (general and linguistic). 5. Hindi language and different dialects: Meaning, impact of dialects on Hindi with special reference of Rajasthan. | 9 |
| 2 | Instructional support systems - I: <ol style="list-style-type: none"> 1. Concept, meaning, need and importance of support system. 2. Classification of support material: visual, audio, Audio visual, and printed. 3. Selection of proper material in teaching of Hindi. 4. Precaution in using the teaching material. 5. Language laboratory. | 9 |

| | | |
|----------|--|-----------|
| 3 | Instructional support of systems - II: 1. Support material rooms related to Hindi teaching. 2. Availability of good quality support material. 3. Organization of academic study club of Hindi language: visit to different library and language museum. 4. Exhibition and educational tour etc. 5. Use of community resources. | 9 |
| 4 | Co-curricular activities: 1. Meaning and concept of co - curriculum activity. 2. Need and its importance of these in Hindi teaching. 3. Classification and various types at school level. 4. Planning, organization and execution of the activities. | 9 |
| 5 | Innovation and recent trend in TLP: 1. Concept and meaning of teaching learning process. 2. Innovative method in Hindi teaching of school level. 3. Need and importance in present context. 4. New trend in teaching Hindi in relation to ICT. 5. Agency for promoting Hindi- Government, autonomous and NGO. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Bhai Yogendra Jeet ; Bhasha Shikshan , Vinod Pustak Mandir, Agra
2. Keshav Prasad (2004); Hindi Shikshan , Dhanpat rai Pub., Delhi
3. Radhe Sham Sharma and Yashwanti Gaur ; Hindi Shikshan, Arihant shiksha prakashan, Jaipur
4. Raman Bihari lal ; Hindi Shikshan, Rastogi and company, Meerut
5. Ramshakal Pandey (2000); Hindi Shikshan, Vinod Pustak Mandir, Agra
6. Shrivastav, R.S. ; Matra Bhasha Shikshan , Kailash Pustak Sadan, Gwalior
7. Savitri Singh; Hindi Shikshan, Gaya Prasad and Sons, Agra
8. Niranjn Kr. Singh; Hindi Teaching in secondary school , Rajasthan Hindi Granth Academy, Jaipur.
9. Ram Prasad Yadav; Hindi Shikshan, Shri Ram Mehra, Agra.

| | |
|---|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT BIOLOGY (Part – II) | [ED-238] |
|---|------------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the nature, place, values and objectives of teaching biology at secondary level.
2. Establish its correlation with other subjects.
3. Develop yearly plan, unit plan and lesson plan for senior secondary classes.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of biology curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of biology of Rajasthan board and CBSE board at school level. 3. Need and importance of biology text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Biology labs and experimental work. 2. Establishment of biology labs at secondary and senior secondary level. 3. Organization of science clubs, fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. | 9 |
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |

| | | |
|----------|---|-----------|
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in biology teaching of school level. 3. Need and importance in present context. 4. New trends in teaching biology in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Sood, J.K.; Teaching Life Sciences, Kohli publishers, Chandigarh.
2. Sharma, L.M.; Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulsherstha, S.P.; Teaching of Biology, Loyal Book Depot.
4. Yadav, K.; Teaching of Life Sciences, Anmol Publication, New Delhi.
5. Yadav, M.S.; Modern Method of Teaching Sciences, Anmol Publication, New Delhi.
6. Singh, U.K.; Science education, Common Wealth Publishers, Daryaganj, New Delhi.
7. Venkataih,S.; Science education in 21st century, Anmol Publication, New Delhi.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT BOOK KEEPING AND ACCOUNTANCY (Part – II) | [ED-240] |
|--|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable student teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping.
2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at school level.
3. Develop the ability to critically evaluate the existing school curriculum of Book-Keeping & accountancy.
4. Apply appropriate methods in teaching particular topics for book keeping & accountancy.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Book keeping and accountancy curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Book keeping and accountancy of Rajasthan board and CBSE board at school level. 3. Need and importance of Book keeping and accountancy text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion, field trips and educational tour. 5. Use of community resources. | 9 |

| | | |
|----------|---|-----------|
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Book keeping and accountancy teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Book keeping and accountancy in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Harvey; Ways to teach book keeping and accountancy
2. Agarwal J.C. ; Teaching of commerce
3. Gupta & Gupta; Intermediate book keeping and Accounts , Agra Book Store, Agra
4. J. N. Vaish; Book keeping and accounts
5. Parikh, Dr. A.K. M. ; Lesson planning in India Schools, Subha Sanchar, Ajmer
6. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.

