

DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA



**SYLLABUS STRUCTURE
FOR
SEMESTER BASED
BACHELOR OF EDUCATION (B.Ed.)**

Effective from Academic Session: 2026-2028

**Faculty of Teacher Education
B.Ed. Two Year (Four Semester) Programme**

Dr. Bhimrao Ambedkar University, Agra
Faculty of Teacher Education
Bachelor of Education (B.Ed.)
Two Year (Four Semester) Credit Based Programme
2026-28
Ordinance & Rules / Regulations

The Programme:

The Bachelor of Education (B.Ed.) is a two-year, full-time, four-semester credit-based programme under the Faculty of Teacher Education at Dr. Bhimrao Ambedkar University, Agra. It prepares teachers for Upper Primary (Classes VI–VIII), Secondary (Classes IX–X), and Senior Secondary level (Classes XI–XII).

The programme is open to Indian nationals only. It aims to develop skills, competencies, values, and attitudes needed to meet school challenges and improve performance. It also focuses on the professional development of prospective teachers, in-service school heads, principals, and other interested persons.

General Introduction:

- The course is a full-time regular programme.
- It is divided into four semesters with internship and semester-wise examinations.
- It is a professional course.

Programme Objectives:

- To understand individual differences, assessing learning abilities, evaluating progress, guidance and counselling, and the use of ICT, Educational Technology, AI, and lesson planning.
- To gain practical teaching experience in schools and use ICT resources along with other teaching learning materials.
- To understand learners, their environment, contemporary Indian education, school management, gender, school and society.
- To develop communication skills and understand the role of drama and art in education through school internship.

- To handle classroom diversity, promote inclusive education, and engage with community and environmental education.

Duration and Working Days:

- The B.Ed. programme is of two academic years (four semesters) and can be completed within a maximum of three years from admission.
- The first and third semesters run from July to December, and the second and fourth from January to June. It is a full-time course including theory, teaching practice, internship, fieldwork, and other activities.
- There are at least 100 working days each semester, excluding exams and admissions.
- The institution works a minimum of 36 hours per week, with compulsory physical presence of teachers and students for guidance and interaction.
- The credit system is prescribed by NCrF (National Credit Framework in Education) and followed by Dr. Bhimrao Ambedkar University, Agra.

Eligibility, Admission Procedure and Fees (As per NCTE norms)

Eligibility:

- Candidates must have at least 50% marks in Bachelor's or Master's Degree (Sciences, Social Sciences, Humanities, Agriculture, Commerce) or 55% in Engineering/Technology (Science & Mathematics) or equivalent.
- Reservation and relaxation for SC/ST/OBC/PWD and other categories are as per Central/State Government rules.
- Students are not allowed to take any full-time or part-time job during the B.Ed. course; violation will lead to cancellation of admission.

Admission Procedure:

Admission shall be made on merit based on marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government and the University.

Fees:

The institution shall charge only such fee as prescribed by the affiliating body (Dr. B.R. Ambedkar University, Agra) /state government.

Curriculum:

The B.Ed. Programme is designed to integrate the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme comprises three broad curricular areas: Foundations of Education, Curriculum & Pedagogical Studies, and Engagement with the field.

The Programme under each of these curricular areas is based on a close reading of original writings, seminar/term paper presentations, and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as: case studies, observations of children, and interactions with the community in multiple socio-cultural environments.

Theory Courses:

There are eighteen papers in theory courses.

SEMESTER I

BD101T- Childhood and Growing up

BD102T- Philosophical and Sociological Perspective of Education

BD103T- Contemporary India and Education

BD104T- Educational Technology and ICT

BD105T-Language across the Curriculum

SEMESTER II

BD201T- Learning and Teaching

BD202T- Foundations of AI in Education

BD203T- Pedagogy of School Subject I

Pedagogy of School Subject II

PEDAGOGY OF SCHOOL SUBJECTS

BD203T (A)-Pedagogy of Science I (Physics and Chemistry)

BD203T (B)-Pedagogy of Science II (Botany and Zoology)

BD203T (C)-Pedagogy of Science III (Mathematics)

BD203T (D)-Pedagogy of Languages

i. Pedagogy of Hindi

- ii. Pedagogy of English
- iii. Pedagogy of Sanskrit
- iv. Pedagogy of Urdu

BD203T (E)-Pedagogy of Social Science (History, Civics, Economics and Geography)

BD203T (F)-Pedagogy of Fine Arts

- i. Pedagogy of Drawing and Painting
- ii. Pedagogy of Music

BD203T (G)-Pedagogy of Home Science

BD203T (H)-Pedagogy of Commerce

Note: Students have to select any two Pedagogy Papers as per their Intermediate and Graduation Program

SEMESTER III

BD301T- Knowledge and Curriculum

BD302T-Creating an Inclusive School

BD303T-Assessment for Learning

BD304T-Health and Yoga Education

BD305T-Guidance and Counselling

SEMESTER IV

BD401T- School Administration and Management

BD402T- Gender Issues and Human Rights in Education

BD403T- Environmental Education

BD404T- Value and Peace Education

Engagement with Field/Practicum:

The B.Ed. programme includes practical engagement of pupil-teachers with self, child, school, and community.

It consists of:

- (a) Tasks and assignments in all courses
- (b) School Internship
- (c) Activities for enhancing professional capacity.

Internship:

Internship is an important part of teacher training to develop teaching skills.

It is conducted in two phases: Internship I and Internship II. Duration of Internship I and Internship II will be followed by the University as per NCTE norms.

Internship I: Conducted in the second semester; school-based activities at middle, secondary and senior secondary level.

Internship II: Conducted in the fourth semester; includes classroom teaching and other school activities at middle, secondary and senior secondary level.

Medium of Examination:

Exams can be written in Hindi or English.

Evaluation and Marking System:

- Exams are conducted at the end of each semester, including written papers, practical exams, and internal assessment.
- Theory evaluation has two parts: Term Exam (by University) and Internal Assessment (by College).
- Minimum passing marks:
 - 40% in each theory paper.
 - 50% in practicum and internship separately
 - 45% aggregate in theory and practical.
- Students must pass theory and practical separately.
- Final division is based on total marks of all four semesters, given separately for theory and practical:
 - 75%+: First Division with Distinction
 - 60–75%: First Division
 - 50–60%: Second Division
 - 45–50%: Third Division

Question Paper Pattern:

- Section A: Objective type questions
- Section B: Short answer type questions

- Section C: Essay type questions

Practical Examination:

Practical Examination in the form of Viva-Voce/Practice Teaching/School based activity Examination:

For the evaluation of Internship-I (Second semester) and Internship-II (Fourth semester), the panel of examiners will consist of three members.

