



## **SDGI GLOBAL UNIVERSITY (SGU)**

**{Established Under U.P. Private Universities Act (U.P Act No. 12 of 2019) & Recognised  
Under Section 2{f} of UGC Act, 1956}**

### School of Education

Evaluation Scheme & Syllabus

For

Bachelor of Education (B.Ed) Program (Program Code-01)

Effective from the Session: 2025-26

# **SDGI GLOBAL UNIVERSITY, GHAZIABAD**

## **Program Curriculum FOR Bachelor of Education (B.Ed.) (Effective from Academic Session 2025-26)**

### **Introduction-**

Bachelor of Education (B.Ed) Program is an undergraduate professional Degree that prepares students to work as teachers in schools. This program is two years with a total of 4 semesters. B.Ed. degree is necessary for teaching at the secondary and higher secondary divisions. The present B.Ed. syllabus has been designed on the current guidelines of NCTE, NCERT and UGC with the view to make the student-teachers reflective practitioners. The program is comprised of four broad inter-related curricular areas -

1. Perspectives in Education (PE)
2. Curriculum and Pedagogy Studies (CPS)
3. Experiences for Enhancing Professional Capacities (EPC)
4. Engagement with the Field/Practicum (EF)

Transaction of the courses is to be done using a variety of approaches, such as tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio cultural environments, etc.

### **Program Educational Objectives (PEOs)**

1. To enable future teachers to comprehend the nature, goal, and philosophy of school education.
2. Capability to acquire the knowledge and skills required for a successful teaching and learning process at the secondary level.
3. Changing behavior, attitude, and values can lead to learners becoming responsible and accountable agents of society.
4. Having the ability to understand that teaching is a noble profession.
5. To educate both students and teachers on a variety of social and educational issues.
6. To familiarize student-teachers with the various teaching methodologies that is widely used in the world.
7. The capacity to utilize natural talent by participating in academic and co-curricular activities.
8. Ability to empower with rational thinking and scientific attitude.

### **Program Specific Objectives (PSOs)**

1. **Problem-Solving Skills** – Learners will be able to develop reflective and analytical skills and an understanding of critical issues of education.
2. **Professional Skills** – Learners will be able to build skills and abilities in communication, reflection, art, aesthetics, and self-expression.
3. **Successful Career** – Learners will exhibit contemporary knowledge in education and will be competent to work in private and government institutions.
4. **The Teacher and Society**– Learners will be able to develop an understanding of children’s pedagogy, school management and community involvement.

### **Program Outcomes (POs)**

1. Teaching knowledge: To be able to use learner centered teaching methods and to assess children’s learning ability using different pathways.
2. Problem analysis: To enable the prospective teachers to deal with both the personal and academic problems of students.
3. Design/ development of solutions: To be able to find and develop the solution of problems of learners related to teaching field.
4. Conduct investigations of complex problems: Being able to understand and investigate complex problems and find out their solutions.
5. Modern tool usage: To be able to adopt modern techniques for teaching skill development.
6. The teacher and society: To be able to engage with self, child, community and school to establish close connections between different curricular areas.
7. Environment and sustainability: To develop the knowledge, skills, values, attitudes and behavior among students to understand and care for their environment.

### **Credit System-**

The student will be required to earn **122 credits** for the award of the degree. The student will not have the option to drop any course covered in the scheme of the examination. The student will be required to register all the courses listed in the scheme of the examination of the program.

## Scheme of Examination

1. The Two-year (Four Semester) B.Ed. Program is 122 credits and the student will have to earn 122 credits.
2. The medium of instruction shall be English and Hindi.
3. In a theory course, one credit is equivalent to one hour of teaching.
4. In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.

### **EVALUATION PATTERN**

1. **Evaluation Pattern of Theoretical Papers**

• **Internal Assessment in each paper-30 marks**

- Two best of three sessionals- 15 (7.5 each) marks
- Assignments/Participation in Seminars/ surprise test(s)/quizzes/ discipline etc- 10 marks
- Regularity and attendance- 5 marks

2. **External Assessment in each paper-70 marks**

Semester end examination in each paper- 70 marks

3. **Evaluation Pattern of field/practicum**

30% internal assessment shall be done by the teacher concerned deputed for the same on the basis of overall performance of the candidate in different areas. 70% external assessment shall be done by the panel of two external examiners on the basis of record, viva-voice and presentation by the each candidate.

The requirement of passing marks in a theory & field/practicum course	
CIE	Minimum 40%
ESE	Minimum 40%
CIE+ESE	Minimum 40%

The student will be required to earn **122 credits** for the award of the degree. The student will not have the option to drop any course covered in the scheme of the examination. The student will be required to register all the courses listed in the scheme of the examination of the program.



**SDGI GLOBAL UNIVERSITY, GHAZIABAD**

**SCHOOL OF EDUCATION**

**SCHEME OF STUDIES AND EVALUATION FOR BACHELOR OF EDUCATION (B.Ed.)**

Academic Year -2025-26

Semester- Second  
Batch – 2025-27

Academic

S. No.	Status	Course Code	Course Name	Study Scheme lecture/Week			Hours	Credits	CIE	ESE	Total	Pass Marks
				L	T	P						
1	PE	B090125201	Teacher, Teaching & Technology	5	0	0	5	5	30	70	100	40
2	PE	B090125202	Assessment of Learning	5	0	0	5	5	30	70	100	40
3	PE	B090125203	Language Across the Curriculum	5	0	0	5	5	30	70	100	40
4	CPS	B090125211 - B090125220	Pedagogy of School Subject-1	5	0	0	5	5	30	70	100	40
5	CPS	B090125211 - B090125220	Pedagogy of School Subject-2	5	0	0	5	5	30	70	100	40
6	CPS	B090125221	Educational Vocational Guidance	4	0	0	4	4	30	70	100	40
7	CPS	B090125222	Human Rights and Value Education	4	0	0	4	4	30	70	100	40
8	EPC	B090125231	Understanding of ICT	0	0	4	4	2	15	35	50	20
9	EF	B090125241	Preliminary School Engagement-II	0	0	2 Weeks	0	2	30	70	100	40
<b>Total</b>				33	00	4	37	37	255	595	850	340

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Teacher, Teaching & Technology			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125201	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory+ Assignment			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ul style="list-style-type: none"> <li>To understand the concept and differentiate various types and Approaches of educational technologies and ICT.</li> <li>To explain the teaching Aids, phases and levels of teaching and apply them effectively in classroom situations.</li> <li>To manage teaching and learning effectively and efficiently.</li> <li>To understand the role of teacher evaluation, autonomy, accountability, ethical practices, and strategies for the continuous professional development of teachers.</li> </ul>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching Hours (Lecture)</b>
<b>UNIT I: Technology and Teaching</b>	1. Educational Technology-meaning, concept & approach- hardware, software, systems approach		4
	2. Types of Educational Technology-Teaching technology, Instructional technology, Behavioral technology, Information and Communication Technology.		4
	3. Program Instruction: Concept, Principles, Assumptions, Types and Validation		5
<b>Unit II: Teaching Aids and Task of Teaching</b>	1. Teaching Aids-Meaning, Need, and Types		4
	2. Edgar Dale's Cone of experience		2
	3. Use of New Technologies – Tele-conferencing (Face to Face Distance mode of Education) Language Laboratory, e-mail, internet, Smart classes etc.		3
	4. Phases of Teaching and its Operations-Pre-active, Inter-active & Post-active.		4
	5. Levels of Teaching-Memory, Understanding & Reflective.		4
<b>Unit III: Management of Learning and Teaching and Strategies of Teaching</b>	1. Planning		5
	2. Organising		3
	3. Leading		2
	4. Controlling		2
	5. Concept & classification of different Teaching Strategies- Lecture, Demonstration, Heurism, Discovery, Project, Assignment, Tutorial Group, Brain-Storming, Role Playing, Team Teaching.		8
<b>Unit IV:</b>	1. Modification of Teacher Behaviour		16

<b>Modification of Teacher Behaviour and Professional Development of Teachers</b>	<ul style="list-style-type: none"> <li>• Micro Teaching with special reference to components of various teaching skills like -Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.</li> <li>• Simulation Teaching, T-Group Training, Action Research,</li> </ul>	
	2. Teacher Evaluation, Teacher Autonomy, Teacher Accountability, Code of Ethics for Teachers.	4
	3. Strategies for professional development of Teachers.	2
<b>Task and Assignments (any one)</b>	<ul style="list-style-type: none"> <li>• Create a comparison chart of different types of educational technology with examples.</li> <li>• Operation of Audio-Visual Aids and Equipment's.</li> <li>• Review of Radio/T.V. programmes of NCERT, IGNOU, UGC, etc.</li> <li>• Development of the Programmed Instruction material – Branching, Linear.</li> <li>• Critical analysis of any theme of the course content in about eight to ten pages</li> <li>• Compare the two methods of teaching.</li> </ul>	3
<b>Course Outcomes (COs):</b>		
<ol style="list-style-type: none"> <li>1. Understand the meaning, forms and types of educational technology.</li> <li>2. Understand different types of teaching-aids, level of teaching and task of teaching effectively in class room instruction.</li> <li>3. Understand the management of learning and teaching and strategies of teaching</li> <li>4. Understand the teacher evaluation, teacher autonomy, modification of teacher behaviour and professional development of teachers.</li> </ol>		

