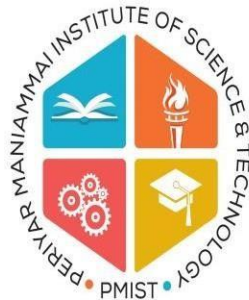


DEPARTMENT OF EDUCATION

COURSE PLAN

B.Ed.

ACADEMIC YEAR 2023 – 2024



**PERIYAR
MANIAMMAI**

INSTITUTE OF SCIENCE & TECHNOLOGY

(Deemed to be University)

Established Under Sec. 3 of UGC Act, 1956 • NAAC Accredited

think • innovate • transform

Periyar Nagar, Vallam, Thanjavur, Tamil Nadu-613 403

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DEPARTMENT VISION AND MISSION

1. VISION

To prepare world class teachers for secondary level and senior secondary level by providing up to date techno pedagogical, professional knowledge skills and values appropriate the branch of study a student has chosen to specialize that enable them to produce future citizens with global competency.

2. Department Mission - DM

DM1: To offer innovative UG PG and Doctoral Programmes

DM2: To provide simulating environment to practice techno pedagogical and professional skills in schools

DM3: To create right aptitude and positive attitude towards teaching profession and research

DM4: To train student teachers to bring out full potentiality of their future students

DM5: To reflect values in all the teaching learning activities

3. PROGRAMME EDUCATIONAL OBJECTIVES (PEOS)

PEO1: Graduates of the programme will be professional sound teachers and contribute to the human resources development of the Nation.

PEO2: Graduates of the programme will create innovation in teaching learning process of secondary education.

PEO3: Graduates of the programme will discharge their duties as competent teachers with quality and ethics.

PEO4: Graduates of the programme will develop positive attitude towards teaching, update their knowledge for continuous professional development with focus on research and development in secondary education.

4. PROGRAMME OBJECTIVES (POS)

Programme Outcome	
PO1	Develop good command of the subject matter to impart the knowledge of Mathematics, Science and Social sciences in upper primary and secondary level education.
PO2	Teach in accordance with the philosophical, sociological and psychological foundations of education to give best support to students learning.
PO3	Effective use of innovative teaching methods, appropriate teaching aids and assessment tools.
PO4	Create, select and apply appropriate ICT techniques material of e – resources for content delivery, analysis, testing and evaluation.

PO5	Engage in purposeful professional development focused on professional goals. Ability to pursue post-graduation in Education and their discipline.
PO6	Develop language proficiency and communicate effectively as a teacher in the teaching learning activities.
PO7	Relate subject matter with social milieu and develop critical thinking, professional ethics and service attitude to contribute for the upliftment of the society.
PO8	Demonstrate leadership behaviour in classroom management and school administration
PO9	Undertake productive research to solve problems faced by the students and teachers in the professional life.
PO10	Be receptive and View knowledge generations on continuously evolving process of reflective learning.

5. GRADUATE ATTRIBUTES

- a. **Content knowledge:** Shows in-depth knowledge in school subjects of which the teacher is specified.
- b. **Foundation in Education:** Knowledge in educational psychology, philosophy, sociology and perspective in secondary education.
- c. **Teaching Skills/ Pedagogical Knowledge:** Well versed in teaching methods, micro teaching and using teaching aids and teaching resources..
- d. **4. ICT skills:** Learning a computer in the modern electronic age, expertise in using ICT tools in teaching and learning, and bring efficient in preparing e - content and e - resources.
- e. **Professional Excellence:** Show high level of performance in all aspects of teaching learning updating the knowledge periodically, enhancing their qualification adhering professional skills.
- f. **Language Proficiency and Communication:** Sound Knowledge in language and effective communication.
- g. **Teacher an Agent of social change:** Creating awareness on social issues such as gender, women empowerment, environment etc.
- h. **Administration and Management:** Acquiring leadership qualities for classroom management and school administration.
- i. **Research Aptitude:** Skill to identify problem and issues in and outside the classroom and to undertake research to find solution.

- j. **Lifelong Learning:** Developing desire to further learning to thinking and among the learner.

6. Preamble

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

CURRICULUM
PERIYAR MANIAMMAI INSTITUTE OF SCIENCE & TECHNOLOGY
(Deemed to be University)
DEPARTMENT OF EDUCATION
B.ED TWO YEAR PROGRAMME
CURRICULUM
SEMESTER I

Sub. Code	Name of the Course	L	T	P	C	H
BED101	Childhood & Growing Up	3	1	0	4	5
BED102	Education In India- Status, Problems And Issues	3	1	0	4	5
BED103	Language Across The Curriculum - I	3	1	0	4	5
BED104	Curriculum Development & School	4	0	0	4	5
BED105	Reading And Reflecting On Texts	0	0	4	4	4

SEMESTER II

Sub. Code	Name of the Course	L	T	P	C	H
BED201	Learning & Teaching	3	1	0	4	5
Pedagogy of a School Subject – Part – I						
BED202T	Teaching of Tamil – I	3	1	0	4	5
BED202E	Teaching of English – I					
BED202P	Teaching of Physical Science – I					
BED202B	Teaching of Biological Science – I					
BED202M	Teaching of Mathematics – I					
BED202CO	Teaching of Computer Science – I					
BED202C	Teaching of Commerce – I					
BED202EC	Teaching of Economics – I					
BED202G	Teaching of Geography – I					
BED202H	Teaching of History – I					
Pedagogy of a School Subject - Part – II						
BED203T	Teaching of Tamil – II	3	1	0	4	5
BED203E	Teaching of English – II					
BED203P	Teaching of Physical Science – II					
BED203B	Teaching of Biological Science – II					

BED203M	Teaching of Mathematics – II					
BED203CO	Teaching of Computer Science – II					
BED203C	Teaching of Commerce – II					
BED203EC	Teaching of Economics – II					
BED203G	Teaching of Geography – II					
BED203H	Teaching of History – II					
BED204	Language Across the Curriculum – II	3	1	0	4	5
BED205	Understanding the Self	0	0	4	4	4

SEMESTER III

Sub. Code	Name of the Course	L	T	P	C	H
BED301	Gender, School and Society	3	1	0	4	5
BED302	Creating and Inclusive School	3	1	0	4	5
BED303	Drama and Art in Education	0	1	3	4	4
BED304	Educational Psychology Practical	0	1	3	4	4
BED305	Practicum and School Internship – I	0	0	8	16	5

SEMESTER IV

Sub. Code	Name of the Course	L	T	P	C	H
BED401	Pedagogy of a School Subject – III	3	1	0	4	5
BED402	Educational Technology and ICT	3	1	0	4	5
BED403V	Value Education					
BED403F	Futurology in Education					
BED403HP	Health and Physical Education					
BED403GC	Guidance and Counseling in School	3	1	0	4	5
BED403EE	Environmental Education					
BED403A	Action Research					
BED404	Understanding of ICT	0	1	3	4	4
BED405	Practicum and School Internship – II	0	4	16	32	5

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED101	CC:01 CHILDHOOD & GROWING UP	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain			Level
CO1	Classify the different aspects of a child's physical, social, moral and emotional development	Cog.			Understanding
CO2	List out the developmental process of children with diverse abilities in social, cultural and political context & sensitivity towards children's developmental	Cog.			Remembering
CO3	Describe the different social educational cultural political realities at the core of the exploration by understanding childhood.	Cog			Remembering
CO4	Explain the significant events that media highlights during childhood stage provide hands on experiences to interact with children and training methods to understand the various aspects of developments in children	Cog.			Understanding
Unit	Content				
UNIT I	Perspectives in Development				19
<p>Concept, Meaning, scope and Function and Educational Psychology: Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory.</p> <p>Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development.</p> <p>Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.</p> <p>Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.</p>					
UNIT II	Stages of Human Development				19
<p>Child as a developing individual; a psycho-social entity; stages of development</p> <p>Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships.</p>					

Developmental tasks of childhood and adolescence and their implications.				
Factors influencing development such as heredity& environment, media, nutrition, child-rearing practices, siblings and peers.				
Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household.				
UNIT III	Social and Emotional Development			18
Basic understanding of emotions, Gender socialization occurs				
Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.				
Social theories and gender development: meaning of gender roles - influences - stereotypes, gender in the playground - Development of emotions: functions of emotions.				
UNIT IV	Contexts of Socialization			19
Concept of socialization: family and child relationships; parenting, child rearing practices				
Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner				
Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.				
Social, economic and cultural differences in socialization: implications for inclusion.				
		Lecture	Tutorial	Total
		45	30	75
Essential Readings				
Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.				
Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.				
Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.				
Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of				

Opposites.

Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29. 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.

Readings for Discussion 1. Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

Advanced readings

Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.

Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.

Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.

Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.

Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED102	CC:02 EDUCATION IN INDIA- STATUS, PROBLEMS AND ISSUES	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain			Level
CO1	Define the concept of education followed in earlier period	Cog.			Remembering
CO2	Classify the historical background of Indian Education with special reference to secondary education.	Cog.			Understanding
CO3	Examine the objectives and system of secondary education	Cog.,			Analyzing
CO4	Recognize the aims and objectives of various educational systems.	Cog.,			Remembering
Unit	Content				Hrs
UNIT I	Concept of Education				19
<p>Indian and Western. Aims - Functions of Education.</p> <p>Education as an instrument of Social Control, Social Change, Preservation of Cultural Heritage and Values.</p> <p>School and the society, Culture and Education, School as a Social System. Agencies of Education –Formal and Non-formal.</p>					
UNIT II	Salient Features of Ancient Indian Education				18
<p>Vedic, Buddhist, Islamic - Tradition in Education. Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education - Efforts towards evolving a national system of Education.</p>					
UNIT III	Secondary Education				19
<p>General Aims and Objectives of Secondary Education and Structure. Education during Post Independence Period - Pre independence - Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992, Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,</p> <p>Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct. Role of Secondary School teacher in Emerging India.</p>					
UNIT IV	Teacher Education and Secondary School Curriculum				19

Aims and Objectives of Teacher Education in India - Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE - Professional organization in the field of Teacher education - NCF-2005 - Programmes for enhancing efficiency and productivity of school teachers- In-service training – orientation and content enrichment programmes.

		Lecture	Tutorial	Total
		45	30	75

Assignments: (Any two of the following.)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational important and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report. Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.

Reference:

- Anand C. L. et al., (1993) Teacher and Education in the emerging Indian society NCERT New Delhi.
- Coombs Philips H (1985) The World Crisis in Education. New York. Oxford University Press, New York
- Delors, Jaeques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO.
- Dewey I (1952) Experience in Education, Collier Macmillan.
- Dewey S (1956) Democracy in Education New York: Macmillan.
- Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban.
- Government of India (1952) Report of the Secondary Education Commission, New Delhi:- Ministry of Education.
- Government of India (1966) Report of Education Commission Ministry of Education, New Delhi.
- Government of India MHRD (1986) (Revised 1992) National Policy of Education. New Delhi.
- Government of India (1992) Report of Core Group on Value Orientation of Education Planning Commission.
- Kneller G. F. (1978) Foundation of Education. New York: Johri Willy and Sons.
- Kneller George (1978) Introduction to Philosophy of Education, New York: John Willey and Sons INC
- Mani R S. (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Mathur S.S. (1988) A Sociological Approach to Indian Education, Agra. Vindo Prakashan.
- Mookherjee K.K. (1972) Some Great Educators of the World. Fas Gupta & Ce Put Ltd. Calcutta.
- Mukherjee S. N. (1966) History of Education in India, Baroda. Acharya Book Depot.
- Naik J. P. and Syed N (1974) A Student's History of Education in India, New Delhi. Macmillan Co.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED103	CC:03 LANGUAGE ACROSS THE CURRICULUM – PART 1	3	1	0	4
C:A:P		L	T	P	Hrs
2:0:1		4	1	0	5
Course outcome		Domain		Level	
CO1	Describe the text and its literary elements	Cog.		Und	
CO2	Recreate the activities to understand the text in a better way	Psy		Manipulation	
CO3	Adopt the structure and integrate the task of writing	Psy		Articulation	
Unit	Content				Hrs
UNIT I	ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS				20
<p>The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.</p>					
<p>Suggested Activities</p> <p>Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation).</p> <p>Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)</p> <p>Narrating/describing a related account from one's life experience (in front of a smaller group)</p> <p>Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)</p> <p>Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).</p>					
UNIT II	ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING				20
<p>The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.</p>					

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT III	ENGAGING WITH JOURNALISTIC WRITING
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20

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs) Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

	Lecture	Tutorial	Total
	60	-	60

References:

1. Bose, R. B. N. & Sterling, T. S.: Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
2. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
4. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
5. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
6. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.
7. Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition.
8. Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
9. Krashen, S.; Second Language, Acquisition and Second Langu., Learning, Pergamum Press, New York, 1979.

Suggested Reading:

1. Agnihotri, R.K., Khanna, AL, 1994(Eds). Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India(RALI), New Delhi, Sage Publication
2. Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers.

3. Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient Longman
4. Brown, J.D. 1996: Testing in Language Programmes, Upper Saddle River, NJ, Prentice Hall Regents
5. Chomsky, N. 1986. Knowledge of Language, New York, Praeger
6. Crystal David, 1997. Globalization of English, Cambridge; Cambridge University Press
7. Ellis, R. 1992, The Study of Second Acquisition, Oxford, Oxford University Press
8. Khulchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarasidas and Shimla
9. Lewis.M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.
10. Lock, G. 1996. Functional English Grammar, Cambridge: Cambridge University Press
11. Mohanty, Bilingualism in a Multilingual Society: Psycho Social and Pedagogical Implication, Mysore: CIIL
12. Nagaraj, Geeta: 2001 : English Language Teaching, Orient Longman Limited, Kolkata
13. NCERT, 2000, Continuous and Comprehensive Evaluation, New Delhi
14. NCERT, 2005. National Curriculum Framework, 2005, New Delhi
15. Nuna, D. 1991, Language Teaching Methodology, London Prentice Hall
16. Richards, J.C, and Rodgers, T.S. 1986, Approaches and Methods in Language Teaching, University of Hawaii, Maroo: Cambridge University Press
17. Vygotsky, L.S. (1978), Mind in Society, Harvard University Press: Cambridge.
18. Widdowson, H.G. 1992, Aspects of Language Teaching, Oxford University Press.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED104	CC: 04 CURRICULUM DEVELOPMENT & SCHOOL	4	0	0	4
C:A:P		L	T	P	Hrs
3:0:1		4	1	0	5
Course outcome		Domain		Level	
CO1	Define the meaning and contexts of curriculum	Cog.		Remembering	
CO2	Interpret the basics of curriculum	Cog.		Understanding	
CO3	Describe the different steps of framing curriculum	Cog.,		remembering	
CO4	Adopt the structure and integrate the task of writing	Psy		Articulation	
Unit	Content			Hrs	
UNIT I	Introduction to Curriculum			15	
Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing curriculum.					
UNIT II	Curriculum Construction			15	
Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.					
UNIT III	Design of Curriculum			15	
Steps of Designing different Curriculum. Selection, Gradation and Organization of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.					
UNIT IV	Practical			15	
Evaluation of B.Ed. Curriculum					
Designing a Curriculum in a given condition Reviewing of Syllabus/Books					
		Lecture	Tutorial	Total	
		60	-	60	
REFERENCES					
1. Ashcroft, Kate and Palacio, David: The Primary Teacher’s Guide to the New National					

- Curriculum. London: Flamer Press, 1995.
2. Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.
 3. Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
 4. Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
 5. Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977. □ Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
 6. Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
 7. Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
 8. Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975. Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
 9. Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamum Press, 1991.
 10. Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
 11. Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
 12. Oriosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
 13. Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
 14. Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.
 15. Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.
 16. Wiles, Jon. & Bondi, Joseph C.: Curriculum Development –A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED105	EPC:01 READING AND REFLECTING ON TEXTS	0	0	4	4
C:A:P		L	T	P	Hrs
2:1:0		0	0	4	4
Course outcome		Domain		Level	
CO1	Read and listen to the text and understand	Affective		Receiving	
CO2	Analyzing the reading strategies with structural constructions of a skills	Cog.		Analyzing	
CO3	Interpreting the different types of narrative techniques	Cog.,		Understanding	
Unit	Content			Hrs	
UNIT I	Reading Skills			20	
Creating environment for reading – reading clubs, class libraries - Reading aloud and silent reading - Scaffolding: concept and activities - Reading different texts types like stories, poems, riddles, jokes, and instructions for games.					
UNIT II	Reading with comprehension			20	
Reading for global and local comprehension - Inferences, analysis and extrapolation - Reading strategies including word-attack strategies - Discourse analysis - Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet - Using ideas of critical literacy to analyses chapters from textbooks. Acquisition of Reading Skills.					
UNIT III	Types of text			20	
Narrative text - Expository - Autobiographical Narratives - Field Notes - Ethnographies - Addressing different types of skills and strategies.					
Mode of Transaction					
<ol style="list-style-type: none"> 1. Participating in tasks and activities to improve proficiency in the receptive and productive skills of English. 2. Text analysis of school textbooks to improve skills in critical literacy. 3. Reflecting on one's own learning to make connections with pedagogy 					
		Lecture		Tutorial	
		60		-	
				Total	
				60	
Essential Readings					

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvoluceri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.
4. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED201	CC:01 LEARNING & TEACHING	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain			Level
CO1	Theorizing the perspective of learning	Cog.			Understanding
CO2	Applying the various learning perspectives according to the situations	Cog.			Applying
CO3	Classifying the constructivist perspectives which facilitates the learning environments	Cog.			Understanding
CO4	Analyzing the values of individual difference in intelligence	Cog.			analyzing
Unit	Content				Hrs
UNIT I	THEORETICAL PERSPECTIVES ON LEARNING				18
Implicit knowledge and beliefs about learning - demystifying misconceptions -Perspectives on human learning: Behaviorist (conditioning paradigm in brief), cognitivist, information-processing view of Skinner, Piaget, Rogers, Vygotsky, humanist, social-constructivist. Concepts and principles of each perspective and their applicability in different learning situations.					
UNIT II	ROLE OF LEARNER IN LEARNING				18
Role of learner in school learning situations, primary secondary, higher secondary - Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations. Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.					
UNIT III	LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE				19
Social-constructivist perspective also Bruner and Ausubel's perspective applications of Vygotsky's ideas in teaching.					
Understanding processes that facilitate 'construction of knowledge': (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition.					
Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning.					

UNIT IV	INDIVIDUAL DIFFERENCES AMONG LEARNERS	19		
<p>Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.</p>				
<p>Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence. - Differences in learners based on predominant 'learning styles'. Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.</p>				
<p>Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective. Understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching.</p>				
		Lecture	Tutorial	Total
		45	30	75
References				
<ul style="list-style-type: none"> • Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishers, Delhi, 1998 • Aggarwal, J.C. Essential of Educational Psychology, Vikas Publishing House, New Delhi, 1994. • Bhargava, Mahesh, Introduction of Exceptional Children, Sterling Publishers, New Delhi, 1994. • Bhatia, H.R., A Text Book of Educational Psychology, Delhi: McMillan Co., New Delhi, 1977 • Bhatia, K.K. Educational Psychology and Techniques for Teaching, Kalyani Publishers, Ludhiana, 1994. • Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing New Delhi, 1996 • Dandapani, S., Advanced Educational Psychology. New Delhi. Anmol Publications Pvt. Ltd., 2000 • DeCecco, John P., Psychology of Learning and Instruction, Prentice Hall, New Delhi, 1987. • Drescoll, Mercy P.M Psychology of Learning for Instruction, Allyn and Bacons, USA, 1993 • Eshwar, H.S. and Nataraj P., Shaikshanika Manovijnana, Parichaya: Bhaga I and II, Institute of Kannada Studies, Union of Mysore, Mysore, 1985 • Gagne, R.M. Conditions of Learning and Theory of Instruction, 4th Edition, Holt Rinehart and Winston, New York, 1977 • Ghangadharappa, N.R. Shaikshanika Manovijnana, Rekha Pradhnsna, Davengere, 1996 • Goleman, Daniel, Emotional Intelligence. New York: Bantam, 1995 • Govinda Rao., A.V. Shikshandalli Manovijnana, Vidyanidhi Pradshana, Gadaga, 1996 • Kar, Chintamani, Exceptional Children, Sterling Publishers, New Delhi, 1992 • Kundu, C.L. and Tutoo, D.N., Educational Psychology, Sterling Publishers, New Delhi, 				

1980.

- Kundu, V.L and Totoo, D.N., Educational Psychology, Sterling Publishers, New Delhi.
- Lingren, H.C., Educational Psychology in the Classroom, 6th Ed., Oxford University Press, New Delhi, 1980
- Mangal, S.K. Advanced Educational Psychology, Prentice Hall of India. Pvt. Ltd., 1999
- Mathur, S.S., Educational Psychology, 9th Ed., Vinod Pustak Mandir, Agra, 1981
- Raul, Lizy T., (1998) Educational Psychology, CMC Mary Matha, Kerala.
- Sharma, R.N. Educational Psychology and Guidance, Vikas Publishers, New Delhi, 1998
- Shivashankara H.V. and Basakumar P., Shaikshanika Manovijnana, Hanji Prakashana Davangere, 1977
- Skinner, C.E. (Ed) Educational Psychology, 4th Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1996
- Walia, J.S. Foundation of Educational Psychology, Paul Publishers, Jalandhar, 2001.
- Walia, J.S. Foundations of Educational Psychology, Paul Publishers Jalandhar, Punjab, 1999
- Yelon, S.L. and Weinstein, G.W., A Teacher's World: Psychology in the Classroom, McGraw Hill Co., Tokyo, 1977.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202T	PC:01(Part:01)	3	1	0	4
C:A:P	jkpo; fw;gpj;jy;Kiw - I	L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	fiyj;jpLLj;jpy; jha;nkhopAk mwpjy;	Cog.		mwpjy;	
CO2	Jizf; fUtpfspd; gq;Ffis tpsf;Fjy;	Cog.		tps;Fjy;	
CO3	GSk fw;gpj;jy; NfhL;ghLfs;, Ez;zp iyf; fw;gpj;j iy tpsf;Fjy;	Cog.,		tps;Fjy;	
CO4	nra;As;>c iue iL> ,yf;fzk ghLq;fisf fw;gpj;jy gw;wp mwpjy	Cog.,		mwpjy;	
CO5	,yf;fzk fw;gpj;jYk ,nkhopngaHg;Gk mwpjy;	Cog		mwpjy;	
Unit	Content			Hrs	
UNIT I	fiyj;jpLLj;jpy; jha;nkhopAk;>jkOk			15	
<p> jha;nkhopfw;gpj;jypd; Nehf;fk - jpuj;jkhfg; Ngr>gbf;f>NfLf>vOjg; gapw;rpaspj;jy;- mOj;je;jpuj;jkhfg; NgRjy - ,yf;fztOt pd;wpg; NgRjy kuGnkhopfs; - gonkhopfs;- njhLf;fepiyg; Ngr;rhw;wy; -gbf;ff; fw;gpj;jypd; Nehf;fk - gbf;ff; fw;gpf;Fk Kiwfs;- vOj;JKiwg gbg;G - nrhy;Kiwg;gbg;G- gbg;gpy; Mh;tj;ijj J}z;Ly; - tha;tL;Lg; gbj;jy; Kiwfs - ed;ik>jPikfs;- E}y;fisg; gad;gLj;Jjy; - Mo;e;jgbg;G - mfd;wgbg;gpd; Nehf;fqfs; - epiw-Fiwfs.NfLLy; gof;fj;jpidtsh;j;jy- thndhypNfLL y;; -NfLLYf;Fk gapw;WYf;FKs;sNtWghLfs - NfLLy; jpwidts; j;Yf;fhdNehf;fq;fs;- vOJtjw;Fg;gapw;rpmspj;jy; - vOJfUtpfisg; gpb;Fk Kiw - ey;yifnaOj;jpd; ey;ypay;Gfs; -njspT>msT>moF>tpiuT> , iLntspvOj;Jg;gapw;rpKiwfs; -thpnahw;wpvOjy; - gh;h;j;JvOjy; - nrhy;tijvOjy - gpiopad;wpvOjg; gapw;rpaspj;jy; - gpiofis;fisAk topKiwfs; </p>					
UNIT II	nkhopf; fw;gpj;jypd; ELgf \$WfSk;>Jizf; fUtpfspd; gad;fSk			15	
<p> jha;nkhopfw;gpj;jypy; Jizf; fUtpfspd; gq;F - thndhyp-xspg;gjpT ehLh - xypg;gjpTehLh - njhiyf;fhL;rpg; ngL;b-t iugLq;fs; - khjphfs; - kpd;ml;il - nra;jpg; gyif - gpk;gk tPo;j;Jk fUt-jkpopy; nkhopapay; m ik;G - kf;fs; tho;f;ifapy; jfty njhLh;gpd; gq;F - r%ftpay gpd;dzpapy; nkhop - cstpay mbg;giLapy; nkhopfw;wy; - nkhopapd; r%fg; gzpfs;. </p>					

UNIT III	fw;gpj;jy; jpwd;fSk nra;As; fw;gpj;jYk	15	
<p>GSk fw;gpj;jy; NfhL;ghLfs; - Ez;zpīyf fw;gpj;jy tuyhW -Ez;zpīyf; fw;gpj;jy gbepiyfs - Ez;zpīyf; fw;gpj;jy; Row;rp-Ez;zpīyf; fw;gpj;jypd; ed;ikfs; - njhLq;Fjy; jpwd - tsf;Fjy;jpwd; - Kbj;jy jpwd - fpsHtpdhj;jpwd; - gy;tīfj J}z;Ly;fisg; gad;gLj;Jjy; jpwd - tYT+L;bfīsg; gad;gLj;Jk jpwd; - fUk;gyiffisg; gad;gLj;Jk jpwd; - nra;As; fwgpj;jypd; Nehf;fq;fs; - nra;As; fw;gpf;Fk Kiw - nra;As; ghLj;ijj njhLq;Fk Kiwfs;nra;As; eyk ghuhLLy;</p>			
UNIT IV	cīueīLfw;gpj;jYk, nkhopahrphahpd; gz;Gk	15	
<p>cīueīL fw;gpj;jypd; nghJNehf;fk - cīueīLfis fw;gpf;fNkwnfhs;Sk topKiwfs -nkhopahrphahpd; gz;Geyd;fs; - nkhopg;gw,W - ,yf;fpag;Gyik-vLj;Jf; \$Wk Mw;wy - Fuypy; Vw;wj;jho;Tmikj;Jg; NgRk jpwd; - jpwikahfvOJj;jpwd; - csEjy; ty;Yeh - fiyahh;tkpf;fth;gUtkwpe;Jgapw;Wk;gz;G-gapw;wypd; mbg;giLapy;tjppfismwpe;jtuhjy - khzhf;fUf;Fey;yKd;khjphahf ,Uj;jy.</p>			
UNIT V	,yf;fzk fw;gpj;jYk , nkhopngaHg;Gk	15	
<p>,yf;fzk fw;gpj;jypd; Nehf;fq;fSk gapw;WKiwfSk- tpjptUKīw- tpjptpsf;FKiw - tpisahL;LKiwapy; ,yf;fzk fw;gpj;jy;- eīLKiw ,yf;fzk- jha;nkhopapdpd;Wgpwnkhopfsy; nkhopngah;g;G- gpwnkhopfspdpd;Wjha;nkhopapy; nkhopngah;g;G - nkhopngah;g;gpy; vOk rpf;fy;fs; - nkhopngah;g;gpd; tīffs;-nkhopAk gpwfiyfSk -Njh;tpd; tīffs Fiwawp>Kd;dwp miLTr Nrhjid- \$L;Lr;ruhrhp,iLepiy>ruhrhp>KfL>rpjwy;>jjLLtpyf;fk;>fhy;khdtpyf;fk juj;njhLh;G - tīugLk;</p>			
	Lecture	Tutorial	Total
	45	31	75
<p>ghh;it E}y;fs;</p> <ol style="list-style-type: none"> 1. fiyr;nry;tp .nt (2009) jkpo;g;gapw;wy; ELgq;fs; <NuhL: rQ;rPt ntspaPL. 2. fzgjp .tp, n[auhkd; .G+ (2009) ew;wkpo; fw;gpf;Fk Kiwfs;>nrd;id: rhe;jhgg;sp\h;] 3. Nfhfpyhj;frhk (2002) Foe;ijīkaf;fy;tpAk jkpo; fw;gpj;jYk. 4. nre;J}H ghz;bad . nr (1983) jLLkLLījf; fw;wy - XH mwpKfk , GJf;NfhL;iL : kPdhLrpgj;gfk. 5. jz;Lghz .R (2013) jkpo; fw;gpj;jy;>kJiu : kPdhgjjpg;gfk. 6. jpy;iyehafk .nt(1978) ,e;jpa E}yf ,af;fk , jpUney;Ntypfofntspa{L. 7. vL;tpd; n[gh. Mh (2013) fy;tpapay; ft;d; jkpo;>fy;Yf; \$LLk; nuj;jpdhgjjpg;gfk. 8. kPdhLrpRe;juk m. tp[ayLRkp.th (2009) jkpo; fw;gpj;jy;>rp;d;dhsg;gL;b: fht;ahkhyhgg;sp\h;] 9. NtZNfhghy;...gh>rhe;jFkhhp.f (2009) nghJj;jkpo; fw;gpj;jy;>nrdīd: rhujhgjjpg;gfk. 10. nghd;dg;gd; .gh (1992) jkpo;g; ghLk nrhy;Yk Kiwnrd;īd,jkpo;ehL;LghLE}y; 			

