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ABBREVIATIONS/DEFINITIONS

- "AC" means, Academic Council of the University.
- "BOM" means, the Board of Management of the University.
- "BOS" means, the Board of Studies of the Department.
- "CAU/AUC-option" CAU/AUC means change from Credit to Audit option / change from Audit to Credit option
- "Class/Course Committee" means, the Class/Course Committee of a class/course.
- "Course" means, a specific subject usually identified by its course-number and course-title, with a specified syllabus/course-description, a set of references, taught by some teacher(s)/course- instructor(s) to a specific class (group of students) during a specific academic-term/semester/year.
- "COE" means, the Controller of Examinations
- "Course Instructor" means, the teacher or the Course Instructor of a Course.
- "Curriculum" means the set of Course-Structure and Course-Contents.
- "DAA" means, the Dean of Academic Affairs.
- "DAAB" means Departmental Academic Appeals Board.
- "DEC/PEC" means Dissertation Evaluation Committee/Project Evaluation committee.
- "Department" means a group in the University devoted to a specific discipline also called a School. Department and School are used interchangeably.
- "DSA" means, Dean Student Affairs.
- "Faculty Advisor/Class Counsellor" means, the Faculty Advisor or the Panel of Faculty Advisors, in a Parent Department, for a group (admission-batch) of students. Also known as Class Counsellor.
- "DRPC" means Doctoral Research Programme Committee
- "Grade Card" means the detailed performance record in a term/semester/year/ programme.
- "He" means both genders "he" and "she"; similarly "his" and/or "him" includes "her" as well, in all the cases.
- "HOD" means, the Head of the Department.
- "MEY" means Make-up End Year
- "MLC" means Mandatory Learning Course.
- "Parent Department" or "Degree Awarding Department" means, the department that offers the degree programme that a student undergoes.
- "Project Guide" means, the faculty who guides the Major Project of the student.
- "RB" means Research Board
- "RPAC" means Research Progress Assessment Committee
- "Regulations" means, set of Academic Regulations.
- "TEC" means Thesis Evaluation Committee
- "University" means, Lingaya's University, Faridabad (LU)
- "VC" means, the Vice Chancellor, Lingaya's University, Faridabad.

CODE OF CONDUCT AND ETHICS FOR STUDENTS

1. Wear decent dress respecting his/her modesty as well as that of others.
2. Expected to respect and show regard for teachers, staff and fellow students.
3. Inculcate civic sense and sensitivity for environment protection.
4. Not to resort to collection of funds for any use without written permission of VC.
5. To exhibit exemplary behaviour, discipline, diligences, and good conduct and are a role model to other students.
6. Not to indulge in offences of cognizable nature.
7. Not to practice casteism, communalism.
8. Not to indulge in any other conduct unbecoming of a professional student of the University.
9. Not to outrage the status, dignity and honour of any person.
10. Not to get involved in physical assault or threat, and use of physical force against any body.
11. Not to expose fellow students to ridicule and contempt that may affect their self esteem.
12. Not to form any kind of student's Union, etc.
13. Not to take active or passive part in any form of strikes/protests.
14. To observe all safety precautions while working.
15. Not to disfigure/damage the University property, building, furniture, machinery, library books, fixtures, fittings, etc. (Damage / loss caused shall have to be made good by the students).
16. Use of mobile/video camera phones is strictly prohibited inside the examination halls, class rooms, laboratories and other working places. LU has the right to confiscate the mobile phones in case of any violation.
17. Not to indulge in ragging/teasing, smoking, gambling, use of drugs or intoxicants, drinking alcohol, rude behavior, and use of abusive language.
18. Not to resort to violence, unruly travel in buses, bullying, threatening and coercing others for undesirable act, such as preventing from attending classes, writing exam. / tests, etc etc.
19. All the students of the LU shall be under the disciplinary control of the VC.
20. Students are deemed to be under the care and guidance of parents. It is obligatory for the former to appraise their progress (given by the CC) to the parents.
21. Fine, if ever imposed, is only to improve discipline and shall be paid promptly.
22. While on campus, students have to take care of their belongings and no responsibility for any loss or damage can be held by the University.
23. Every student shall produce the I-Card on demand, and if lost, get a duplicate issued.
24. The students must attend all lectures, tutorials and practical classes in a course punctually (The attendance will be counted course-wise).
25. To abide by the rules and regulations of the University stipulated from time to time.

IMPORTANT ACADEMIC RULES

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GENERAL

- The Regulations may evolve and get revised/refined or updated or amended or modified or changed through approvals from the Academic Council from time to time, and shall be binding on all parties concerned, including the Students, Faculty, Staff, Departments, University Authorities and officers. Further, any legal disputes shall be limited to the legal jurisdiction determined by the location of the University and not that of any other party.
- If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation etc., the matter will be reported to the AC, recommending revoking the admission of the candidate.
- The LU reserves the right to cancel the admission of any student at any stage of his study programme in the University on the grounds of unsatisfactory academic performance or indiscipline or any misconduct.
- Medium of Instruction shall be English however question papers will be set both in English as well as Hindi. A candidate will get a choice of medium for examination purposes at the time of registration.

PROGRAMME

- There is only one type of student status in the B.Ed. Degree Programme, namely, full time.
- For full-time students, the duration of study shall be a minimum of one year and a maximum of two years.
- The course content for a B.Ed. Degree Programme will consist of the following components:
 - (a) Two-Letter Grade Courses
 - (i) Programme Foundation Courses
 - (ii) Pedagogical Courses
 - (iii) Elective Course
 - (iv) Practical Courses including Practice Teaching
 - (v) Project work
 - (b) Non-Two-Letter Grade Courses
 - (i) Mandatory Learning Courses
- Note:** A student has to register for the above courses at the appropriate time decided by BOS.
- The exact credits offered for the programme for the above components, the distribution among them, as well as the syllabi of all the courses offered by the department are given in the 'Scheme of Studies and Syllabus'.
- The minimum credit requirement for the B. Ed. Degree is 54.
- A student has to pass all the core courses i.e. foundation courses and mandatory courses for the minimum credit requirement for the B.Ed. degree programme.

PRACTICE TEACHING

- Practice teaching is of 10 credits subdivided into three credit courses with credits 4, 4 and 2 respectively. These three courses are based on Skills in Practice Teaching-I and Skill in Practice Teaching-II. The trainee is assigned to a school for four weeks. The trainee will be evaluated by the teacher educators, on the basis of pedagogical principles and no end-year examination will be conducted.

PROJECT WORK

- It is a 6 credit course. A student is required to select a topic from any foundation or elective course for detailed study. A report is required to be submitted based on the work which may include critical study from the view point of education. It will be evaluated by a committee of three examiners out of which one will be external expert on the basis of seminar/viva voce.

NON TWO-LETTER GRADE COURSES

- These are courses that must be completed by the student at appropriate time as suggested by the Faculty Advisor. The 'S' grade is awarded for satisfactory completion of the course and 'N' grade is awarded for non-completion of the course. In case 'N' grade is awarded, the student has to re-register for the same course wherein he has no alternative options. However, he can opt for other courses if he has been provided with multiple options. The 'S' and 'N' grades do not carry grade-points and hence not included in the CGPS computations.

ASSOCIATION

- Every student of the University shall be associated with the Parent Department (Degree Awarding Department), throughout his study period.
- The schedule of academic activities including the dates of registration, mid-year examinations, End-year examination, vacation, etc. shall be referred to as the Academic Calendar of the year, and announced at least two weeks before the starting date of the academic year.

PRE-REGISTRATION

- In order to facilitate proper planning of the academic activities, it is essential for the students to declare their intent to register for a course/medium of examination well in advance, before the actual start of the academic year, who propose to deviate from recommended scheme of studies.
- Pre-registration is an expression of intention of a student to pursue particular courses. It is information for planning. Every effort will be made to arrange for a course opted by the student. However, it is not obligatory on the part of the university to offer the courses and no course may be offered if the number of students opting for the course is less than 15 or 25 percent of the admission strength whichever is less.
- If a student fails to pre-register it will be presumed that he will follow suggested normal scheme of studies and medium of examination provided

that he is progressing at a normal pace. For remaining students the HOD of the parent department will plan for courses as per the convenience of the department.

REGISTRATION TO COURSES

- Every Student after consulting his Faculty-Advisor is required to register for the approved courses and medium of examination with the HOD of parent department at the commencement of each academic year on the days fixed for such registration as notified in the academic calendar.
- A student shall register for courses from amongst the courses being offered keeping in mind the minimum and maximum credits allowed for a degree and other requirements i.e. pre-requisite, if any. CGPA after consulting the Faculty Advisor. No registration will be valid without the consent of HOD of the parent department.
- A student will be permitted to register as per the suggested normal scheme only if he has not been debarred from registering on any specific ground by the university.
- The students will be permitted to register for course(s) being offered other than his normal suggested scheme provided that the time table permits.
- Students who do not register on the day announced for the purpose may be permitted LATE REGISTRATION up to the notified day in academic calendar on payment of late fee.
- REGISTRATION IN ABSENTIA will be allowed only in exceptional cases with the approval of the DAA after the recommendation of HOD through the guardian of the student.
- Credits will be awarded in registered courses only.

COMMUNICATIVE ENGLISH COURSE

- There is one course carrying 1 credit where the trainee is required to interact and present his ideas to a group. It is a mandatory course.

REGISTRATION- REVISION

- A student has the option to ADD courses for registration till the date specified for late registration in the Academic Calendar.
- On recommendation of the Teaching Department as well as the Parent Department, a student has the option to DROP courses from registration until two weeks after the commencement of the classes as indicated in the Academic Calendar.
- A student can register for auditing a course, or a course can be converted from credit to audit or from audit to credit, with the consent of the Faculty Advisor and Course Instructor within two weeks after the commencement of the classes as indicated in the Academic Calendar. However, CORE Courses shall not be available for audit.

ATTENDANCE REQUIREMENTS

- LU academic programmes are based primarily on the formal teaching-learning process. Attendance in classes, participating in classroom discussions and participating in the continuous evaluation process are the

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most essential requirements of any academic programme.

- Attendance will be counted for each course scheduled teaching days as per the academic calendar.
- The attendance requirement for appearing in End-year examination shall be a minimum of 75% of the classes scheduled in each course.

LEAVE OF ABSENCE

- The leave of absence must be authorized as per regulations.
- A student short of attendance in a course (less than needed after leave of absence and condonation by VC) will be awarded 'FF' grade in the course.
- All students must attend all lecture, tutorial and practical classes in a course. The attendance will be counted course wise.
- To account for approved leave of absence e.g. representing the University in sports, games or athletics; professional society activities, placement activities, NCC/NSS activities, etc. and/or any other such contingencies like medical emergencies, etc., the attendance requirement shall be a minimum of 75% of the classes scheduled in each course to appear in the end-year examination.
- A student with less attendance in a course during a year, in lectures, tutorials and practicals taken together as applicable, shall be awarded 'FF' grade in that course, irrespective of his academic performance, and irrespective of the nature of absence.
- If the period of leave is more than three days and less than two weeks, prior application for leave shall have to be submitted to the HOD concerned, with the recommendation of the Faculty-Advisor, stating fully the reasons for the leave requested, along with supporting documents.
- If the period of leave is two weeks or more, prior application for leave shall have to be made to the DAA with the recommendations of the Faculty-Advisor; HOD concerned stating fully the reasons for the leave requested, along with the supporting documents. The DAA may, on receipt of such application, grant leave or decide whether the student be asked to withdraw from the course for that particular academic year because of long absence.
- If a student fails to apply and get sanction for absence as in the above two cases, his parent/guardian may apply to the VC with reasons duly recommended by the faculty advisor, HOD and DAA and explain in person to the VC the reasons for not applying in time. The VC will consider on merit and decide to grant the leave or withdrawal from the course for that particular year subject to any condition that he may like to impose. The decision of the VC shall be final and binding.

ABSENCE DURING EXAMINATIONS

- A student who has been absent during Mid-year Examination due to illness and/or any exigencies may give a request for make-up examination within one week after the Mid-year Examination to the HOD with necessary supporting documents in person. The HOD may consider such requests depending on the merits of the case, and after consultation with the course instructor, may permit the Make-up examination for the student concerned.

However, no makeup examination will be permitted if the attendance in the course is less than 60% till the date of examination. This facility can be available only once in a year.