1. First examiner shall be from an aided college of Dr. Bhimrao Ambedkar University Agra. He/She will be appointed as convenor.
2. The second examiner shall be appointed from among the affiliated B.Ed. colleges of the University, but not from the same college, and shall be appointed as the Internal Examiner (as per the directions of the High Court, Allahabad, Petitioner Dr. Harendra Kumar and others vs State of U.P. and others, Writ-A No. 52242 of 2013).
3. Third examiner shall be appointed from the retired faculty members from Dr. Bhimrao Ambedkar University, Agra or from regular faculty members of other Universities that should be approved by the Board of the Studies.

Note:

- In first case, the first examiner (convenor) shall be from the same college if the practical examination is going to be conducted in aided college.
- A permanent teacher with minimum 3 years of teaching experience at B.Ed. level can be Examiner I and Examiner II.
- External Examiners shall be appointed by the University exclusively from the list provided by the Board of Studies. External Examiner from other universities shall have minimum three years of teaching experience at B.Ed. level.
- It will be mandatory for the institution to place before the examiners' panel the required record of student's sessional work in each practical examination.
- The examiners' panel shall have the power to moderate the internally awarded marks.
- The examiners shall submit the marks directly to the controller of examination of the University.

Rules Pertaining to Examinations:

- Students must appear in semester exams conducted by Dr. Bhimrao Ambedkar University as per the examination scheme.
- Minimum attendance required: 80% in theory & practicum and 90% in internship; otherwise, students cannot appear in exams.
- Attendance is counted from admission to the last instructional day.
- Participation in all practical and Enhancing Professional Capacities (EPC) activities is compulsory; failure leads to disqualification from exams.
- Students who pass practical exam but fail theory exam can reappear as ex-students.
- Students must pass all practical exams to reappear in theory.
- The course must be completed within 3 years as per NCTE norms.
- Those students who do not secure separate passing marks in theory and practical exams will be declared failed.
- Final result will be based on performance in all four semesters.
- Results will be declared only after passing all papers with required marks.

Promotion / Re-Examination / Back Paper / Improvement Rules:

- Students must meet attendance requirements and fill the exam form to appear and be promoted.
- Those detained due to low attendance or non-submission of forms are not eligible and cannot be re-admitted.
- **Promotion Types:**
 - **Pass Promoted:** Passed all theory and practical papers with required marks.
 - **Back Promoted:** Minimum 45% aggregate but below 40% in some papers; reappear in those papers.
 - **Fail Promoted:** Below required marks; must reappear in theory/practical papers.
- Improvement allowed in maximum two theory papers per semester (for marks below 45%).
- Back papers allowed: up to two papers in each semester.
- Students failing in theory exam must reappear in the next (odd/even) available semester.

- Students failing in practical exam must reappear in the next (odd/even) available semester.
- Students failing in both theory and practical exams can reappear in the next (odd/even) available semester.
- Course must be completed within 3 years.
- No grace marks or re-admission is permitted.
- Minimum marks in practicum are compulsory.
- Absent candidates can reappear in the next exam by paying the prescribed fee.

Teaching Faculty as Mentors:

- The faculty members will display the list of students along with teacher in-charge.
- Faculty members guide and observe students' progress.
- Students' progress covers their attendance, projects, assignments, Scout- Guide camp, other activities and internship as observation and teaching practice etc. Each of these activities is compulsory for students.



DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR
STATEMENT OF MARKS

QR

PROGRAMME NAME: BACHELOR OF EDUCATION (B.ED.)

CATEGORY:

SEMESTER : I

SESSION:

ENROLLMENT NO. :

ROLL NO. :

STUDENT'S PHOTO

STUDENT'S NAME :

FATHER'S NAME :

MOTHER'S NAME :

COLLEGE NAME :

PAPERS		MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th.	Int.	Total
BD101T	CHILDHOOD AND GROWING UP	80	20	100	32	08	40			
BD102T	PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVE OF EDUCATION	80	20	100	32	08	40			
BD103T	CONTEMPORARY INDIA AND EDUCATION	80	20	100	32	08	40			
BD104T	EDUCATIONAL TECHNOLOGY AND ICT	80	20	100	32	08	40			
BD105T	LANGUAGE ACROSS THE CURRICULUM	40	10	50	16	04	20			
	AGGREGATE PASSING MARKS IS 45%			450			203			

RESULT:

DATE OF RESULT DECLARATION:



DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR:

STATEMENT OF MARKS

QR

PROGRAMME NAME : BACHELOR OF EDUCATION (B.ED.)
 SEMESTER : II
 ENROLLMENT NO. :
 ROLL NO. :
 STUDENT'S NAME :
 FATHER'S NAME :
 MOTHER'S NAME :
 COLLEGE NAME :

CATEGORY:
 SESSION:

STUDENT'S PHOTO

PAPERS		MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
PART A (THEORY)										
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th.	Int.	Total
BD201T	LEARNING AND TEACHING	80	20	100	32	08	40			
BD202T	FOUNDATION OF AI IN EDUCATION	40	10	50	16	04	20			
(Code According to pedagogy subject)	PEDAGOGY OF SCHOOL SUBJECT I	50	-	50	20	-	20			
(Code According to pedagogy subject)	PEDAGOGY OF SCHOOL SUBJECT II	50	-	50	20	-	20			
	AGGREGATE PASSING MARKS OF PART- A IS 45%			250			113			
PART B (PRACTICUM WORK)										
	SESSIONAL WORK	-	-	50	-	-	25			
	INTERNAL ASSESSMENT	-	-	50	-	-	25			
	INTERNSHIP I'AND VIVA-VOCE	-	-	100	-	-	50			
	AGGREGATE PASSING MARKS OF PART B IS 50%			200			100			

RESULT:

DATE OF RESULT DECLARATION:



DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR:

STATEMENT OF MARKS

QR

PROGRAMME NAME : BACHELOR OF EDUCATION (B.ED.)