fofk;.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202E	PC:01(Part:01) TEACHING OF ENGLISH - I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the nature and structure of language	Cog.		Remembering	
CO2	Analysis the status of second language in India	Cog.		Analyze	
CO3	Apply the various skills in language and its methods	Cog.,		Applying	
CO4	Interpret the various approaches and types of methods in teaching English language	Cog.,		Understanding	
Unit	Content				Hrs
UNIT I	Nature of English Language				19
<p>Language: meaning, nature and its roles. Difference between home language and school language and role of home language/Mother tongue in learning the school language.</p> <p>Structure of English Language – Phonological, morphological, syntactic, semantic and graphic (a Brief explanation of the concept)</p>					
UNIT II	Second Language in India				19
<p>Status of English as a second language in India; as per Articles 343-351, 350A and NPE-1986. Basic linguistic principles, objectives, methods: Translation, Bilingual, Direct, Structural, Situational and Communicative approaches; Presentation skills; Dramatization, Extempore, Role playing, Story-telling, Situational conversations etc.</p>					
UNIT III	Language skills and methods of reading				18
<p>Developing Language Skills i.e. listening & speaking; brief introduction about the sounds of English, Phonetics and teaching of pronunciation. Mechanics &Methods of Reading; Letter and non-letter methods, silent & loud reading, intensive & extensive reading and reading for</p>					

comprehension.				
UNIT IV	Instructional design of teaching English language			18
Use of dictionary & thesaurus as resources in teaching and learning the language. Grammar its different types and methods of teaching Grammar; Inductive & deductive.				
		Lecture	Tutorial	Total
		45	31	75
Activities (Any one of the following)				
(i) Discussion on the problems of English language at elementary level.				
(ii) Identification of spelling errors at the elementary level and remedial measure.				
(iii) Identification of pronunciation errors at the elementary level and remedial measures.				
BOOKS RECOMMENDED				
1. Hood, Philip and Tobutt, Kristina (2015). Teaching Language in the Primary School. Sage.				
2. Gordon, J. (2014). (2015). Teaching English in the Secondary Schools. Sage.				
3. Gurrey, P. (1954). The teaching of written English. London: Longmans Green and Co.				
4. Regional Institute of English, Chandigarh (1972). Teaching English. Regional Institute of English, Chandigarh.				
5. Bhatia, Achla & Kaur, Ravjeet (2011). Modern Teaching of English. Patiala: Twenty First Century Publications.				
6. Bhatia, K.K. Teaching and Learning English as a Foreign Language.				
7. Chapman, L.R.H. Teaching English to Beginners, Longmans, London.				
8. Deepika & Singh, Surjit (2010). Techniques of Teaching English. Patiala: Twenty First Century Publications.				
9. Fisby, A.W. (1970). Teaching English: Notes and Comments in English Overseas, E.L.B.S., London.				
10. N.C.E.R.T. (1970). English for Today Book I & II at Home and School.				
11. Raman, M. (2004). English Language Teaching. Atlantic Publishers, New Delhi.				
12. Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.				
13. Seely, John. Oxford Guide to Writing and Speaking Teaching of English.				
14. Singh, Y. K. (2005). Teaching of English. APH Publication Corporation, New Delhi.				
15. Notes for Teachers in Training – Regional Institute English Chandigarh, O.U.P.				

16. Venkateswaran, S.Principles of Teaching English.

17. Venugopal, K.R. Methods of Teaching English, Neel Kamal Publishers

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202P	PC:01(Part:01) TEACHING OF PHYSICAL SCIENCE - I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the concept and nature of physical science	Cog.		Remembering	
CO2	Summaries the objectives and curriculum of physical science	Cog.		Understanding	
CO3	Assess the importance and qualities of text book	Cog.,		Evaluating	
CO4	Describe the various teaching aids used for physical science	Cog.,		Remembering	
Unit	Content			Hrs	
UNIT I	Nature and Impact of Physical Science			19	
<p>Aims and objectives of teaching of Physical Sciences, Reasons for inclusion of Physical Sciences in school curriculum, Inculcation of scientific attitude and scientific method.</p> <p>Scientific attitude – meaning definition and importance.</p>					
UNIT II	Curriculum			19	
<p>Present position of science teaching in schools, need and concept of creativity in Physical Science. (iii) Physical Science Curriculum: Principles and organization of Physical Science curriculum in schools, A critical analysis of existing curriculum at various stages of school level. Objectives of teaching physical science at secondary level – instructional objectives of teaching physical science.</p>					
UNIT III	Science Text Book			18	

Science text book: Meaning, importance and qualities. Critical analysis of Science text book of a state board or NCERT

UNIT IV	Teaching Aids	18
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Learning Experiences and Teaching aids: Concept, Importance, Edgar Dale's Cone of Learning Experiences, Usage and Classification of Teaching Aids, Integrating ICT in Biological Science teaching, improvised apparatus.

		Lecture	Tutorial	Total
		45	31	75

Activities (Any one of the following)

- (i) Writing instructional objectives in behavioural form for any five topics.
- (ii) Developing a low-cost teaching aid in Science.
- (iii) Pedagogical analysis of any one topic.

BOOKS RECOMMENDED

1. Anderson, Hans: Readings in Science Education for Secondary School
2. Bhandu, N.: Teaching of Science
3. Dass, L.C.: Teaching of Science (6th ed.)
4. Gupta, S.K.: Teaching Physical Science in Secondary Schools
5. Kesis and Ogburn,: Modern Science Teaching
6. 7. Kohli, V.K.: How to Teach Science
8. Kumar, Amrit: Teaching of Physical Science, Anmol.
9. Mann, S.S.: How to Teach Science
10. Richardson, J.S.: Method and Material for Teaching and Caboon, G.P. General and Physical Science, McGraw Hill Book Co. Inc., New York.
11. Sharma, R.C.: Modern Science Teaching
12. Mohan, Radha: Innovative Physical Science Teaching Method, P.H.I., New Delhi

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202B	PC:01 (Part:01) TEACHING OF BIOLOGICAL SCIENCE - I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the nature and scope of biological Science	Cog.		Remembering	
CO2	Design the curriculum and various approaches in constructing curriculum	Cog.		Understanding	
CO3	Summaries the review of biological text book	Cog.,		Understanding	
CO4	Describe the various methods of teaching aids using for teaching biological science subject	Cog.,		Remembering	
Unit	Content			Hrs	
UNIT I	Nature and Scope of Biological Science			19	
Biological Science: Meaning, Nature, Concept, Scope of Biological Science in Human Life, relationship with other subjects; Place of Biological Science in the school curriculum, General aims of teaching Biological sciences at various stages of school; Bloom's Taxonomy of educational objectives.					
UNIT II	Design of Curriculum			18	
Curriculum: Meaning, Principles, Various approaches to science curriculum construction, Recent trends in science curriculum, Science education in national curriculum framework 2005, A critical analysis of existing curriculum at various stages of school level.					
UNIT III	Review of Text Book			19	
Biological Science textbook: Need and importance, Qualities of a good text book, A critical analysis of science textbook of NCERT and state board.					

UNIT IV	Teaching Aids	18		
Learning Experiences and Teaching aids: Concept, Importance, Edgar Dale's Cone of Learning Experiences, Usage and Classification of Teaching Aids, Integrating ICT in Biological Science teaching, improvised apparatus. Biological Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintaining Records and Safety Procedures.				
		Lecture	Tutorial	Total
		45	30	75
<p>Activities (Any one of the following)</p> <p>(i) Writing instructional objectives in behavioural form for any five topics.</p> <p>(ii) Developing a low-cost teaching aid in Science</p> <p>(iii) Pedagogical analysis of any one topic.</p>				
<p>BOOKS RECOMMENDED</p> <ol style="list-style-type: none"> 1. Collete, Alfred T. and Eugene L. Chiappeta(1994) , Science Instruction in the Middle & Secondary Schools, Macmillan, NewYork . 2. Jerry Wellington(1996) Teaching Science in Secondary Classes, Routledge, USA. 3. Kohli, V.K.(2005) How to Teach Science, Shri Krishna Publication, Ambala. 4. Mohan, Radha (2004), Innovative Science Teaching for Physical science Teachers, Prentice Hall of India, New Delhi. 20 5. Ramakrishna, A. (2012), Methodology of Teaching Lifescience, Pearson Publications. 6. Sharma, Promila(2009), Teaching of Biological Science, APH Publishing House, New Delhi. 7. Siddiqi & Siddiqi(2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi. 8. Soni, Anju (2009), Teaching of Biology, Tandon Publications, Ludhiana. 9. Sundarajan, S (1995) Teaching Science in Middle School: A Resource Book. Orient Longman, Hyderabad. 10. Tony Turner & Wendy Dimareo(1998), Learning to Teach Science in Secondary School, Routledge Publication, USA. 11. UNESCO(1966) Source Book for Science Teaching; UNESCO: Paris. 12. UNESCO(1987), New Trends in Biology Teaching, Volume V. 13. Vaidya N.(1999) Science Teaching for the 21st Century, Deep and Deep Publishers, New Delhi. 14. Venkataiah S. (2000) Science Education, Anmol Publications Pvt.Ltd., New Delhi. 				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202M	PC:01(Part:01) TEACHING OF MATHEMATICS - I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Describe the nature and scope of mathematics	Cog.		Remembering	
CO2	Explain the historical Development of mathematics	Cog.		Understanding	
CO3	Explain the aims and objectives of teaching mathematics	Cog.		Understanding	
CO4	Compare the pedagogical analysis of teaching mathematics	Cog.		Analyzing	
Unit	Content			Hrs	
UNIT I	Nature and Scope of Mathematics			19	
Nature of Mathematics: Meaning, nature, importance and value of mathematics; Axioms, postulates, assumptions and hypothesis in mathematics – Relation with school subject - Relation with other Discipline – Engineering, Agriculture, Medicine.					
UNIT II	Historical Development of Mathematics			18	
Historical development of notations and hypothesis in mathematics; Contribution to mathematics (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras).					
UNIT III	Aims and objective of Teaching Mathematics			19	
Objectives: Aims and objectives of teaching mathematics in elementary and secondary schools; Bloom's taxonomy of educational objectives and writing objectives in behavioural terms.					
UNIT IV	Pedagogical Analysis			18	
Pedagogical Analysis: meaning and need and procedure for continuing pedagogical analysis. Classification of content, objective, evaluation, etc.					
		Lecture	Tutorial	Total	
		45	30	75	
Activities (Any one of the following)					

- (i) Teaching aid from the 3-dimensional aspects
- (ii) Creative way of teaching of mathematics at elementary level
- (iii) Preparing a question bank for mathematics

BOOKS RECOMMENDED

1. Taylor, Helen and Harris, Andrew: Learning and Teaching Mathematics.
2. Hansen, et al: Children's Errors in Mathematics.
3. Witt, Marcus: Primary Mathematics for Trainee Teachers.
4. Chambers, P: Teaching mathematics in the secondary school.
5. Butler and Wren: The Meaning of Secondary School Mathematics
6. Chadha, B.N.: The Teaching of Mathematics
7. Gakhar, S.C. and: Teaching of Mathematics
8. Singh, Raminder 9. Kumar and: Teaching of Mathematics
11. Mangal, S.K. : Teaching of Mathematics
12. N.C.E.R.T. Text Books (6th Class to 10th Class)
13. Sidhu, K.S.: The Teaching of Mathematics
14. Travers, et al: Mathematics Teaching

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202CO	PC:01(Part:01) TEACHING OF COMPUTER SCIENCE -I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the objectives of teaching computer science	Cog.		Remembering	
CO2	Review the disciplinary contents accordingly to the trends.	Cog.		Evaluating	
CO3	Assess the text book review in computer science	Cog.		Evaluating	
CO4	Describe the professional growth of teachers in teaching computer Science	Cog.		Understanding	
Unit	Content			Hrs	
UNIT I	Objectives of Computer Science			19	
Computer Science: concept, objectives & importance, applications of computer with special reference to education & society; Bloom's taxonomy of educational objectives.					
UNIT II	Curriculum Designing and recent trends			18	
Curriculum: concept, design& principles of curriculum; integration of computer education with other subjects Content – Selection – principles – up datedness – inter disciplinary treatment – content organization: topical, logical, psychological, spiral, and concentric approaches - Dalton plan					
UNIT III	Computer Science Text Book			18	
Computer Science text book: meaning, types, importance and qualities of Reference book – hand book, Computer Science,.					
UNIT IV	Professional growth of teachers			19	
Computer Science Teacher: qualifications and qualities, professional growth and role in teaching learning process.					

		Lecture	Tutorial	Total
		45	30	75

Activities (Any one of the following)

- (i) Critical analysis of computer science curriculum at school level for any class.
- (ii) Analysis and interpretation of results and role of computers.
- (iii) Use of any one educational software in teaching.