- In case of absence from End-Year Examination of a course(s) on Medical ground and/or other special circumstances, the student can apply for award of 'I' grade in the course(s) with necessary supporting documents and certifications by an authorized person to the HOD within one week after the End-Year Examination. The HOD may consider the request, depending on the merit of the case, and after consultation with the Course(s) Instructor(s)/ faculty advisor may forward the case to DAA with his recommendation for the award of 'I' grade. After permission by DAA in writing, the 'I' Grade is converted into a regular double letter grade on the basis of the students' marks in Mid-year examination(s) and Class Work. However, if a student has scored 50% or more marks in Mid-Year examination(s) plus Class work his/her marks will be increased by 50% before awarding the grade. This applies to both theory and practical courses.

COURSE CREDIT ASSIGNMENT

- Every Course comprises of specific Lecture-Tutorial-Practical (L-T-P) Schedule. The credits for various courses are shown in the Scheme of Studies and Syllabus.
- The Academic Performance Evaluation of a Student shall be according to a Letter Grading System, based on the Class Performance Distribution.
- The double-letter grade (AA, AB, BB, BC, CC, CD, DD, FF) indicates the level of academic achievement, assessed on a decimal (0-10) scale.

Letter-Grades and Grade-Points:

LETTER-GRADE	GRADE-POINTS	REMARKS
AA	10	
AB	9	
BB	8	
BC	7	
CC	6	
CD	5	
DD	4	
EE	2	
FF	0	Fail
I	-	Incomplete
U	-	Audited
W	-	Withdrawal
S	-	Satisfactory
N	-	Unsatisfactory

DESCRIPTION OF GRADES

- An 'AA' grade stands for outstanding performance, relative to the class

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which may include performance with previous batches. The Course Instructor is supposed to take utmost care in awarding of this highest double-letter grade.

- The 'DD' grade stands for marginal performance and is the minimum passing double-letter grade.
- An 'EE' grade indicates that the student has attended the course but obtained less than pass marks. In this case he will earn half the credits assigned to the course.
- The 'FF' grade denotes very poor performance, i.e. failure in a course, and the Course Coordinator/Instructor is supposed to take utmost care while awarding this lowest double-letter grade.

A student, who obtains 'FF' grade in a core course due to detention in attendance, has to repeat (re-register) course in subsequent year whenever the course is offered. In other cases of 'FF' Grade, a student has three options as follows:

a) Repeat the course,

Or

b) Only appear in End-Year Examination in a subsequent year and evaluated out of 70 marks for new grade computation.

The new grade will be computed out of 100 marks as follows:

ETE/ESE/EYE = 70 (against 50 marks for the regular students)

CW = 30, to be brought forward from the earlier term.

Or

c) Get the course converted into a partially dropped course to earn two grade points but earn only half the credits meant for that course. It could be termed as two letter grade 'EE'.

However, for an elective course in which 'FF' grade has been obtained, the student may overcome the deficiency either in the same course or any other elective course.

There are four possible ways of clearing backlog courses and improvement of grades: Subsequent Year; Summer Term; Week Ends; after University hours with the following overriding conditions – (i) There will be minimum 60% of contact hours of a regular course in a year for doing backlog in any mode, (ii) The attendance requirement shall be a minimum of 75% of the classes scheduled in each course without any condonation.

- An 'I' grade denotes incomplete performance in any course due to absence at the End-Year Examination (see also Clause No: G7.4).
- 'U' grade is awarded in a course that the student opts to register for audit. It is not mandatory for the student to go through the entire regular process of evaluation in an audit course. However, the student has to go through some process of minimal level of evaluation and also the minimum attendance requirement, as stipulated by the Course Instructor and approved by the corresponding BOS, for getting the 'U' grade awarded in a course, failing which that course will not be listed in the Grade Card.

- A 'W' grade is awarded when the student withdraws from the course. Withdrawal from a course is permitted only under extremely exceptional circumstances (like medical emergencies, family tragedies and/or other unavoidable contingencies) and has to be recommended by the HOD and approved by the DAA. However, no withdrawal is permitted after the finalization of the grades in the year.
- 'S'/'N' These grades are awarded for the Mandatory Learning Courses. The 'S' grade denotes satisfactory performance and completion of a course. The 'N' grade is awarded for non- completion of course requirements and the student will have to register for the course until he obtains the 'S' grade.

FEEDBACK TO STUDENTS

- A student requires feedback on the progress of his learning. For this purpose, the Instructor will conduct at least two quizzes for a theory course in a year before Mid-year Examinations. The quizzes will form a component of class work, the other components being tutorials, home assignments or any other mode.
- For a laboratory course, the continuous assessment's feed back will be given through the laboratory records which are required to be submitted after performing the experiment in the next laboratory class.
- The continuous feedback on project/major project will be through project diary and interim report.

EVALUATION

- **Theory:**

The double-letter grade awarded to a student in a course other than a practical course i.e. 0-0-P course for which he has registered, shall be based on his performance in quizzes, tutorials, assignments etc., as applicable, in addition to two Mid-year Examinations and End-year Examination. The weightage of these components of continuous evaluation may be as follows:

End-Year Examination (EYE) (3 hrs)	:	40%
Mid-Year Examinations (MYE) (2×10%;1 ½ hrs each)	:	20%
3Quizzes (3×5), Tutorials, Assignments, etc. (Several over the semester)	:	30%
Attendance	:	10%
Total		<hr/> 100%

Any variation, other than the above distribution, requires the approval of the pertinent BOS.

- **Laboratory Course:**

The double letter grade awarded to the student in a practical course i.e. 0-0-P course will be based on his performance in regular conduct of experiments, viva voce, laboratory reports, quizzes etc. The weightage of

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the components of continuous evaluation may be as follows:

Conduct of Experiments (as per syllabus)	:	50%
Lab Records	:	20%
Quizzes/Viva Voice +Attendance (10%)	:	30%
Total	:	<u>100%</u> .

SCHEME OF EXAMINATION

- The duration of examinations for a theory course will be 3 hours for end-year examination 1½ hours for mid-year examinations.
- The pattern of question paper/examination will be as under:

Theory Courses:

The University shall conduct the End-year examination for all theory courses being taught in the year.

- (a) There will be eight questions in all distributed over all the units in a course syllabus. The question paper will be in two parts with weightage 20 percent and 80 percent respectively. The paper setter must set the questions such that each question can be answered in about 35 minutes and the paper can be solved in 3 hours by an average student.
- (b) Part-A will have one question of objective types with multiple choices, covering all the units in the syllabus, which will be compulsory.
- (c) Part-B will consist of seven questions, one question from each of the seven units, and the students are required to solve any four. Out of seven any three questions will have long answers of comprehensive/ derivation/description type and the remaining four questions will be of problem solving type in order to measure ability on analysis/synthesis/application.

Students are allowed in the examination the use of single memory, non-programmable calculator. However, sharing of calculator is not permitted.

Laboratory Courses:

Each experiment may be considered as a unit and evaluated to assess formative and cumulative performance say each of the experiments which carries 10 marks with distribution 5+2+3. Finally, the teacher looks at attendance and total earned marks in the experiments done in a Year and awards the grades relatively.

Mid-Year Examination:

The question paper for Mid-Year Examination will be made by the Course Coordinator from the topics covered till then (Test-1: from start of year till Test-1 and Test-2, from after Test-1 till Test-2). Each Mid-Year Examination question paper should have three questions all of which are to be solved but the questions will have internal choice and at least one of

these questions must be of analytical type.

Note: The Mid-Year examination will not have multiple choice question (mcq)..

TRANSPARENCY

- The answer books of all Mid-year Examination and End-year Examination will be shown to the students within three days of the last paper. It is the responsibility of the student to check this evaluation and affix his signature in confirmation.
- If the student finds some discrepancy, he should bring it to the notice of the Course Coordinator. The Course Coordinator will look into the complaint and remove the doubts of the student and proceed with the work of grading.
- The entire process of evaluation shall be transparent, and the course instructor shall explain to a student the marks he is awarded in various components of evaluation.

RESULT

- The final marks and grades shall be displayed on the notice board and a student can approach the Course Instructor(s) concerned for any clarification within the period stipulated in the Academic Calendar. The process of evaluation shall be transparent and the students shall be made aware of all the factors included in the evaluation. In case of any correction, the Course Coordinator/Instructor shall have to incorporate the same before finalization of the grades.
- The Student's Grade Card shall contain the Letter-Grade for each registered course; along with the YGPA at the end of the year, and the CGPA at the completion of the programme.

APPEAL FOR REVIEW OF GRADE

- If a student is not satisfied with the award of the grade after the announcement of the grades, he may appeal on a Grievance Form duly filled in along with the fee receipt for this purpose to the HOD of the parent department within one week of the following year. The HOD will forward the form along with his recommendation based on the records of the case to DAAB within the date specified in the Academic Calendar.
- The fee for such an appeal will be decided from time to time. If the appeal is upheld by DAAB, then the fee amount will be refunded to the student without interest.
- VC shall have power to quash the result of a candidate after it has been declared, if
 - (a) He is disqualified for using malpractice in the examination;
 - (b) A mistake is found in his result;
 - (c) He is found ineligible to appear in the examination

AWARD OF DIVISIONS

- The overall performance of a student will be indicated by:
 - (i) **CGPA** which is the Cumulative Grade Point Average

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CGPA is computed as follows:

$$CGPA = \frac{\sum C_i G_i}{\sum C_i}$$

Where,

C_i denotes credits assigned to i^{th} course with double-letter grade, and G_i denotes the grade point equivalent to the letter grade obtained by the student in i^{th} course for all courses with double-letter grades, including all 'FF' grades at the end of the programme.

For CGPA calculation, the following grades are to be counted:

- (i) Grades in all core courses,
 - (ii) The best grades in the remaining eligible courses to fulfill the minimum credits requirement for a programme.
- The degree will be awarded only upon compliance of all the laid down requirements for programme as under:
 - (i) There shall be University requirement of earning a minimum credits for a degree, satisfactory completion of mandatory learning courses and other activities as per the degree programme structure.
 - (ii) There shall be a minimum earned credit requirement on all Departmental core courses, Elective course and Major Project as specified by BOS.
 - (iii) There shall be a maximum duration for complying to the degree requirement.
 - (iv) The candidate will be placed in First Division with Honours / First Division with Distinction/First Division/Second Division which will be mentioned on the degree certificate as under:

DIVISION	CONDITIONS TO BE FULFILLED
First Division with Honours	CGPA \geq 8.5 No 'FF', N or W grade in any course during the programme
First Division with Distinction	CGPA \geq 8.5
First Division	CGPA \geq 6.75
Second Division	CGPA \geq 5.0 but $<$ 6.75

Note:

Although, there is no direct conversion from grades to marks, however, for comparison purposes percentage of marks may be assumed to be CGPA multiplied by nine.

B.Ed. DEGREE REQUIREMENTS

- The requirements for the B.Ed. degree programme are as follows:
 - (a) **University Requirements:**
 - (i) Earned Credit Requirement for Degree is 54.
 - (ii) Securing a CGPA of at least 5.0 subject to securing CGPA at least 4.5 in theory courses and 5.5 in practical courses.
 - (iii) Satisfactory completion of mandatory courses.

- (b) **Programme Requirements:**
Minimum Earned Credit Requirements on all Courses/Elective Course as specified by the BOS and conforming to Course Structure given above. However a candidate has to pass all Core courses i.e. Foundation, Pedagogical courses and Teaching Practice.
- (c) The Maximum duration for a student for complying to the degree requirement from the date of registration is TWO years in respect of full time students.

GRADE IMPROVEMENT

- A student may be allowed to improve CGPA if his CGPA falls below 6.75 with in a limit of two years from registration.

TERMINATION FROM THE PROGRAMME

- A student shall be required to leave the University without the award of the Degree, under the following circumstances:
 - (a) Based on disciplinary action to this regard approved by the AC, on the recommendation of the appropriate committee.
 - (b) If a student is absent for more than four (4) weeks in the academic year without sanctioned leave.
- Under any circumstances of termination, the conditions specified in Permanent Withdrawal shall also apply.