### Text Books

- Dr. Mangal, S.K. (2018). Teacher, Teaching and Technology. (1<sup>st</sup> ed.). International Publicing House.
- Dr. Bhatnagar A.B. Teacher, Teaching and Technology. R.Lall book Depot.
- Saxena, Swaroop N.R.(2016). Teacher, Teaching and Technology. R.Lall book Depot.
- Aggarwal, J.C. (2016). Educational Technology & Computer Instruction (1<sup>st</sup> Ed.). Agrawal Publications
- **Kulshrestha, S.P. (1995). Teaching of Education"(1<sup>st</sup> Ed.).** Vikas Publishing House
- **Sharma, Suresh (2003). Communication and Educational Technology.** Anmol Publications
- **Aggarwal, J.C. (2001), Essentials of Educational Technology.** Vikas Publishing House

- Kumar, Vinod. (2015). Teacher, Teaching And Technology by Neelkamal Publications
- Dr Pachori, Girish (2012). Teacher, Teaching And Technology. R. Lall Book Depot
- Sahni Madhu, (2019); Pedagogy of Mathematics, Vikas Publishing House, New Delhi.
- Kulshreshtha S.P., (2012); Teaching of Mathematics, R. Lall Book Depot, Meerut.
- Sharma R.A., (2015); Teaching of Mathematics, Surya Publications, Meerut.
- Mangal S.K. and Mangal U., (2017); Teaching of Mathematics, PHI Learning, New Delhi.
- Taneja R.P., (2008); Teaching of Mathematics, Atlantic Publishers, New Delhi.
- Sharma S.K., (2016); Modern Methods of Teaching Mathematics, Anmol Publications, New Delhi.

**Reference Books:**

- NCERT, (2006); Teaching of Mathematics – A Source Book for Teacher Educators, NCERT, New Delhi.
- Aggarwal S.M., (2013); Teaching of Modern Mathematics, Dhanpat Rai & Sons, Delhi.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Assessment of Learning			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125202	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory+ Assignment			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To understand the Nature, Purpose &amp; Types of Educational Assessment &amp; Evaluation.</li> <li>2. To understand different assessment tools and standardization of measuring instrument</li> <li>3. To analyze &amp; interpret result of the Assessment qualitatively and by using Elementary Statistical Methods.</li> <li>4. To understand the recent Trends &amp; Issues in Learning Assessment.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching Hours (Lecture)</b>
<b>Unit I: Concept of Evaluation</b>	1. Concept of Measurement, Assessment and Evaluation		2
	2. Need and Scope of Evaluation		2
	3. Distinction among- Measurement, Assessment and Evaluation.		2
	4. Evaluation Approaches: Formative - Summative		2
	5. Difference between Assessment of learning, Assessment for learning and Assessment as Learning		2
	6. Continuous and Comprehensive Assessment: Need, Implementation Procedure		3
	7. Types of evaluation: Norm referenced and Criterion referenced interpretations of test results		4
<b>Unit II: Assessment Tools and Standardization of Measuring Instrument</b>	1. Tools of evaluation: - <ul style="list-style-type: none"> <li>• Quantitative – Written, Oral and Practical (Types of Questions: covering all three domains of Learning Cognitive, Affective and Psychomotor)</li> <li>• Qualitative – Observation, Introspection, Projection and Sociometry</li> </ul>		5
	2. Constructing an Achievement Test- Preparation of Blue-Print, Item-Analysis and Try out.		5
	3. Standardization of Measuring Instrument <ul style="list-style-type: none"> <li>• Objectivity</li> <li>• Reliability</li> <li>• Validity and</li> <li>• Norms</li> </ul>		6
<b>Unit III: Statistical Methods and</b>	1. Need & Importance of Statistics in Evaluation		2
	2. Graphical Representation of Data		3

<b>Interpretation of scores</b>	3. Measures of Central Tendency: - Mean, Median, Mode.	7
	4. Measures of Variability: Range, Quartile deviation, Standard deviation, percentile & Percentile rank	12
	5. Coefficient of Correlation-Spearman's Rank Rule Method	2
<b>Unit IV: New Trends in Evaluation</b>	1. Question bank	1
	2. Grading system	1
	3. Online Examination: Use of Various online platform for online Exams	2
	4. Open Book Examination	1
	5. Critical appraisal of current evaluation practices in the light of NPE 2020	2
	6. Choice based choice System (CBCS)	2
	7. Cumulative Grade point Average (CGPA)	2
	8. No Detention policy- Role of Evaluation	2
<b>Task and Assignments (any one)</b>	<ul style="list-style-type: none"> <li>• Determination of Reliability &amp; Validity of any self-made Test.</li> <li>• Preparation of Blue Print of an Achievement Test</li> <li>• Construction of Objective type test, Unit test, and an Annual Examination paper of both teaching subjects.</li> <li>• Compilation of result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.</li> </ul>	3
<b>Course Outcomes(COs):</b>		
<ol style="list-style-type: none"> <li>1. Understand the Measurement, Assessment and Evaluation.</li> <li>2. Understand various assessment tools and standardization of measuring instrument.</li> <li>3. Analysis &amp; Interpretation of test score by using appropriate statistical methods.</li> <li>4. Understand the recent trends &amp; issues in learning assessment.</li> </ol>		

#### **Text Books**

- Singh H., (2016); Assessment for Learning, Shipra Publications, New Delhi.
- Aggarwal J.C., (2017); Essentials of Examination System, Vikas Publishing House, New Delhi.
- Sharma R.A., (2015); Educational Measurement and Evaluation, R. Lal Book Depot, Meerut.
- Mangal S.K. & Mangal U., (2021); Essentials of Educational Psychology and Assessment, PHI Learning, New Delhi.
- Yadav S., (2019); Assessment for Learning, APH Publishing Corporation, New Delhi.

#### **Reference Books:**

- NCERT, (2015); Learning Outcomes and Assessment, NCERT, New Delhi.

- Kumar K.L., (2018); Educational Evaluation, New Age International Publishers, New Delhi.
- Rawat K.S., (2020); Measurement, Evaluation and Assessment, Wisdom Press, New Delhi.
- Singh Y.K., (2012); Educational Measurement and Testing, APH Publishing, New Delhi.
- Rana K., (2022); Modern Assessment Practices in Education, Pearson India, Noida.
- Saxena N.R., Mishra B.K. & Mohanty R.K., (2014); Educational Measurement and Evaluation, R. Lal Book Depot, Meerut.
- NCERT, (2013); Continuous and Comprehensive Evaluation, NCERT, New Delhi.

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-2<sup>nd</sup></b>
<b>Course Name- Language Across the Curriculum</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125203</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-75</b>		<b>Total Credits-5</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory+ Assignment</b>			<b>Total Marks- 100(MM)</b>
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To understand language as a medium for comprehending ideas, reflection and thinking and for expression and communication.</li> <li>2. To understand the different theories of language acquisition.</li> <li>3. To develop competencies in fostering the language skills among school children.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-1</b>	<b>Understanding Language and Communication.</b>		
<b>1</b>	Meaning and Concept of Language		<b>4</b>
<b>2</b>	Meaning and Concept of Communication, Types of Communication, Human and Animal Communication.		<b>6</b>
<b>3</b>	Differences between Language and Communication.		<b>3</b>
<b>Unit-2</b>	<b>Acquisition of Language Skills</b>		
<b>1</b>	Meaning and Concept of Language Acquisition		<b>4</b>
<b>2</b>	Differences between Language Acquisition and Language Learning		<b>4</b>
<b>3</b>	Acquisition of the Four Language Skills i.e. Listening Skills: Kinds and Strategies, Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills, Reading Skills: Process types and strategies of Reading, Pre-Reading and Post-Reading Activities and Writing Skills.		<b>13</b>
<b>Unit-3</b>	<b>Understanding Language Diversity</b>		
<b>1</b>	Socio-Cultural Variations in Language and dialects.		<b>4</b>
<b>2</b>	Relationship of Language and Society: Identity, Power and Discrimination.		<b>4</b>
<b>3</b>	Language Diversity in context of India: o Bilingualism and Trilingualism. Multilingualism in the classroom: Meaning, its challenges and implications for teachers. Status of Languages in India and Constitutional Provisions. Three Language Formula.		<b>13</b>
<b>Unit -4</b>	<b>Professional Growth and Evaluation</b>		
<b>1</b>	Language and teaching-learning process: concept, principles and goals, advantages and limitations.		<b>6</b>
<b>2</b>	Role of Language teachers and subject teachers in LAC approach.		<b>6</b>
<b>3</b>	Classroom Discourse: Purpose, Types and Importance		<b>5</b>

<b>Task and Assignments (any one)</b>	<b>Practical Assignments/Field Engagement: (Any one)</b>	<b>3</b>
	<ul style="list-style-type: none"> <li>• Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing. (To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.)</li> <li>• Students to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations Formally- Informal Communication and the challenges they face in Communicating.</li> </ul>	
<p><b>Course Outcomes(COs):</b></p> <ol style="list-style-type: none"> <li>1. Understand the meaning and concept of language and communication and describe the various perspectives of language development of a child especially in early ages.</li> <li>2. Understand the process of acquisition of four language skills.</li> <li>3. Understand language diversity and its relation with society and analyse it in Indian context.</li> <li>4. Apply qualities and competencies to cater to a multilingual classroom.</li> </ol>		

**Text Books:**

1. Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National Book Trust.
2. Agnihotri, R.K. (2007). *Hindi: An essential grammar*. London: Routledge
3. Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multilinguality*. International Multilingual Research Journal, Vol.(2) 1-10
4. Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ekanth samvaad*, New Delhi: Shilalekh
5. Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
6. Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc

**Reference Books**

1. Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years*.
2. *Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.)*
3. *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
4. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications.
5. Agnihotri, R.K. (1999). *Bachchon ki bhashaa seekhne ki kshamata, bhag 1 or 2. ShakshikSandarbh*. Bhopal: Eklavya (p.p?? ).