CATEGORY:

SEMESTER : III

SESSION:

ENROLLMENT NO. :

ROLL NO. :

STUDENT'S PHOTO

STUDENT'S NAME :

FATHER'S NAME :

MOTHER'S NAME :

COLLEGE NAME :

PAPERS		MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th.	Int.	Total
BD301T	KNOWLEDGE AND CURRICULUM	80	20	100	32	08	40			
BD302T	CREATING AN INCLUSIVE SCHOOL	80	20	100	32	08	40			
BD303T	ASSESSMENT FOR LEARNING	80	20	100	32	08	40			
BD304T	HEALTH AND YOGA EDUCATION	80	20	100	32	08	40			
BD305T	GUIDANCE AND COUNSELLING	40	10	50	16	04	20			
	AGGREGATE PASSING MARKS IS 45%			450			203			

RESULT:

DATE OF RESULT DECLARATION:



DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR:

STATEMENT OF MARKS:

QR

PROGRAMME NAME : BACHELOR OF EDUCATION (B.ED.)
 SEMESTER : IV
 ENROLLMENT NO. :
 ROLL NO. :
 STUDENT'S NAME :
 FATHER'S NAME :
 MOTHER'S NAME :
 COLLEGE NAME :

CATEGORY:
 SESSION:

STUDENT'S PHOTO

PAPERS				MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
PART A (THEORY)												
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th	Int.	Total		
BD401T	SCHOOL ADMINISTRATION AND MANAGEMENT	40	10	50	16	04	20					
BD402T	GENDER ISSUES AND HUMAN RIGHTS IN EDUCATION	40	10	50	16	04	20					
BD403T	ENVIRONMENTAL EDUCATION	40	10	50	16	04	20					
BD404T	VALUE AND PEACE EDUCATION	40	10	50	16	04	20					
	AGGREGATE PASSING MARKS SEMESTER IV IS 45%			200			90					
	AGGREGATE PASSING MARKS SEMESTER I IS 45%			450			203					
	AGGREGATE PASSING MARKS SEMESTER II IS 45%			250			113					
	AGGREGATE PASSING MARKS SEMESTER III IS 45%			450			203					
	TOTAL OF SEMESTERS (THEORY) I+ II+III+IV			1350			608					
PART B (PRACTICUM WORK)												
	INTERNSHIP II		-	200		-	100					
	VIVA-VOCE		-	50		-	25					
	AGGREGATE PASSING MARKS OF SEMESTER IV PRACTICUM WORK IS 50%		-	250		-	125					
	AGGREGATE PASSING MARKS OF SEMESTER II PRACTICUM WORK IS 50%			200			100					
	TOTAL OF SEMESTERS (PRACTICAL) II+IV			450			225					

RESULT: CUMULATIVE THEORY:

CUMULATIVE PRACTICAL:

THEORY DIVISION:

PRACTICAL DIVISION:

THEORY TOTAL:

PRACTICAL TOTAL:

DATE OF RESULT DECLARATION:

DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA



**SYLLABUS STRUCTURE
FOR
SEMESTER BASED
BACHELOR OF EDUCATION (B.Ed.)**

Effective from Academic Session: 2026-2028

**Faculty of Teacher Education
B.Ed. Two Year (Four Semester) Programme**

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Dr. Bhimrao Ambedkar University, Agra
Faculty of Teacher Education
Bachelor of Education (B.Ed.)
Two Year (Four Semester) Credit Based Programme
2026-28
Ordinance & Rules / Regulations

The Programme:

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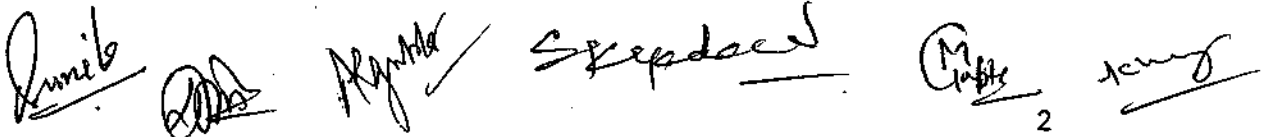
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General Introduction:

- The course is a full-time regular programme.
- It is divided into four semesters with internship and semester-wise examinations.
- It is a professional course.

Programme Objectives:

- To understand individual differences, assessing learning abilities, evaluating progress guidance and counselling, and the use of ICT, Educational Technology, AI, and lesson planning.
- To gain practical teaching experience in schools and use ICT resources along with other teaching learning materials.
- To understand learners, their environment, contemporary Indian education, school management, gender, school and society.
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The bottom of the page features six handwritten signatures in black ink, arranged horizontally. From left to right, they appear to be: 'Rishi', 'A. K. Singh', 'A. K. Singh', 'S. K. Singh', 'M. K. Singh', and 'Rishi'. The signatures are written in a cursive, flowing style.

- To handle classroom diversity, promote inclusive education, and engage with community and environmental education.

Duration and Working Days:

- The B.Ed. programme is of two academic years (four semesters) and can be completed within a maximum of three years from admission.
- The first and third semesters run from July to December, and the second and fourth from January to June. It is a full-time course including theory, teaching practice, internship, fieldwork, and other activities.
- There are at least 100 working days each semester, excluding exams and admissions.
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Eligibility, Admission Procedure and Fees (As per NCTE norms)

Eligibility:

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Admission Procedure:

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Fees:

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Curriculum:

The B.Ed. Programme is designed to integrate the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme comprises three broad curricular areas: Foundations of Education, Curriculum & Pedagogical Studies, and Engagement with the field.

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Theory Courses:

There are eighteen papers in theory courses.