WITHDRAWAL FROM PROGRAMME

Temporary:

- A student who has been admitted to a degree programme of the University may be permitted to withdraw temporarily, for a period of one academic year, on the grounds of prolonged illness or grave calamity in the family, etc., provided:
 - (i) He applies to the LU stating fully the reasons for withdrawal together with supporting documents and endorsement from his parent / guardian
 - (ii) There are no outstanding dues or demands, from the Departments / LU / Hostels / Library and any other centers;
 - (iii) Scholarship holders are bound by the appropriate Rules applicable to them.
 - (iv) The decision of the VC of the LU regarding withdrawal of a student is final and binding.
- Normally, a student will be permitted only one such temporary withdrawal during his tenure as a student and this withdrawal will not be counted for computing the duration of study.

Permanent:

- Any student who withdraws permanently admission before the closing date of admission for the Academic year is eligible for the refund of fee as per the University rules. Once the admission for the academic year is closed,

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the following conditions govern withdrawal of admission:

- A student who wants to leave the LU for good, will be permitted to do so (and take Transfer Certificate from the LU, if needed), only after clearing all the dues for the remaining duration of the programme.
- A student who has received any scholarship, stipend or other form of assistance from the LU shall repay all such amounts, in addition, to those mentioned in clause No. G8.2 (a).
- The decision of the VC regarding all aspects of withdrawal of a student shall be final and binding.

Department of Education

Degree Objective

The programme aims to achieve the following objectives:

- (i) To enable the teaching professionals to acquire high degree of academic excellence, repertoire of teaching skills and practical wisdom on one hand and well integrated value system on the other, both being oriented towards altruistic service.
- (ii) To enable the future teachers to use all such requisite theoretical and practical skills which are required to handle the challenges of classroom in the new millennium.
- (iii) To enable the future teachers to apply various methods and approaches for organizing learning experiences for the learners keeping in view the nature of the learner.
- (iv) To enable trainees utilize skills involved in dealing with the academic and personal problems of learners.
- (v) To help trainees apply knowledge and understanding about various procedures and techniques of evaluation during various classroom situations.
- (vi) To enable the trainees to appreciate the role of the teacher in the prevailing socio-cultural and political context in general and the educational system in particular.

Scheme of Studies B.Ed. Degree Programme

FOUNDATION COURSES							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation with Weightage (%)				
		L-T-P	CW+ATT.	MYE (2x1½ Hrs)	EYE (3 Hrs)	Total	
ED-101	Psychology of Learning & Teaching	3-0-0	30+10	10+10	40	100	3
ED-102	Educational Technology	3-0-0	30+10	10+10	40	100	3
ED-103	Socio-Philosophical Foundation of Education	3-0-0	30+10	10+10	40	100	3
ED-104	Secondary Education: Issues and concerns	3-0-0	30+10	10+10	40	100	3
ED-105	Information Technology & Teacher Education	3-0-0	30+10	10+10	40	100	3
	Pedagogical Courses – I (any one)	3-0-0	30+10	10+10	40	100	3
	Pedagogical Courses – II (any one)	3-0-0	30+10	10+10	40	100	3
	Elective Course–I	3-0-0	30+10	10+10	40	100	3
	Elective Course–II	3-0-0	30+10	10+10	40	100	3
ED-106	Communicative English*	1-0-0	30+10	10+10	40	100	1

PRACTICAL COURSES							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation With Weightage (%)				
		L-T-P	EXPT.	Lab Record	Quiz/Viva voce + Att.	Total	
ED-161	Achievement Test Record (ATR)	0-0-1	50	20	20+10	100	2
ED-162	Psychological Testing	0-0-1	50	20	20+10	100	2

PRACTICE TEACHING							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation with Weightage (%)				
		L-T-P	Teaching Notes/ Reports	Delivery	Questions & Answers	Total	
ED-163	Micro and Simulated Teaching**	--	40	30	30	100	4
ED-164	Skills in Practice Teaching-I***	--	40	30	30	100	4
ED-165	Skills in Practice Teaching-II***	--	40	30	30	100	4

WORK EXPERIENCE (any two)							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation With Weightage (%)				
		L-T-P	EXPT.	Lab Record	Quiz/ Viva-voce+ ATT.	Total	
	Work Experience-I	0-0-1	50	20	20+10	100	2
	Work Experience-II	0-0-1	50	20	20+10	100	2

WORK EDUCATION							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation With Weightage (%)				
		L-T-P	EXPT.	Lab Record	Quiz/ Viva-voce+ ATT.	Total	
ED-181	Chalk Board Writing	0-0-1	50	20	20+10	100	2
ED-182	Use of Teaching Aids	0-0-1	50	20	20+10	100	2

PROJECT WORK							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation with Weightage (%)				
		L-T-P	Technical Work	Report	Presentation & Viva-voce	Total	
ED-183	Project Work	--	50	25	25	100	6

PROFESSIONAL DEVELOPMENT			
Course No.	Course Name	L-T-P	Cr
PD-191	Co-curricular Activities	--	1

TOTAL CONTACT HOURS	TOTAL CREDITS
28-0-6 (34)	59

(L-T-P-Cr) - Lectures-Tutorials-Practicals-Credits

Note: All Foundation Courses, Pedagogical Courses and ED-163, ED-164, ED-165 and ED-183 are core courses.

* ED-106 is a Mandatory Learning Course

** The intensive programme in Micro and Simulated Teaching will be conducted in the **University** for three weeks immediately before the students go to a school for the courses Skills in Practice Teaching I & II.

*** The two courses Skills in Practice Teaching-I and Skills in Practice Teaching-II are to be conducted in a **School** for four weeks under the supervision of teacher educators. These courses are aimed at inculcating and testing the skills imparted through Pedagogical Courses – I & II.

LIST OF PEDAGOGICAL COURSES – I			
ED-121	Teaching of English	3-0-0	3
ED-122	Teaching of Hindi	3-0-0	3
ED-123	Teaching of Physical Science	3-0-0	3
ED-124	Teaching of Business Studies	3-0-0	3

LIST OF PEDAGOGICAL COURSES – II			
ED-131	Teaching of Bio Science	3-0-0	3
ED-132	Teaching of Mathematics	3-0-0	3
ED-133	Teaching of Social Science	3-0-0	3
ED-134	Teaching of Accountancy	3-0-0	3
ED-135	Teaching of Economics	3-0-0	3

LIST OF ELECTIVE COURSES – I & II (ANY TWO)			
ED-141	Educational Guidance & Counseling	3-0-0	3
ED-142	Educational Measurement & Evaluation	3-0-0	3
ED-143	Education of Children with Special Needs	3-0-0	3
ED-144	Curriculum Development	3-0-0	3
ED-145	Environment Education	3-0-0	3
ED-146	School Management & Administration	3-0-0	3
ED-147	Distance Education	3-0-0	3

LIST OF WORK EXPERIENCE COURSES – I & II (ANY TWO)			
ED-171	Interior Decoration	0-0-1	2
ED-172	Drawing & Painting	0-0-1	2
ED-173	Candle making	0-0-1	2
ED-174	Art & Craft	0-0-1	2

IMPORTANT NOTES

1. Each student has to submit at least three assignments for all core courses i.e. Foundation and Elective courses which shall be given by the concerned course teacher.
2. Laboratory Courses are being offered as distinct courses without being mixed with lecture components.
3. Conduct of Lab Courses:
 - a. It is expected that more experiments/programs/exercises are designed and set as per the scope of the syllabus, which may be added to the above list.
 - b. One or more than one experiments/programs/exercises may be performed in one lab period in order to utilize the time properly.
 - c. The scheme of operation is to be approved by HOD.
4. The choice of the students for any elective shall not be a binding for the department to offer, if the department does not have expertise.
5. Students are allowed in the examination the use of single memory, non-programmable calculator. However, sharing of calculator is not permitted.

DETAILED SYLLABUS

ED-101	PSYCHOLOGY OF LEARNING AND TEACHING	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to analyze and interpret teaching-learning process from a psychological perspective; express knowledge about aspects and patterns of learner development; recognize areas of individual and social differences among children; analyze and apply various approaches to learning and discuss their educational implications; provide guidance and counseling to children with special needs.

- 1. EDUCATIONAL PSYCHOLOGY AND THE TEACHING LEARNING PROCESS:** Educational Psychology: Concept and Scope; Variables in the teaching learning process: The Learning Task (instructional objective), Learner Behaviour (entry behaviour), Teacher Behaviour (competence, expectation, personality, teaching style etc.); Role of Educational Psychology in the teaching learning process.
- 2. GROWTH AND DEVELOPMENTAL PATTERN OF LEARNERS:** Concept of growth and development; General principles of growth and development; Factors influencing development – genetic and environmental; Stages and aspects of development: Cognitive (Piaget, Bruner), Social and emotional (Ericson), Moral (Piaget & Kohlberg); Problems and dilemmas of adolescence (in the context of an Indian adolescent).
- 3. MOTIVATION AND INTELLIGENCE:** Nature, characteristics and types of motivation, techniques of increasing learner motivation; Maslow's hierarchy of needs.
- 4. INTELLIGENCE:** Meaning and nature; theories of intelligence (two factor and multifactor); Measurement of intelligence: Intelligence Tests – verbal, non-verbal, performance tests.
- 5. INDIVIDUAL DIFFERENCES:** Concept of individual differences; Areas of Individual differences - cognitive abilities, learning styles, creativity, aptitude, scholastic achievement, skills, proficiencies, interests, attitudes and values; Devices for identifying individual differences; Strategies of coping up with individual differences.
- 6. LEARNING:** Concept, basic conditions and factors influencing learning; Approaches to learning: Behaviorist (Pavlov, Thorndike, Skinner), Cognitive (Insightful learning-Gestalt theory), Humanistic (Rogers), Constructivism (Piaget, Bruner, Vygotsky); Transfer of learning – concept and facilitative conditions.
- 7. LEARNERS WITH SPECIAL NEEDS:** Concept; Identification of children with special needs: Giftedness and creativity, Sensory impairment (visual and auditory), Cognitive impairment (learning disability & mental

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retardation), Guidance and Counseling – concepts and techniques of handling children with special needs.

TEXT BOOK

Chauhan, S.S., “Advanced Educational Psychology”, Vikas Publication, 1988

REFERENCE BOOKS

1. Chaube, S.P., “Developmental Psychology”, Neelkamal Publishers, 2005
2. Kundoo, C.L and Tuttoo, D.N., “Educational Psychology”, Sterling Publishers, 1988
3. Rao, S. Narayan, “Educational Psychology”, Wiley Eastern, 1990
4. Sharma Yogendra, K., “Textbook of Educational Psychology”, Kanishka Publishers, 2004
5. Skinner, Charles E., “Educational Psychology”, Prentice Hall of India, 2001

ED-102	EDUCATIONAL TECHNOLOGY	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to explain the role of educational technology in the teaching learning process; apply knowledge about features of effective classroom communication and factors affecting it; use of information communication technologies, and identify their strengths and weakness as well as their impact on teaching and learning; explain the concept of quality and its impact on social and educational contexts; apply the principles of total quality management in education; use various tools for assessing quality in education.

1. **EDUCATIONAL TECHNOLOGY – AN INTRODUCTION:** Concept of Educational Technology; Nature and role of Educational Technology in the teaching learning process; Approaches to Educational Technology; Hardware, software and systems approach; Concept of instructional technology.
2. **COMMUNICATION PROCESS:** Concept, features and elements of communication process; Barriers to communication; Physical, language, background and psychological barriers; Measures to overcome the barriers of communication; Factors affecting communication; Classroom communication – verbal and non-verbal; Characteristics of effective classroom communication.
3. **INFORMATION COMMUNICATION TECHNOLOGY (ICT):** Meaning and features of ICT; Impact of ICT on teaching and learning; Interactive Communication Technologies - Strengths and weakness of individual media; Criteria for selecting multimedia resources.
4. **INTRODUCTION TO QUALITY IN EDUCATION:** Concept of Quality; Importance of quality in social and educational contexts; Need for Quality Assessment; Quality audits: ISO 9000; Tools of Quality

Assessment: Normal Probability, Flow charts, Histograms, Checklists, cause and effect diagram. Application of TQM principles to education.

5. **BEHAVIOUR MODIFICATION** : Flander's Interaction Analysis System; Role playing; Team Teaching;
6. **PROGRAMMED LEARNING**: Programmed Learning; Principles types and applications
7. **MODELS OF TEACHING**: Assumptions of teaching models; types, characteristics, elements; Glaser's Basic Teaching Model; Inquiry Training Model; Concept Attainment Model; Mastery Learning Model.