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-2<sup>nd</sup></b>
<b>Course Name- Pedagogy of Hindi</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125211</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-75</b>		<b>Total Credits-5</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory</b>			<b>Total Marks- 100 (MM)</b>
<b>Course Objectives</b>			
<ul style="list-style-type: none"> <li>भाषा और उसके विविध रूपों से छात्राध्यापक अवगत हो सकेंगे।</li> <li>भाषायी कौशल एवं प्रकृति से छात्र परिचित हो सकेंगे।</li> <li>मातृभाषा का महत्व, उद्देश्यों एवं पाठ्यक्रम में उसके स्थान को समझ सकेंगे।</li> <li>हिन्दी भाषा शिक्षण की नवीन पद्धतियों का ज्ञान प्राप्त कर सकेंगे।</li> <li>वाचन एवं लेखन शिक्षण विधियों से छात्राध्यापक परिचित हो सकेंगे।</li> </ul>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-1</b>	<b>भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा।</b>		
<b>1</b>	भाषा का अर्थ, प्रकृति एवं भाषा अधिगम के सिद्धान्त।		<b>4</b>
<b>2</b>	मातृभाषा और राष्ट्र भाषा के रूप में हिन्दी का महत्व।		<b>3</b>
<b>3</b>	मातृभाषा, राष्ट्रभाषा एवं विदेशी भाषा के रूप में हिन्दी।		<b>4</b>
<b>4</b>	हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य		<b>4</b>
<b>Unit-2</b>	<b>भाषायी कौशल-शिक्षण, उद्देश्य एवं प्रक्रिया।</b>		
<b>1</b>	श्रवण (Hearing) कौशल- अर्थ उद्देश्य एवं विकास हेतु उपाय		<b>3</b>
<b>2</b>	वाचन (Speaking) कौशल-अर्थ, उद्देश्य एवं विकास हेतु उपाय		<b>3</b>
<b>3</b>	पठन (Reading)कौशल- अर्थ, उद्देश्य एवं विकास हेतु उपाय		<b>3</b>
<b>4</b>	लेखन (Writing)कौशल- अर्थ, उद्देश्य एवं विकास हेतु उपाय		<b>3</b>
<b>5</b>	सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना का निर्माण- (i) प्रस्तावना कौशल (ii) प्रश्न कौशल (iii) व्याख्या कौशल (iv) पुनर्वलन कौशल (v) उद्दीपन परिवर्तन कौशल		<b>15</b>
<b>Unit-3</b>	<b>हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण</b>		
<b>1</b>	पाठयोजना एवं इकाई योजना का अर्थ उद्देश्य एवं निर्माण। हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन-अ. गद्य -गहन पाठ एवं द्रुत पाठ ब. पद्य स. व्याकरणद. रचना शिक्षण।		<b>10</b>
<b>2</b>	हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता।		<b>10</b>
<b>Unit -4</b>	<b>हिन्दी में दक्षता विकसित करने वाले घटक</b>		
<b>1</b>	हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई0सी0टी0 एवं अन्य उपकरणों का प्रयोग।		<b>4</b>
<b>2</b>	पत्रिकाएँ, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक		<b>4</b>
<b>3</b>	अनुदेशन, पावर पॉइन्ट, प्रस्तुतिकरण, मृदु उपागम आदि।		<b>5</b>
<b>Course Outcomes(COs):</b>			
<ol style="list-style-type: none"> <li>1. Explain the fundamental of language and its principles.</li> <li>2. Understand the requisite skills and their inter links for mastering the language.</li> <li>3. Apply the use of different type of approaches and strategies in their teaching and learning process.</li> <li>4. Apply assessment tools and techniques effectively to evaluate students' learning in Hindi.</li> </ol>			

**Text Books:**

1. Sharma, P.P. & Gupta, M. (2007): *Hindi Teaching*, Sahityagar Prakashak, Jaipur.
2. Lal, R.B. (2003) : *Hindi Teaching*, Rastogi Publication, Meerut
3. Pandey, R.S. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra
4. Kumar, Y. (2004) : *Modern Hindi Teaching*, A.P.H. Publishing Corporation, New Delhi
5. Singh, A.K. (2007) : *Hindi Teaching*, Apolo Prakashan, Jaipur
6. Singh, S. (2004) : *Hindi Teaching*, International Publishing House, Meerut
7. Chaturvedi, S. (2001) : *Hindi Teaching*, R.Lal Book Depot, Meerut.
8. Sharma, K. & B. (2013-14) : *Hindi Teaching*, Agrawal Publication, Agra.

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-2<sup>nd</sup></b>
<b>Course Name- Pedagogy of Sanskrit</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125212</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-75</b>		<b>Total Credits-5</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory</b>			<b>Total Marks- 100 (MM)</b>
<b>Course Objectives</b>			
<ul style="list-style-type: none"> <li>भाषा और उसके विविध रूपों से छात्राध्यापक अवगत हो सकेंगे।</li> <li>भाषायी कौशल एवं प्रकृति से छात्र परिचित हो सकेंगे।</li> <li>मातृभाषा का महत्व, उद्देश्यों एवं पाठ्यक्रम में उसके स्थान को समझ सकेंगे।</li> <li>हिन्दी भाषा शिक्षण की नवीन पद्धतियों का ज्ञान प्राप्त कर सकेंगे।</li> <li>वाचन एवं लेखन शिक्षण विधियों से छात्राध्यापक परिचित हो सकेंगे।</li> </ul>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-1</b>	<b>भाषा की उत्पत्ति, विकास एवं परिनिष्ठित परिभाषा।</b>		
<b>1</b>	भाषा का अर्थ, प्रकृति एवं भाषा अधिगम के सिद्धान्त।		<b>5</b>
<b>2</b>	भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्या।		<b>3</b>
<b>3</b>	भाषा सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं साहित्यिक महत्व।		<b>4</b>
<b>Unit-2</b>	<b>संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य।</b>		
<b>1</b>	संस्कृत का प्रारम्भिक व्याकरण—पुरुष, वचन, शब्द रूप, धातुरूप सन्धि, समास, उपसर्ग प्रत्यय।		<b>4</b>
<b>2</b>	संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान (Point of articulation) एवं सूत्र, आभ्यन्तर एवं बाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि-भेद।		<b>3</b>
<b>3</b>	भाषायी कौशल – उच्चारण, वाचन श्रवण, बोध एवं अभिव्यञ्जन, सभी कौशलों के शिक्षण उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार।		<b>4</b>
<b>5</b>	सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना का निर्माण— (i) प्रस्तावना कौशल (ii) प्रश्न कौशल (iii) व्याख्या कौशल (iv) पुनर्वलन कौशल (v) उद्दीपन परिवर्तन कौशल		<b>15</b>
<b>Unit-3</b>	<b>हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण</b>		
<b>1</b>	पाठयोजना एवं इकाई योजना का अर्थ उद्देश्य एवं निर्माण। संस्कृत की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन—अ. गद्य –गहन पाठ एवं द्रुत पाठ ब. पद्य स. व्याकरणद. रचना शिक्षण।		<b>10</b>
<b>2</b>	संस्कृत शिक्षण हेतु संरचनात्मक विधि की उपयोगिता।		<b>10</b>
<b>Unit -4</b>	<b>संस्कृत भाषा में मूल्यांकन एवं दक्षता के प्रभावी घटक।</b>		
<b>1</b>	मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन।		<b>4</b>
<b>2</b>	उद्देश्य केन्द्रित (Objective Centred) परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना के समय ध्यान रखने योग्य सावधानियाँ एवं अच्छे परीक्षणों की विशेषताएँ।		<b>4</b>
<b>3</b>	संस्कृत अध्यापक की विशेषताएँ।		<b>5</b>
	संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण।		<b>2</b>
	क्रियात्मक अनुसन्धान एवं संस्कृत शिक्षण में उसकी उपयोगिता।		<b>2</b>
<b>Course Outcomes(COs):</b>			
5. Explain the fundamental of language and its principles.			