SEMESTER I

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BD102T- Philosophical and Sociological Perspective of Education

BD103T- Contemporary India and Education

BD104T- Educational Technology and ICT

BD105T- Language across the Curriculum

SEMESTER II

BD201T- Learning and Teaching

BD202T- Foundations of AI in Education

BD203T- Pedagogy of School Subject I

Pedagogy of School Subject II

PEDAGOGY OF SCHOOL SUBJECTS

BD203T (A)-Pedagogy of Science I (Physics and Chemistry)

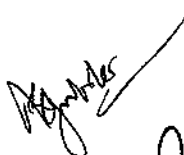
BD203T (B)-Pedagogy of Science II (Botany and Zoology)

BD203T (C)-Pedagogy of Science III (Mathematics)

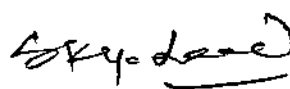
BD203T (D)-Pedagogy of Languages

i. Pedagogy of Hindi








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- ii. Pedagogy of English
- iii. Pedagogy of Sanskrit
- iv. Pedagogy of Urdu

BD203T (E)-Pedagogy of Social Science (History, Civics, Economics and Geography)

BD203T (F)-Pedagogy of Fine Arts

- i. Pedagogy of Drawing and Painting
- ii. Pedagogy of Music

BD203T (G)-Pedagogy of Home Science

BD203T (H)-Pedagogy of Commerce

Note: Students have to select any two Pedagogy Papers as per their Intermediate and Graduation Program

SEMESTER III

BD301T- Knowledge and Curriculum

BD302T-Creating an Inclusive School

BD303T-Assessment for Learning

BD304T-Health and Yoga Education

BD305T-Guidance and Counselling

SEMESTER IV

BD401T- School Administration and Management

BD402T- Gender Issues and Human Rights in Education

BD403T- Environmental Education

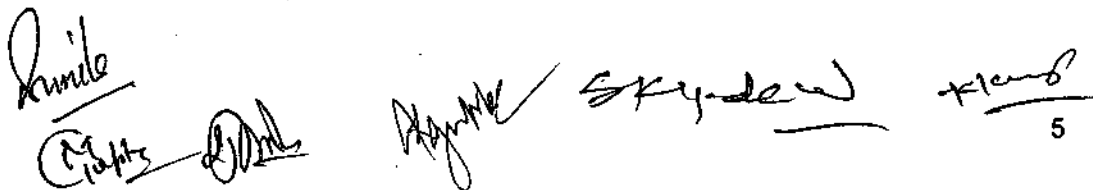
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Engagement with Field/Practicum:

The B.Ed. programme includes practical engagement of pupil-teachers with self, child, school, and community.

It consists of:

- (a) Tasks and assignments in all courses
- (b) School Internship
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Internship:

Internship is an important part of teacher training to develop teaching skills.

It is conducted in two phases: Internship I and Internship II. Duration of Internship I and Internship II will be followed by the University as per NCTE norms.

Internship I: Conducted in the second semester; school-based activities at middle, secondary and senior secondary level.

Internship II: Conducted in the fourth semester; includes classroom teaching and other school activities at middle, secondary and senior secondary level.

Medium of Examination:

Exams can be written in Hindi or English.

Evaluation and Marking System:

- Exams are conducted at the end of each semester, including written papers, practical exams, and internal assessment.
- Theory evaluation has two parts: Term Exam (by University) and Internal Assessment (by College).
- Minimum passing marks:
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Question Paper Pattern:

- Section A: Objective type questions
- Section B: Short answer type questions

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No 14/11/17

term 6

- Section C: Essay type questions

Practical Examination:

Practical Examination in the form of Viva-Voce/Practice Teaching/School based activity Examination:

For the evaluation of Internship-I (Second semester) and Internship-II (Fourth semester), the panel of examiners will consist of three members.

1. First examiner shall be from an aided college of Dr. Bhimrao Ambedkar University Agra. He/She will be appointed as convenor.
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M. K. Singh
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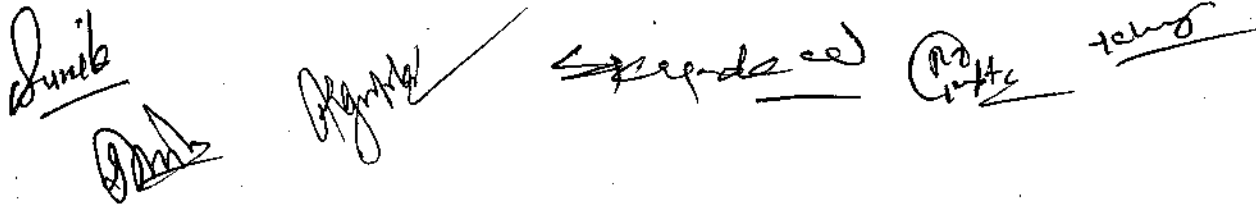
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- Course must be completed within 3 years.
- No grace marks or re-admission is permitted.
- Minimum marks in practicum are compulsory.
- Absent candidates can reappear in the next exam by paying the prescribed fee.

Teaching Faculty as Mentors:

- The faculty members will display the list of students along with teacher in-charge.
- Faculty members guide and observe students' progress.
- Students' progress covers their attendance, projects, assignments, Scout- Guide camp, other activities and internship as observation and teaching practice etc. Each of these activities is compulsory for students.





DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR
STATEMENT OF MARKS

OR

PROGRAMME NAME: BACHELOR OF EDUCATION (B.ED.)

CATEGORY:

SEMESTER : I

SESSION:

ENROLLMENT NO. :

ROLL NO. :

STUDENT'S PHOTO

STUDENT'S NAME :

FATHER'S NAME :

MOTHER'S NAME :

COLLEGE NAME :

PAPERS		MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th.	Int.	Total
BD101T	CHILDHOOD AND GROWING UP	80	20	100	32	08	40			
BD102T	PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVE OF EDUCATION	80	20	100	32	08	40			
BD103T	CONTEMPORARY INDIA AND EDUCATION	80	20	100	32	08	40			
BD104T	EDUCATIONAL TECHNOLOGY AND ICT	80	20	100	32	08	40			
BD105T	LANGUAGE ACROSS THE CURRICULUM	40	10	50	16	04	20			
	AGGREGATE PASSING MARKS IS 45%			450			203			

RESULT:.

DATE OF RESULT DECLARATION:

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DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR:

STATEMENT OF MARKS

QR

PROGRAMME NAME : BACHELOR OF EDUCATION (B.ED.)
SEMESTER : II
ENROLLMENT NO. :
ROLL NO. :
STUDENT'S NAME :
FATHER'S NAME :
MOTHER'S NAME :
COLLEGE NAME :

CATEGORY:

SESSION:

STUDENT'S PHOTO

PAPERS		MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
PART A (THEORY)										
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th.	Int.	Total
BD201T	LEARNING AND TEACHING	80	20	100	32	08	40			
BD202T	FOUNDATION OF AI IN EDUCATION	40	10	50	16	04	20			
(Code According to pedagogy subject)	PEDAGOGY OF SCHOOL SUBJECT I	50	-	50	20	-	20			
(Code According to pedagogy subject)	PEDAGOGY OF SCHOOL SUBJECT II	50	-	50	20	-	20			
	AGGREGATE PASSING MARKS OF PART- A IS 45%			250			113			
PART B (PRACTICUM WORK)										
	SESSIONAL WORK	-	-	50	-	-	25			
	INTERNAL ASSESSMENT	-	-	50	-	-	25			
	INTERNSHIP I AND VIVA-VOCE	-	-	100	-	-	50			
	AGGREGATE PASSING MARKS OF PART B IS 50%			200			100			

RESULT:

DATE OF RESULT DECLARATION:

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DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR:

STATEMENT OF MARKS

QR

PROGRAMME NAME : BACHELOR OF EDUCATION (B.ED.)