BOOKS RECOMMENDED

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

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202C	PC:01(Part:01) TEACHING OF COMMERCE - I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the nature and objectives of teaching commerce	Cog.		Remembering	
CO2	Describe the professional growth of teachers of commerce	Cog.		Understanding	
CO3	Analyzing the review of text book in computer science	Cog.		Analyzing	
CO4	Analyzing the methods of teaching computer science	Cog.		Analyzing	
Unit	Content			Hrs	
UNIT I	Nature and objectives of teaching of commerce			19	
Commerce: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles, process and approaches to curriculum development and its evaluation.					
UNIT II	Professional growth of Teachers			18	
Critical appraisal of +2 business studies and accountancy curriculum. Teacher: qualities, professional growth of commerce teachers and role of co-curricular activities in commerce.					
UNIT III	Review of Text Book			19	
Commerce text book: meaning, types, importance and qualities; evaluation and selection of text books, resources for supplementing teaching and learning.					
UNIT IV	Methods of Teaching aids			18	
Teaching aids: Importance, types, projected and non-projected aids, selection and integration in					

teaching-learning process, practice set and worksheets and co- curriculum activities				
		Lecture	Tutorial	Total
		45	30	75
<p>Activities (Any one of the following)</p> <p>(i) Role on Multi National Corporation (MNC)</p> <p>(ii) Evaluate Budget of the current year</p> <p>(iii) Preparation of a low-cost teaching aid</p>				
<p>BOOKS RECOMMENDED</p> <ol style="list-style-type: none"> 1. Gupta, Rainu: Teaching of Commerce. 2. Ghosh,D.K: Financing of Education. (Vol.I to III). 3. Douglas, Palmford and Anderson: Teaching Business Subjects, Prentice Hall. 4. Musselman and Hann: Teaching Book-keeping and Accounting, McGraw Hill. 5. Tonne, Lopham and Freeman: Methods of Teaching Business Subjects, McGraw Hill. 6. Tonne, Herbert, A.: Principles of Business Education, McGraw Hill. 				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202EC	PC:01(Part:01) TEACHING OF ECONOMICS -I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the nature and scope of teaching economics	Cog.		Remembering	
CO2	Classify the approaches and curriculum development of teaching economics	Cog.		Understanding	
CO3	Describe the uses of economics text book.	Cog.,		Remembering	
CO4	Evaluate the qualities of professional growth of teachers	Cog.,		Evaluating	
Unit	Content			Hrs	
UNIT I	Nature and scope of teaching economics			19	
Economics: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles					
UNIT II	Approaches and curriculum development			19	
Approaches to curriculum design – topical, correlational, integrated discipline, problem solving, and conceptual design. Trend analysis in economic growth, economic development, sustainable development and quality of life.					
UNIT III	Review of text book			18	
Economics text book: meaning, types, importance, qualities and critical appraisal of text books in Economics from the stand point of curriculum design and syllabus frame, treatment and organization of subject matter					
UNIT IV	Professional growth of teachers			18	
Teacher: qualities, professional growth and role. Organizing activities: economics club, seminar, and competition, wall magazine, using community resource and organizing field trips.					
		Lecture		Tutorial	
				Total	

		45	30	75
<p>Activities (Any one of the following)</p> <p>(i) Define and evaluate the term GNP</p> <p>(ii) Role of economics in life (Case study of any one family)</p> <p>(iii) Evaluate income and expenditure of any one secondary school</p>				
<p>BOOKS RECOMMENDED</p> <p>1. Dhillon, Satinder: Teaching of Economics.</p> <p>2. Kanwar, B.S. : Teaching of Economics.</p> <p>3. Mittal, R.L.: Arth Shastar Da Adhiapan (Pbi. Univ.)</p> <p>4. Mukherjee, Sandhya: Teaching of Economics.</p> <p>5. Rai, B.C.: Teaching of Economics.</p> <p>6. Sidhu, H.S.: Teaching of Economics</p> <p>7. Siddiqui, M.H.: Teaching of Economics.</p> <p>8. Yadav, Amita:Teaching of Economics</p>				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202G	PC:01(Part:01) TEACHING OF GEOGRAPHY - I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the nature and objectives of teaching geography	Cog.		Remembering	
CO2	Describe the approaches of curriculum	Cog.		Understanding	
CO3	Explain the review of text book in teaching geography	Cog.		Analyzing	
CO4	Describe the qualities of geography teachers	Cog.		Understanding	
Unit	Content			Hrs	
UNIT I	Nature and objectives of Geography			18	
Geography: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles, role and importance of the geography teacher					
UNIT II	Approaches of curriculum			18	
Approaches to curriculum design: topical, integrated discipline, conceptual design curriculum					
UNIT III	Text Book Review			18	
Geography text book: meaning, types, importance and qualities					
UNIT IV	Teachers qualities			19	
Geography teacher: qualities, professional growth and role, formation and management of geography lab					
		Lecture	Tutorial	Total	
		45	30	75	
Activities (Any one of the following)					

- (i) Development and change in urban areas
- (ii) Geographical changes in the context of population migration
- (iii) Evaluate geographical aspects of any school

BOOKS RECOMMENDED

1. Arora, K.L.: Teaching of Geography.
2. Braiult, E.W.H. and Share, D.W.: Geography in & out of School:(Suggestions for teaching in second schools), London.
3. Dhand Harry: Dictionary of Geography Technique in Teaching, Ashish Publishing.
4. Gopsil, Gitt: The Teaching of Geography, Macmillan & Co., London.
5. Grave, N.J.: Geography in Education, Reinenman.
6. Grave, N.J.: Geography in Education, Reindnman Education Books, New Delhi.
7. Grieve, J.N.: Geography in School.
8. Kaul, A.K.: Teaching or Geography.
9. Macnee, E.A.: The Teaching of Geography, Cambridge University Press, 1951.
10. Rao, M.S.: Teaching of Geography, Anmol Publications Pvt. Ltd., New Delhi.
11. Shaida, B.D. & Sharma, J.C.: Teaching of Geography
12. Thrall, Zoe: Teaching of Geography

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED202H	PC:01(Part:01) TEACHING OF HISTORY -I	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Explain the modern concepts of history and its exposition	Cog.		Understanding	
CO2	Summaries the development and role of teachers in history	Cog.		Analyzing	
CO3	Explain the importance and qualities of text book.	Cog.		Remembering	
CO4	Apply the approaches in curriculum design	Cog.		Applying	
Unit	Content			Hrs	
UNIT I	Nature and scope of teaching history			19	
History: meaning, nature, objectives, importance, scope; relationship with other subjects; modern concept of history, exploration, criticism synthesis and exposition. Curriculum: meaning, principles – Man as social animal and as a citizen.					
UNIT II	Development and role of teacher			18	
Role of the history teacher for use and development of history, developer of international understanding, techniques for teaching history, questioning narration, illustration, drill, dramatization, seminar, panel discussion, conference and workshops etc.; their uses and applications.					
UNIT III	Text book review			18	
History text book: meaning, types, importance and qualities; classification of instructional objectives of teaching history in operational terms					
UNIT IV	Approaches of curriculum design			19	
Approaches to curriculum design- social, political and cultural considerations and issues related to the curriculum of history, trend analysis in history. Define lesson plan, need for lesson planning, different formats of lesson plan and writing a lesson plan.					
		Lecture		Tutorial	
				Total	

		45	30	75
<p>Activities (Any one of the following)</p> <p>(i) Write down the brief history of any govt. school.</p> <p>(ii) Evaluate one chapter of history of any class.</p> <p>(iii) Visit any one historical place and write down its historical importance.</p>				
<p>BOOKS RECOMMENDED</p> <ol style="list-style-type: none"> 1. Burnston, W.H.: Principles of History Teaching. 2. Car, E.H.: What is History? 3. Chaubhe, K.P.: Audio-visual Aids in Teaching of Indian History. 4. Ghata, V.D.: The Teaching of History. 5. Ghosh, K.D.: Creative Teaching in History. 6. Hill, C.P.: Suggestion for Teaching of History, UNESCO. 7. N.C.E.R.T.: Effective Teaching of History in India. 8. Prakash, Budh:A New Approach to History. 				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203T	PC:02(Part :02)	3	1	0	4
C:A:P	rp;wg;G jkpo; fw;gpj;jy;Kiw - II	L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	nkhopapd; Njhw;wKk tsh;r;rpAk gw;wp mwpjy;	Cog.		mwpjy;	
CO2	nkhopapay; NfhL;LghLfis Gwpjy	Cog.		Gwpjy;	
CO3	Kj;jkpopd; tsh;r;rp epiy, gpw;fhy tsh;r;rp epiy ehLfj;jpd; Njhw;wKk mwpjy;	Cog.,		mwpjy;	
CO4	vOj;Jf;fspd; gpwg;G, tiffis tpsf;Fjy;	Cog.,		tpsf;Fjy;	
CO5	,yf;fpaj jpwdha;T nfhs;iffis mwpjy	Cog		mwpjy;	
Unit	Content			Hrs	
UNIT I	jkpo;nkhopapd; Njhw;wk tsh;r;rp			15	
<p>nkhop - nkhopapd; gz;Gfs; - nkhopj; Njhw;wf; nfhs;iffis; - nkhopapd; tsh;r;rp - jkpo;nkhopapd; tuyhW - vOj;Jr rPh;jpUj;jk - fpisnkhopf; nfhs;iffis; - Ngr;Rnkhop - vOj;J nkhop - jkpo;nkhopapd; jdpj;jd;ikfs;. fiyj;jpLLk - fiyj;jpLLkcUthf;Fjypy; rpy mbg;gilf; nfhs;iffis - fiyj;jpLL khw;wk - Njrpaf; fy;tpf; nfhs;if - fy;tpapd Nehf;fk - gs;spf; fiyj;jpLLk - gs;spf; fiyj;jpLLj;jpy; jha;nkhopapd; gq;F.</p>					
UNIT II	nkhopapay; NfhL;LghLfs			15	
<p>xyp nkhopahjy; - vOj;Jf;fspd; gpwg;G - jkpo; xypfspd; gpwg;G - ed;D}yhh; nfhs;iffis; - nkhopapayhh; nfhs;if - nkhopapd; mikg;G - xypadpay; - cUgdpay; - njhLhpay; xypia MuhAk Kiwfs; - xypad;fisf; fhZk NfhLghLfs; - capnuhypfs;> nka;nahypfs;. nkhopf; fy;tpapd ,d;wpaikahik - nkhopAk r%fKk - nkhoptsh;r;rpapy; #o;epiyapd; gq;F - nkhop fw;wYf;fhd cstpay nfhs;iffis;.</p>					
UNIT III	Kj;jkpopd; tsh;r;rp epiy			15	
<p>,yf;fpa tif - ftij (ahg;gpay; E}y;) - ftpij - NkdhLLhh jk;owpQh;fs; tpsf;fk - kuG ftpij - GJf;ftpj - ,irj;jkpo; - njhy;fhg;gpaj;jpy; ,irj jkpo; \$Wfs - rpyg;gjpofhuk - Njthug;ghLy;fspy; ,irj;jkpo;f; \$Wfs - gpw;fhy tsh;r;rp epiy ehLfj;jpd; Njhw;wKk tsh;r;rpAk - rq;f fhyk Kjy; ,f;fhyk tiu - ehLf tiffs -</p>					

nra;Aīs ehLfkhf;fpf; fw;gpj;jy; cj;jp. gz;ilf;fhy ,yf;fpak - njhy;fhg;gpak - vL;Lj;njhif - gj;Jg;ghLL -fhg;gpaq;fs; - topghL;Lg; ghLy;fs; - rpw;wpyf;fpak - ePjp ,yf;fpaq;fs;. gz;ilf;fhyr rq;fq;fs; - Kr;rq;fk - ngsj;j rkz mikg;Gfs irt kLq;fs; muRrhh; mīkg;Gfs; - jdpahh; mīkg;G.				
UNIT IV	,yf;fz mwpT			15
KjnyOj;Jf;fs; - rhh;ngOj;Jf;fs; - vOj;Jf;fspd; gpwg;G – nrhy;ypyf;fz tiffs - Ntw;Wīk - MFngah; - Gzh;r;rp nghUspyf;fzk - mfk - Gwk; - ahg;G - mīr - rPh; - jis – mb – njhiL - ghtif - nghUs;Nfhs; - mzp ,yf;fzk.				
UNIT V	,yf;fpaj jpwdha;Tf; nfhs;iffs			15
jpwdha;tpd; Njhw;wk - ,d;iwa jpwdha;tpd; epiy - jpwdha;T tiffs; - ,yf;fpa Ma;T newpKiwfs - Gjpdk> rpWfij> rpWth; ,yf;fpak> ehL;LGw ,yf;fpak> gaz ,yf;fpak; jkpo; ,jopfs; - mr;R CLfq;fSk gpwnjhlh;G CLfq;fSk - kpd;dZ CLfq;fs; fzpd; topj;jkpo;f;fy;t; - ,izajsk - kpd;dZ mQ;ry; - ,izakK fy;tpAk.				
		Lecture	Tutorial	Total
		45	30	75
ghh;it E}y;fs				
1. mwthzd;. f.g (1998) ftpijapd capH, cs;sk , cLy; , nrd;id : ghupepiyak.				
2. mīLf;fyrhk (1997) ,yf;fpa tuyhW, nrd;id : ghy;epyhg; gjpg;gfk.				
3. fzgjp. t (1999) ew;wkpo; fw;gpf;Fk Kiwfs; , gFjp 2 nrd;id -14, rhe;jh gjpg;gfk.				
4. Nfhfpyh j;q;frhk (2000) Foe;ij ikaf;fy;tpAk , jkpo;fw;gpj;jYk> fhe;jp fpuhk; mdpr;rk rpwg;G ntspaPL				
5. Rak;G. ng> jkpo; ,yf;fpa tuyhW (2008) jpirad;tpis : ghujp gjpg;gfk.				
6. jPdjahs;. G+ (2010) jkpo; fw;gpj;jypy GJikfs; Nryk : =fpU\;zh gg;spNfd;];				
7. t[;uNtY R. jkpo fw;wYk fw;gpj;jYk> nrd;id : 11> jp.efh;.				
8. NtZNfhghy; ,g> rhe;jFkhhp .f (2013) jkpo; fw;gpj;jypy; GJikfs;> nrd;id: rhujh gjpg;gfk				
9. NtZNfhghy; ,.gh (1991) i;ge;jkpo; fw;gpf;Fk Kiwfs, NtY}H : rFe;jyh gjpg;gfk.				
10. ,uj;jpd rghgj> kf;fs; njhlh;Gk khz;GW fy;tpAk> nrd;id rhe;jh gjpg;gfk.				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203E	PC:02(Part :02) TEACHING OF ENGLISH – II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the various types and way of teaching vocabulary	Cog.		Remembering	
CO2	Analyze the various styles in teaching composition	Cog.		Analyze	
CO3	Interpret the various method and materials use for teaching English	Cog.,		Understanding	
CO4	Understanding the lesson plan preparation for teaching prose etc.	Cog.,		Understanding	
CO5		Cog			
Unit	Content			Hrs	
UNIT I	Vocabulary			19	
Vocabulary its types and various ways of teaching and expansion of vocabulary, developing the writing skills: Choice of script, dictation and spellings. Formal and informal writings such as poetry, short story, diary, notices articles reports, advertisements etc.					
UNIT II	Teaching Composition			18	
Teaching Composition; Types and procedure. Poetry and prose; Its meaning, style of writing & recitation/reading w.r.t. rhyme scheme and language used.					
UNIT III	Use of Technology in English			19	
Teaching-learning materials and Audio-Visual aids: meaning, importance and its types with special reference to preparation of charts, models, PPT, use of print media such as magazines, newspapers and ICT, Concept of language lab.					
UNIT IV	Lesson Planning			18	
Lesson Planning: Importance, preparation of lesson plans for teaching Prose, Poetry, Grammar and Composition, Concept of CCE & Evaluation, meaning and importance of tests and examination, different types of tests; oral, written, self-evaluation and group evaluation. Some ways and means					

for testing different skills of English language

		Lecture	Tutorial	Total
		45	30	75

Activities (Any one of the following)