6. Understand the requisite skills and their inter links for mastering the language.
7. Apply the use of different type of approaches and strategies in their teaching and learning process.
8. Apply assessment tools and techniques effectively to evaluate students' learning in Hindi.

**Text Books:**

- Apte, D. G. and Dongre, P. K.: Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.
- Bokil, V. P. and Parasnik, N. K.: A New Approach to Sanskrit, LokaSangraha Press, Poona.
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Panday, R. S.: Sanskrit Shikshan, Vinod Pustak Mandir, Agra, 2000.
- Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.

<b>School Name</b> -School of Education			
<b>Program</b> -Bachelor of Education (B.Ed)			<b>Semester</b> -2 <sup>nd</sup>
<b>Course Name</b> - Pedagogy of English			
<b>A.Y.</b> - 2025-26	<b>CourseCode</b> -B090125213	<b>Batch</b> -2025-27	<b>CIE Marks</b> - 30 (MM)
<b>Total Teaching Hours</b> -75		<b>Total Credits</b> -5	<b>ESE Marks</b> - 70 (MM)
<b>Type of Course</b> - Theory			<b>Total Marks</b> - 100(MM)
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To understand the need &amp; importance of English language and develop proficiency in the language.</li> <li>2. To extend awareness of the pedagogical practices of teaching English.</li> <li>3. To facilitate the effective use of learning resources.</li> <li>4. To understand the process of language assessment and continuous professional development</li> <li>5. Understand important methodologies and techniques of teaching English.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-1</b>	<b>Fundamentals and Background of English language of Language.</b>		
<b>1</b>	Nature, Scope and Functions of Language		<b>4</b>
<b>2</b>	Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic		<b>3</b>
<b>3</b>	Psycholinguistic and Sociolinguistic perspectives of language.		<b>3</b>
<b>4</b>	Principles and Maxims of Language Teaching.		<b>3</b>
<b>5</b>	History and status of English language in India – aims and objectives of teaching English language at secondary and senior secondary levels.		<b>4</b>
<b>Unit-2</b>	<b>Language Development Skills: Listening, Speaking, Reading and Writing Skills</b>		
<b>1</b>	<b>Listening:</b> Concept, Types, Importance, Role and Significance, Factors affecting listening, Activities to develop Listening and its evaluation.		<b>3</b>
<b>2</b>	<b>Speaking:</b> Concept, features of connected speech: Stress, pronunciation, rhythm and rhyme, intonation and modulation, Factors affecting Speaking, Significance and activities to develop speaking and its evaluation.		<b>3</b>
<b>3</b>	<b>Reading:</b> Concept, reading as a process, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading), Developing study skills including using a thesauruses, dictionary & encyclopaedia and evaluation of reading.		<b>3</b>
<b>4</b>	<b>Writing:</b> Mechanics of writing, writing as a process; various stages of different writing, developing writing skills through reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisement, creative		<b>3</b>

	writing (poetry & short stories), Evaluating writing and giving feedback.	
<b>Unit-3</b>	<b>Content, Pedagogical analysis and Learning resources</b>	
<b>1</b>	Micro Teaching Skills	<b>15</b>
<b>2</b>	Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach.	<b>5</b>
<b>3</b>	<b>Planning a Lesson-</b> Instructional Objectives and Specifications for: <ul style="list-style-type: none"> <li>✓ <b>Prose:</b> Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)</li> <li>✓ <b>Poetry:</b> Methods (Recitation, Song-action), Techniques of Appreciation.</li> <li>✓ <b>Grammar:</b> Types (Functional, Formal), Methods (Inductive and Deductive)</li> </ul>	<b>3</b>
<b>4</b>	Developing and using audio-visual aids, including CALL programs and library.	<b>2</b>
<b>5</b>	Innovative practices: Online language learning resources – access and use of ICT and use of language games.	<b>2</b>
<b>6</b>	Use of language laboratory for promoting language proficiency.	<b>2</b>
<b>7</b>	Formation of language clubs: organizing various activities for promoting functional competencies in English Language (quiz, role play, elocution, literary club, debates etc.).	<b>2</b>
<b>Unit -4</b>	<b>Professional Growth and Evaluation</b>	
<b>1</b>	Basic principles of testing English, Tools and Techniques of Evaluation.	<b>3</b>
<b>2</b>	The Meaning and Significance of Comprehensive and Continuous Evaluation in English.	<b>3</b>
<b>3</b>	Development of good test items in English (objectives type, short answer type, essay type).	<b>3</b>
<b>4</b>	Construction of an achievement test.	<b>3</b>
<b>5</b>	Diagnostic testing & Remedial teaching in English.	<b>3</b>
<b>Course Expected Outcomes(CEOs):</b>		
<ol style="list-style-type: none"> <li>1. Explain the fundamental of language and its principles.</li> <li>2. Understand the skills needed to master a language and their interconnections.</li> <li>3. Apply the use of different type of approaches and strategies in their teaching and learning process.</li> <li>9. Apply assessment tools and techniques effectively to evaluate students' learning in English.</li> </ol>		

**Text Books:**

- Halbe Malati, (2005): Methodology of English Teaching, Himalaya Publishing House,
- Sahni Geeta (2006), Suggested Methodology of Teaching English.
- Bachelor of Education Guru Gobind Singh Indraprastha University

- Sunwani, V.K, (2005), The English Language and Indian Culture.
- Thomson & Wyatt HG (2000), Teaching of English in India, University of London.
- Kumar, Krishna (2007) The Child's Language and the Teacher, A Handbook National Book Trust: Delhi.
- National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Pedagogy of Social Science			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125214	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To develop understanding about the basic differences between Social Studies and Social Sciences.</li> <li>2. To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.</li> <li>3. To acquire knowledge of various evaluation procedures and to device effective evaluation tools.</li> <li>4. To acquire skill in teaching social sciences.</li> <li>5. To identify, prepare and collect different teaching Aids &amp; use them effectively in the classroom.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching Hours (Lecture)</b>
<b>Unit I: Social Science in School Curriculum</b>	1. Nature, Scope & Importance of Social Science		4
	2. Difference between Social Science and Social Studies		1
	3. Aims and objectives of teaching Social Sciences, formulation of objectives in behavioural terms with special reference to Social Science		4
	4. Social Science correlation with other subjects		2
	5. Critical appraisal of a Social Science Text -Book		2
<b>Unit II: Methodology for Social Science Pedagogy and Content Analysis and Lesson Planning</b>	1. Strategies for teaching Social Science in terms of speCIEics methods like Lecture, Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and Supervised Study, Tutorials.		6
	2. Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black Writing etc.		15
	3. Selecting and using teaching aids: Chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: Slide projectors, Film Projectors, Overhead projectors, epidiascope.		4
	4. Content analysis		1
	5. Unit Planning		2
	6. Lesson Planning.		3
<b>Unit III: Curriculum</b>	1. Place of social Studies in Secondary School Curriculum. Principles of Curriculum		3

<b>and Social Science Teacher and co-curricular activities</b>	Construction for Social science.	
	2. Qualities of Social Science teacher	2
	3. Principles of organizing co-curricular activities.	2
	4. Formation and management of Social Science clubs.	2
	5. Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript, magazine.	3
	6. Using Community Resources	2
	7. Organizing field trips	2
	8. Social Science Room	1
<b>Unit IV: Transaction mode and Evaluation</b>	1. Objectives of evaluation in social science.	3
	2. Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions.	3
	3. Construction of achievement test in Social Science.	3
	4. Continuous evaluation using feedback for improvement of teaching and learning in Social Science.	3
	5. Diagnostic testing and Remedial teaching.	2
<b>Course Outcomes(COs):</b>		
<ol style="list-style-type: none"> <li>1. Understand the aims and objectives of teaching Social Sciences at various levels of Education.</li> <li>2. Design lesson plans in teaching of Social Sciences using various pedagogical approaches and methods</li> <li>3. Understand the Social Science curriculum, Qualities of Social Science teacher and organize relevant co-curricular activities.</li> <li>4. Apply suitable evaluation tools and techniques in teaching of Social Sciences.</li> </ol>		