TEXT BOOK

Oberoi, S.C., "Educational Technology", Arya Book Depot, 2004

REFERENCE BOOKS

1. Cleary, Alan, "Educational Technology", Wiley & Sons, 1976
2. Rao, V.K., "Instructional Technology". A.P.H. Publishing Corp., 2005
3. Sharma, Yogendra K., "Fundamental Aspects of Educational Technology", Kanishka Publishers, 2004.
4. Mukhopadhaya, M., "Educational Technology", Shipra Publications, 2005
5. Glasser, William, "The Quality School Teacher", Harper Collins Publishers, 1993

ED-103	SOCIO-PHILOSOPHICAL FOUNDATIONS OF EDUCATION	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to highlight the need to study Education in philosophical and sociological perspective; explain the contribution of schools of philosophical thought to the process of education; appreciate the importance and role of education as an agent of social change and socio-economic development; describe the means and measures of protection of human rights, empowerment of women and weaker sections of society; explain the role of education as an instrument for conservation of culture and human values.

1. **EDUCATION - AN INTRODUCTION**: Meaning of Education; Aims and Functions of Education: Individual & Social; Agencies of Education: Family, Peer-group, School, Society, Mass-media and State; Types of education. - Formal, Non-formal and Informal; Education to focus on: Learning to know, Learning to be and Learning to live together.
2. **EDUCATION AND PHILOSOPHY**: Meaning of Philosophical inquiry, need for Philosophy of Education; Relationship between Philosophy and Education.
3. **EDUCATIONAL IMPLICATIONS OF SCHOOLS OF PHILOSOPHY**: Naturalism, Idealism, Pragmatism, Humanism-with reference to Aims of Education, Curriculum, Strategies of transaction, pupil teacher interaction &

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- Role of the teacher; Contributions of educational thought of Rousseau, John Dewey, Gandhi, Tagore and Aurobindo to educational practice.
- 4. EDUCATION AND SOCIETY:** Relationship between Education and Society: The need for viewing Education from a Social angle. Education as an agent of Social change, social adjustment and socio economic development; Equality of Educational Opportunity; Human rights education with reference to a child's rights and role of Education; Empowerment of Women and Weaker Sections of society including SC, ST and OBC.
 - 5. EDUCATION AND NATIONAL DEVELOPMENT:** Concept of Social change and Social Development; Sustainable Development and its operationalization in Indian Context; Economic Development and Sustainability, Human Development Index.
 - 6. HUMAN VALUES:** Meaning and kinds of values: Universal, Spiritual, Moral, Rational and Scientific values; Value education and Strategies for Value inculcation; Value crisis and role of education in resolving value crisis.
 - 7. EDUCATION CULTURE:** Culture-meaning; characteristics and relationship with education; Indian cultural heritage and Education as an instrument for conservation and development of culture.

TEXT BOOK

Chaube, S.P. and Chaube, Akhilesh, "Philosophical and Sociological Foundations of Education", Vinod Pustak Mandir.

REFERENCE BOOKS

1. Brubacher, John S., "The Teacher and Education in Emerging Indian Society", NCERT, 1971
2. Dewey John, "Education and Social Change", Social Frontiers, 1937
3. Ramesh, Ghanta and Dash, B.N., "Foundations of Education", Neel Kamal Publications, 2005
4. Ross, James, "Ground Work of Educational Theory", George Harre and Sons, 1962
5. Shaida-Safaya, "Modern Theory and Principles of Education", Dhanpat Rai Publishing Company, 2004
6. Taneja, V.R., "Educational Thought and Practice", Sterling Publishers, 2005

ED-104	SECONDARY EDUCATION-ISSUES AND CONCERNS	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teachers to analyze the structure of Indian Education and role of various Governmental and Non-Governmental agencies in education; acquaint themselves explain the landmark developments in education system in pre and post independent India; appreciate the socio – political forces affecting the educational system; infer the implications of constitutional provisions and amendments in relation to education; identify

various issues related to education and remediation measures; discuss the role in management and organization of school activities.

1. **LANDMARK DEVELOPMENTS IN INDIAN EDUCATION (PRE INDEPENDENCE ERA):** Contributions of Wood's Despatch, Hunter Commission, Basic Education, Sargent Plan;
2. **LANDMARK DEVELOPMENTS IN INDIAN EDUCATION (POST INDEPENDENCE ERA):** Contribution of Indian Education Commission (1948), Secondary Education Commission (1952-53), Education for National Development (1964-66), NPE Resolution (1968), National Policy of education 1986/1992, Programme of Action 1992, National Curriculum framework 2005
3. **STRUCTURE AND GOVERNANCE OF INDIAN EDUCATION:** Structure of School Education (10+2+3 pattern); Structure of higher/technical Education; Size of Indian education System; Governance: Role of MHRD, CABE, NCERT, NUEPA, Role of Statutory Bodies – NCTE, UGC, AICTE
4. **CONSTITUTIONAL VALUES AND PROVISIONS IN EDUCATION:** Articles, 29, 30, 45 and amendments 42nd, 72nd, 73rd, 86th and 93rd with their implications; Universalisation of Elementary Education (UEE);
5. **ISSUES & CONCERNS IN ELEMENTARY EDUCATION:** Interventions in achieving UEE; Wastage & Stagnation; Early childhood care & education.
6. **ISSUES IN SECONDARY EDUCATION:** General aims of secondary education and main features of secondary and senior secondary curriculum; Implementation of Three Language Formula; Vocationalisation of secondary education; Common school system; Gender issues in Education
7. **EMERGING TRENDS:** Curricular Reforms – Systemic reforms for curricular change; Examination Reforms – Implementation of continuous and comprehensive evaluation (POA 1992), shift from product to process evaluation, flexible time limits; Education for peace; Education of special groups including socially and physically disadvantaged groups; Role of NGO's in Education.

TEXT BOOK

Walia, J.S., "Secondary Education and School Management", Ahim Paul Publishers, 2007.

REFERENCE BOOKS

1. Dash, B.N, "Trends & Issues in Indian Education", Dominant Publishers and Distributors, 2004.
2. Ministry of Education: GOI, "Education and National Development (Report of Education Commission (1964-66)).
3. Mukhopadhyaya. M, "Globalization and Challenges of Education", NIEPA, Shipra Publications, 2001
4. NCERT, "National Curriculum Frame Work", 2005
5. Nurullah, S. & Naik, J.P., "Student History of Education in India", Macmillan, Bombay Press, 1981

ED-105	INFORMATION TECHNOLOGY & TEACHER EDUCATION	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teachers to explain the concept and scope of information technology; prepare documents, newsletter etc read compose and send email messages; Search for document and explore the internet; describe various procedures of processing information, deliver presentations through the use of multimedia presentations.

1. **BASICS OF COMPUTERS:** Introduction of computer; generations of computer, classifications of computers anatomy of a digital computer; memory units.
2. **DEVICES OF COMPUTER:** Input devices; output devices;; computer hardware, computer software; data representation. main and auxiliary Storage Devices (CD-ROM, DVD-ROM, Hard Disk, Floppy Disk, Pen drive)
3. **OPERATING SYSTEM BASICS:** The use interface; running programs; managing files; introduction to PC operating systems; meaning the file system, printing in windows, Using computer peripherals like printers, scanners, LCD projectors towards optimum student utilization.
4. **MICROSOFT WORD:** Basic Function; Typing and Editing; Formatting Text; Page design and layout (Students are supposed to prepare document, News letters etc.) Use of Word Processors in teaching / learning / writing.
5. **MICROSOFT EXCEL:** Introduction and use of Spread sheets in Teaching / Learning, Basic Function; Typing and Editing; Formatting Text; Page design and layout (Students are supposed to prepare document, use of formulas, Sorting and analyzing the data, Representing data on charts. Protecting, saving and printing the spreads
6. **MICROSOFT POWER POINT:** Using PowerPoint for preparing lecture / presentations, Introduction and use of multimedia in teaching / learning, Storyboarding of presentations – planning to ensure emphasis on Content, Creating, saving, editing, sorting, formatting slides, Inserting pictures / images / audio – visual clippings in presentations, Animation of slides, Creating Hyperlinks from a presentation, Protecting, saving and printing the presentation.
7. **INTERNET BASICS:** Basics of Internet, Using the Internet as a research and Communication tool, Using the Internet for Educational Purposes, Using Search Engines for student research, Using Internet as an educational communication tool – using E –mail, discussion boards, chat rooms, blogs to encourage peer interaction / expert consultation / collaborative projects, Ensuring student safety on the Internet, Copyright Issues regarding computer technology and Internet, International Copyright laws regarding computer technology and Internet.

TEXT BOOK

Dahiya, Surender S., "Educational Technology: Towards Better Teacher Performance", Shipra Publications, 2004

REFERENCE BOOKS

1. Clearly, Alan, "Educational Technology", Wiley & Sons, 1976
2. Rao, V.K., "Instructional Technology". A.P.H. Publishing Corpn., 2005
3. Gagne, Howard, "The Unschooled Mind : How children Think and How Schools should Teach", Fonama Press, 1983
4. Oberoi, S.C., "Educational Technology", Arya Book Depot, 2004

ED-106	COMMUNICATIVE ENGLISH	L-T-P	Cr
		1-0-0	1

OBJECTIVE

To enable student teachers to make use of working knowledge of English language and apply their communication skills (Written and Oral) so that they can handle their personal and professional communication situations effectively. To enable the student teacher to practice learning, speaking, reading & writing skills, and speak with confidence at different platforms like public speaking, group discussions, debating, paper presentation, situational conversational, seminars and conferences, etc.

1. **ESSENTIALS OF GRAMMAR:** Tenses; subject verb agreement; usage of pronouns; prepositions; articles
2. **BASICS OF COMMUNICATION:** Principles and Process of communication; Essential components of communication; Basic Model of communication; Essentials of Effective Communication and Barriers to Effective; Communication; Verbal & Non-verbal Communication, Words for meanings and meanings in words, Body Language, Hand movement, Facial expressions, Eye contact, Posture, Dress & Accessories.
3. **COMMUNICATION SKILLS:** Developing Listening Skills; Developing Speaking Skills; Developing Reading Skills; Developing Writing Skills
4. **SPOKEN ENGLISH COMMUNICATION:** Basic of Pronunciation, Accent, Intonation, Stress, Rhythm; Phonetics – Speech Drills on Vowel & Consonant sounds. Clarity & Pitch.
5. **PRESENTATION SKILLS:** Speaking with Confidence, Public Speaking, Situational Conversation, Extempore, Group Discussions, Debating, Paper Presentation, Integrating relevant technology for effective presentations, Telephonic Conversation, Seminar, Conferences, Symposia, Panel Discussion.
6. **WRITTEN ENGLISH COMMUNICATION:** Building Vocabulary and Punctuation; Creating Idea Bank and Structuring of Write – Ups; Communication by letters – Business and Personal Letters; Writing Applications for Leave, Job and Scholarship; Note Taking, Report Writing,

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Writing Minutes of Meeting, Invitation, Welcome Speech, Vote of Thanks, Notice Writing

7. **PROFESSIONAL COMMUNICATION:** Collecting, classifying and conveying information; Resume Writing, C.V.; Interview skills – Preparation & Follow-up

TEXT BOOK

Dulek, Ronald. E. and Fielden, John S., "Principles of Business Communication", Macmillan

REFERENCE BOOKS

1. Murphy and Hilterbrandth, "Business Communications"
2. Boove and Thill, "Business Communication Today", McGraw Hill
3. Vangelist, Anita L., Knapp Mark N., "Interpersonal Communication and Human Relationships", Allyn and Bacon

ED-121	TEACHING OF ENGLISH	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teachers to explain the nature and features of English Language; apply all the four language skills (listening, speaking, reading & writing) to teach the linguistic skills to their pupils; improvise and use appropriate instructional aids for teaching English; plan and teach lessons in English prose, poetry, grammar and composition prescribed at secondary level; identify and analyze errors and plan remedial instruction in English language plan action research on problems related to teaching and learning in English; use various techniques for evaluating learner achievement in English.