- (i) Analysis of advertisement in regional newspaper on the basis of language.
- (ii) Preparation of transparencies
- (iii) Preparation of educational media software

BOOKS RECOMMENDED

1. Bhatia, Achla & Kaur, Ravjeet (2011). Modern Teaching of English. Patiala: Twenty First Century Publications.
2. Bhatia, K.K. Teaching and Learning English as a Foreign Language.
3. Chapman, L.R.H. Teaching English to Beginners, Longmans, London.
4. Deepika & Singh, Surjit (2010). Techniques of Teaching English. Patiala: Twenty First Century Publications.
5. Fisby, A.W. (1970). Teaching English: Notes and Comments in English Overseas, E.L.B.S., London.
6. N.C.E.R.T. (1970). English for Today Book I & II at Home and School.
7. Raman, M. (2004). English Language Teaching. Atlantic Publishers, New Delhi.
8. Sachdeva, M.S. (2013). Teaching of English. Patiala: Twenty First Century Publications.
9. Seely, John. Oxford Guide to Writing and Speaking Teaching of English.
10. Singh, Y. K. (2005). Teaching of English. APH Publication Corporation, New Delhi.
11. Notes for Teachers in Training – Regional Institute English Chandigarh, O.U.P.
12. Venkateswaran, S. Principles of Teaching English.
13. Venugopal, K.R. Methods of Teaching English, Neel Kamal Publishers.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203P	PC:02(Part :02) TEACHING OF PHYSICAL SCIENCE - II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the concept of maintenance of physical science laboratory	Cog.		Remembering	
CO2	Summaries the cocurricular activities and approaches in teaching physical science	Cog.		Understanding	
CO3	Asses the different teaching methods in physical science	Cog.,		Evaluating	
CO4	Assess the evaluation system of question paper setting	Cog.,		Evaluating	
Unit	Content			Hrs	
UNIT I	Maintenance of Physical Science Laboratory			18	
Physical Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintenance of stock and store registers, Maintaining Records and Safety Procedures.					
UNIT II	Cocurricular Activities			19	
Co-curricular and non-formal Approaches: field trips, school gardening, Science clubs, visit to science museums, science fairs, excursions, quiz, seminars. Science library, note books, reference books, science journals.					
UNIT III	Methods of Physical Science			19	
Methods of teaching Physical Science with special reference to: Lecture method, Lecture-cum-demonstration method, Heuristic method, Problem solving method and Unit Planning. Lesson planning in Physical Science: concept, objectives, importance and steps.					
UNIT IV	Evaluation			18	
Concept of evaluation, qualities of a good test, tools of evaluation, various types of questions and construction of an achievement test in Physical Science.					
		Lecture	Tutorial	Total	
		45	30	75	

Activities (Any one of the following)

- (i) Practicing at least two experiments to be conducted /demonstrated in secondary classes.
- (ii) Writing two lesson plans.
- (iii) Construction of an achievement test.

BOOKS RECOMMENDED

1. Anderson, Hans:Readings in Science Education for Secondary School
2. Bhandu, N.:Teaching of Science
3. Dass, L.C.:Teaching of Science (6th ed.)
4. Gupta, S.K.:Teaching Physical Science in Secondary Schools
5. Kesis and Ogburn, Hoffmann:Modern Science Teaching
6. Kohli, V.K.:How to Teach Science
7. Kumar, Amrit:Teaching of Physical Science, Anmol.
8. Mann, S.S.:How to Teach Science
9. Richardson, J.S. and Caboon, G.P.: Method and Material for TeachingGeneral and Physical Science, McGraw Hill Book Co. Inc., New York.
10. Sharma, R.C.:Modern Science Teaching
11. Mohan, Radha:Innovative Physical Science Teaching Method, P.H.I., New Delhi.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203B	PC:02(Part :02) TEACHING OF BIOLOGICAL SCIENCE - II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Assess the different types of approaches and methods of teaching Biological Science	Cog.		Evaluating	
CO2	Develop the lesson plan, unit plan in biological science	Cog.		Understanding	
CO3	Describe the professional development of biological teachers.	Cog.,		Remembering	
CO4	Assess the different assessment and evaluation system in teaching biological science	Cog.,		Evaluating	
Unit	Content			Hrs	
UNIT I	Approaches and methods of Teaching Biological Science			19	
Approaches and Methods of Teaching Biological Sciences: Lecture, lecture-cum demonstration, laboratory, heuristic, project, problem solving, inductive and deductive method. Constructivist approach to Biological Science teaching.					
UNIT II	Concept of Lesson Plan			19	
Unit Plan: Characteristics, steps in Unit Plan, Lesson Planning: concept, objectives, importance and steps. Co-curricular and non-formal Approaches: field trips, school gardening, biology clubs, visit to science museums, science fairs, excursions, science library, quiz, seminars.					
UNIT III	Professional Development of Teachers			18	
Professional development of Biological Science teacher: meaning, need, professional development at individual and government level.					
UNIT IV	Assessment and Evaluation			19	
Evaluation in Biological Science: concept, importance, analysis and critique of present pattern of examination at school level, Continuous and comprehensive evaluation (CCE), various types of tests: essay, objective and short answer type, qualities of a good test; Construction of an achievement test					

		Lecture	Tutorial	Total
		45	30	75

Activities (Any one of the following)

- (i) Practicing atleast two experiments to be conducted /demonstrated in secondary classes.
- (ii) Writing two lesson plans.
- (iii) Construction of an achievement test.

BOOKS RECOMMENDED

1. Collete, Alfred T. and Eugene L. Chiappeta (1994), Science Instruction in the Middle & Secondary Schools, Macmillan, NewYork .
2. Jerry Wellington (1996) Teaching Science in Secondary Classes, Routledge, USA.
3. Kohli, V.K. () How to Teach Science, Shri Krishna Publication, Ambla.
4. Mohan, Radha (2004), Innovative Science Teaching for Physical science Teachers, Prentice Hall of India, New Delhi.
5. Ramakrishna, A. (2012), Methodology of Teaching Lifescience, Pearson Publications.
6. Sharma, Promila(2009), Teaching of Biological Science, APH Publishing House, New Delhi.
7. Siddiqi & Siddiqi(2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
8. Soni, Anju (2009), Teaching of Biology, Tandon Publications, Ludhiana.
9. Sundarajan, S (1995) Teaching Science in Middle School: A Resource Book. Orient Longman, Hyderabad.
10. Tony Turner & Wendy Dimareo (1998), Learning to Teach Science in Secondary School, Routledge Publication, USA.
11. UNESCO (1966) Source Book for Science Teaching; UNESCO: Paris.
12. UNESCO (1987), New Trends in Biology Teaching, Volume V.
13. Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers, New Delhi.
14. Venkataiah S. (2000) Science Education, Anmol Publications Pvt.Ltd., New Delhi.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203M	PC:02(Part :02) TEACHING OF MATHEMATICS - II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Describe the strategies in teaching mathematics	Cog.		Remembering	
CO2	Assess the methods of teaching mathematics	Cog.		Evaluating	
CO3	Analyze the instructional design and lesson plan	Cog.,		Analyzing	
CO4	Assess the evaluation and remedial measure in teaching mathematics	Cog.,		Evaluating	
Unit	Content			Hrs	
UNIT I	Strategies in teaching Mathematics			18	
Strategies for Learning and Teaching Mathematics: Concept formation and concept attainment: concept attainment model and Constructivism and zone of proximal development for learning and teaching of concepts					
UNIT II	Methods of Teaching mathematics			19	
Methods of Teaching: Lecture, discussion, demonstration, inductive-deductive, analytic-synthetic, problem-solving and project; Techniques of Teaching Mathematics: Oral work, written work, drill-work, brain- storming and computer assisted instruction (CAI).					
UNIT III	Lesson Planning			19	
Lesson planning – Importance and basic steps. Planning lesson of arithmetic, algebra and geometry; Unit Planning : Format of A unit plan; Assessment and Evaluation for Mathematics Learning: Error analysis, diagnostic tests, identification of hard spots and remedial measures; Tools and techniques for formative and summative assessments of learner achievement in mathematics;					
UNIT IV	Assessment and Evaluation			18	
Preparation of diagnostic and achievement test; Remedial measures in teaching of mathematics; Teaching different branches: Arithmetic, algebra, geometry, trigonometry, statistics.					
		Lecture		Tutorial	
				Total	

		45	30	75
<p>Activities (Any one of the following)</p> <p>(i) Preparation of case study of slow or gifted learner in mathematics</p> <p>(ii) Construction of achievement test</p> <p>(iii) Preparation of enrichment program for gifted children in mathematics</p>				
<p>BOOKS RECOMMENDED</p> <ol style="list-style-type: none"> 1. Taylor, et al: Learning and Teaching Mathematics 2. Hansen, et al: Children's Errors in Mathematics 3. Witt, Marcus: Primary Mathematics for Trainee Teachers. 4. Chambers, P.: Teaching mathematics in the secondary school 5. Butler and Wren: The Meaning of Secondary School Mathematics 6. Chadha, B.N.: The Teaching of Mathematics 7. Gakhar, S.C. and Singh, Raminder: Teaching of Mathematics 8. Kumar and Ratnalikar, D.N.: Teaching of Mathematics 9. Mangal, S.K.: Teaching of Mathematics N.C.E.R.T. Text Books (6th Class to 10th Class) 10. Sidhu, K.S.: The Teaching of Mathematics 11. Travers, et al.: Mathematics Teaching 12. Bloom, B.S: Taxonomy of educational objectives; the classification of educational goals. 				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203CO	PC:02(Part :02)	3	1	0	4
C:A:P	TEACHING OF COMPUTER SCIENCE - II	L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Describe the methods of Teaching computer Science	Cog.		Analyzing	
CO2	Examine the resources and its needs of computer science lab and objective of instruction design	Cog.		Analyzing	
CO3	Assess the concepts of assessment and evaluation	Cog.		Evaluating	
CO4	Explain the uses of internet and CAI	Cog.		Understanding	
Unit	Content			Hrs	
UNIT I	Methods of Teaching Computer Science			19	
Methods of teaching of Computer Science: demonstration, lecture, problem solving, laboratory and project methods, multimedia; internship in teaching: concept and importance					
UNIT II	Maintenance of computer science laboratory planning and instruction			9	
Computer Science Laboratory: importance and organization, Year Plan, - Unit Planning: preparation and use of unit plan – micro teaching and its cycle – practicing any 5 skills.					
UNIT III	Assessment and Evaluation			18	
Evaluation in computer science: concept, importance and types; different type of tests: essay type, objective and short answer type; importance and steps. Achievement test – Teacher Made and Standardized Test. Diagnostic and prognostic tests.					
UNIT IV	Internet			19	
Internet: meaning, scope and applications in Education, Role of ICT in teacher education, video technology in education, CAI.					
		Lecture		Tutorial	Total

		45	30	75
Activities (Any one of the following) Hands on experience:				
(i) MS Power Point				
(ii) MS Word and				
(iii) MS Excel				
BOOKS RECOMMENDED				
1. Abbott, C. (2001). ICT: Changing Education. UK: Psychology Press.				
2. Khan, N. (2004). Educational Technology. New Delhi: Rajat Publications.				
3. Mambi, Adam J. (2010). ICT Law Book: A Source Book for Information and Communication Technologies. Tanzania: Mkukina Nyota Publishers Ltd.				
4. Mangal, S.K., & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.				
5. Mehra, V. (2004). Educational Technology. New Delhi: S.S. Publishers.				
6. Sharma, R.A. (2006). Technological Foundations of Education. Meerut: R. Lall Book Depot.				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203C	PC:02(Part :02) TEACHING OF COMMERCE - II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Explain the methods of teaching commerce	Cog.		Understanding	
CO2	Describe the audio – visual aids and skills of teaching commerce	Cog.		Remembering	
CO3	Analyzing the pedagogical analysis of teaching commerce	Cog.,		Analyzing	
CO4	Examine the assessment and evaluation techniques of teaching commerce	Cog.,		Evaluating	
Unit	Content			Hrs	
UNIT I	Methods of teaching commerce			19	
Methods of teaching commerce: concept, characteristics, methods - lecture, discussion, source, case study, role playing and problem solving					
UNIT II	Audio – Visual Aids			18	
Audio-visual aids: meaning, importance. Analysis and discussion of skills of teaching commerce - Internship in teaching: concept and importance					
UNIT III	Pedagogical Analysis			18	
Pedagogical analysis of content: pedagogical analysis of unit, identification of new concepts in a unit, behavioural outcomes, selecting and development learning experiences and activities in a unit, preparation of a unit plan, maintenance of classroom environment					
UNIT IV	Assessment and Evaluation			19	
Evaluation in commerce: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson plan: concept, objectives, importance and steps. Types and techniques of evaluation.					
		Lecture	Tutorial	Total	
		45	30	75	

Activities (Any one of the following)

- (i) Prepare a balance sheet of any educational institution
- (ii) Critical analysis of one unit of commerce at the secondary level
- (iii) Role of financial sector in modern economy.