#### **Text Books**

- Mangal S.K., Mangal Uma, (2018); Pedagogy of Social Sciences, PHI Learning Pvt. Ltd., New Delhi.
- Dr. A. Hema Kameshwari & Dr. S. Rathina Kumari, (2016); Pedagogy of Social Sciences, Neelkamal Publications, Hyderabad.
- Br. Ramachandraiah & R. Chandrakumar, (2019); Understanding Discipline & Pedagogy: Social Science for B.Ed. Programme, Vismaya Prakaskana, Bengaluru.
- Sankhian Anurag, (2018); Pedagogy of Social Science (BA/B.Ed.), Kalyani Publishers, Ludhiana/New Delhi.
- Arun Kumar R., (2019); Pedagogy of Social Sciences (BA/B.Ed.), Kalyani Publishers, Ludhiana/New Delhi.
- S.K. Kochhar, (2004); Teaching of Social Science, Sterling Publishers Pvt. Ltd., New Delhi.
- R. A. Sharma; Teaching of Social Studies, R. Lall Book Depot, Meerut.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Pedagogy of Mathematics			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125215	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To understand the nature and value of mathematics and its place in curriculum.</li> <li>2. To understand the learning theories and their applications in Mathematics Education.</li> <li>3. To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.</li> <li>4. To understand and critically evaluate the mathematics curriculum, develop skills for organizing a mathematics laboratory, select and use quality textbooks and teaching aids, and design creative mathematical activities.</li> <li>5. To apply appropriate evaluation techniques in Mathematics.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching Hours (Lecture)</b>
<b>Unit I: Mathematics in School Curriculum</b>	1. Meaning & nature of mathematics, Use & Significance of Mathematics.		3
	2. Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujam, Euclid, Pythagorus & Rene Decarte.		3
	3. Aims and objectives of teaching mathematics at secondary and senior secondary levels.		2
	4. Taxonomy of Educational Objectives.		2
	5. Objectives of teaching mathematics in terms of behaviour outcomes.		2
	6. Correlation of Mathematics with other subjects.		2
<b>Unit III: Development of Curriculum, Text Book, Teaching Aids and Activities of Mathematics</b>	1. Principles and rationale of curriculum construction		2
	2. Critical evaluation of the curriculum in use in Mathematics at the secondary stage.		2
	3. Mathematics Lab		2
	4. Text book of Mathematics- Qualities of a good text book of mathematics.		2
	5. Teaching –Aids		3
	6. Co-curricular Activities for Mathematics: Use and Development Mathematics clubs, Mathematics fairs, quiz, Olympiad, talent search examination.		2
<b>Unit II : Methodology for Mathematics Teaching and Developing Unit Plan,</b>	1. Methods of Teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.		5
	2. Techniques of Teaching: Oral, Written, Drill, Home-Assignment, Supervised study.		4
	3. Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus		15

<b>Lesson Plan</b>	variation, Explaining, Black-Board Writing	
	4. Content Analysis	1
	5. Unit plan – Meaning and purpose of unit plan.	2
	6. Lesson plan - Meaning, purpose and Performa of lesson plan and its rationality.	4
<b>Unit IV: Evaluation in Mathematics</b>	1. Meaning and needs of Evaluation.	3
	2. Tools and Techniques of evaluation and characteristics of a good test.	3
	3. Comprehensive and continuous evaluation (C.C.E.) in Mathematics.	2
	4. Development of test item (short answer and objective type).	4
	5. Preparation of an Achievement test.	3
	6. Diagnostic testing and Remedial Teaching.	2
<b>Course Outcomes(COs):</b>		
<ol style="list-style-type: none"> <li>1. Understand the nature, purpose, curriculum position, and instructional objectives of Mathematics education at different school levels.</li> <li>2. Understand the Mathematics curriculum, Text Book, Teaching Aids and Activities of Mathematics.</li> <li>3. Construct the effective lesson plans and instructional activities by integrating suitable teaching methods, techniques, micro-teaching skills, and content analysis.</li> <li>4. Apply various techniques of evaluation in teaching of Commerce.</li> </ol>		

#### **Text Books**

- Gupta H.N. and Shankaran V. (Ed.), (1984); Content cum Methodology of Teaching Mathematics, NCERT, New Delhi.
- Sahni Madhu, (2019); Pedagogy of Mathematics, Vikas Publishing House, New Delhi.
- Kulshreshtha S.P., (2012); Teaching of Mathematics, R. Lall Book Depot, Meerut.
- Sharma R.A., (2015); Teaching of Mathematics, Surya Publications, Meerut.
- Mangal S.K. and Mangal U., (2017); Teaching of Mathematics, PHI Learning, New Delhi.
- Taneja R.P., (2008); Teaching of Mathematics, Atlantic Publishers, New Delhi.
- Sidhu K.S., (1995); The Teaching of Mathematics, Sterling Publishers, New Delhi.
- Sharma S.K., (2016); Modern Methods of Teaching Mathematics, Anmol Publications, New Delhi.

#### **Reference Books:**

- Tirthaji Bharati Krishna, (1994); Vedic Mathematics, Motilal Banarsidass, Delhi.
- NCERT, (2006); Teaching of Mathematics – A Source Book for Teacher Educators, NCERT, New Delhi.
- Srinivasan T.M., (2004); Teaching of Mathematics, Scitech Publications, Chennai.
- Aggarwal S.M., (2013); Teaching of Modern Mathematics, Dhanpat Rai & Sons, Delhi.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Teaching of Physical Science			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125216	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>To develop in student-teachers an understanding of the nature of Physics and its interface with society.</li> <li>To acquire a conceptual understanding of the Pedagogy of Physics.</li> <li>To acquire and learn specific laboratory skills to conduct practical work in Physics.</li> <li>To develop and use the techniques for evaluation of student's performance.</li> <li>To critically analyze the Curriculum and textbooks from the dimension of development of Scientific Values.</li> </ul>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching Hours (Lecture)</b>
<b>Unit-I: Nature and scope of Physical science</b>	1. Concept & Nature of Physical science .		2
	2. Physical Science -Importance and place in school Curriculum		2
	3. Contribution of Physicists in the development of Science in India.		3
	4. Role of physical science in the process of Globalization.		2
	5. Aims and objectives of teaching physical science at secondary and senior secondary school stage. Instructional objectives with special emphasis on Bloom's Taxonomy.		4
<b>Unit-II Methods and Techniques of physical science</b>	1. Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem solving.		4
	2. Micro Teaching skills Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.		15
	3. Techniques – Team-Teaching, Computer Assistance Teaching, Excursion, Science – museums, Science – club, Science – fair, Science projects.		4
	4. Use of ICT in Teaching-Learning process of Physical Science with computer-aided methods like-Power Point, Multimedia, Simulation, Webinars etc.		4
<b>Unit-III: curriculum &amp; content</b>	1. Meaning, definition and Principles of Curriculum Construction and its types.		3
	2. Curriculum organization		2

<b>analysis of physical science</b>	3. Development of Physical science curriculum at different stages of school education.	3
	4. Current trends in science curriculum.	2
	5. Preparation, selection and use of teaching aids in Physical science.	3
	6. Curricular Accessories and Support Material.	3
	7. Content analysis, Developing unit plans and lesson plan.	8
<b>Unit IV: Evaluation in Science Teaching</b>	1. Evaluation: Meaning and needs, Formative and summative evaluation.	2
	2. Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.	3
	3. Diagnostic testing and Remedial teaching in physical science.	3
	4. Preparation of achievement test, development of improvised apparatus.	3
<b>Course Outcomes(COs):</b>		
<ol style="list-style-type: none"> <li>1. Explain nature of Physical science as a discipline in Science.</li> <li>2. Design the lesson plan using various approaches and teaching methods in Physical Science.</li> <li>3. Understand of curriculum &amp; teaching-learning of Physical Science.</li> <li>4. Apply various techniques of evaluation in teaching of Physical Science.</li> </ol>		

### Text Books

- Agarwal, J.C. (2016), Teaching of Physical Science, Vikas Publishing House Pvt. Ltd., New Delhi.
- Rao, C.S. (2016), Teaching of Physical Sciences, Himalaya Publishing House, Mumbai.
- Yadav, M.S. (2016), Teaching of Physical Science, Anmol Publications Pvt. Ltd., New Delhi.
- Sharma, R.C. (2017), Modern Science Teaching, Dhanpat Rai Publishing Company, New Delhi.
- Kulshreshtha, S.P. (2018), Teaching of Physical Science, R. Lall Book Depot, Meerut.
- Mani, P. (2018), Pedagogy of Physical Science (Part-I), S. Krishna Publications, Chennai.