| | |
|--|------------------|
| PEDAGOGY OF A SCHOOL SUBJECT COMMERCE (Part – II) | [ED-242] |
|--|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: To enable student teacher to:

1. Help the students to acquire the basic understanding in the field of commerce education.
2. Develop the ability to plan curriculum and instruction in commerce at school level.
3. Develop the ability to critically evaluate the existing school syllabus and text book.
4. Develop the ability of preparing an achievement test.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|----------|---|----------------------------------|
| 1 | Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Commerce curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Commerce of Rajasthan board and CBSE board at school level. 3. Need and importance of Commerce text book. 4. Characteristics of good text book. 5. Language across the curriculum. | 9 |
| 2 | Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning; need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. | 9 |
| 3 | Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion, field trips and educational tour. 5. Use of community resources. | 9 |

| | | |
|----------|---|-----------|
| 4 | Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. | 9 |
| 5 | Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Commerce teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Commerce in relation to ICT. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Aggrawal, J.C. (2010); Teaching of commerce, Vikas Pub. Ltd., New Delhi.
2. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.
3. Gupta & Gupta; Intermediate book keeping and Accounts, Agra Book Store, Agra.
4. Lulla, B. P. (1990); Teaching commerce in secondary schools, M. S. U. Baroda.
5. Parikh, Dr. A.K. M.; Lesson planning in India Schools, Subha Sanchar, Ajmer.
6. Rao, Subbaetal; Teaching commerce in multipurpose sec. schools.
7. Rao, seema (2004); Teaching of commerce, Amol Pub. Pvt. Ltd., New Delhi.
8. Rao, Bhaskara, Digmurti (2004); Methods of teaching commerce, Discovery Pub. House, New Delhi.

| | |
|-----------------------------|-----------------|
| ELEMENTARY EDUCATION | [ED-206] |
|-----------------------------|-----------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives: On completion of this course the students will be able to:

1. Understand the context of elementary education
2. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE).
3. Discuss the development of elementary education in India since independence reflect on the relevance of strategies and programmes of UEE.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Context of Elementary Education: <ol style="list-style-type: none"> 1. Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred). 2. Influence of home, school and community related factors on child's development. 3. Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices. | 9 |
| 2 | Development of Elementary Education: <ol style="list-style-type: none"> 1. Nature and focus of Elementary Education after independence. 2. Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education. 3. Elementary education as referred to in NPE-1986, POA-1992, National 4. Curriculum Framework (NCF)-2005. | 9 |
| 3 | UEE, Objectives and Challenges: <ol style="list-style-type: none"> 1. Concept, objectives, meaning and justification of UEE. 2. Achievement levels of different types of learners-status and issues. 3. Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution. | 9 |

| | | |
|----------|--|-----------|
| 4 | Strategies: 1. Participation of NGOs in achieving goals of UEE 2. ECCE programme, women empowerment as support services 3. Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts. | 9 |
| 5 | Programmes in Elementary Education: 1. District primary education programme-goals and strategies. 2. Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/ participation and achievement. 3. Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels. | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

- Each student is required to prepare and present in a seminar a status report on elementary Education in a chosen state or district with reference to classroom process, access, Enrolment, retention/participation, dropout and learning achievement and present in a Seminar.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
40marks

Recommended Books:

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Government of India (1986) National Policy on Education, New Delhi, MHRD.
3. Government of India (1987) Programme of Action, New Delhi: MHRD.
4. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
5. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
6. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
7. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
8. Lewis, Ramón (2008): Understanding Pupil Behaviour, Routledge Publications, U.K.
9. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
10. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
11. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
12. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
13. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
14. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
15. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