1. **NATURE OF ENGLISH LANGUAGE:** Nature of Language, Importance of English language; Linguistic Principles.
2. **OBJECTIVE BASED TEACHING OF ENGLISH:** Aims and objectives of Teaching English at different stages of schooling; Formulation of objectives in specific Behavioural Terms.
3. **APPROACHES AND METHODS OF TEACHING ENGLISH:** Difference between an approach and a method; Linguistic competence and communicative competence; Grammar Translation Method, Bilingual Method and Direct Method; Structural approach and communicative approach; Teaching of Prose, Poetry, Composition, Grammar, Vocabulary and Spellings; Development of four basic linguistic skills: Listening, Speaking, Reading, and Writing.
4. **INSTRUCTIONAL MATERIALS:** Importance of instructional material and their effective use; The use of the following instructional aids for effective teaching of English : Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Lingua phones, Radio, Television, Films &

Filmstrips, Overhead Projector, Language Laboratory, Language games, Worksheets, Handouts, Transparencies and Power Point Presentation.

5. **INSTRUCTIONAL PLANNING IN ENGLISH:** Need and Importance of Planning Instruction; Principles of Unit Planning and Lesson Planning; Preparation of a Unit Plan & Lesson Plan.
6. **EVALUATION:** Meaning, need and nature; Comprehensive and continuous evaluation in English; Techniques of evaluating learner achievement in English: written and oral tests, observation, work samples, experience summaries; Development of good test items in English (objective type, short answer type, essay type); Construction of an achievement test in English; Error analysis, diagnostic tests and remediation measures.
7. **PEDAGOGICAL ANALYSIS AND ACTION RESEARCH:** Meaning and need; Guidelines for conducting Pedagogical Analysis; Pedagogical analysis of a unit of instruction each from English Prose, Poetry, Composition and Grammar Meaning and features; steps and procedure of conducting action research; Developing an Action Research Proposal for solving a problem related to teaching and learning of English.

TEXT BOOK

Shaik, Mowla and Gosh, R N, "Techniques of Teaching English", Neelkamal Publications, 2005

REFERENCE BOOKS

1. Krishna Swamy, "Teaching English: Approaches, Methods and Techniques", Macmillan Publication, 2003
2. Allen, H, and Cambell, R, "Teaching English as Second Language", McGraw Hill, 1972
3. Agnihotri, R.K. and Khanna, A.L., "English Grammar in Context", Ratnasagar, 1996
4. IGNOU, "CTE – 02 Certificate in Teaching of English", The Structure of English, IGNOU, New Delhi, 1989
5. Prasad, Hari M. and Prakashan, V., "Communicative English", Neelkamal Publications, 2004

ED-122	TEACHING OF HINDI	L-T-P 3-0-0	Cr 3
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mís’;

- Ekkr`Hkk'kk f'k{k.k ds egRo dks fodflr djukA
- O;kdjf.kd f'k{k.k dh ;ksX;rk dk fodkl djukA
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- ewY;kadu ,oa orZuh "kq)rk dk fodkl djukA

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- 3 **lw{e f'k{k.k }kjk f'k{k.k dkS'kyks dk fodkl %** lw{e f'k{k.k dk vFkZ ,oa izfØ;k(lw{e f'k{k.k }kjk f'k{k.k dkS"kyks dk vH;kl% iz"u dkS"ky] O;k[;ku dkS"ky] mnkgj.k dkS"ky] míhiu ifjorZu dkS"ky] icycyZu dkS"ky(bdkbZ ikB ;kstuk ,oa nSfud ikB ;kstuk dk fuekZ.k(fgUnh f'k{k.k esa iz;qDr vuqns"kkRed lkezxhA
- 4 **fgUnh f'k{k.k ,oa fo/kk,i %** dfork f'k{k.k(x| f'k{k.k(dgkuh f'k{k.k(ukVd f'k{k.k(O;kdj.k f'k{k.k(jpuk f'k{k.kA
- 5 **ikB~;Øe fuekZ.k ,oa leh{kk %** fgUnh ikB;Øe fuekZ.k ,oa leh{kk(fgUnh ikB~;iqLrd leh{kk(fgUnh f'k{k.k esa ikB;Øe lgxkeh fØ;k,WA
- 6 **ewY;kadu ,oa x`gdk;Z%** ewY;kadu dk vFkZ izØfr ,oa egRo(fgUnh esa O;kid ,oa fujUrj ewY;kadu(fgUnh f'k{k.k esa ewY;kadu ds fy, iz;qDr fof/k;kW(fgUnh f'k{k.k esa x`gdk;Z dk vFkZ] egRo ,oa ewY;kaduA
- 7 **f'k{kk'kkL=h; fo'ys'k.k%** f'k{kk"kkL=h; fo'ys'k.k dk vFkZ egRo ,oa funsZ"k(ek;/fed Ldwy ikB~;Øe ds fgUnh ikB~;Øe ls lEc/kr bdkbZ dk f'k{kk"kkL=h; fo'ys'k.k A

TEXT BOOK

Mangal, Uma, "Hindi Shikshan", Arya Book Depot, 2003

REFERENCE BOOKS

1. Singh, Savitri, "Hindi Shikshan", Integral Publishers, 2005
2. Shakal, Pandey Ram, "Hindi Shikshan", Vinod Pustak Mandir, 2003
3. Gupta, Manorama, "Bhasha Shikshan", Kendriya Hindi Sansthan, 2003
4. NCERT publications, "Matra Bhasha Hindi Shikshan", NCERT, 1978

ED-123	TEACHING OF PHYSICAL SCIENCE	L-T-P	Cr
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OBJECTIVE

To enable the student teacher to classify the aims and objectives of teaching physical science and explain its relationship with other branches of Science; appreciate the role of science in day to day life and its relevance to modern society; apply adequate skills to select and use different methods of teaching the content of physical sciences; use competencies for: planning for teaching physical sciences, organizing laboratory facilities and equipment and designing pupil centered teaching learning experiences.

1. **NATURE AND SIGNIFICANCE OF PHYSICAL SCIENCE:** Nature and scope of physical science; Science and modern Indian society: Relationship of science and society; Impact of physical science with special reference to issues related with environment, industrialization and disarmament.
2. **OBJECTIVE BASED TEACHING OF PHYSICAL SCIENCES:** Aims and Objectives of teaching Physical Science in schools at secondary level; Writing Objectives in terms of behavioral outcomes (Bloom's Taxonomy); Designing of objective based learning outcomes in cognitive, affective & psychomotor domains.
3. **APPROACHES TO TEACHING PHYSICAL SCIENCES:** Process approach; Direct Experience approach; Inductive – Deductive approach; Co-operative Learning approach; Project Method; Discovery and heuristics; Lecture cum Demonstration cum discussion method; Problem solving; Concept mapping.
4. **PLANNING FOR INSTRUCTION:** Content analysis of a unit/lesson; Lesson Planning – Importance and Basic steps; Planning lesson for an explanation, demonstration, numerical problem in teaching of Physical Sciences; Unit Planning – Format of a unit plan.
5. **LEARNING RESOURCES:** Teaching Aids – Need, Importance, Selection, use and classification of Aids based on type of experience; Importance of practical work & improvisation in Science Teaching; The Science Laboratory – Planning Organization of Lab, Storage, Record keeping and safety of scientific equipments; Co-curricular Activities – Science Club, Science Exhibition, Scientific Excursions, Science Symposia, Science Quiz, Bulletin Board; Science Text books – Characteristics & significance.
6. **PEDAGOGICAL ANALYSIS:** Meaning and need; Guidelines for conducting pedagogical analysis; Pedagogical analysis of a unit from physical science content of secondary school syllabus.
7. **EVALUATION:** Concept, nature and need; Comprehensive and continuous evaluation, Norm referenced & Criterion referenced evaluation; Techniques of Evaluating Learner Achievement in Physical Sciences : Oral and Written tests, Observation, Practical work, Work samples, Experiences Summaries and Co-curricular activities; Developing different types of test items, essay type, objective type, short answer type; Construction of an achievement test in physical science; Diagnostic Test and Remedial Instruction.

TEXT BOOK

Sharma, R.C, “Modern Science Teaching”, Dhanpat Rai & Sons, 2005

REFERENCE BOOKS

1. Mangal, S.K., “Teaching of Physical Science”, Arya Book Depot, 2004
2. NCERT, “Teaching Science in Secondary Schools”, NCERT, 1982.
3. Siddiqui, N.N and Siddiqui, M.N, “Teaching of Science Today & Tomorrow”, Dooba House, 1994
4. Vanaja, M., “Teaching of Physical Science”, Neelkamal Publications, 2006

ED-124	TEACHING OF BUSINESS STUDIES	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to explain the concept, nature and scope of Business studies; appreciate the need for teaching Business study as a separate discipline; design unit and lesson plan as well as tools for evaluation of learning in Business study; prepare and use support material for effective teaching of Business study; organize co-curricular activities and community resources for promoting teaching Business studies; analyze the existing curriculum for Business study meant for +2 students; use appropriate modern teaching aids for effective teaching; develop the tools and techniques of evaluation for appraising and enhancing student’s knowledge in Business studies.

1. **INTRODUCTION TO BUSINESS STUDY:** Meaning, nature, scope of Business study; Rationale, justification and place of its introduction at +2 level; Correlation of Business study with other subjects – Economics and accountancy; Role of Business study in achieving vocationalisation of education
2. **OBJECTIVES OF TEACHING BUSINESS STUDY:** Aims and objectives of teaching Business study at +2 level; Formulation of objectives in specific behavioural terms; Values of teaching Business study
3. **METHODS AND TECHNIQUES OF TEACHING BUSINESS STUDY:** Lecture cum demonstration method; Question-answer method; Discussion method; Problem solving method; Project method; Gamming method; Assignment method; Deductive-Inductive method; Role playing method; Story telling method
4. **PLANNING AND TRANSACTIONS:** Need and importance of planning instructions; Principles of unit planning and lesson planning; Meaning, types, importance and scope of using Teaching Aids in Business study; Co-curricular activities in teaching Business study – seminar, symposium, dramatization, supervised study, team teaching, field trips, exhibition, trade

fairs; Business study teacher – qualities and avenues for professional growth

5. **EVALUATION:** Meaning, purpose and importance of evaluation in Business study; Different types of evaluation; Techniques of evaluating learner achievement in Business study– written & oral tests, observation, records, rating scales; Development of good test items | Business study (objective type, essay type, short answer type); Construction of an achievement test in Business study; Diagnostic testing and remedial teaching
6. **DEVELOPMENT OF CURRICULUM IN BUSINESS STUDY:** Development and selection criteria of text books and reference books in business study; Concept of curriculum and syllabus; Principles and process of curriculum development; Techniques of developing curriculum for accountancy; A critical appraisal of CBSE Accountancy syllabus
7. **PEDAGOGICAL ANALYSIS AND ACTION RESEARCH:** Meaning and need; Guidelines for conducting pedagogical analysis; Pedagogical analysis of a unit of content from Business study syllabus of +2 level; meaning and importance of action research; steps in action research; Developing an action research plan for solving a problem in teaching learning of Business studies.

TEXT BOOK

Siddique, M. Akhtar and Khan, R.S., “Handbook for Business Studies Teachers”, Jamia Millia Islamia, 1995

REFERENCE BOOKS

1. Gupta, Rainu, “Teaching of Economics”, Jagdamba Publication, 2004
2. Aggarwal, J. C., “Teaching of Commerce – A Practical Approach”, Vikas Publishing House, 2000
3. Bhatia, S.K., “Teaching of Principles of Commerce and Accountancy”, SIE Publication, 1979
4. Rao, Seema, “Teaching of Commerce”, Anmol Publications, 2001
5. Venkataswaralu, K. et.al, Discovery Publishing House, 2004

ED-131	TEACHING OF BIO-SCIENCE	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to classify the aims and objectives of teaching life-Science and explain its relationship with other branches of Science; appreciate the role of bio science in day-to-day life and its relevance to modern society; apply skills to select and use different methods of science for effective instruction in life sciences; use competencies for:- planning for science teaching, organizing laboratory facilities and equipment and designing pupil centered teaching learning experiences; use various evaluation tools to measure learner achievement in life sciences.