### Reference Books

- Kansal, A. (2018), Pedagogy of Physical Science, Thakur Publications, Lucknow.
- Gupta, V.K. (2019), Teaching of Physical Science, P.H.I. Learning Pvt. Ltd., New Delhi.
- Rawat, K.S. (2019), Pedagogy of Physical Sciences, Shipra Publications, New Delhi.
- Kumar, A. (2020), Pedagogy of Physical Science, Academic Publications, New Delhi.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Pedagogy of Biological Science			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125217	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory+ Assignment			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ul style="list-style-type: none"> <li>• To develop in student-teachers an understanding of the nature of Biology and its interface with Society</li> <li>• To enable student-teachers to use various methods and approaches.</li> <li>• To develop competencies in planning, preparing, and delivering effective Biology lessons.</li> <li>• To develop skills in designing and using evaluation tools.</li> </ul>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching Hours (Lecture)</b>
<b>Unit I: Biology in School Curriculum</b>	1. History ,Nature and importance of Biological science for Environmental health and peace .		3
	2. Interdisciplinary linkages of Biological science and other school subjects.		2
	3. Some Indian eminent Biologists and their discoveries and value of Biology in our life.		4
	4. General aims & Objectives of Teaching Biology difference between aims and Objectives, Bloom's taxonomy of educational Objectives.		3
	5. Writing objectives in terms of learning outcomes ( Behavioural term ) for different level of school teaching VIII,IX,X classes-RCEM approach of writing objectives .		5
<b>Unit II: Planning, Designing and Transaction</b>	1. Inductive & Deductive Approach, different Methods and techniques of Teaching biological Science.		5
	2. Teacher centered Approaches-Lecture, demonstration, lecture -cum demonstration.		5
	3. Child centered Approaches project Method Heuristic, problem Solving, Assignment.		15
	4. Micro Teaching Skill –Introduction, Explaining, Probing, Questioning ,Illustration and Stimulus Variation, Blackboard writing etc .		4
	5. Analysis of content , Developing unit plans and lesson plan .		3
	6. Use of ICT in Teaching Learning process of biological science with Computer aided methods like power point ,Simulation, Webinars etc		3

<b>Unit III- learner Centered school curriculum</b>	1. Principles of Development of Biological Sciences Curriculum, trends in Biological Sciences Curriculum.	2
	2. Analysis of text books and Biological syllabi of NCERT and UP. State VIII, IX and X classes .	2
	3. Importance and type of teaching aids ,use of audiovisual aids and improvised in teaching biology, biology laboratory .	3
	4. Biological museum , biology club ,field trips, aquarium herbarium and vivarium exhibition .	2
<b>Unit IV : Evaluation in Biological Science</b>	1. Meaning and nature of evaluation and measurement.	2
	2. Tool and techniques of evaluation in biological science	2
	3. Characteristic of a good test-reliability, validity, usability and norms of a test.	2
	4. Essay type, Short answer and objective type tests, Their Merits and demerits.	2
	5. Concept of formative, summative and diagnostic test.	2
	6. Construction of Achievement test.	2
	7. Diagnostic testing and Remedial teaching.	2
<b>Course Outcomes:</b>		
<ol style="list-style-type: none"> <li>1. Explain Nature of Biological science as a process and as a body of knowledge.</li> <li>2. Develop the lesson plan use various approaches and teaching methods in Biology science.</li> <li>3. Understand of curriculum &amp; teaching-learning of Biology science.</li> <li>4. Apply various techniques of evaluation in teaching of Biological science.</li> </ol>		

### Text Books

- Mangal, S.K. (2015), Teaching of Science, PHI Learning Pvt. Ltd., New Delhi.
- Kumar, S. & Singh, A. (2018), Pedagogy of Biological Science, Thakur Publications, Lucknow.
- Kulshreshtha, S.P. (2018), Teaching of Biology, R. Lall Book Depot, Meerut.
- Kaur, H. (2018), Teaching of Biology – Principles and Methods, Twenty First Century Publications, Patiala.
- Priya, M. (2019), Pedagogy of Biological Science (Part–I), S. Krishna Publications, Chennai.
- Saroja, M.M. & Priya, E.M.J. (2019), Teaching of Biological Science, Emerald Publishers Chennai.
- Rawat, K.S. (2019), Pedagogy of Biological Sciences, Shipra Publications, New Delhi.
- Bharti, Reena. (2020), Teaching of Biological Science, Agarwal Publications, Agra.
- Bhalla, P. (2020), Pedagogy of Biological Science, Lakshmi Publications, New Delhi.
- Jain, P.B. (2021), Pedagogy of Biological Science, Academic Publishers, Kolkata.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Teaching of Home Science			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125218	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ul style="list-style-type: none"> <li>• To understand the nature and scope of Home Science.</li> <li>• To get acquainted with the various approaches of teaching Home Science.</li> <li>• To appreciate the usefulness of knowledge of Home Science in everyday life.</li> <li>• To apply various evaluation procedures in teaching of Home Science.</li> </ul>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Teaching Hours (Lecture)</b>	
<b>Unit I: Meaning and Scope of Home Science</b>	1. Meaning, concept and components of Home Science	2	
	2. Place of Home Science in secondary education.	2	
	3. Aims and objectives of teaching of Home Science.	2	
	4. Correlation of Home Science with other school subjects.	2	
	5. Foods, Nutrition and Health	2	
	6. Child Care.	2	
	7. Fiber and Fabric.	3	
	8. Home Management-Importance of planning, principles of budget making.	3	
	9. Hygiene and sanitation.	2	
<b>Unit - II: Approaches and Methods of Teaching Home Science</b>	1. Method of teaching as applied to Home Science (a) Teacher centred methods-lecture, demonstration (b) Child centred method-laboratory, project, assignment, discussion.	5	
	2. Micro-teaching skills- Introduction, Explaining, Probing Questioning, Illustration, stimulus variation, etc.	15	
	3. Use of ICT in Teaching-Learning process of Home Science with computer-aided methods like-Power Point, Multimedia, Simulation, Software's, Webinars etc.	4	
<b>Unit - III: Planning and Designing for Effective Instruction in Home Science</b>	1. Content analysis, Developing unit plans and lesson plan .	6	
	2. Development and designing of curriculum.	4	
	3. Teaching aids-classification and importance.	4	
	4. Development of text books.	3	
	5. Planning of space and equipment for Home Science laboratory.	2	
<b>Unit - IV:</b>	1. Evaluation in home science-meaning and	3	

<b>Evaluation in Home Science</b>	importance of evaluation.	
	2. Characteristic of a good evaluation device.	2
	3. Comprehensive and continuous evaluation.	2
	4. Evaluation devices –written oral Observation, Practical work, assignment	3
	5. Diagnostic testing and Remedial teaching in Home Science.	2
<b>Course Outcomes:</b>		
<ol style="list-style-type: none"> <li>1. Explain the aims and objectives of teaching Home Science at various levels of Education</li> <li>2. Use various pedagogical approaches and methods of teaching of Home Science.</li> <li>3. Design instructional plans in teaching of Home Science using community resources and various pedagogical methods.</li> <li>4. Conduct evaluation in teaching of Home Science by using various tools and techniques.</li> </ol>		

### **Text Books**

- Rao, M.S. (2016), Teaching of Home Science, Discovery Publishing House, New Delhi.
- Bhatia, K.K. & Narang, C.L. (2016), Teaching of Home Science, Tandon Publications, Ludhiana.
- Sukhija, S. (2017), Teaching of Home Science, R. Lall Book Depot, Meerut.
- Kohli, A. (2017), Teaching of Home Science – Concepts and Methods, Allied Publishers, New Delhi.
- Seema, S. (2018), Pedagogy of Home Science, Thakur Publications, Lucknow.
- Gupta, V. (2018), Methods of Teaching Home Science, Kanishka Publishers, New Delhi.
- Kumari, S. (2019), Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi.

### **Reference Books**

- Kaur, R. & Arora, N. (2019), Pedagogy of Home Science – A Practical Approach, Academic India Publishers, Delhi.
- Singh, S. (2019), Teaching of Home Science – Theory and Practice, Academic Publications, New Delhi.
- Kumari, R. (2020), Pedagogy of Home Science, Lakshmi Publications, New Delhi.
- Rani, S. (2021), Pedagogy of Home Science, S. Krishna Publications, Chennai.

<b>School Name</b> -School of Education			
<b>Program</b> -Bachelor of Education (B.Ed)			<b>Semester</b> -2 <sup>nd</sup>
<b>Course Name</b> - Pedagogy of Computer Science			
<b>A.Y.</b> - 2025-26	<b>CourseCode</b> -B090125219	<b>Batch</b> -2025-27	<b>CIE Marks</b> - 30 (MM)
<b>Total Teaching Hours</b> -75		<b>Total Credits</b> -5	<b>ESE Marks</b> - 70 (MM)
<b>Type of Course</b> - Theory			<b>Total Marks</b> - 100(MM)
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>To develop a broad understanding of the principles and procedures used in computer science education.</li> <li>To develop their skills necessary for preparing international accessories.</li> <li>To know the methods of planning instruction for the classroom.</li> <li>To learn successfully various methods of teaching computer science and use them judiciously.</li> <li>To manage introduction activity in such a way that the vast majority of the learner attains most of the objectives.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-1</b>	<b>Historical perspective, Aims and Objectives of Computer Science</b>		
<b>1</b>	Historical Development of Computer (hardware and software)		<b>3</b>
<b>2</b>	Present status of computer science as a school subject.		<b>3</b>
<b>3</b>	Significance of teaching computer science at secondary/senior secondary schools.		<b>3</b>
<b>4</b>	Aims and Objectives of teaching computer science- Aims and Objectives of teaching computer science. - Classification of educational objectives (Bloom's taxonomy). - Statement of specific objectives in behavioral terms.		<b>5</b>
<b>Unit-2</b>	<b>Methods of Teaching Computer Science.</b>		
<b>1</b>	Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method.		<b>6</b>
<b>2</b>	CAI technique, Hands on experience, Video Technology, Power Point Presentation, Software, Webinars etc.		<b>6</b>
<b>3</b>	Co-operative Learning Approach, System Approach, Multimedia Approach.		<b>5</b>
<b>4</b>	Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.		<b>15</b>
<b>Unit-3</b>	<b>Unit Planning, Lesson Planning and Teaching Aids:</b>		
<b>1</b>	Meaning and Definition of unit plan and lesson plan.		<b>3</b>
<b>2</b>	Importance and steps of planning a lesson.		<b>3</b>
<b>3</b>	Need, Importance, Preparation and using of Teaching Aids in Computer Science.		<b>5</b>
<b>4</b>	Organization of Computer Laboratory.		<b>2</b>
<b>Unit -4</b>	<b>Evaluation in Computer Science:</b>		
<b>1</b>	Meaning and importance of evaluation.		<b>3</b>

2	Comprehensive and continuous evaluation (CCE) in computer science.	2
3	Development of test items objective type, short answer type, essay type.	3
4	Preparation of an Achievement Test.	3
5	Analysis and Interpretation of Test results.	3
6	Diagnostic testing and Remedial teaching.	2

**Course Expected Outcomes(CEOs):**

1. Understand the fundamental of Computer and its principles.
2. Understand the knowledge of various teaching methods, strategies, and techniques specific to Computer Science education.
3. Apply the effective lesson plans, unit plans, and teaching-learning materials using ICT tools for different levels of school education.
4. Apply assessment tools and techniques effectively to evaluate students' learning in Computer Science.