| | |
|------------------------------|-----------------|
| ENVIRONMENTAL SCIENCE | [ED-208] |
|------------------------------|-----------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the concept of environment and the problems concerning. Environment through multi disciplinary approach.
2. Develop environmental consciousness in their students.
3. Conduct local surveys; arrange field trips and environmental games and related activities.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Environment <ol style="list-style-type: none"> 1. Concept of Environment 2. Concept of Ecology, Ecosystem, Components of Ecosystem and interdependence Man & Environment <ol style="list-style-type: none"> 1. Relationship of man and Environment 2. Personal & family responsibility about the Environment | 9 |
| 2 | Problems of modern civilization: <ol style="list-style-type: none"> 1. Population explosion 2. Pollutions-Air, Water, Noise, Waste and Cultural Depletion of Natural Resources <ol style="list-style-type: none"> 1. Depletion of Natural resources: Causes and measures for conservation of forest and wild life. 2. Water energy and soil management | 9 |
| 3 | Environment & Education <ol style="list-style-type: none"> 1. Meaning objectives, importance and philosophy of Environmental education 2. Scope of environment education-Multi-disciplinary approach correlation with other school subjects 3. Environment Education as a subject its curriculum at different levels Problems of Environment <ol style="list-style-type: none"> i. The need for global outlook to solve Environmental problems ii. Global warming: Causes & affects. | 9 |
| 4 | Methods & Approaches: <ol style="list-style-type: none"> i. Methods and Approaches: Group discussion, project problems solving observation. ii. Field-trips/excursion, activity method. iii. Games and simulation puppet lecture-demonstration. | 9 |

| | | |
|----------|--|-----------|
| | Ecology: i. Ecology-club ii. Ecology laboratory iii. Library and publications. | |
| 5 | Role of Mass-media i. Role of Mass-media in environmental education, ii. Films and Audio-visual material in Environmental education. Role different agencies: i. Role of different agencies: UNEP, W.W.F. ii. Friends of tress: N.G.Os and Government organizations | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Prepare a scrap-book of an environment articles and news.
2. Preparation of maps of charts or models or Transparencies related to Environmental issues.
3. Study any Environment problems and write a report of the same.
4. Find out Environment friendly or Bio-undergrad able products and prepare a list.
5. Study the role of nay local NGO.

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Gupta, V. K. (1998). Environmental Education, Jalandhar: New Academic Publishing House.
2. Kormondy, E. (1991). Concept of Ecology, New Delhi: Prentice Hall of India
3. Palmer, J. & Philps, N. (1994). The Handbook of Environmental Education, New York: Rout Ledge
4. Purdom, P. W. & Aredson S. (1980). Environmental Science, Columbus: Charlies E. Merril Publishing Co.
5. Sharma, P. D. (1993). Environmental Biology, Meerut: Rastogi & Co.
6. Sharma, R. C. & Tan, M. C. (eds) (1990). Source Books of Environmental Education for Secondary School Teachers. Bangkok: UNESCO Ship,
7. S A. B. (1996). Education for the Environmental Concerns, Implications and Predices. New Delhi: Radha Publication

| | |
|---------------------------|------------------|
| DISTANCE EDUCATION | [ED-210] |
|---------------------------|------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. After completion the course the student teachers will be able to understand: Development of distance education
2. Understand the concept, scope and objectives of distance education
3. Understand the importance of distance education in global context.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|---|---|
| 1 | Development of Distance Education. <ol style="list-style-type: none"> 1. Growth and development of distance education 2. Concept and related terms of distance education 3. Objectives of distance education 4. Difference between distance education and formal education | 9 |
| 2 | Need and importance of distance education. <ol style="list-style-type: none"> 1. Significance of Distance Education in global context 2. Characteristics of Distance Education 3. Scope of Distance Education 4. Principles of Distance Education | 9 |
| 3 | Role of personnel in Distance Education <ol style="list-style-type: none"> 1. Role of counselors 2. Role of Regional Centre's personals 3. Role of Programe In-charge 4. Role of teachers in Distance Education | 9 |
| 4 | Instructional support System in Distance Education <ol style="list-style-type: none"> 1. Instructional procedure is Distance Education 2. Student support service in Distance Education 3. Staff support service in Distance Education. 4. Merits of Distance Education | 9 |

| | | |
|----------|---|----|
| 5 | Problems of Distance Education 1. Problem of need based course. 2. Preparing study material 3. Publication related problems 4. Problem of infrastructural facilities | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Debate/ Discussion on merits and demerits of Distance Education.
2. Preparation of a chart of transparencies related to difference of traditional and Distance Education.
3. Visit to any study centre and prepare a report