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1. **NATURE AND SIGNIFICANCE OF TEACHING LIFE SCIENCE:** Meaning, Nature and scope of life science; Application and significance of life science; Life science as an integrated area of study.
2. **OBJECTIVE BASED TEACHING OF LIFE SCIENCES:** Objectives of teaching life sciences; Blooms Taxonomy of Educational Objectives; Formulation of Objectives in specific behavioural terms.
3. **APPROACHES TO TEACHING OF LIFE SCIENCES:** Lecture demonstration; Problem solving; Guided inquiry; Project; Programmed Instruction; Constructivist Approach - salient features; Use of concept mapping in teaching; Team Teaching; Seminar; Computer Assisted Learning (CAI)
4. **INSTRUCTIONAL PLANNING IN LIFE SCIENCES:** Course Planning – Preparation of an annual plan with time utilization; Unit Planning; Lesson Planning
5. **SUPPORT SYSTEM IN LIFE SCIENCE INSTRUCTION:** Life Science Laboratory, its equipment and maintenance; Audio visual aids, multimedia, computer, charts, models, improvised apparatus; Aquarium, Vivarium and botanical garden – setting and maintaining; Museum and Zoological garden; Journals and magazines of science education.
6. **EVALUATION IN LIFE SCIENCE:** Evaluation – meaning and need; Comprehensive and continuous evaluation in Life Science; Techniques of evaluating learner achievement in Life Science: Oral and Written Tests, Observation, Practicals, Work Samples & Experience Summaries; Development of test items – essay, short answers and objective type; Construction, administration and analysis of an achievement test in life sciences; Diagnostic test, identification of hard spots and remedial measures.
7. **PEDAGOGICAL ANALYSIS ACTION RESEARCH:** Meaning and need; Guidelines for carrying out pedagogical analysis; Pedagogical analysis of a unit of life science content at secondary school level; meaning need and scope of action research; Steps in conducting action research; Developing an action research proposal for a problem related to teaching and learning of Life Sciences.

TEXT BOOK

Mangal, S.K and Shubhra, "Teaching of Biological Sciences", International Publishing House, 2005

REFERENCE BOOKS

1. Tomar, Archana, "Teaching of Biology", Kalpaz Publications, 2005
2. Ameetha, P., "Methods of Teaching Biological Science", Neelkamal, 2004
3. Rao, V.K., "Science Education", APH Publishing Corpn., 2004
4. Kulshrestta S.P., "Teaching of Biology", Surya Publications, 2004

ED-132	TEACHING OF MATHEMATICS	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable a student teacher to explain the nature of mathematics and its historical development with special emphasis on contributions of Indian mathematicians; justify the important place of mathematics in school curriculum; use competencies of selecting and structuring instructional strategies and support materials for teaching specific topics in mathematics; plan mathematics instruction, develop tools for evaluating mathematical learning, conducting pedagogical analysis, and planning action research.

1. **NATURE OF MATHEMATICS AND ITS HISTORICAL DEVELOPMENT:** Axiomatic nature of Mathematics; Intuition and logic in Mathematical Thinking; Language of Mathematics; Historical development of Notations and Number Systems; Contribution of Indian Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya)
2. **AIMS AND OBJECTIVES OF TEACHING MATHEMATICS:** Need and importance of Mathematics in school curriculum; Aims and objectives of teaching mathematics of the secondary level; Stating objectives in terms of specific learning outcomes
3. **APPROACHES TO TEACHING OF MATHEMATICS:** Stages of child development and learning; Approaches to teaching; Inductive – Deductive; Problem Solving; Discovery and Project; Computer Assisted Instruction (CAI); Co-operative learning
4. **SUPPORT SYSTEMS/MATERIALS FOR TEACHING LEARNING OF MATHEMATICS:** Mathematics laboratory – concept and need, space and equipment for setting up a mathematics laboratory; Models, charts, films, videotapes, VCR, TV, Bulletin boards etc.; Mathematics club, field trips and visits; Journals and websites of mathematics education
5. **PLANNING FOR MATHEMATICS TEACHING:** Need and importance of planning; Unit plan and lesson plan; Preparation of unit plan and lesson plan
6. **PEDAGOGICAL ANALYSIS AND ACTION RESEARCH:** Meaning and features of action research; Steps and procedure of conducting Action research; Developing an Action Research Proposal: Meaning and need; Guidelines for conducting pedagogical analysis; Pedagogical analysis of a unit of content in mathematics
7. **EVALUATION IN MATHEMATICS:** Evaluation – meaning and purpose; Comprehensive and continuous evaluation in Mathematics; Error, Analysis, Diagnostic tests, Identification of hard spots and remedial measures; Techniques of evaluating learner achievement in Mathematics – oral and written tests observation tools, work samples experience summaries, co-curricular activities; Development of test items – objective type, short answer type and essay type; construction and analysis of an Achievement Test

TEXT BOOK

Singh, Sidhu Kulbir, "Teaching of Mathematics", Sterling Publishers Pvt. Ltd., 2006

REFERENCE BOOKS

1. Saxena, R.C, "Curriculum and Teaching of Mathematics in Secondary Schools", NCERT.
2. IGNOU, "Teaching of Mathematics (ES-342), Blocks 1-4, IGNOU, 2000
3. Joanna, O. Masingila and Frank, K. Lester, "Mathematics for Elementary Teachers – Suggested Experiments in School Mathematics", Arya Book Depot.
4. NCERT, "Text Books of Mathematics for Class-VI-X", NCERT, 2006
5. Shankaran and Gupta, H.N., "Content-cum-Methodology of Teaching Mathematics", NCERT, 1984

ED-133	TEACHING OF SOCIAL SCIENCE	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to explain the concept, nature and scope of social science; appreciate the need for teaching social science as an integrated discipline; Utilize skills in teaching social sciences; use competencies for: designing unit and lesson plans, as well as tools of evaluation for social science teaching; use of support materials for effective social science teaching; organize co-curricular activities and community resources for promoting social science learning.

1. **NATURE OF SOCIAL SCIENCES:** Meaning, nature and scope of social science; Social sciences and social studies; Role of social sciences in achieving an egalitarian society.
2. **OBJECTIVES OF TEACHING SOCIAL SCIENCE:** Aims and objectives of teaching social science; Types of objectives; Writing and learning objectives in terms of Behavioural outcomes
3. **APPROACHES TO SOCIAL SCIENCE INSTRUCTION:** Expository teaching; story telling; problem solving; project and discovery; group investigation; inductive thinking
4. **PLANNING AND TRANSACTION:** Lesson Planning and Unit Planning – Need, Importance and Guidelines; Teaching Aids and Co-curricular activities in Social Science – Excursions, Field Trips, Exhibitions, Time Lines, Maps, Globe, Media, Community resources; Social Studies laboratory and Social Studies Club.
5. **EVALUATION:** Purpose of evaluation in social science; Continuous and comprehensive evaluation; Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Experience Summaries etc.; Development of test items – Essay

type, Objective type and Short Answer type; Construction of Achievement Test; Diagnostic Testing and Remedial Measures.

6. **PEDAGOGICAL ANALYSIS:** Meaning and need; Guidelines for conducting pedagogical analysis; Pedagogical analysis of a unit from social science content of secondary school syllabus
7. **ACTION RESEARCH:** Meaning and importance; Steps in Action Research; Developing an Action Research Plan for solving a problem in teaching learning of social science.

TEXT BOOK

Soti, Shiwendra Chandra, "Teaching of Social Science", International Publishing House, Loyal Book Depot, 2005

REFERENCE BOOKS

1. Aggarwal, D.D, "Methods of Teaching Geography", Sarup & Sons, 2000
2. Mangal, Uma, "Samajik Shikshan", Arya Book Depot, 2005
3. NCERT, "Social Science Text Books of Classes VI-X", NCERT, 2006
4. Rao, M.S, "Teaching of Geography", Anmol Publications, 1993
5. Soti, Shiwendra Chandra, "Samajik Vigyan Shikshan", 2005

ED-134	TEACHING OF ACCOUNTANCY	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to justify the rationale of inclusion of this course in the school curriculum; write instructional objectives of teaching various topics in Accountancy; analyze the curriculum developed by CBSE at +2 level for Accountancy; design unit and lesson plan as well as tools for evaluation of learning in Accountancy; explain the concept, nature and scope of Accountancy; appreciate the need for teaching Accountancy as a separate discipline; prepare and use support material for effective teaching of accountancy; organize co-curricular activities and community resources for promoting teaching accountancy.

1. **INTRODUCTION TO ACCOUNTANCY:** Meaning, nature, scope of accountancy; Rationale, justification and place of its introduction at +2 level; Correlation of accountancy with other subjects – Economics, Business study, Mathematics and Statistics; Role of accountancy in achieving vocationalisation of education
2. **OBJECTIVES OF TEACHING ACCOUNTANCY:** Aims and objectives of teaching accountancy at +2 level; Formulation of objectives in specific behavioural terms; Values of teaching accountancy
3. **METHODS AND TECHNIQUES OF TEACHING ACCOUNTANCY:** Lecture cum demonstration method; Question-answer method; Discussion method; Problem solving method; Project method; Gamming method; Assignment method; Deductive-Inductive method

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- 4. PLANNING AND TRANSACTIONS:** Need and importance of planning instructions; Principles of unit planning and lesson planning; Meaning, types, importance and scope of using Teaching Aids in Accountancy; Co-curricular activities in teaching Accountancy – seminar, symposium, dramatization, supervised study, team teaching, field trips, exhibition, trade fairs; Accountancy teacher – qualities and avenues for professional growth
- 5. EVALUATION:** Meaning, purpose and importance of evaluation in Accountancy; Continuous and comprehensive evaluation in accountancy; Techniques of evaluating learner achievement in Accountancy – written & oral tests, observation, records, rating scales; Development of good test items | Accountancy (objective type, essay type, short answer type); Construction of an achievement test in Accountancy; Diagnostic testing and remedial teaching
- 6. DEVELOPMENT OF CURRICULUM IN ACCOUNTANCY:** Development and selection criteria of text books and reference books in accountancy Concept of curriculum and syllabus; Principles and process of curriculum development; Techniques of developing curriculum for accountancy; A critical appraisal of CBSE Accountancy syllabus.
- 7. PEDAGOGICAL ANALYSIS AND APPROACHES TO TEACHING ACCOUNTING CYCLE:** Meaning and need of pedagogical analysis; Guidelines for conducting pedagogical analysis; Pedagogical analysis of a unit of content from Accountancy syllabus of +2 level; concept of accounting cycle, completing accounting cycle through following approaches – Journal approach, Equation approach, Voucher approach; Comparative study of these approaches.

TEXT BOOK

Bhatia, S.K., “Teaching of Principles of Commerce and Accountancy”, SIE Publication, 1979.

REFERENCE BOOKS

1. Gupta, Rainu, “Teaching of Economics”, Jagdamba Publication, New 2004.
2. Khan, M.S., “Teaching of Commerce”, Sterling Publisher, 1982
3. Singh, Y.K., “Teaching of Commerce”, APH Publishing Corporation, 2005
4. Venkataswaralu, K. et.al, Discovery Publishing House, 2004

ED-135	TEACHING OF ECONOMICS	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to justify the rationale of inclusion of Economics in the school curriculum, write instructional objectives of teaching various topics of Economics, analyze the curriculum developed by CBSE at +2 level for Economics, design unit and lesson plan as well as tools for the evaluation of learning in Economics, explain the concept, nature and scope of Economics, appreciate the need for teaching Economics as a separate discipline, prepare

and use support material for effective teaching of Economics, organize co-curricular activities and community resources for promoting teaching Economics.