**Text Books**

- Singh, Arjinder. (2010), Teaching of Computer Education, Modern Publishers, Jalandhar.
- Sinha, P.K. & Sinha, P. (2007), Computer Fundamentals, BPB Publications, New Delhi.
- Aggarwal, Ruchi & Ahmad, Jalees. (2016), Pedagogy of Computer Science, Thakur Publishers, Meerut.
- Kohli, B.L. (2014), Teaching of Computer Science Made Easy, Doaba Publications, Delhi.
- Ahuja, Jyoti. (2018), Pedagogy of Computer Science, Neelkamal Publications, Hyderabad.
- Bharti, Vinay; Jain, Payal Bholra; Chugh, Neelam. (2022), Pedagogy of Computer Science (B.Ed. 1st Year), Laxmi Publications, New Delhi.
- Husain, Noushad. (2014), Pedagogy of Computer: Making Effective Learning Designs, Shipra Publications, New Delhi.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Pedagogy of Commerce			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125220	<b>Batch-</b> 2025-27	<b>CIE Marks -</b> 30 (MM)
<b>Total Teaching Hours-</b> 75		<b>Total Credits-</b> 5	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To understand the meaning, scope, historical development, aims and instructional objectives of Commerce education, and its position in the school curriculum.</li> <li>2. To acquaint learners with various teaching aids, methods, techniques, content analysis procedures, and planning skills required for effective Commerce teaching.</li> <li>3. To develop understanding of co-curricular activities, curriculum development principles, correlation of Commerce with other subjects, and the professional role of a Commerce teacher.</li> <li>4. To enable learners to understand the concepts, tools, techniques, and processes of evaluation, including test construction, diagnostic testing, and remedial teaching.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching Hours (Lecture)</b>
<b>Unit I: Commerce Teaching in School Curriculum</b>	1. Meaning and scope of Commerce as a subject, Historical development of commerce education in India.		2
	2. Place of commerce in Indian school Curriculum		2
	3. Aims and Objectives of teaching of Commerce. Objectives of Commerce education at High school and Intermediate levels (vocational & academic).		3
	4. Instructional Objectives -meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy).		4
	5. Commerce Room		2
	6. Text book of Commerce		2
<b>Unit II: Teaching Aids, Co-curricular activities, Curriculum, Correlation with other Subjects, Commerce Teacher</b>	1. Teaching Aids and Use of ICT in teaching-Learning process of commerce		3
	2. Co-curricular activities in Commerce.		2
	3. Curriculum in Commerce (i) Principles of curriculum construction (ii) Critical evaluation of High School syllabus.		2
	4. Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlation with Maths, Geography & Economics.		2
	5. Commerce teacher (i) Profile of a good Commerce teacher (ii) Professional growth of a Commerce teacher.		2
<b>Unit III: Methods and Techniques of</b>	1. Various Methods of teaching Commerce-Lecture and discussion methods, Project method, Heuristics, Problem solving method etc.		5

<b>Commerce Teaching, Content Analysis and Lesson Planning</b>	2. Techniques of Commerce teaching-questioning & demonstration etc.	3
	3. Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach).	3
	4. Plans of commercial practice teaching (rotation, office model, battery and co-operative plan).	2
	5. Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Writing etc.	15
	6. Content Analysis	1
	7. Unit Plan, Resource Plan and Lesson Planning	6
	<b>Unit IV: Evaluation in Commerce.</b>	1. Concept, scope and importance of evaluation.
	2. Tools and Techniques of evaluation and characteristics of a good test.	3
	3. Construction and administration of an achievement test.	3
	4. Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom's Taxonomy)	3
	5. Diagnostic testing and Remedial teaching	2
<b>Course Outcomes(COs):</b>		
<ol style="list-style-type: none"> <li>1. Understand the nature, purpose, curriculum position, and instructional objectives of Commerce education at different school levels.</li> <li>2. Create the effective lesson plans and instructional activities by integrating suitable teaching methods, techniques, micro-teaching skills, and content analysis.</li> <li>3. Understand the Commerce curriculum, co-curricular activities, and the professional competencies required for an effective Commerce teacher.</li> <li>4. Apply various techniques of evaluation in teaching of Commerce.</li> </ol>		

### **Text Books**

- Aggarwal, J.C. (1995); Teaching of Commerce, Vikas Publishing House, New Delhi.
- Bhatia, B.D. (1996); Teaching of Commerce, Kalyani Publishers, Ludhiana.
- Dhingra, R. (2002); Teaching of Commerce, Kanishka Publishers, New Delhi.
- Kohli, A. (2007); Principles of Teaching Commerce, Anmol Publications, New Delhi.
- Saxena, N.R., Mishra, B.K. & Mohanty, R.K. (2010); Pedagogy of Commerce, R. Lal Book Depot, Meerut.
- Dhillon, J.S. & Singh, R. (2012); Methods of Teaching Commerce, Twenty First Century Publications, Patiala.
- Kulkarni, M. (2008); Methods of Teaching Commerce and Accountancy, Discovery Publishing House, New Delhi.

## **Reference Books**

- NCERT (2005); Teaching of Business Studies and Accountancy, NCERT, New Delhi.
- Shah, K. (2011); Pedagogy of Commerce, Himalaya Publishing House, Mumbai.
- Chauhan, S.S. (2004); Advanced Methods of Teaching Commerce, Vikas Publishing House, New Delhi.
- Singh, Y.K. (2008); Teaching of Commerce, APH Publishing Corporation, New Delhi.

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-2<sup>nd</sup></b>
<b>Course Name- Educational Vocational Guidance</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125221</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 30 (MM)</b>
<b>Total Teaching Hours-60</b>		<b>Total Credits-4</b>	<b>ESE Marks- 70 (MM)</b>
<b>Type of Course- Theory</b>			<b>Total Marks- 100(MM)</b>
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To appreciate the nature, need, principles for guidance and counseling;</li> <li>2. To familiarize the responsibilities and moral obligation of teacher as a guide and Counselor.</li> <li>3. To develop capacity of applying the techniques and procedures of guidance and Counseling.</li> <li>4. To facilitate career development of all the different types of students.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit-1</b>	<b>Introduction to Guidance</b>		
<b>1</b>	Meaning, Nature and Scope		<b>4</b>
<b>2</b>	Principles of Guidance		<b>4</b>
<b>3</b>	Types of Guidance: Educational, Vocational and Personal Guidance (Meaning, Need and Importance, Objectives).		<b>6</b>
<b>Unit-2</b>	<b>Introduction to Counseling</b>		
<b>1</b>	Concept of Counseling, Need & Importance of Counseling		<b>4</b>
<b>2</b>	Types of Counseling : Directive, Non-Directive and Eclectic		<b>5</b>
<b>3</b>	Process of Counseling		<b>5</b>
<b>Unit-3</b>	<b>Studying an Individual</b>		
<b>1</b>	Need and importance of Studying an individual		<b>4</b>
<b>2</b>	Testing and Non-testing devices for the study of an individual		<b>4</b>
<b>3</b>	Testing : Interest Inventories and aptitude tests		<b>4</b>
<b>4</b>	Non-Testing : Interview, Questionnaire Cumulative record card, Anecdotal record, Rating scale		<b>4</b>
<b>Unit -4</b>	<b>Guidance Services and their Organization in the Schools</b>		
<b>1</b>	Types of Guidance services		<b>5</b>
<b>2</b>	Role of School personnel in organizing guidance services		<b>4</b>
<b>3</b>	Role of Teacher as a counselor		<b>5</b>
<b>Task and Assignments</b>	<b>Practical Assignments/Field Engagement: (Any one)</b>		<b>3</b>
	<ol style="list-style-type: none"> <li>1. Make a study of a guidance centre. Prepare a report.</li> <li>2. Prepare a cumulative record card of a student studying at secondary level.</li> <li>3. Prepare a report on the guidance services organized by school personnel.</li> <li>4. Learning and participating in the world of work: Study of local occupations, technologies &amp; skills and work force.</li> </ol>		

	Prepare a report on the guidance & counselling needs of Students with Disabilities in a rural school.	
<b>Course Outcomes(COs):</b> <ol style="list-style-type: none"> <li>1. Explain the concept and different types of guidance.</li> <li>2. Explain the concept of Counseling and its types.</li> <li>3. Understand the testing and non-testing devices for the study of an Individual.</li> <li>4. Understand the different types of guidance services organized in the School.</li> </ol>		

**Text Books:**

1. Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana: Kalyani Publishers.
2. Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Educaiton.
3. Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa Vidyalaya Prakashan.
4. Nayak, A. K., (2009). *Guidance and counselling*, A. P. H Publishing Cooperation, New Delhi.
5. Sharma, R.A (2008). *Fundamental of Guidance and counseling*, Meerut: R LalI Book Depot.
6. Sidhu, H.S (2005). *Guidance and Counselling*, Patiala : Twenty First Century.
7. Strong, R. (2005). *Counselling Techniques in colleges and secondary school*. New York: Harper.