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Andrews, J. and Strain, J (1985); computer assisted distance Education, affective and on line American Experiences, Distance Education 6;2: 143-57
2. Aitchison, J (1987); Text design in Distance Education print and facilitating adult learning; press 7 : 1-29 Pretoria University south Africa.
3. Arora Rita (2005); Shiksha Mein Nav Chintan; Shikha Prakashan, Jaipur.
4. Anand Satypal (1979); University without walls; Vikas publication, Delhi.
5. Bansal Arti (2004); Distance Education in 21st Century, Sublime Publication, Jaipur.
6. Bate, A.W. (Ed, (1984)); The role of technology in distance Education, London, Croomhelem.
7. Mathur, B.M. (2009); Dynamic Teacher Education in India, R.S.A International Agra.
8. Singh Maya Shankar, (1998); Shikshan, Technique exam Shiksha Ke Nutan Aayam, Addhyan Publication, Delhi

| | |
|---|-----------------|
| INSTRUCTIONAL AND EDUCATIONAL TECHNOLOGY | [ED-212] |
|---|-----------------|

| IV-SEM. B.Ed. | EVALUATION |
|--|---|
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. To equip the student teachers with the knowledge of application of technologies for improving instructional practices.
2. To provide the skills required for effective instructional management.
3. To develop professional skills required for guiding pupils.
4. To obtain a total perspective of the role of technologies in modern educational practices.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Introduction of Educational Technology: 1) Concept, Nature and scope of Educational Technology 2) Meaning, characteristics, basic assumptions and contents of following types of educational technology:- a) Teaching Technology b) Instructional Technology c) Behavioural Technology 3) Forms of Educational Technology a) Hardware b) Software c) System | 9 |
| 2 | Designing of Instructional system: 1) Task analysis, types of task analysis 2) Taxonomy of Educational Objectives a) Concept of objectives b) Difference between Aims and Objectives 3) Classification of Objectives: Ability, Time and behavior based. 4) Bloom's taxonomy of Learning Objectives. | 9 |
| 3 | Programmes Instruction: 1) Programme instruction : origin, definition, meaning, characteristics, principles, merits and demerits 2) Types of Programme instruction- Linear and Branching Models of Teaching: 1) Meaning, assumptions, types, characteristics, elements of teaching models 2) Types of Teaching Models: Glaser Model and Concept Attainment Model. | 9 |

| | | |
|----------|---|-----------|
| 4 | Communication and Media Technology 1) Concept, process and principles of communication 2) Classroom communication- verbal and non-verbal 3) Different media of communication 4) Barriers in communication | 9 |
| 5 | Techniques of Behavioural Modification 1) Feedback devices: Meaning, devices and mechanism 2) Micro Teaching- Meaning, steps, characteristics, objectives and scope 3) Simulated Teaching- Meaning, steps, characteristics, objectives and scope 4) Flander Interaction Analysis | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:

1. Debate/ Discussion on merits and demerits of Distance Education.
2. Preparation of a chart of transparencies related to difference of traditional and Distance Education.
3. Visit to any study centre and prepare a report.
4. Preparation of micro lesson plan based on any two teaching skills.
5. Preparation of lesson plan based on programmed instruction.
6. Prepare a scrap book comprising of hardware used in the field of education

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

1. Essential of Educational Technology and Management- R.A Sharma
2. Essential of Educational Technology and Management- N.R Swaroop Saxena, S.C. Oberoi
3. Educational Technology and Management- S.C Chadha
4. Shiksha Takniki Avam Prabhandhan- R.A Sharma
5. Shiksha Takniki Avam Prabhandhan Ke Mool Tatv- N.R Swaroop Saxena, S.C. Oberoi

| | |
|--------------------------------|-------------------|
| GUIDANCE AND COUNSELING | [ED-214] |
|--------------------------------|-------------------|

| | |
|--|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK LECTURES-3 CREDITS-3 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. Understand the basic concept, nature, and scope of educational & vocational guidance.
2. Understand the aims and objectives of educational & vocational guidance.
3. Understand the importance of educational & vocational guidance in the present national scenario.
4. Understand the role and responsibilities of guidance workers in school.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|-------------|--|---|
| 1 | Concept, Nature and Scope of Guidance & Counseling <ol style="list-style-type: none"> i. Historical background: abroad & India. ii. Nature, scope, objectives and principles of guidance iii. Distinction between guidance & counseling, directions & instructions. iv. Importance of guidance for individuals and for society | 9 |
| 2 | Areas of Guidance <ol style="list-style-type: none"> 1. Educational Guidance 2. Vocational Guidance 3. Personal Guidance, Guidance in Present context <ol style="list-style-type: none"> 1. New trends in guidance and counseling online guidance, extension of technology in guidance, new concept in evaluation & changes in counselor's training. 2. Problems related to guidance & guidance workers. | 9 |
| 3 | Study of the individual <ol style="list-style-type: none"> i. Meaning & importance ii. Aspects of various information about individual (Physical Data, Adjustment, Mental Abilities). iii. Techniques of collecting information <ol style="list-style-type: none"> i. Standardized techniques ii. Non standardized techniques iv. Guidance for individual with regard to individual differences: mal-adjusted, slow learners, gifted, creative and physically handicapped. | 9 |
| 4 | Guidance Services Introduction of Guidance Services: <ol style="list-style-type: none"> i. Individual Inventory Service. | 9 |