CATEGORY:

SEMESTER : III

SESSION:

ENROLLMENT NO. :

ROLL NO. :

STUDENT'S PHOTO

STUDENT'S NAME :

FATHER'S NAME :

MOTHER'S NAME :

COLLEGE NAME :

PAPERS		MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th.	Int.	Total
BD301T	KNOWLEDGE AND CURRICULUM	80	20	100	32	08	40			
BD302T	CREATING AN INCLUSIVE SCHOOL	80	20	100	32	08	40			
BD303T	ASSESSMENT FOR LEARNING	80	20	100	32	08	40			
BD304T	HEALTH AND YOGA EDUCATION	80	20	100	32	08	40			
BD305T	GUIDANCE AND COUNSELLING	40	10	50	16	04	20			
	AGGREGATE PASSING MARKS IS 45%			450			203			

RESULT:

DATE OF RESULT DECLARATION:

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DR. BHIMRAO AMBEDKAR UNIVERSITY, AGRA

BACHELOR OF EDUCATION YEAR:

STATEMENT OF MARKS:

OR

PROGRAMME NAME : BACHELOR OF EDUCATION (B.ED.)
SEMESTER : IV
ENROLLMENT NO. :
ROLL NO. :
STUDENT'S NAME :
FATHER'S NAME :
MOTHER'S NAME :
COLLEGE NAME :

CATEGORY:
SESSION:

STUDENT'S PHOTO

PAPERS		MAXIMUM MARKS			MINIMUM MARKS			MARKS OBTAINED		
PART A (THEORY)										
CODE	NAME	Th.	Int.	Total	Th.	Int.	Total	Th	Int.	Total
BD401T	SCHOOL ADMINISTRATION AND MANAGEMENT	40	10	50	16	04	20			
BD402T	GENDER ISSUES AND HUMAN RIGHTS IN EDUCATION	40	10	50	16	04	20			
BD403T	ENVIRONMENTAL EDUCATION	40	10	50	16	04	20			
BD404T	VALUE AND PEACE EDUCATION	40	10	50	16	04	20			
	AGGREGATE PASSING MARKS SEMESTER IV IS 45%			200			90			
	AGGREGATE PASSING MARKS SEMESTER I IS 45%			450			203			
	AGGREGATE PASSING MARKS SEMESTER II IS 45%			250			113			
	AGGREGATE PASSING MARKS SEMESTER III IS 45%			450			203			
	TOTAL OF SEMESTERS (THEORY) I+ II+III+IV			1350			608			
PART B (PRACTICUM WORK)										
	INTERNSHIP II		-	200		-	100			
	VIVA-VOCE		-	50		-	25			
	AGGREGATE PASSING MARKS OF SEMESTER IV PRACTICUM WORK IS 50%		-	250		-	125			
	AGGREGATE PASSING MARKS OF SEMESTER II PRACTICUM WORK IS 50%			200			100			
	TOTAL OF SEMESTERS (PRACTICAL) II+IV			450			225			

RESULT: CUMULATIVE THEORY:

CUMULATIVE PRACTICAL:

THEORY DIVISION:

PRACTICAL DIVISION:

THEORY TOTAL:

PRACTICAL TOTAL:

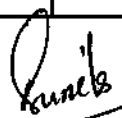
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Syllabus

B.Ed. Four Semester (Two Year) Credit Based Programme

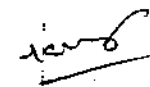
Semester - I					
A. Core Papers			Marks		
Paper	Paper Code	Title of Paper	Internal Marks	External Marks	Credit
Paper I	BD101T	Childhood and Growing up	20	80	4
Paper II	BD102T	Philosophical and Sociological Perspective of Education	20	80	4
Paper III	BD103T	Contemporary India and Education	20	80	4
Paper IV	BD104T	Educational Technology and ICT	20	80	4
Paper V	BD105T	Language Across the Curriculum	10	40	2
B. Professional Development					
	BD106PD	SUPW (Socially Useful Productive Work)	Compulsory and Qualifying Two Weeks Activities		
	BD107PD	Reading and Reflecting on Text			
		Total	450		18

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Semester - II					
A. Core Paper			Marks		
Paper	Paper Code	Title of Paper	Internal Marks	External Marks	Credit
Paper I	BD 201T	Learning and Teaching	20	80	4
Paper II	BD 202T	Foundation of AI in Education	10	40	2
Paper III	BD 203T	Pedagogy of School Subject I	-	50	2
		Pedagogy of School Subject II	-	50	2
<i>Note: Students have to select any two Pedagogy Papers as per their Intermediate and Graduation Program</i>					
	BD 203T (A)	Pedagogy of Science I (Physics & Chemistry)			
	BD 203T (B)	Pedagogy of Science II (Botany & Zoology)			
	BD 203T (C)	Pedagogy of Science III (Mathematics)			
	BD 203T (D)	Pedagogy of Languages I. Hindi II. English III. Sanskrit IV. Urdu			
	BD 203T (E)	Pedagogy of Social Science (History, Civics, Economics, Geography)			
	BD 203T (F)	Pedagogy of Fine Arts: I. Drawing & Painting II. Music			
	BD 203T (G)	Pedagogy of Home Science			
	BD 203T (H)	Pedagogy of Commerce			

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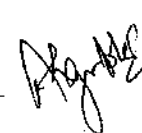
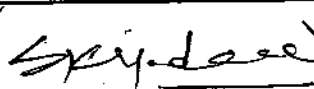
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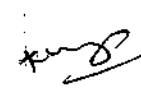
15