BOOKS RECOMMENDED

1. Gupta, Rainu: Teaching of Commerce. Delhi: Shipra.
2. Ghosh, D.K.:Financing of Education. (Vol.I to III). Delhi:Cosmo.
3. Douglas, Palmford and Anderson:Teaching Business Subjects, Prentice Hall.
4. Musselman and Hann:Teaching Book-keeping and Accounting, McGraw Hill.
5. Tonne, Lopham and Freeman:Methods of Teaching Business Subjects,McGraw Hill.
6. Tonne, Herbert, A.:Principles of Business Education, McGraw Hill.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203EC	PC:02(Part :02) TEACHING OF ECONOMICS - II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Analyzing the methods of teaching economics	Cog.		Analyzing	
CO2	Describe the uses of text book	Cog.		Understanding	
CO3	Apply the significant principle of instructional design	Cog.,		Applying	
CO4	Examine the assessment and evaluation of teaching economics	Cog.,		Evaluating	
Unit	Content			Hrs	
UNIT I	Methods of Teaching Economics			18	
Methods - lecture, discussion, source, project and problem solving; Audio visual aids: meaning and importance. Using of teaching aids					
UNIT II	Text book			18	
Use of text books, workbooks, newspaper, models, computer based instruction in economics.					
UNIT III	Instructional Design in economics			19	
Meaning, importance and format of lesson plan – principles of lesson planning – characteristics of a lesson plan – prepare lesson plan according to active learning strategies – unit plan - resources plan.					
UNIT IV	Assessment and Evaluation			19	
Evaluation in Economics: concept, importance and types; different type of tests: essay type test, objective and short answer type.					
		Lecture		Tutorial	
		45		30	
				Total	
		75			

Activities (Any one of the following)

- (i) Construction of an achievement test in Economics.
- (ii) Evaluate income and expenditure of any one institution.
- (iii) Preparation of a low-cost teaching aid

BOOKS RECOMMENDED

1. Dhillon, Satinder: Teaching of Economics.
2. Kanwar, B.S.: Teaching of Economics.
3. Mittal, R.L.: Arth Shastar Da Adhiapan (Pbi. Univ.)
4. Mukherjee, Sandhya: Teaching of Economics.
5. Rai, B.C.: Teaching of Economics.
6. Sidhu, H.S.: Teaching of Economics
7. Siddiqui, M.H.: Teaching of Economics.
8. Yadav, Amita: Teaching of Economics

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203G	PC:02(Part :02) TEACHING OF GEOGRAPHY - II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Assess the methods of teaching geography	Cog.		Evaluating	
CO2	Describe the concept of audio – visual aids	Cog.		Understanding	
CO3	Examine the maintenance and organization skill in teaching geography	Cog.		Analyzing	
CO4	Apply the significance of teaching geography through lesson plan	Cog.		Applying	
Unit	Content			Hrs	
UNIT I	Methods of teaching geography			19	
Methods of teaching geography: concept, characteristics, methods - lecture, excursion, project and problem solving					
UNIT II	Audio – visual aids			18	
Audio visual aids: meaning, importance, projective and non-projective teaching aids. Internship in teaching: concept and importance.					
UNIT III	Maintenance and organization skills			19	
Organizational skills: place finding from Atlas, map making, organizing quiz competition, exhibition, wall magazine, organizing field trips, use of geographical dictionary, use of geographical instruments and equipment. Photography as a learning tool: meaning, importance and use in teaching of geography.					
UNIT IV	Concept of lesson plan			18	
Lesson plan: concept, objectives, importance and steps, Evaluation in geography: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type; computer based instruction; power point presentation.					
		Lecture		Tutorial	
		45		30	
				Total	
		45		75	

Activities (Any one of the following)

- (i) Concept of Green society
- (ii) Critically evaluate Ecological problems due to today's development model
- (iii) Role of NGO's for geographical importance of nature.

BOOKS RECOMMENDED

1. Arora, K.L.: Teaching of Geography.
2. Braiult, E.W.H. and Share, D.W.: Geography in & out of School:(Suggestions for teaching in second schools), London.
3. Dhand Harry: Dictionary of Geography Technique in Teaching, Ashish Publishing.
4. Gopsil, Gitt: The Teaching of Geography, Macmillan & Co., London.
5. Grave, N.J.: Geography in Education, Reinenman.
6. Grave, N.J.: Geography in Education, Reindnman Education Books, New Delhi.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED203H	PC:02(Part :02) TEACHING OF HISTORY - II	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the methods of teaching history	Cog.		Understanding	
CO2	Summaries the concept of audio – visual aids	Cog.		Remembering	
CO3	Explain the importance of library resources	Cog.		Understanding	
CO4	Examine the evaluation and examination in teaching history	Cog.		Analysing	
Unit	Content			Hrs	
UNIT I	Methods of teaching history			19	
Methods of teaching history: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving					
UNIT II	Audio – visual aids			18	
Audio-visual aids: meaning, importance, types. Internship in teaching: concept and importance;					
UNIT III	Importance of library resources			18	
Importance of library resource, reference books, atlas and maps, collection and upkeep of history resource, trend analysis in history.					
UNIT IV	Evaluation and examination			19	
Evaluation in history: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type; principle for setting a summative evaluation question paper in history, techniques of using and reporting test results.					
		Lecture	Tutorial	Total	
		45	30	75	
Activities (Any one of the following)					
(i) Importance of historical studies.					

(ii) Write down any historical event

(iii) Role of history for future orientation.

BOOKS RECOMMENDED

1. Burnston, W.H.:Principles of History Teaching.
2. Car, E.H.:What is History.
3. Chaubhe, K.P.:Audio-visual Aids in Teaching of Indian History.
4. Ghata, V.D.:The Teaching of History.
5. Ghosh, K.D.:Creative Teaching in History.
6. Hill, C.P.:Suggestion for Teaching of History, UNESCO.
7. N.C.E.R.T.:Effective Teaching of History in India.
8. Prakash, Budh:A New Approach to History.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED204	CC:02	3	1	0	4
C:A:P	LANGUAGE ACROSS THE CURRICULUM – PART 2	L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Recognize the methods of reading	Cog.		Remembering	
CO2	Use the methods of writings	Cog.		Applying	
Unit	Content				Hrs
UNIT I	ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS				23
<p>For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves. Sequence of Activities</p> <p>Selecting the topic for research and articulating some guiding questions. Searching and locating relevant reference books (could be from a school library or the institute library). Scanning, skimming and extracting relevant information from the books by making notes - Collating notes and organizing information under various sub- headings - Planning a presentation – with display and oral components.</p>					
UNIT II	ENGAGING WITH EDUCATIONAL WRITING				22
<p>Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student teachers can be grouped randomly for this Unit. Suggested Activities</p> <p>Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs). Analyzing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion). Discussion of the theme, sharing responses and point(s) of view (small group discussion). Writing a response paper (individually or in pairs). Presentations of selected papers, questions and answers (large group)</p>					
		Lecture		Tutorial	
		30		15	
		Total		45	

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED205	UNDERSTANDING THE SELF	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	1	0	4
Course outcome		Domain		Level	
CO1	Define the aim and objectives of understanding the self	Cog.		Remembering	
CO2	Discover the potential of self	Cog.		Applying	
CO3	Explain the views of sensitivity in understanding consciousness	Cog.,		Understanding	
CO4	Apply the concepts of self in creating peace progress and harmony	Cog.,		Applying	
CO5	Apply the concept of facilitating personal growth in teaching	Cog		Applying	
Unit	Content			Hrs	
UNIT I	Exploring the Aim of Life Objectives			15	
To enable students to develop a vision of life for themselves - To encourage students to give conscious direction to their lives to take responsibility for their actions - To develop a holistic and integrated understanding of the human self and personality.					
Workshop Themes					
<ul style="list-style-type: none"> • Vision as a person: Aspiration and purpose of life. • Giving a conscious direction to life. • Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life. 					
UNIT II	Discovering one's True Potential			10	
To facilitate the personal growth of the students by helping them to identify their own potential - To develop the power of positive attitude - To encourage students to develop the capacity for self-reflection and personal integration.					
Workshop Themes					

- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal

UNIT III

Developing Sensitivity

5

To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation - To encourage students to develop the capacity for perspective taking and appreciating different points of view - To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

UNIT IV

Peace, Progress and Harmony

15

To develop the capacity to establish peace within oneself - To develop the capacity to establish harmony within a group and methods of conflict resolution - To understand the meaning of leadership and develop attitudes and skills of a catalyst - To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

Unit V	Facilitating Personal Growth: Applications in Teaching			
To explore attitudes and methods needed for facilitating personal growth in students - To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.				
<p>Workshop Themes</p> <ul style="list-style-type: none"> • Becoming a self-reflective practitioner: becoming conscious of one’s own attitudes and communication pattern while teaching. • Observing children: appreciating social, economic, cultural and individual differences in children and relating with them • Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching. 				
		Lecture	Tutorial	Total
		30	15	45
<p>Mode of Transaction</p> <p>There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator’s personal integration and unique individual and group characteristics and are rooted within the context of student’s lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology.</p>				
<p>Essential Readings</p> <ol style="list-style-type: none"> 1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi). 2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram. 3. Frankl, V. (1946). Man’s Search for Meaning. New York: Pocket Books. 4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier. 5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust. 6. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT. 7. Walk with Me: A 				

Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

7. Readings for Discussion 1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED301	Gender, School and Society	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the concepts of gender and its significance in social contexts	Cog.		Remembering	
CO2	Explain the issues of gender and its challenges	Cog.		Understanding	
CO3	Analyze the issues and the constraints of gender	Cog.,		Analyzing	
CO4	Discover the role of institutions and propagating ideas	Cog.,		Applying	
Unit	Content			Hrs	
UNIT I	Gender Issues: Key Concepts			15	
<p>The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.</p> <p>Unequal access of education to girls; access to schools; gender identity construction at home and in society.</p> <p>Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.</p>					
UNIT II	Gender Challenges and Education			10	
<p>Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.</p> <p>Representation of gendered roles, relationships and ideas in textbooks and curricula.</p> <p>Schools nurture or challenge creation of young people as masculine and feminine selves.</p>					
UNIT III	Gender Issues and Role of Teacher			5	
<p>Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their</p>					

students', instead of shying away from the same.)

Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).

Identification of sexual abuse/violence and its verbalization, (combating the dominant societal outlook of objectification of the female body, and so on.)

UNIT IV	Role of the Media and Life Skills Education	15
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Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.

Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.

Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

		Lecture	Tutorial	Total
		30	15	45

Assignment:

1. Group Discussion: B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

2. Group work& activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

3. Assignments and Projects: Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

References:

1. Aeker,S. (1994) Feminist theory and the study of gender and education; In S.
2. Acker, Gendered Education: Sociological Reflections on women, Teaching and

3. Feminism, Buckingham: Open University Press.
4. Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
5. Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.
6. Lips, Hilary M. (1989) Sex and Gender an Introduction, California
7. Mountainview, Mayfield Publishing Company.
8. Shokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
9. David, Mirrian, E. (1980) State the Family and education, London: Routledge and kegan Paul Desai, 12. Tyler, W. (1977) The sociology of educational inequality, London: Methuen.
10. Chandra, Karuna (1984) Structures and ideologies: Socialization and Education of girl
11. Child in South Asia', Indian. Journal of Social Sciences. Vol 3 No. 1.
12. Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', New frontiers in higher education, Vol.- XV No. 3.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED302	CREATING INCLUSIVE SCHOOL	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the concept and needs of education	Cog.		Remembering	
CO2	Classify the nature, types and functional limitations of education	Cog.		Understanding	
CO3	Formulate the concepts and philosophies of inclusive education	Aff		Conceptualizing Value	
CO4	Review the concepts of assessment and the evaluation schemes	Cog.,		Evaluation	
Unit	Content			Hrs	
UNIT I	Special needs and education			15	
Concept and types of special needs - education of children with special needs and its implication for universalization of elementary education. Trends of education for children with special need in India - policies schemes and legislations about the education of children with special educational needs.					
UNIT II	children's and their special needs			10	
Nature, Types and Characteristics of children with special needs - psycho-social and educational characteristics functional limitations with reference to - locomotors impairment - hearing impairment - visual impairment - learning disability - gifted and disadvantaged children - mental retardation and slow learners.					
UNIT III	Inclusive Education			5	
Concept and philosophy of inclusive education - teaching competencies required for inclusive education - Roll of class teachers and Resource teachers in inclusive education. School and classroom management for implementing inclusive education. Guidance and counseling in inclusive education. Specific roll of family and community participation. Support services needed for inclusive schools.					
UNIT IV	Identification And Assessment Of Children With Special Educational Needs			15	

Concept and techniques of assessment - identification and functional assessment of children with special needs - implication of assessment for instructional planning and curriculum.

Curriculum, adaptation, teaching strategies and evaluation in inclusive school.

Principles and methods of curriculum adaptation and adjustment to address diversity.

Teaching learning strategies for children with special educational needs: comparative learning, peer tutoring, behavior modification, multisensory approach, perceptual strategy and system approach. Individual educational program (IEP) and use of emerging technology.

Adaptation in evaluation procedures.

		Lecture	Tutorial	Total
		30	15	45

Practicum: Any one of the following:

(Suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative /slow learner/children with learning disability using standardized test
5. Preparation of teaching plan for accommodation special need (Any one type) in regular classroom.
6. List out the resources for effective implementation of integration programme with reference to any one category of special needs. Apart from the above similar activities from the five units will be identified and given.