| | | |
|---|--|-----------|
| | ii. Information Service. iii. Counseling. iv. Follow up service. Role and responsibilities of guidance workers i. Counselor ii. Principal iii. Teachers iv. Career Masters | |
| 5 | Testing techniques in Guidance & Counseling: i. General introduction of standardized tests, their importance & uses. ii. Various tests: intelligence, aptitude, personality, interest Non-standardized testing techniques in Guidance & Counseling: i. Interview ii. Observation iii. Sociometry | 9 |
| | Total | 45 |

Practicum/ Graded Assignments:


1. Prepare a scrap book on the educational and vocational guidance.
2. Case study- dealing with individual differences.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

Recommended Books:

| S.No. | Name of the book | Author | Publication |
|-------|---------------------------------------|----------------------|--|
| 1. | A Basic Tent for Guidance Workers | Erickson, Clifford E | N. Y. Prentics Hill Inc. 1947 |
| 2. | Guidance services in smaller Schools | Forclich Clifford P | New York Mc.Graw Hill Book Co. |
| 3. | The Role of Teacher in Personnel work | Strang, Ruth | New York Teachers Colleges Columble University |
| 4. | Appraising Vocational Fitness | Super Donald | New York Harper and Brothers |


**SURESH
GYAN VIHAR**
 UNIVERSITY
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
2018-20

| | |
|--|-------------------|
| ICT – A TOOL IN TEACHING LEARNING –II | [ED-252] |
|--|-------------------|

| | |
|---|---|
| IV-SEM. B.Ed. | EVALUATION |
| SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2 | EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)] |

Objectives:

1. ICT application in class room and professional development and in teaching learning process.
2. Awareness about functioning of computer, concept of hardware and software and education software, computer memory and its unit.
3. Basic features of windows: MS-Office, MS-Excel and preparation of slides.
4. Computer aided instruction concept and modes.
5. Internet and multimedia Concept and its educational uses.
6. Role of computer in education system.

| Unit | Contents of the Subject | No. of Teaching Periods required |
|--------------|---|----------------------------------|
| 1 | Windows' and its accessories a) Explorer b) File Manager c) Paint d) Managing Printing | 6 |
| 2 | MS-Office-I MS-Word-Text Management, Preparation of Resume, Application, Bio-data, tables, mail merge & commands of MS-Word | 6 |
| 3 | MS-Office-II MS-Excel- Preparation of Table, Chart, formulas, Marks Sheet Preparation & commands of MS-Excel | 6 |
| 4 | MS-Office-III POWER POINT- Preparation of Slides, Paper Presentation, Lecture Preparation & commands of PowerPoint | 6 |
| 5 | Power Point: Preparation of Slides, Paper Presentation, Lecture Preparation on related subjects.(content based) | 6 |
| Total | | 30 |

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
40marks

Recommended Books:

| S.No. | Name of the Book | Author | Publisher |
|--------------|---|------------------------------|---|
| 1. | Macro Computer in Science and Language teaching | Reghavan, S.S | Mysore R.C.E |
| 2. | An Introduction to Micro Computers | Osborne A | Galgolia Book Source, New Delhi |
| 3. | Computer | Koor Harjit | Aatmaram & Sons, New Delhi |
| 4. | Computer ek parichay | Vakatachamal, S. | Pitabar publication company P.Ltd New Delhi |
| 5. | An introduction to Computer Science | Balamurali, Savitha | Vikas Publishing House, Pvt.Ltd.New Delhi |
| 6. | Computer an introduction | Payal Lotia and Pradeep Nair | BPB Publication, New Delhi-110001 |

Open Elective Offered by Ecosystem for Innovation and Entrepreneurship (EIE)

Course Code : EIE-001 Course: INNOVATION & ENTREPRENEURSHIP

L:3 Hrs., T:1Hr., P:0 Hrs., Per week

Total Credits:03

COURSE OBJECTIVES:

To enable participants to learn how to become an entrepreneur and to support with conceptual understanding to those who wish to become entrepreneurs. The course will provide fundamental conceptual understanding about the path of entrepreneurship.