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B. Professional Development				
	BD 215 PD	Participation in Cultural Activities	Compulsory and Qualifying Two Week Activities	
	BD 216 PD	Educational Tour		
C. Sessional Work			Marks	Credits
		Administration of Psychological Tests from the following areas (any two): (A) Personality Test (B) Interest Test (C) Adjustment Test (D) Attitude Test	10	2
		Case Study	10	
		Construction of Achievement Test	10	
		Art, Craft and other Related Activities	10	
		Scout - Guide Camp	10	
D. Internal Assessment				
		Micro Teaching	50	2
		PPT Preparation and Presentation / PPT Preparation and Presentation Using AI based Pedagogical Tools		
Internship I and Viva-Voce				
		In the internship I for four weeks following activities should be undertaken at middle, secondary and senior secondary school. Pupil- teachers will prepare a comprehensive report on the following points: • History of the School		





		• Physical Structure of the School • General Requirements, Electricity, Computer, Laboratory and Furniture • General Requirements for CWSN such as condition of Toilet and Ramp • Curriculum, Dress, Admission Process and Scholarship Arrangement • Review and Preparation of Time-Table • Arrangement of Academically Backward Students • Process of Evaluation of Students • Morning Assembly • Library • School Teachers' Observation - Teaching Styles and Engaging • Pedagogical Analysis of Lessons • Organising Cultural Program • Viva-Voce	100	4 Credits
		Total	450	18

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Semester - III					
A. Core Paper			Marks		
Paper	Paper Code	Title of Paper	Internal Marks	External Marks	Credit
Paper I	BD301T	Knowledge and Curriculum	20	80	4
Paper II	BD302T	Creating an Inclusive School	20	80	4
Paper III	BD303T	Assessment for Learning	20	80	4
Paper IV	BD304T	Health and Yoga Education	20	80	4
Paper V	BD305T	Guidance and Counselling	10	40	2
B. Professional Development					
	BD306PD	Seminar/Workshop and Other related Activities	Compulsory and Qualifying Two Week Activities		
	BD307PD	Yoga Camp			
		Total	450		18

Sumit

Aditya

Pragya

Pratyaksh

M. Gupta

Arav

Semester IV					
A. Core Paper			Marks		
Paper	Paper Code	Title of Paper	Internal Marks	External Marks	Credit
Paper I	BD401T	School Administration and Management	10	40	2
Paper II	BD402T	Gender Issues and Human Rights in Education	10	40	2
Paper III	BD403T	Environmental Education	10	40	2
Paper IV	BD404T	Value and Peace Education	10	40	2
B. Professional Development					
	BD405PD	Organization of Sports Activities	Compulsory and Qualifying Two Week Activities		
	BD406PD	Care for Environment			
C. Internship II			Marks		
		• Unit Planning • Simulated Teaching (10 in each Pedagogy Subject) • Regular classroom teaching (20 In each Pedagogy Subject) • Final teaching (Pedagogy-I) • Final teaching (Pedagogy-II) • Morning Assembly • Observation of 10 Lessons in Each Pedagogy Subject • Innovative Lesson Plan (One in each Pedagogy Subject) • Construction and Presentation of TLM	250	10	

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		• Attendance Register and Reflective Journal (Diary) • Action Research • Internal Assessment and Viva-Voce		
		Total	450	18
		Grand Total (Theory 1350+Practical 450)	1800	72

Sumit

Shruti

Agarwal

S. K. Sharma

Chatterjee

Sharma

SEMESTER - I

PART A: CORE PAPERS

PAPER CODE BD101T - CHILDHOOD AND GROWING UP

(CREDITS 4)

COURSE OBJECTIVES: The pupil-teachers will be able to:

- understand the concept of growth & development stages of child development.
- explain the factors affecting growth and development- heredity and environment.
- analyse the contemporary challenges of adolescence.
- apply the theories of childhood development and their implications.
- understand the concept of intelligence, theories and its measurement.
- creativity: concept, meaning, nature and teaching strategies to foster creativity.
- explain the concept of personality and its theories.

UNIT I: UNDERSTANDING OF CHILD DEVELOPMENT

- Growth and development: concept and stages
- Dimension of child development: physical, mental, emotional, social, linguistic and concept formation
- Factors affecting growth and development- heredity and environment
- Contemporary challenges of adolescence: screen-time, cyber-bullying and peer pressure

UNIT II: THEORIES OF CHILDHOOD DEVELOPMENT

- Jean Piaget - Cognitive Development
- Kohlberg - Moral Development
- Vygotsky - Socio-Cultural Development
- Erickson - Psycho-Social Development

UNIT III: INTELLIGENCE AND CREATIVITY

- Intelligence: concept, meaning and its nature
- Theories: Spearman's two factor theory, Thurston's group factor theory, Guilford's model of intellect, Howard Gardner's theory of multiple intelligence
- Creativity: concept, meaning, nature and teaching strategies to foster creativity

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UNIT IV: PERSONALITY DEVELOPMENT

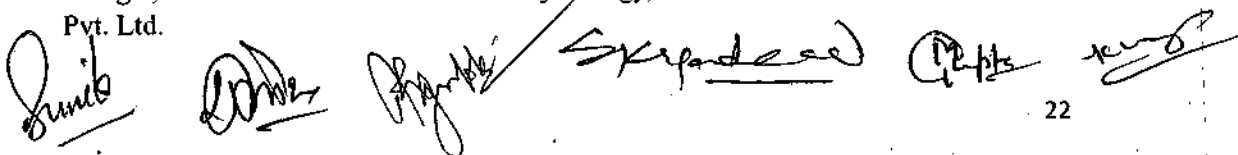
- Personality: Meaning, nature and determinants of Personality
- Theories of Personality: Trait theories, Type theories and Trait cum Type theory (Eysenck's Theory), Psycho-analytical theory of Sigmund Freud
- Adjustment and Defense Mechanism: concept and types
- Conflict: Meaning and type of conflicts

PRACTICUM / WORK EXPERIENCE

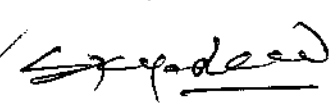
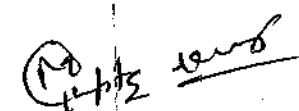
- Class Assignment
- Project- Interact with two adolescents and collect information about their attitudes, interest, aspirations in respect of their educational and occupational choices.