1. **INTRODUCTION TO ECONOMICS AND OBJECTIVE FORMULATION:** Analysis of the concept of Economics, Meaning, nature, scope and classification of Economics ,Integration of Economics with other school subjects, Aims and objectives of teaching of Economics, Values of teaching of Economics, Formulation of objectives in specific behavioural terms, Place of Economics in secondary school curriculum.
2. **METHODS AND TECHNIQUES OF TEACHING ECONOMICS:** Expository based – Lecture, Discussion, and Story telling method, Discovery based – Experimental, Enquiry, and Problem solving method, Activity based – Simulation, Gaming, Survey, Source, Case study, and Project method, Individualized instructive based – Computer assisted instruction, Mastery learning, Dalton plan, Group Dynamics based – Seminar, Conference, Panel discussion, Symposium, Assignment method – Principles, Types, Techniques.
3. **PLANNING AND INSTRUCTIONS:** Need and importance of planning instructions, Principles of unit planning and lesson planning, Meaning, nature, scope and importance of using teaching aids in Economics, Role of co-curricular activities in teaching of Economics, Development of scholastics and non-scholastics activities, Economics teacher – qualities and avenues for professional growth.
4. **EVALUATION:** Meaning, purpose and importance of evaluation in teaching of Economics, Different types of evaluation, Techniques of evaluating learner achievement in Economics – written and oral tests, observation, records, rating scale, open book examination, question bank, Developments of good test items in Economics – Objective type, essay type, short answer type, Planning and construction of an Achievement test in Economics, Diagnostic testing and Remedial testing.
5. **DEVELOPMENT OF CURRICULUM AND TEXT BOOKS IN ECONOMICS:** Concept of curriculum and syllabus, Principles and process of curriculum development, Techniques of developing curriculum of Economics, A critical appraisal of CBSE syllabus of Economics, Development and selection criteria of text books and reference books in Economics.
6. **PEDAGOGICAL ANALYSIS:** Meaning and need, Guidelines for conducting pedagogical analysis, Pedagogical analysis of a unit of content from Economics syllabus of +2 levels.
7. **ACTION RESEARCH:** Meaning and importance, Steps in action research, Developing an action research plan for solving a problem in teaching of Economics.

TEXT BOOK

Gupta, Rainu, "Teaching of Economics", Jagdamba Publications, 2004.

REFERENCES BOOKS

B.Ed. Degree Programme

1. Chakravorty, S., "Teaching of Economics in India", Himalaya publishing, 1987.
2. Kanwar, B.S., "Teaching of Economics", Prakash Brothers, 1973.
3. Siddiqi, M.H., "Teaching of Economics", Ashish Publishing House, 1993.
4. Sharma, Seema, "Modern Teaching of Economics", Anmol publications Pvt. Ltd., 2004.

ED-141	EDUCATIONAL GUIDANCE AND COUNSELING	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teachers to explain the meaning and need for guidance and counseling; discuss the significance of role of teachers and counselors in organizing guidance programmes and in career planning of students; identify various techniques of guidance, and appropriate contexts for their use; identify sources of occupational information, types and modes of dissemination of such information; identify behaviour problems of children with special needs and suggest appropriate guidance; make use of competencies to guide students with special needs and to handle them in inclusive schooling system.

1. **UNDERSTANDING GUIDANCE AND COUNSELLING:** Meaning, purpose and principles of guidance and counseling; Difference between guidance and counseling; Characteristic of an effective counselor; Concept need and principles of group guidance; Organization of group guidance activities.
2. **TECHNIQUES AND PROCEDURES OF GUIDANCE:** Standardized and non-standardized techniques of guidance; Advantages and limitations of each technique; Organization of guidance programmes in schools.
3. **OCCUPATIONAL INFORMATION:** Meaning of occupational information and the need for collecting it; Classification and dissemination of occupational information.
4. **CAREER DEVELOPMENT:** Concept and importance of career development; the process of career development; Role of teacher in career planning.
5. **APPROACHES AND METHODS OF COUNSELING:** The developmental and psychological aspects of counseling.
6. **GUIDANCE AND COUNSELLING OF STUDENTS WITH SPECIAL NEEDS:** Socio-emotional problems of students with special needs viz. students with physical and audio visual impairments and of groups such as SC, ST and girls.
7. **PROVISION OF FACILITIES:** Facilities provided to above children at governmental and non-governmental levels; Counseling students with simple or multiple disabilities.

TEXT BOOK

Shrivastava, K.K., "Principles of Guidance and Counselling", Kanishka Publishers, 2005

REFERENCE BOOKS

1. Rao, S.N., "Counseling and Guidance", Tata McGraw Hill, 1992
2. NCERT, "Occupational Information in Guidance", NCERT.
3. Dave, Indu, "The Basic Essentials of Counseling", Sterling Publishers, 1984
4. IGNOU, "Study Materials of ES-363 Blocks (1-4)", IGNOU, 2003
5. Vashisht, S.R., "Evaluation of Guidance", Anmol Publishers, 2005

ED-142	EDUCATIONAL MEASUREMENT AND EVALUATION	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teachers to explain with the nature of measurement and evaluation; select appropriate tools for evaluating different kinds of learning; develop and use various valid and reliable tools and techniques of measurement and evaluation; use elementary statistical methods for analysis and interpretation of data; identify and discuss the current issues and trends in educational measurement and evaluation.

1. **MEASUREMENT AND EVALUATION:** Meaning of Measurement and Evaluation; Difference between Measurement and Evaluation; Functions and Types of Evaluation: Placement, Formative, Diagnostic, Summative, Norm Referenced and Criterion Referenced Evaluation; Role of Evaluation in teaching learning.
2. **EDUCATIONAL OBJECTIVES:** Concept of Educational Objectives; Taxonomy of Educational Objectives-Cognitive, Affective & Psychomotor Domain; Stating Objectives in terms of learning outcomes.
3. **TOOLS OF EVALUATION:** Tools of evaluating various kinds of learning; Characteristics of a good Evaluation tool; Tools of evaluating Learner Achievement: Tests, Rating Scales, Observation, Work Samples, Experience Summaries; Measurement of Attitude (Thurston & Likert Scale); Measurement of Interest and aptitude.
4. **TEST CONSTRUCTION:** Achievement Test and Diagnostic Test: purposes and differences; developing good Test Items: objective type, short answer type and essay type; Construction of an Achievement Test; Steps in Construction of Diagnostic Tests.
5. **STATISTICAL TREATMENT OF DATA:** Representation of data: Tabular and Graphical; Measures of Central Tendency: Mean, Median, Mode;
6. **MEASURES OF VARIABILITY:** Range, SD, QD; Correlation-Rank Difference Method & Product Moment Method; Normal Probability Curve: Properties and Simple Applications.

7. **GRADING AND REPORTING ACHIEVEMENT:** Methods of interpreting Test results; Grade Norm, Percentile Norm, Standard Score Norm, Profiles, Skill Analysis, Credit Points; Use of Computer in Testing and Reporting.

TEXT BOOK

Garrett, Henry E., "Statistics in Psychology and Education", 10th Indian Reprint, Vakils, Feffer and Simons Ltd, 2004

REFERENCE BOOKS

1. Anastasi, A. and Urbina, S., "Psychological Testing", 7th Edition, Prentice Hall of India, 1997
2. Asthana, Bipin, "Measurement and Evaluation in Psychology and Education", 8th Edition, Vinod Pustak Mandir, 2005
3. Bloom, B. S., "Taxonomy of Educational Objectives", David McKay Co, 1968
4. Thorndike, R.L. and Hagen, E., "Measurement and Evaluation in Psychology and Education", Tata McGraw Hill, 1969

ED-143	EDUCATION OF CHILDREN WITH SPECIAL NEEDS	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to explain the nature and type of special needs, their psycho-educational, characteristics and functional limitations; use assessment and placement procedure for children with special needs; accommodate special needs in regular classrooms; adapt curriculum, teaching strategies and evaluation procedures for learners in inclusive schools.

1. **SPECIAL NEEDS EDUCATION:** Concept and types of special needs; Concepts of impairment, disability and handicap;
2. **EDUCATION FOR CHILDREN WITH SPECIAL NEEDS :** Special needs in India; Schemes and legislation about education of children with special needs
3. **TYPES AND CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS:** Psycho-social and educational characteristics and functional limitations with reference to: Orthopedic and neuromuscular impairment; Hearing impairment; Visual impairment; Learning Disability; Gifted and disadvantaged children; Mental retardation and slow learners
4. **INCLUSIVE EDUCATION:** Concept and philosophy of inclusive education; Role of class teachers and resource teachers in inclusive education.
5. **CLASSROOM MANAGEMENT IN INCLUSIVE EDUCATION:** Guidance Counselling and support services needed for inclusive schools; Parent's and community role in inclusive education.
6. **IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SPECIAL EDUCATION NEEDS:** Concept and techniques of Assessment;

Identification of special needs and functional assessment; Implication of assessment for instructional planning and curriculum

7. **ADAPTATION REQUIREMENTS IN INCLUSIVE SCHOOLS:** Curriculum, adaptation and adjustment; Teaching learning strategies for children with special educational needs: Co-operative learning, Peer tutoring, Behaviour modification, Multisensory approach, Perceptual strategy, Individual educational programme (IEP), Adaptation in evaluation procedures

TEXT BOOK

Dhawan, M.L., "Education of Children with Special Needs", Isha Books, 2005

REFERENCE BOOKS

1. Reddy, G. Lokanandi, "Learning Disabilities", Discovery Publishing, 2005
2. Babu, S. Krishna, "Reading Disabilities", Sonali Publishers, 2005
3. Singh, Uttam Kumar, "Special Education", Commonwealth Publishers, 2004

ED-144	CURRICULUM DEVELOPMENT	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teacher to explain the need and importance of curriculum; identify and discuss contemporary trends in curriculum construction; analyze the process of curriculum design and development; evaluate school curriculum.

1. **CURRICULUM – AN INTRODUCTION:** Meaning and nature of curriculum; Domains of curriculum – objectives, content, learning experiences and evaluation.
2. **TYPES OF CURRICULUM:** Subject centered, learner centered, core curriculum and integrated curriculum; Trends in curriculum.
3. **FOUNDATIONS OF CURRICULUM:** Philosophical foundations: Views of different schools of philosophy: idealism naturalism, pragmatism and existentialism; Sociological foundations: Socio-political and cultural roots of curriculum, sociology of curriculum;
4. **PSYCHOLOGICAL FOUNDATIONS:** Curricular implications of theories of learning & development (neo cognitive, behaviourist & humanistic schools)
5. **SYSTEM APPROACHES TO CURRICULUM DESIGNING:** System: meaning and concept; Input process out put model of a system; Closed and open systems; Curriculum as a system; Systems approach to instruction (phases)
6. **PROCESS OF CURRICULUM DEVELOPMENT:** Assessment of educational needs; Formulation of educational objectives; Criteria for selection and organization; Selection of content of learning experiences; Evaluating the curriculum.
7. **CURRICULUM EVALUATION:** Concept, need and importance of curriculum evaluation; Sources of curriculum evaluation; Aspects of

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curriculum evaluation; Stages of curriculum evaluation: during development and during implementation

TEXT BOOK

Aggarwal, J.C., "Curriculum Reforms in India: World Overview", Doaba House, 1990

REFERENCE BOOKS

1. Chauhan, S.S, "Innovations in Teaching Learning Process", Vikas Publishing House, 1985
2. Kulkarni, SS, "Introduction to Educational Technology", Oxford & IBH Publishing Company, 1986
3. Ediger, Marlow and Bhaskar, Digumarti, "Issues in School Curriculum", Discovery Publishing House, 2006
4. Khan, Mohd. Sharif, "School Curriculum", APH, 2004
5. NCERT, "National Curriculum Frame Work", 2005
6. Vashisht, S.R., "Curriculum Construction, Anmol Publishers, 2005

ED-145	ENVIRONMENT EDUCATION	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teachers to explain the concept, objectives and importance of environment education; identify various causes of environmental pollution, their possible hazards, and remedies; identify various strategies and methods for realizing the objectives of environmental education; reinforce new patterns of environmentally sensitive behaviours among individuals and groups for a sustainable environment.

1. **INTRODUCTION TO ENVIRONMENT EDUCATION:** Concept, importance and scope of environment education; Aims and objectives of Environment Education.
2. **ENVIRONMENTAL POLLUTION:** Types of environmental pollution; causes and remedies.
3. **ENVIRONMENTAL CRISIS:** Causes and effects of environmental hazards, global and local; Causes, effects and remedies of Air, water, Soil, Noise and Radiation pollution;
4. **GREEN HOUSE EFFECT :** An impending catastrophe; Extinction of flora and fauna, deforestation and loss of wild life; Ozone layer depletion – environmental threat acid rain, pillar melting, rise of sea level and their implications; Energy crisis.
5. **SUSTAINABLE DEVELOPMENT:** Need for conservation of environmental heritage; Role of international agencies UNEP, WWF, NGO's and

Government Organizations; Sustainable Development; Movement to save environment; Biodiversity: conservation of genetic diversity

6. **ENVIRONMENTAL AWARENESS THROUGH EDUCATION:** Role of School in Environmental Conservation and Sustainable Development; Environmental Education Programmes for Attitude changes among children; Role of media in Environment Education
7. **TRANSACTION STRATEGIES:** Strategies - separate subject and fusion approach - advantages and limitations; Approaches - discussion, seminar, workshop, field survey, project, exhibition Ecoclubs; Ecolabs, Activities, Games, simulation, lecture cum demonstration

TEXT BOOK

Sharma, R.A., "Environmental Education", R. Lall Book Depot, 2006

REFERENCE BOOKS

1. Pandey, V.C., "Environmental Education", Isha Books, 2005
2. Kormondy, E., "Concept of Ecology", Prentice Hall, 1991
3. Odum, E.P. "Ecology", IBH Publishing Co., 1985
4. Sharma, R.C. and Tan, M.C, "Source Book of Environmental Education Paris", INESCO.R.D., 1990

ED-146	SCHOOL MANAGEMENT AND ADMINISTRATION	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the student teachers to explain the scientific practices of educational management; discuss the basic principles of school management and administration; identify factors conducive to the effective implementation of various school activities; analyze the administrative structure of Indian Education; critically analyze the administrative functioning of secondary schools in neighboring area.