Course Outcomes:

1. Understand the logic and mechanics of a business enterprise
2. Determine if they have the mind-set & preparation to be an entrepreneur
3. Develop an understanding of the entrepreneurial process from conceptual stage to becoming an established business
4. Know about stages of technology evolution, product and business life cycles
5. Develop an understanding of business functions essential for success of technology enterprises
6. Presentations Business Plan.

Unit I: Overview, Idea Generation/Evaluation: Course structure & overview, Startup, Types & stages of start-up, Idea generation strategies, Target size of market/business, Case Study **Entrepreneur's Manifesto:** 14 points about being Entrepreneurial in your company, Big Company versus Startup Mindset, Case Study: Webvan and Peter Relan **Business model canvas:** Components of business model and canvas, Boot-strap financing, angels/VCs – elevator pitch, presentation & business plan, Case Studies

Presentation: Innovative Idea Presentation

Unit II: Components of BMC: Value proposition and Differentiation, Customer Segmentation, Customer relationships, Channels, Key Partnerships, Key activities, Key Resources, Revenue streams, Cost Structure, Case studies

Presentation: Social Innovation presentation

Unit III: Customer Discovery: The need for Customer feedback, Product Market Fit, The Customer Discovery Process, **Business Model Canvas Presentations:** Business Narrative, Presentations of BMC, business model to establishing a complete Business plan.

Business Plan Sections: Minimum Viable Product (MVP) & agile engineering: Definition of MVP, Planning an agile engineering team for quick change in business model (pivot), Start-up team & communication method, Customer Discovery and Validation Presentation: MVP Presentation

Unit IV: Business Narrative and Go ahead Decision Process: Developing the Business Narrative after Validating the BMC, The Go Ahead Decision Process,

Basics of Business plan: Components of Business plan, Problem and Need, Scenario presentation **Detailing Business Plan – Market:** Sizing Market potential, case studies

Presentation: Business Plan Simulation & Customer Feedback

Unit V: Detailing Business Plan – Team and Technology: Ideal Team composition, Technology and Solution **Detailing Business Plan – Go To Market and Revenues:** Go To Market strategies and Cost Modeling– **competition and Milestones:**

Competition Analysis and Positioning, Milestones Product development **Business Plan, Financing,**


Presentation: Team Presentations of Business Plan before an Entrepreneur

Readings:

Textbook: The Start-up Owner's Manual: The Step-by-Step Guide for Building a Great Company, by Steve Blank & Bob Dorf.

References:

1. The Art of War, Sun-Tzu (Sun Tzu: The Art of War... free epub book at <http://www.epubbooks.com/book/692/the-art-of-war>)
2. Hope is not a Strategy, Rick Page
3. Innovation and Entrepreneurship, Peter Drucker
4. Biographies of Andy Grove, Bill Gates, Larry Ellison, Google Founders, etc
5. Straight from the Gut and Winning, Jack Welch
6. How to Drive Your Competition Crazy, Guy Kawasaki
7. Crossing the Chasm, Geoffrey Moore
8. Differentiate or Die, Jack Trout


**SURESH
GYAN VIHAR**
 UNIVERSITY
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
2018-20

| | |
|---------------------------------------|------------------|
| POST-INTERNSHIP – IV (2 weeks) | [TP -202] |
|---------------------------------------|------------------|

| IV-SEM. B.Ed. | EVALUATION |
|---|---|
| SCHEDULE PER WEEK PRACTICAL-8 CREDITS-4 | EXAMINATION TIME = (3) HOURS [CIE (100)] |

| S. No. | Post- internship of teaching practice | Internal/ External Assessment |
|---------------|--|--------------------------------------|
| 1. | Organization of educational exhibition and fairs | 4 credits (Internal) |
| 2. | Formation of different clubs | |
| 3. | Community based project work | |
| 4. | Preparation of Journal/ School Magazine/ Wall magazine | |

Note: Program is scheduled as per the availability of the schools in the semester.