SUGGESTED READINGS

1. Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication. Meerut.
2. Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehart and Winston.
3. Anderson, R.C. & Faust, G. (1973). Educational Psychology, New York: Harper and Row.
4. Bernard, H.W. (1952). Mental Hygiene for class room Teaching, New York: Mc Graw Hill, 1952.
5. Chauhan, S.S (2010). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
6. Crow and Crow (1957). Mental Hygiene, New York: Mc Graw Hill book co., 1957.
7. Hurlock, E.B. (1997). Child Development (VI Ed.). Tata McGraw Hill Publishing Company Limited, Noida.
8. Hilgard, E.R. & Bower, G.H. (1974). Theories of Learning, New York: Appleton.
9. Hurlock, E.B. (1973). Adolescent Development, New Delhi: Mc Graw Hill.
10. Kuppaswamy, B.: Advanced Educational Psychology, New Delhi: Delhi University Published.
11. Mangal, S.K.: Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.



12. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
13. Skinner, C.E. (1964). Educational Psychology, New Delhi: Prentice Hall of India
14. Pandey, Ram Shakal (2007). Education Psychology, Surya Publication, Meerut.

**PAPER CODE: BD102T - PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVE
OF EDUCATION (CREDITS 4)**

COURSE OBJECTIVES: To enable the pupil-teachers to -

- understand and analyze the process and purpose of Education.
- reflect upon different philosophical Schools of Thought.
- understand the vision of Indian thinkers on practical aspects of Philosophy.
- explain Indian and western branches of philosophy.
- to enable the students to understand the sociological foundation of education.
- to make students aware about the culture and social systems.
- to make students sensitive about the social process and social change.

UNIT I: PHILOSOPHICAL BASES OF EDUCATION

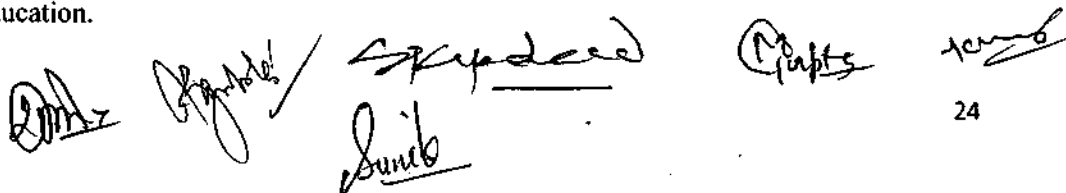
- Meaning, Concept, Nature and Aims of education
- Agencies of Education- Formal, Informal and Non-Formal
- Philosophy of Education- Concept, Scope and Need
- Relationship between philosophy and education

UNIT II: INDIAN AND WESTERN PHILOSOPHY OF EDUCATION

- Indian philosophies of Education with reference to Aims, Curriculum, Methods, Teacher-Taught Relations and Discipline
- India philosophies and Thinkers: Vedanta, Sankhya, Jainism and Buddhism, Mahatma Gandhi, Rabindranath Tagore and J. Krishna Murti
- Western Philosophies of Education with reference to Aims, Curriculum, Methods, Teacher-Taught Relations and Discipline
- Western Philosophies and Thinkers: Idealism, Naturalism and Pragmatism, Plato, Rousseau and John Dewey

UNIT III: SOCIOLOGICAL BASES OF EDUCATION

- Nature, scope of Sociology of education, and interrelation between sociology and education.

The bottom of the page contains several handwritten signatures and initials in black ink. From left to right, there is a signature that appears to be 'D.M.', followed by a signature that looks like 'R. Gupta', then a signature that is 'S. K. Datta', and finally a signature that is 'M. Gupta'. There are also some other initials and marks scattered around these signatures.

- Social system: concepts and elements of social system, education as a social sub-system
- Culture- Functional characteristics and cross-cultural transmission
- Socio-cultural diversity in education

UNIT IV: EDUCATION AND SOCIAL PROCESS

- Education and social stratification
- Modernization and social process
- Education and Social change
- Education and Social Mobility

PRACTICUM / WORK EXPERIENCE

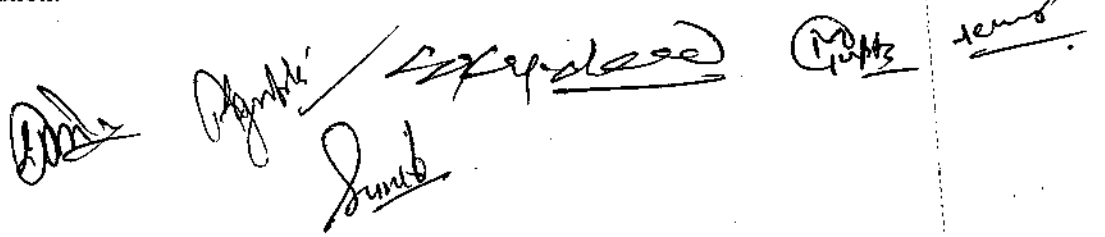
- Class Assignment
- Carry out comparative analysis of Indian and western thinkers.

SUGGESTED READINGS:

1. Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
2. Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
3. Broudy, H. S. (1965). Values in the Education Enterprise: Building a Philosophy of Education. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education. Agra: Vinod Pustak Mandir.
5. Hansen, and John Dewey: Our Educational Prospect: Critical Engagement with Democracy and Education. Albany, NY: State University of New York Press.
6. Pandey, R. S. (1982). An Introduction to Major Philosophies of Education. Agra: Vinod Pustak Mandir.
7. Singha, J. (1961). Introduction to Philosophy, Kolkata; Shinha Pub. House. 1717.
8. Kapoor, K., & Danino, M. (Eds.). (2021). Introduction to Indian Knowledge System: Concepts and Applications. New Delhi: AICTE & Bharatiya Vidya Bhavan.
9. Radhakrishnan, S. (1999). Indian Philosophy (Vols. I & II). Oxford: Oxford University Press.

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10. Mukherjee, S. C. (2012). The Integral Knowledge System of Ancient India. Delhi: D. K. Print world.
11. Sen, A. (2005). The Argumentative Indian: Writings on Indian History,
12. Danino, M. (2020). Indian Knowledge Systems: A Brief Introduction. Chennai: IKS Division, AICTE. (HINDI)
13. Bihari, R.L. (2012): Shiksha ke darshnik aivam samajshashtriya siddhant, Rastogi Publication.