1. **EDUCATIONAL MANAGEMENT:** Concept, meaning, nature, need and scope of Educational management, functions of educational management at school level; Approaches to management – manpower approach, cost benefit approach, Social demand approach and Social justice approaches.
2. **EDUCATIONAL ADMINISTRATION: Meaning,** Nature, objectives and scope of Educational administration of schools, basic functions of administration (Planning, Organising, Directing, Controlling).distinction between Educational Administration and Educational Management.
3. **MANAGEMENT OF TIME:** Time Management : Time schedule for various activities of schools; Schools calendar and school time table; Management of Material Resources; School building, library, laboratory, hostels, playgrounds etc.; Procurement and optimum use of equipment, furniture, books, physical facilities etc.;

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4. **MANAGEMENT OF RESOURCES:** Management of Human Resources: Motivation of staff for optimum productivity, resolution of interpersonal conflicts, staff development programmes; Management of financial resources; Creating resources and managing financial matters
5. **SCHOOL ADMINISTRATION AND SUPERVISION:** Role and functions of headmaster: basic functions of administration work: planning, organizing, directing and controlling; Maintenance of discipline; Supervision and inspection: scope and types; Providing guidance; leadership function; Crisis in management; Decision making
6. **COMMUNICATION IN EDUCATIONAL ADMINISTRATION:** Role of communication in effective management and administration; Methods of communication; Effective communication in educational administration; Barriers of communication in educational administration and overcoming those barriers.
7. **ADMINISTRATIVE STRUCTURE OF INDIAN EDUCATION:** Central government; State government; Local Bodies; Student's participation in School Management

TEXT BOOK

Safaya, Raghunath, "School Administration & Organization", Dhanpat Rai & Sons, 1977

REFERENCE BOOKS

1. Verma, G.S, "Shaikhshik Prashasan Evam Prabandh", International Publishing, 2005
2. Aggarwal, J.C., "School Organisation, Administration and Management", Doaba Homes, 2002
3. Bhat, B. D and Sharma, S.R., "Educational Administration: Emerging Trends", Kanishka Publishing House, 1992
4. Verma, Romesh, "Educational Administration", Anmol Publication, 2005

ED-147	DISTANCE EDUCATION	L-T-P	Cr
		3-0-0	3

OBJECTIVE

To enable the Student teachers to explain the concept, need and scope of Distance Education; visualize future perspectives of Distance Education; identify organizational structures of different Distance Education Institutions; highlight the importance of role of Media and Technology in Distance Education; identify instructional strategies in Distance Education; appreciate the need of support service in Distance Education; discuss the role of continuous assessment of learning in Distance Education.

1. **DISTANCE EDUCATION: CONCEPT AND SCOPE:** Meaning need and features of distance education; Difference between Distance Education,

Correspondence Education, Open learning and non-formal education; Life long education-concept, characteristics and principles; Scope of distance education.

2. **ORGANIZATIONAL STRUCTURE OF DISTANCE EDUCATION SYSTEM:** Organizational Structure of IGNOU and State Open Universities; Organizational Structure of the Directorates/Institutions of Correspondence Courses; Models of Distance Education Institutions: Single Mode and Dual Mode Institutions, Consortium Model.
3. **MEDIA IN DISTANCE EDUCATION:** Role of Media in Distance Education; Types of Media for distance learners and teachers;
4. **TECHNOLOGY IN DISTANCE EDUCATION:** Relationship between media and technology; Instructional technology in Distance Education; Strengths and limitations of print media and non-print media.
5. **SELF INSTRUCTIONAL MATERIALS IN DISTANCE LEARNING:** Instructional strategies in Distance Education; Concept and need of self instructional materials; Components and features of self instructional materials; Steps in designing self instructional materials; Skills of Self learning.
6. **STUDENT SUPPORT SERVICE IN DISTANCE EDUCATION:** Concept and need for student support services in Distance Education; Characteristics of distance learners; Counseling in Distance Education: Difference between counseling, teaching and tutoring, Types and stages of Counseling.
7. **CONTINUOUS ASSESSMENT IN DISTANCE LEARNING:** Evaluation in Distance Education; Teaching Learning Through Assignments; Types of Assignments, Functions of Assignments, Monitoring of Assignments; Disadvantages of Marking System; Advantages of Grading System.

TEXT BOOK

Sahoo, P.K., "Open Learning System", Uppal, 1994

REFERENCE BOOKS

1. Yadav, M.S. and Panda, S.K., "Distance Higher Education in India: A Historical Overview", Journal of Higher Education, 19(3), 1996
2. Distance Education Council, IGNOU, "Open Universities in India", IGNOU, 1995.
3. Faure, E., et. al., "Learning to be: The Education of the World Today and Tomorrow", UNESCO, 1972
4. Rao, V.K., "Distance Education", A. P. H. Publishing Corporation, 2004
5. Sharma, B. M., "Distance Education", Common Wealth Publishers, 2005

ED-161	ACHIEVEMENT TEST RECORD (ATR)	L-T-P	Cr
		0-0-1	2

The student teacher will plan, formulate, implement and analyze an achievement test in each of the Pedagogical Courses I & II. He is required to

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prepare a report and defend his work through a viva-voce. The evaluation for this course will be like any other lab course.

ED-162	PSYCHOLOGICAL TESTING	L-T-P	Cr
		0-0-1	2

Each student teacher will administer, analyze and interpret the following psychological tests:

1. Intelligence tests
2. Personality tests
3. Interest tests
4. Creativity tests
5. Aptitude tests
6. Case study: The student teachers will formulate detailed action research plan for the solution of the problems faced by them during practice teaching at school. The most commonly faced problems are:
 - a) Copying from keys and help books by the students while doing homework.
 - b) Spelling mistakes in subjects like Hindi, English, etc.
 - c) Not completing homework.
 - d) Irregularity resulting in poor understanding of course.
 - e) Non-participation in class room interaction.

ED-163	MICRO AND SIMULATED TEACHING	L-T-P	Cr
		--	2

OBJECTIVE

The course is essentially on the art of lesson planning covering all the three aspects of planning viz. micro, simulated and mega.

OPERATION

All students will undergo an intensive programme in micro teaching and simulated teaching for three weeks in the university itself immediately before going to school for Skills in Practice Teaching I & II. A student is required to prepare and present:

- (i) five micro lesson plans each pertaining to any five skills like Introduction, probing questioning, explanation, illustration, narration, closure, etc. belonging to Pedagogical Courses-I & II
- (ii) five simulated lesson plans each based on Pedagogical Courses-I & II

ED-164	SKILLS IN PRACTICE TEACHING – I	L-T-P	Cr
		--	4

OBJECTIVE

This course is aimed at testing the skills of the students imparted through Pedagogical Courses – I & II.

OPERATION

This course is to be conducted in a **School** for four weeks under the supervision of teacher educators.

ED-165	SKILLS IN PRACTICE TEACHING – II	L-T-P	Cr
		--	4

Refer ED-164 for details.

ED-171	INTERIOR DECORATION	L-T-P	Cr
		0-0-1	2

RELATED THEORY

1. Importance of Interior Decoration
2. Principles of Interior Decoration
3. Factors to be considered while selecting furniture & Furnishing of a house.
4. Colour combination & colour schemes.
5. Importance and types of flower arrangement.

PRACTICAL WORK

1. Preparation of an article from waste material
2. Flower arrangement
3. Flower decoration

ED-172	DRAWING AND PAINTING	L-T-P	Cr
		0-0-1	2

RELATED THEORY

1. Arts and its place in Education
2. Definition of Arts
3. Elements of Arts
4. principles of Arts
5. Colour theory
6. Design & its kinds
7. Art material
8. Appreciation of Art.

PRACTICAL WORK

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- a) Colour scheme-1/4 sheet.
- b) Design-Border & Center motif e.g. leaves, flowers, birds and animals.
- c) Writing-Block capital letters (English & Hindi) free hand with kalam.
- d) Greeting cards.
- e) Use of play methods-thread, spray potato etc.

ED-173	CANDLE MAKING	L-T-P	Cr
		0-0-1	2

RELATED THEORY

1. Material used in making candles, Moulds, Thread, Colour, Oil etc.
2. Origin of wax
3. Types of wax
4. Types of candle
5. Use of candle
6. Making of candles
7. Precaution while making candles
8. Preservation of candles

PRACTICAL WORK

Making of different kinds of candles like simple candles, decorative candles-different shapes, scented candles and, mosquito repellent candles.

ED-174	ART & CRAFT	L-T-P	Cr
		0-0-1	2

The student teacher will offer any five of the following activities and submit end product related to activity for evaluation. Each activity will be evaluated out of 10 marks.

1. Poster making
2. Decoration of bulletin board on educational themes
3. Origami (Paper folding)
4. Paper Tearing (Collage)
5. Working with waste materials
6. Sketching/ stick drawing
7. Preparation of utility items for usage in classroom (Folder, Pen stand, etc.)

ED-181	CHALK BOARD WRITING	L-T-P	Cr
		0-0-1	2

RELATED THEORY

1. Different kinds of chalk boards.

2. Strength and limitations of chalk board writing.
3. Correct use of chalk board writing.
4. Pitfalls in chalk board writing.
5. Use of stencils and multiple chalk holders on the chalk board.
6. Knowledge of paint and chalk.

PRACTICAL WORK

- a) Writing of English and Hindi letters and numbers in block capital forms and in running hands.
- b) Use of coloured chalk.
- c) Stick drawing: Human figures, birds and animals.
- d) Use of match stick for drawing.
- e) Simple drawing of common subjects flowers, fruits and vegetables.

ED-182	USE OF TEACHING AIDS	L-T-P	Cr
		0-0-1	2

PREPARING TEACHING AIDS

(i) RELATED THEORY

Meaning, concept and significance of teaching aids, importance and need of teaching aids, classifications of teaching aids, material required for preparing teaching aids as paper, colour, scale, pencil, rubber etc., effective use of teaching aids.

(ii) PRACTICAL WORK

The student will prepare the following teaching aids:

- a) One raxin chalk board 21/2 *31/2, pointer duster.
- b) Ten coloured charts (Full size paper = 20"*30") i.e. five in each pedagogical subject.
- c) One working model or three dimensional or relief models related to students pedagogical subjects.
- d) Two slides related to their pedagogical subject.

(iii) HANDLING OF AVAILABLE EQUIPMENT

The students will be required to get acquainted with the major components and functions of the following equipments: Over-head projector, Slide projector, Tape recorder, Epidiascope, T.V. and Video cassette recorder. They will be required to use all the above mentioned equipments. They will also prepare a scrap-book and get the same properly checked by concerned teachers.

ED-183	PROJECT WORK	L-T-P	Cr
		---	6

OBJECTIVE

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To enable the students to develop research attitude skills and competencies for conducting rigorous, theoretically correct and practically relevant research.

The student is expected to take up a research project in consultation with the faculty supervisor and then conduct the research, collect data, analyze and write the report under the supervision of the allotted supervisor.

The student will do project work outside the contact hours.

PD-191	CO-CURRICULAR ACTIVITIES	L T P	Cr
			1

OBJECTIVE

To help the students in their all round growth and acquire attributes like team spirit, organizational ability, leadership qualities, etc.

OPERATION

The students are to take part in Co-curricular activities outside contact hours through clubs/ societies spread over the whole year.