<b>School Name-</b> School of Education			
<b>Program-</b> Bachelor of Education (B.Ed)			<b>Semester-</b> 2 <sup>nd</sup>
<b>Course Name-</b> Human Rights and Value Education			
<b>A.Y.-</b> 2025-26	<b>Course Code-</b> B090125222	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 30 (MM)
<b>Total Teaching Hours-</b> 60		<b>Total Credits-</b> 4	<b>ESE Marks-</b> 70 (MM)
<b>Type of Course-</b> Theory+ Assignment			<b>Total Marks-</b> 100 (MM)
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To understand the need and importance of value-education and education for Human Rights as a duty.</li> <li>2. To orient themselves on duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.</li> <li>3. To comprehend the process of moral personality development vis-à-vis as a means of their cognitive and social development.</li> <li>4. To draw lessons from principles of life and converting them into moral learning towards moral education.</li> </ol>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Teaching Hours (Lecture)</b>	
<b>Unit I</b>	<b>Introduction of Value Education</b>		
1	Value Education Concept, Nature, Importance & Perspectives (Rational, Philosophical, Socio-Cultural, Religious and Psychological )	4	
2	Five Universal Values- Truth, Peace, Non-violence, Righteous Conduct, love.	3	
3	Sources of value education .	3	
4	Types of Values –Moral ,Spiritual, social, Aesthetic ,Democratic or Constitutional values.	3	
5	Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics, Religion, Morality, Values,	3	
6	Development of personality by value Education	2	
<b>Unit II</b>	<b>Value Crisis and Impact of Modern Education &amp; Media on Values</b>		
1	Value Crisis: Values Crisis Concept, Characteristics and Remedies.	3	
2	Gandhi an Values for globalized society.	4	
3	Impact of Modern Education - Role of a teacher in the preservation of tradition and culture, Role of family, tradition & community in value development, Impact of Science and Technology	3	
4	Impact of Media on Values- Effects of Printed Media and Television on Values, Effects of computer aided media on Values	3	
<b>Unit III</b>	<b>Conceptualizing Human Rights and Human Rights Education</b>		
1	Human Rights, Rationale and Evolution, UDHR and its Articles (particularly 1, 3, 7, 10, 18, 19)	4	
2	UDHR and Duties: Article 26, Receiving Rights subject to	3	

	performing duties.	
3	National Human Rights Commission and its role	3
4	Human Rights Education: Meaning, Objectives, Strategies and Role of Education towards duty-consciousness	3
5	Role of the Indian Constitution: The Right of Children to Free and Compulsory Education Act, 2009 in context of Human Rights and Fundamental Duties Article 51A	4
<b>Unit IV</b>	<b>Issues, Movements and Promotion of Human Rights</b>	
1	Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.	3
2	Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.	4
3	Human development and Gender development with special reference to Human development index (HDI) and Gender development index (GDI).	3
<b>Task and Assignments (any one)</b>	<b>Practical Assignments/Field Engagement: (Any one)</b>	<b>3</b>
	<ul style="list-style-type: none"> <li>• Awareness Camp to promote Human Rights Education.</li> <li>• Series of Street plays (nukkad naatak) about Human Rights Education.</li> <li>• Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective.</li> </ul>	
<b>Course Outcomes (CO's)</b>		
<ol style="list-style-type: none"> <li>4. Understand the nature of values, moral values, value education in a pluralistic world.</li> <li>5. Explain the impact of modern education and media on values and the role of teacher in response to value crisis</li> <li>6. Understand the role of the Indian Constitution, Human Rights Commission and UDHR in fostering values of human unity and peace</li> <li>7. Understand the various activities to promote the ethics of Human rights at National and International level.</li> </ol>		

### **Text Books**

- Shukla, R.P. (2004), Value Education and Human Rights, Sarup & Sons, New Delhi.
- Aggarwal, J.C. (2005), Education for Values, Environment and Human Rights, Shipra Publications, New Delhi.
- Pandey, V.C. (2007), Value Education and Education for Human Rights, Isha Books, New Delhi.
- Singh, S.P., Kaul, A. & Choudhary, S. (2010), Peace and Human Rights Education, A.P.H. Publishing Corporation, New Delhi.
- Ajithkumar, U. (2010), Human Rights Education, Himalaya Publishing House, Mumbai.

<b>School Name-School of Education</b>	
<b>Program-Bachelor of Education (B.Ed)</b>	<b>Semester-2<sup>nd</sup></b>

<b>Course Name-</b> Understanding of ICT			
<b>A.Y.- 2025-26</b>	<b>CourseCode-</b> B090125231	<b>Batch-</b> 2025-27	<b>CIE Marks-</b> 35 (MM)
<b>Total Teaching Hours-</b> 30		<b>Total Credits-</b> 2	<b>ESE Marks-</b> 15 (MM)
<b>Type of Course-</b> Practical			<b>Total Marks-</b> 50 (MM)
<b>Course Objectives</b>			
<ul style="list-style-type: none"> <li>• To equip student teachers in the effective use of ICT tools, software applications and digital resources in classroom..</li> <li>• To acquire the skill of organizing and creating her/his own digital resources.</li> <li>• To enable them to use ICT for making classroom processes more inclusive and supportive in addressing multiple learning abilities.</li> </ul>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Teaching hours (Lecture)</b>
<b>Unit -1</b>	<ul style="list-style-type: none"> <li>• Use of T.V and Video in education</li> <li>• Use of newspapers in education</li> <li>• Functional knowledge of operating computers-word processing, power point, Excel etc.</li> <li>• Effective Browsing of internet for selection of relevant information</li> <li>• Downloading relevant material</li> <li>• Competencies in developing software</li> <li>• Developing PPT for classroom use</li> </ul>		<b>30</b>
<b>Course Outcomes(COs):</b>			
<ol style="list-style-type: none"> <li>1. Apply the understanding of different ICT based teaching- learning resources and approaches in classroom.</li> <li>2. Evaluate the different available tools and software's for documentation and communication.</li> <li>3. Recognize the scope of online teaching learning and various virtual communities and their educational implications.</li> </ol>			

<b>School Name-School of Education</b>			
<b>Program-Bachelor of Education (B.Ed)</b>			<b>Semester-2<sup>nd</sup></b>
<b>Course Name- Preliminary School Engagement PSE-2</b>			
<b>A.Y.- 2025-26</b>	<b>CourseCode-B090125241</b>	<b>Batch-2025-27</b>	<b>CIE Marks- 35 (MM)</b>
<b>Total Teaching Hours-30</b>		<b>Total Credits-2</b>	<b>ESE Marks- 15 (MM)</b>
<b>Type of Course- Practical</b>			<b>Total Marks- 50 (MM)</b>
<b>Course Objectives</b>			
<ol style="list-style-type: none"> <li>1. To observe children and the teaching learning process in a systematic manner.</li> <li>2. To reflect critically on practice by visiting a learning centre.</li> </ol>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Teaching hours (Lecture)</b>
	<b>Two week Practice-Teaching in Real-Class room situation in a school:</b>		
	<p>The student-teachers will be attached to a particular school as ‘School Attachment”, where they will deliver their 15 lessons each pedagogy subject. These lessons will be observed by peers as well as by subject-supervisors daily, which will provide them feedback for the modification of their behavior. This shorter period is to provide the student-teachers adequate exposure to have a ‘feel’ of dealing with teaching-learning. It will help him/her to develop the basic teaching skill required to deal with students effectively in classroom.</p>		<b>30</b>
<b>Course Outcomes(COs):</b>			
<ol style="list-style-type: none"> <li>1. Apply pedagogical theories and methods to plan and deliver 15 lessons in each pedagogy subject during the school attachment period.</li> <li>2. Analyze peer and supervisor feedback to identify strengths and areas requiring improvement in their teaching behaviour and classroom practices.</li> </ol>			