References:

1. Montgomery, D. (1990), special need in ordinary schools: children with learning difficulties, Cassel Educational limited, London
2. Ainscow, M. (1990) special needs in the classroom: A Teacher education resource pack UNESCO
3. Hallahan and Kuffman J.M. (1984) exceptional children, Prentice hall
4. Haring N.G. (1986) Exceptional Children and youth Ohio: Columbus Charles E Meml Publishing Co. A Bell and Howell Co.
5. Hegarty S. and Mithu Alur (2002) Education and children with Special.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED303	EPC:02 DRAMA AND ART IN EDUCATION	0	1	3	4
C:A:P		L	T	P	Hrs
1:0:2		0	1	3	4
Course outcome		Domain		Level	
CO1	Follow the experiments and its methods	Psy		Imitation	
CO2	Perform the arts according to the regional arts forms	Psy		Manipulation	
CO3	Classify the different arts forms	Cog.,		Understanding	
Unit	Content				Hrs
UNIT I	VISUAL ARTS AND CRAFTS (PRACTICAL)				15
Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc. Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modelling, paper cutting and folding, etc. Paper framing and display of Art works.					
UNIT II	PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)				15
Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry. Viewing/listening to live and recorded performances of Classical and Regional Art forms Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach Planning a stage-setting for a performance/presentation by the student-teacher.					
UNIT III	APPRECIATION OF ARTS				15
Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education - Identification of different performing Art forms and artists; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose) Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose) - Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose) - Indian festivals and its artistic significance.					
Project Work (Units 1 and 2)					

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms.

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner centered. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences

PRACTICAL PART

1. **BODY MOVEMENT**- Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION**- Focus, Concentration.
3. **SCRIPT WRITING**- characterization, dialogue, time and space, beginning, middle, end.
4. **POETRY RECITATION**- Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**
6. **CASTING.**
7. **BUILDING OF A CHARACTER.**
8. **PARTS OF SPEECH**- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
9. **DESIGN OF A PRODUCTION.**
10. **PRODUCTION**- Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

Suggested Approach for Teaching–learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to

interpret art works/ commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student teachers must organize and participate in the celebrations of festivals, functions, special days, etc.

		Lecture	Tutorial	Total
		30	15	45

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels;

- (i) Internal as well as
- (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on
 - (a) Submission of work/project;
 - (b) Participation in the activities;
 - (c) Creative potential displayed;
 - (d) Application of aesthetic sensibility in campus events and in other course activities.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED304	Educational Psychology Practical	0	1	3	4
C:A:P		L	T	P	Hrs
0:0:2		0	1	3	4
Course outcome		Domain		Level	
CO1	Follow the types of test according to their nature	Psy		Imitations	
Unit	Content				Hrs
UNIT I	PSYCHOLOGY TEST (ANY FIVE)				30
1. Intelligence Test- Verbal 2. Intelligence Test- Non Verbal 3. Interest Test 4. Attitude Test 5. Learning by Whole and Part Method 6. Personality test -Introvert and Extrovert 7. Value Test 8. Adjustment Test 9. Anxiety Test 10. Achievement Test					
		Lecture	Practical	Total	
		-	30	30	

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED305	Practicum and School Internship - I	0	0	2	8
C:A:P		L	T	P	Hrs
0:0:2		0	0	2	2

In the III semester the student's teachers will undergo internship in teaching for 3 weeks the student's teacher will be engaged in the following activities and preparation of records.

- a) Observation Record Level I
- b) Observation Record Level II
- c) Environmental Education Record
- d) Physical Education Record
- e) Visit to Innovative schools and Healthy Practices
- f) Community based Engagement/ Skill Development Record

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED401	Pedagogy of a School Subject part – III	3	1	0	4
C:A:P		L	T	P	Hrs
2:025:075		3	2	0	5
Course outcome		Domain		Level	
CO1	Outline the maxims of teaching discuss the micro teaching and isolate the teaching skills	Cog. Aff Psy		Understanding Responding perception	
CO2	Define the varieties of teaching skills, discuss & select the various skills	Cog. Aff Psy		Remembering Responding perception	
Unit	Content				Hrs
UNIT I	Maxims of Teaching and Micro Teaching				22
Meaning, Nature and Types of Maxims of Teaching, Meaning, Definition, Principles of Micro Teaching, Micro Teaching Cycle, Process of Micro Teaching, Advantages, limitations and uses of Micro Teaching					
UNIT II	TEACHING SKILLS				23
Introduction Skill - Fluency in Questioning - Probing Question - Explaining - Illustrating and use of Examples - Teacher's silences and Non Verbal Cues - Lecturing - Reinforcement - Stimulus variation - Black board - Effective Communication - Recognizing and Attending Behavior's - Self-Induction - Classroom Management - Planned repetition -Achieving Closure					
		Lecture	Tutorial	Total	
		45	-	45	

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED402	EDUCATIONAL TECHNOLOGY AND ICT	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Summaries the basics of computers and its classifications	Cog.		Understanding	
CO2	Define the specifications of computers and the components connected to its process	Cog.		Remembering	
CO3	Perform the operations by using the programming lineage	Cog.,		Applying	
CO4	Classify the various components of multimedia in education	Cog.,		Understanding	
Unit	Content			Hrs	
UNIT I	Fundamentals of Computer			15	
<p>History and Generations - Meaning, Definition and Characteristics - Basic Functions - Input-Process-Output Concepts</p> <p>Anatomy of Computer - Classification: Based on size and capacity (Micro, Mini, Mainframe and Super Computers.) Based on working principle (Analog, Digital and Hybrid Computers.)</p>					
UNIT II	Computer Organization:			10	
<p>Hardware and Software -Input Devices: Key Board, Mouse, Scanner, Digital Camera, Mike, And Digital Board - Central Processing Unit: Arithmetic and Logic Unit, Control Unit and Memory Units.</p> <p>Memory Devices (Storage devices): Primary memory Devices: RAM ROM, PROM, EPROM and EEPROM.</p> <p>Secondary memory Devices: Hard Disk, CD-Rom, DVD, Optical Disk, Pen drive. 2.4 Output Devices: Monitor, Printer, Plotter, Speaker</p> <p>Operating System: Functions of Operating System</p> <p>Types of Operating System – single user and multi user</p> <p>Programming Languages: Types of Languages – LLL and HLL</p> <p>Computer Software: System Software, Application Software and Operating System</p>					

Computer Virus and its prevention.

UNIT III | **Microsoft Windows (System Software)**

5

Introduction to MS-Windows - Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer

Application Programme: MS-OFFICE (Application Software) MS-WORD, MS-EXCEL AND MS POWERPOINT.

Microsoft Word: Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars. Starting Ms-Word, Opening a new document. Opening old document, naming the new document, saving the document using save and save as commands.

Formatting the Document - Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing.

Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings.

Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre, Left, Right, Justified

Editing the Document Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear

Inserting: Frame, objects, pictures, headers, footers, page number, date and time - Tabs, Tables, Columns : Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula

Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, rotate right, reshape - Page setting and printing the document and Mail merge

Educational based applications: Preparation of lesson plans using Ms Word

Microsoft Excel: Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.

Creating a new worksheet, Opening as existing worksheet, saving the worksheet.

Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts. Preparation of School Time Table, Marks list, Salary Bill etc.

Microsoft Power Point: Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars. Working with Text –Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organization of Charts, Tables, Designing Templates, Master Slide, Colour box etc

Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.

Educational based application, use of the Power Point.

UNIT IV	Applications Information and Communication Technology in Education	15		
<p>Introduction to ICT: Meaning, Need and importance of ICT.</p> <p>Introduction to Multi Media: Meaning - Scope - Components - Pre-requisites of Multimedia PC</p> <p>Graphic Effects and Techniques - Sound and Music - Uses of Multimedia for teaching</p> <p>Developing a lesson plan using a multimedia package - Introduction to Internet - Meaning - Characteristics - Uses - Educational based applications of Internet - Computer Application in Education</p> <p>Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits.</p> <p>Computer Assisted Testing: concept, characteristics, modes, merit and demerits</p> <p>Computer Managed Instruction: concept, characteristics, modes, merits and demerits</p> <p>Introduction to/ website –meaning and importance - Social websites (Blog/Twitter/face book).</p>				
		Lecture	Tutorial	Total
		30	15	45
<p>Requirements:</p> <ol style="list-style-type: none"> 1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required. 2. It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table. 3. It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hour practicals.) 4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA 				
<p>Assignments: (Any One Uniform pattern)</p> <ol style="list-style-type: none"> 1. Write the History and Generations of Computer. 2. Write the Input, Output and Storage devices of Computer system. 3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy. 4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy. 5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art, sound, effects, animation, etc...) for teaching any concept on your subjects. 6. Internet: Surfing Educative websites, downloading, taking a printout, creating Email Id. 				
<p>Reference</p> <ol style="list-style-type: none"> 1. Balaguruswamy E. (2001), Programming in Basic, New Delhi: Tata McGraw Hill Publishing 				

Company Limited.

2. Casanova and Molina (1996), Multimedia: Production, Planning and Delivery, New Delhi: Prentice-Hall of India Private Limited.
3. Gupta, Vikas (1997), Micro soft Windows, New Delhi: Pustak Mahal.
4. Gupta, Vikas (1997), Rapidex Computer Course, New Delhi: Pustak Mahal.
5. Harley, Hahn (1996), the Complete Internet Reference, New Delhi: Tata McGraw Hill Publishing Company Limited.
6. Hayes, J.P. (1998), Computer Architecture and Organisation, New Delhi: Tata McGraw Hill Publishing Company Limited. □ □ Jain, V.K. (1997), Computer for Beginners, New Delhi: Pustak Mahal.
7. Leon, Alexis and Mathews (1998), E mail in a Nutshell, Chennai: Leon Tech World.
8. Leon, Alexis and Mathews (1999), Fundamentals of Information Technology, Chennai: Leon Tech World.
9. Milan, Milenkovic (1987), Operating System - Concept and Design, New Delhi: Tata McGraw Hill Publishing Company Limited.
10. Rajaraman V. (1992), Fundamentals of Computer, New Delhi: Prentice-Hall of India Private Limited.
11. Ron, Mansfield (1994), the Compact Guide to Microsoft Office, New Delhi: B.P.B Publication.
12. Singh, Vishnu Priya and Singh, Meenakshi (1998), Multimedia Illustrate, New Delhi: Prentice-Hall of India Private Limited.
13. Subramanian N. (1986), Introduction to Computer Fundamentals, New Delhi: Tata McGraw Hill Publishing Company Limited.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED403V	VALUE EDUCATION	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the concepts and values of education	Cog.		Remembering	
CO2	Classify the values and strategies of education	Cog.		Understanding	
CO3	Analyze the social constraints in education	Cog.,		Analyzing	
CO4	Summaries the various approaches according to their values	Cog.,		Understanding	
Unit	Content			Hrs	
UNIT I	Introduction to Values			15	
<p>Values: Concept, Nature, Types and Significance - Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values - Contemporary Values in Indian Context</p> <p>Panchakosha Theory of Values - Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Nonviolence - Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.</p>					
UNIT II	Strategies of Inculcation of Values			10	
<p>Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.</p> <p>Techniques of Inculcating Values in Life - Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi). Role of Teachers in Value Education.</p>					
UNIT III	Role of Social Agencies in Value Education			5	
<p>Family - Religion - Educational Institutions - Community - Mass Media (Print and Electronic) Information and Communication Technology (Computer and Internet).</p>					
UNIT IV	Value Education in Secondary Schools			15	
<p>Integrated approach - Direct Approach - Incidental approach Co-curricular and Extra-Curricular Activities - Resolving Value Conflicts (value crisis) - Discussion of Burning Social and Moral Problems - Project Work and Community Centered Activities.</p>					
		Lecture		Tutorial	
		30		15	
				Total	
				45	

Assignments (any one)

1. Visit to religious institutions which are involved in Educational endeavor
2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
3. Selection of incidences/ episodes from the biographies depicting particular/ selected value
4. Preparation of Value Judgment Scale.

Reference:

Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.

Dewey, J. (1916) Democracy and Education. New York: Macmillan.

Doyle, T.F. (1973) Educational Judgments. London: Roulledge and Kegam Paul.

Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co. □ □ Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishna brothers.

Kneller, G.F., (1971) Introduction to the Philosophy of Education. New York: Johnwilly and Sons.

Lowenthal, F. and Vandamme F. Eds. (1986) Pragmatics and Education. New York. Planeum.

Marlow A.H., Ed. (1959) New Knowledge in Human Values. London: Harper and Row □ □

Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.

Rogers, C.R. (1980) A Way of Being. Houghton Mifflin, Boston.

Russell, B. (1972) Education and the Good Life. New York: Leveright.

Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporate

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED403F	FUTUROLOGY IN EDUCATION	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the need and scope of future education	Cog.		Remembering	
CO2	Explain the relevance of futurology education	Cog.		Understanding	
CO3	Discover the various methods and trends of education	Cog.,		Applying	
CO4	Create new unique structure of educational systems	Cog.,		Creating	
Unit	Content				Hrs
UNIT I					15
Concept of Future and Future studies: Needs, Scope and Significance of Futures Studies in General.					
UNIT II					10
Concepts of Futurology in Education and Futuristic Education: Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage.					
UNIT III					5
Parameters of Forecasting Educational Futures. Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.					
UNIT IV					15
Futures of Educational System: Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change.					
		Lecture	Tutorial	Total	
		30	15	45	
ACTIVITY:					
Group Activity (ONE)					
Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit 3.					
Individual Activity (ONE)					
a. Designing futuristic course content of own subject at school level on the basis of study of Literature.					
b. Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.					
c. Using Future Wheel Exercise					
References:					
Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.					
NIEPA Report: Education in the 2001, New Delhi, 1986.					
Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.					
Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.					
Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book,					

New Delhi, 1986.

Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.

Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi. Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.

Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED403HP	HEALTH AND PHYSICAL EDUCATION	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Describe the significance of health education	Cog.		Remembering	
CO2	Classify various services related to health consciousness	Cog.		Understanding	
CO3	Build a good leadership quality education the awareness	Cog.,		Creating	
CO4	Examine the various kind of activities related to physical education	Cog.,		Analyzing	
Unit	Content			Hrs	
UNIT I	Health and Physical Education			15	
Health: Meaning, Aims and Objectives, Importance and Scope. Physical Education: Meaning, Aims and Objectives, Importance and Scope. Related fields – Recreation, Health Education and Education. National and Emotional Integration through Sports and Physical Education. Yoga – Meaning – Astanga Yoga – Significance in Modern Society.					
UNIT II	Health Service and Supervision			10	
Medical Inspection – Meaning, Procedure and Importance. Personal Care – Skin, Eyes, Ears and Teeth. Safety Education – Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes. First Aid – Meaning, Significance, principles of giving first aid Fatigue – Meaning, Causes and Remedies. Balanced DIET – Meaning and Benefits.					
UNIT III	Leadership, Discipline, Incentives and Awards			5	
Leadership - Qualities of good leader in physical education - Teacher leadership - Student leadership Discipline - Meaning - Common forms of indiscipline in schools - Causes for indiscipline - Steps to check indiscipline - Rewards and discipline - Punishment and discipline Incentives and Awards - Letter – Crest - Cup - Trophy - Medal - Honour Board - Scholarship - Certificate - Cash prize – based on the Player’s Performance					
UNIT IV	Organization of Physical Education Activities			15	
Intramural and Extramural Competitions: Meaning, Organization, Benefits. Tournaments: Meaning, Types – Knock-out and league, Benefits. Sports meet: Meaning, Organization, Benefits. Camps and Hikes: Meaning, Organization, Benefits.					
		Lecture		Tutorial	
		30		15	
				Total	
				45	
Practicum					
1. Participation in any one major game and one sports item					
2. Ground marking for selected games and sports					
3. Commands, line formation and marching, ceremonial parade					
4. Participation in two National festival programmes for flag hoisting					
References					
Kamalesh and Sangral, (2000), Principles and History of Physical Education, Ludhiana: Tandon Publication,					

Nadgir, K.G. (1998), Sharir Shikshanad Vidhanagalu, Dharwad : Mallesajjan Vyayama Shale.
Nadgir, K.G. (1997) , Arogya Muttu Aragya Shikshana, Dharwad : Mallasajjana Vyama Shale.
Prakash Brothers (2000) Organization, Administration and Recreation in Physical Education,
Ludhiana: Prakash Brother Publication.

Rao, V. K. (2003), Physical Education, New Delhi: A.P.H. Publishing Corporation.

Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), Health and Physical Education.
Ludhiana: Kalyeni Publishers.

Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi: Sarup & Sons.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED403GC	GUIDANCE AND COUNSELING IN SCHOOLS	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Define the principles and their approaches towards counselling	Cog.		Remembering	
CO2	Examine the problems related to their development	Cog.		Analyzing	
CO3	Review the factors affecting the learning disabilities among children	Cog.,		Analyzing	
CO4	Use various strategies in attending children's special needs	Cog.,		Applying	
Unit	Content				Hrs
UNIT I	Guidance and Counselling				15
Introduction to Guidance and Counseling - Nature, Purpose and Scope of Guidance and Counselling - Difference between Guidance and Counselling - Counselling - Principles - Approaches					
Areas of Guidance - Educational Guidance - Vocational Guidance - Personal Guidance					
UNIT II	Problems of Developments in Children				10
Problems related to physical development - Common problems faced by children - Nutrition					
Problems related with Emotional Development - Adjustment to Home - Adjustment to School - Adjustment to Peer Group - Problems related to academic achievement - Problems related to Gender bias and Gender related issues					
Applications of the whole child concept for parents, teachers and counselors					
Acquisition and Process of Learning - Concept of learning - Factors affecting learning					
- Physiological factors - Psychological factors - Socio-emotional factors - Educational factors					
UNIT III	Learning Disabilities of Children				5
Factors Contributing to Learning Problems - External factors – Psychological and Educational - Internal factors – Low general ability, Attention, Specific reading, writing etc.					
Assessment of the child - Case history - Assessment of general abilities					

Remediation - Principles of Guidance Services - Designing remedial strategies.				
UNIT IV	Guidance for Children with Special Needs			15
Meaning, definitions and types of exceptional children - Gifted and Creative children - Slow learners and backward children - Strategies for helping exceptional children to overcome their problems.				
		Lecture	Tutorial	Total
		30	15	45
Assignments (any one)				
<ol style="list-style-type: none"> 1. Case study of a child with special problem. 2. Publication of a career bulletin based on authentic sources of Jobs. Employment 3. Organization of career conference, Campus Interviews, etc. 4. Organization of Counseling session for (Individual / Groups) students who are genuinely in need of Counseling. 5. Organization of Guidance sessions about services and facilities available in a school or college. 				
References				
<p>Adams, J.F. (1965) Counselling and Guidance: A Summary, New York: The Mc Millan company Ltd.</p> <p>Aggarwal. J. C. Educational & Vocational Guidance & Counselling. Delhi: Doaba House.</p> <p>Asha Bhatnagar (1999) Guidance and Counselling: Theoretical Perceptive. Vol1. New Delhi: Vikas Publishing House.</p> <p>Berki B. G. & Mukhopadhy. B. Guidance & Counselling: A Manual, New Delhi: Sterling Publishers.</p> <p>Byrne, M. and Sheranian. C (1977), Introduction to Communicative Deriders, New York: Harper and Row.</p> <p>Cattle, W.C. and Downnie N M (1970) Preparation for Counselling, Eaglewood Cliffs. N J: Prentice Hall.</p> <p>Hammil, D D and Bartel N R (Eds) (1975) Teaching Children with Learning and Behavioral Disorder. Boston: Allyn and Bacon.</p> <p>Harr, E L and Cramer, S H (1972) Vocational Guidance and Career Developments in the Schools: Towards a Systems Approach. Boston: Houghton Mifflin.</p> <p>Kochhar. S. K Educational & Vocational Guidance in Secondary Schools. Sterling Publishers: New Delhi. Learner, J.C (1985) Learning Disabilities, Boston, Houghton Mifflin.</p>				

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED403EE	ENVIRONMENTAL EDUCATION	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain		Level	
CO1	Describe the basics concepts and definitions of environmental education	Cog.		Remembering	
CO2	Classify the types of environment affected by pollution	Cog.		Understanding	
CO3	Examine the activities and role of various agencies in imparting environmental education	Cog.,		Analyzing	
CO4	Classify the methods of teaching environmental education	Cog.,		Understanding	
Unit	Content				Hrs
UNIT I	Introduction to Environmental Education				15
<p>Environmental Education – Concept, Importance and Scope - Objectives and Principles of Environmental Education. - Basic Concepts in Environmental Education Ecology - Eco-System - Ecological Balance - Food Chain - Pollution and Pollutants - Natural Resources</p> <p>- Green House Effect - Bio-degradable and Non-degradable Materials. - Bio-sphere – Bio-Diversity - National Environment Awareness Campaign (NEAC) - Environmental Orientation for School Education (EOSE) - Environmental Information System (ENVIS).</p>					
UNIT II	Environment and Pollution				10
<p>Meaning of Environment. Types of Environment - Types of Environmental Pollution - Air Pollution: Meaning causes The Air (Prevention and Control of Pollution) Act – 1981. - Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977 - Soil Pollution: Meaning, causes, Remedies - Sound Pollution : Meaning, causes , Remedies</p> <p>Ecological Imbalances - Deforestation - Soil Erosion - Extinction of Wild life - Depletion of Ozone layer. Life and Contributions of Environmental Activists - Mahesh Chandra Mehta - Sunderlal Bahuguna - Vandana Shiva - Maneka Gandhi - Shivaram Karanth</p>					
UNIT III	Agencies in Environmental Education				5
<p>United Nations Environment Programme (UNEP) - International Union for Conservation of Nature and Natural Resources (IUCN). - Union Ministry of Environment and Forests. - Central Pollution Control Board (CPCB). - Centre for Environment Education (CEE). - National Afforestation and Eco-Development Board (NAEB) - Environment Protection Movements in India. - Chipko Movement - Appiko Movement</p>					

UNIT IV	Methods of Teaching Environmental Education			15
Direct (Specialized) Approach - Integrated (Multi-Disciplinary) Approach - Incidental Approach - Co-curricular and Extra-Curricular activities. - Project Work. - Intellectual Meets – Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming. - Field Outreach and Extension Activities. - Eco-Clubs / Nature Clubs. - Problem Solving Activities related to Burning Ecological Problems. - Quiz, Poster Making, Models Making and Exhibitions. - Evaluation in Environmental Education - Formative Evaluation - Summative Evaluation.				
		Lecture	Tutorial	Total
		30	15	45
Practicum / Assignments (any one)				
<ol style="list-style-type: none"> 1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities <ol style="list-style-type: none"> 1. District Environment office 2. Paryavaran Vahini 3. Eco-clubs /Nature clubs 2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them. 3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the activities of any three individuals and three institutions. 4. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints. 5. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, and Environmental Education. 6. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc. 7. 9. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families. 				
References				
<ul style="list-style-type: none"> • Government of India (2001) India – 2001 – A Reference Annual, New Delhi: Ministry of Information and Broadcasting. • Carson, Sean Mc. B. (1978) Environmental Education – Principles and Practices, London: Edward, Arnold Publishers. • Dash, M. C. (1993) Fundamentals of Ecology, Tata McGraw Hill. 				

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- Mallik, S. C. and Bhattacharya, D. K. (1986) Aspects of Human Ecology, New Delhi: Northern Book House.
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- Saxena, A. B. (1986) Environmental Education, Agra: National Psychological Corporation.
- Sharma, R. C. (1985) Inter Disciplinary Approaches in Environmental Education, Paris.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED403A	ACTION RESEARCH	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	2	0	5
Course outcome		Domain			Level
CO1	Define the scope and meaning of education research	Cog.			Remembering
CO2	Explain the importance of action research	Cog.			Understanding
CO3	Analyze the problem in formulating action plan	Cog.,			Analyzing
CO4	Review the action research reports	Cog.,			Evaluating
Unit	Content				Hrs
UNIT I	Research and Educational Research				15
<p>Research – meaning, definition and importance - Educational Research – meaning, definition and importance - Steps in Educational Research - Types of Research: Fundamental/Basic, Applied and Action Research – meaning definition and importance. Methods of research : Historical, Experimental and Survey - Differences between applied and action research with reference to</p> <p>i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) limitations.</p>					
UNIT II	Action Research				10
<p>Meaning, definition and scope of action research - Importance of action research to classroom teachers, administrators and guidance personnel - Limitations of action research - Action problems in different areas in schools – examples.</p>					
UNIT III	Research Steps and Tools				5
<p>Steps in Action Research - Identifying the problem area (examples – experimental design and qualitative design) - Pinpointing the problem - Problem analysis in terms of causes. - Identifying the objectives. - Formulating action hypotheses. - Designing action plan. - Execution of the plan. - Analyzing the data. - Findings - Reporting.</p> <p>Tools of Data Collection. - Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale – meaning, need, advantages and limitations. - Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category). - Measures in classroom – Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)</p>					

Quantitative and Qualitative data: meaning and examples. - Analysis of the Data – frequency distribution, measures of central tendency, variability, - Co-efficient of correlation (Pearson’s rank difference method). - Interpretation of data with an example – descriptive and graphical. (Note: to be discussed without computation)

UNIT IV	Action Research Report				15
Format of report in terms of steps of action research (as in 3.1 above). - Summary, bibliography and appendix.					
		Lecture	Tutorial	Total	
		30	15	45	

Assignments (any one)

Preparation of an action plan on a classroom problem such as :

- a. identifying causes of poor reading ability and suggesting remedial measures.
- b. identifying the causes and types of spelling errors and suggesting remedial measures.
- c. identifying the causes of poor map-reading skills and suggesting remedial measures.
- d. identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- e. identifying the causes of truancy and suggesting remedial measures.
- f. identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures. (any other problems similar to above mentioned)

Reference

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- Corey, S.M. (1953), Action Research to Improve School Practices, New York: Bureau of Publications, Columbia University.
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- Koul, L. (1984), Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt. Ltd.

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED404	Understanding of ICT	3	1	0	4
C:A:P		L	T	P	Hrs
3:0:0		3	1	0	5
Course outcome		Domain		Level	
CO1	Define the fundamentals of computer and its role in ICT	Cog.		Remembering	
CO2	Follow the instructing to create new documents	Psy		Imitation	
CO3	Execute the taste by suing the basic skills	Psy		Manipulation	
CO4	Demonstrate the skill reliably by using ICT	Psy		Percision	
Unit	Content			Hrs	
UNIT I	Computer Fundamental			15	
<ul style="list-style-type: none"> • Instructions on operating the Computer • Connecting of all peripherals to CPU for a system • Switching on/off/restart • Inserting/removing a floppy from the floppy drive • Running a file from a floppy using floppy drive • Copying a file from hard disk to floppy disk • Inserting/removing a CD from the CD-ROM drive • Running a file from a CD-ROM using CD-ROM drive • Copying files from one drive to another • Creating a new folder • Running a file from hard disk • Connecting the printer and print out hard copies. 					
UNIT II	Exercise in Ms-Word			10	
<ul style="list-style-type: none"> • Creating a new document • Formatting and editing of a document • Inserting pictures, objects, frames and tables • Practicing Mail-Merge facility • Working with the drawing tools • Exercise in Ms-Excel • Creating a new worksheet • Inserting and deleting rows/columns in worksheet • Formatting and editing of a document – sorting • Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics 					

<ul style="list-style-type: none"> • Preparation of School Time Table • Preparation of Tables 				
UNIT III	Exercise in Ms-Power Point			5
<ul style="list-style-type: none"> • Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation 				
UNIT IV	Exercise in Information and Communication Technology			15
<ul style="list-style-type: none"> • Browsing the Internet and down loading – search word using search engine • Working with Multimedia • Receiving/Sending of E mail and attachment 				
		Lecture	Tutorial	Total
		30	15	45

COURSE CODE	SUBJECT NAME	Category			
		L	T	P	CREDITS
BED405	PRACTICUM AND SCHOOL INTERNSHIP – II	0	0	2	8
C:A:P		L	T	P	Hrs
0:0:3		0	0	2	2

INTERNSHIP IN TEACHING

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as following

- 1 Demonstration Record Level I
- 2 Demonstration Record Level II
- 3 Lesson Plan Record Level I
- 4 Lesson Plan Record Level II
- 5 Instructional Materials Record Level I
- 6 Instructional Materials Record Level II
- 7 Test and Measurement Record Level I
8. Test and Measurement Record Level II
- 9 Teaching Skills (Mini-teaching) Practice Record
- 10 Students Portfolios / CCE Record
- 11 Reflective Journal - Diary
- 12 Case Study Record
- 13 Textbook Review Record

S.No	Particulars	Summative
1	Micro Teaching under Simulated conditions (Eight Skills)	50
2	Lesson Planning(practice Teaching)	100
3	Execution of the lesson in the actual class room Situation& School Work	100
4	Unit Plan	50
5	Unit Test Administration Evaluation and interpretation	50

6	Resource unit/instructional kit/workbook/working models.	30
7	Observation Records	20
Total		400