The block contains several handwritten signatures and stamps. On the left, there is a signature that appears to be 'D.K. Print world'. In the center, there is a signature that looks like 'Rastogi' and another that looks like 'Bihari'. To the right of these, there is a circular stamp with the text 'IKS Division' and 'AICTE' inside. Further to the right, there is a signature that looks like 'Danino'.

COURSE OBJECTIVES: To enable the pupil-teachers to –

- understand Indian knowledge system.
- understand the history of Indian Education in different eras.
- understand the socio-political factors affecting the development of education.
- understand the contribution of various educational policies and programs during the pre- and post- independence.
- analyse educational policy framework during and after independence.
- develop understanding of the issues and challenges faced by Indian contemporary society.

UNIT I: INDIAN KNOWLEDGE SYSTEM

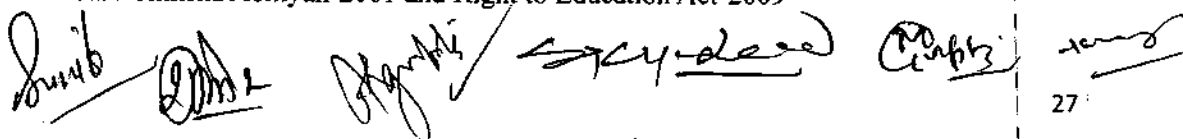
- Indian knowledge tradition: Concept, forms and need
- Historical nature of Indian knowledge tradition
- Major dimensions of Indian knowledge tradition
- Education institute of ancient India

UNIT II: EDUCATION IN ANCIENT, MEDIEVAL AND BRITISH PERIOD

- Ancient Education in India: Vedic, Buddhist Period and Medieval Period
- British Education system in India and Macaulay's Minutes
- Wood's Dispatch 1854 and Recommendations of Indian Education Commission (Hunter Commission-1882)
- Wardha Scheme of education (Basic Education)-1937

UNIT- III: EDUCATION IN POST-INDEPENDENCE PERIOD (1947-ONWARDS)

- University Education Commission (Radha Krishnan Commission: 1948-49), Secondary Education Commission (Mudaliar Commission: 1952-53)
- National Education Commission (1964-66), National Policy on Education (1986, Program of Action 1992 and NEP 2020)
- Sarv Shiksha Abhiyan-2001 and Right to Education Act-2009



- National and State Agencies for Enhancement of Quality Education in India viz. NCERT, SCERT, NCTE and DIET.

UNIT- IV: ISSUES AND CHALLENGES RELATED TO EDUCATION IN INDIA

- Universalization of Elementary Education
- Vocationalization of Secondary Education
- Privatization and Commercialization of Education
- Concurrent issues related to Distance and Open Education in India

PRACTICUM / WORK EXPERIENCE

- Class Assignment
- Survey of educational data regarding enrolments, dropouts, facilities etc. at different levels of education.

SUGGESTED READINGS:

1. Aggarwal, J.C.- Landmarks in the history of Modern Indian Education, Vikas Publishing House, New Delhi
2. Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
3. Bhaskara Rao Digumati, Education for All, Issues and Problems. APH Publishing Corporation, New Delhi.
4. Dash, M (2000)- Education in India- Problems and Perspectives, New Delhi: Atlantic Publishers.
5. Gupta, S.P.- Bhartiya Shiksha Ka Itihas, Vikas Evam Samasyaen; Allahabad: Sharda Pustak Bhavan.
6. Kabir, Humanyu- Swatantra Bharat Mein Shiksha; Delhi: Rajpal and Sons
7. Mishra, B.K. and Mohanty, R.K. (2003); Trends and Issues in Indian Education. Meerut: Surya Publications.
8. Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanical and Buddhist, Delhi: Motilal Banarasidas.
9. National Policy and Education (1986). MHRD. New Delhi: Govt. of India.
10. National Source Book on Population Education, NCERT.
11. Oad, L.K.- Shiksha ke nutan aayam; Jaipur: Rajasthan Hindi Granth Academy
12. Sharma, R.N. and Sharma, R.K. (2004). Problems of Education in India. New Delhi: Atlantic Publishers.

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PAPER CODE BD104T - EDUCATIONAL TECHNOLOGY AND ICT (CREDITS 4)

COURSE OBJECTIVES: To enable the pupil-teachers to -

- understand concept, types, significance and limitations of educational technology.
- differentiate between teaching technology, instructional technology and behavioural Technology.
- understand the concept of microteaching.
- explain the concept, roles of ICT & Guiding principles for the use of ICT.
- understand various ethical issues viz. copyright and data privacy.
- understand the concept, models of blended learning and flipped classroom.

UNIT I: FUNDAMENTALS OF EDUCATIONAL TECHNOLOGY AND ICT

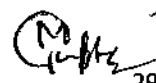
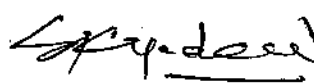
- Concept, types, significance and limitations of educational technology
- Various forms of educational technology: teaching technology, instructional technology, behavioural technology
- Approaches of educational technology (hardware, software and system approach)
- Programmed instruction (linear & branching)
- Microteaching and it's skills

UNIT II: DIGITAL PEDAGOGICAL AND BASIC PRODUCTIVITY TOOLS

- Concept and Role of ICT & Guiding principles for the use of ICT
- Challenges and Barriers in integrating ICT in school education
- Multimedia: meaning & concept, text, graphics, animation, audio, video and various types of educational teaching software.
- Basic Productivity Tools with emphasis on open-source tools (e.g. Web Browser, Operating System, MS Office, Android, google apps: Google classrooms, Google Forms, Docs etc.)
- Online Video collaboration: Zoom, Google Meet, Microsoft Teams

UNIT III: ETHICAL ISSUES AND APPLICATION SOFTWARE IN EDUCATION

- Internet, Computer Fundamentals, Web 2.0, Web 3.0, Tool and Technologies (Wiki, Blog, Podcast and Social Media)
- Ethical Issues: Copyright, Data Privacy, Plagiarism



- Validation of information obtained from the Internet
- Digital Literacy and Cyber Security

UNIT IV: ONLINE CONTENT GENERATION AND CONTENT DELIVERY

- Concept of Online Learning and its Approaches (Asynchronous and Synchronous)
- Advantages and Limitations of Online Learning
- Concept and Models of Blended Learning and Flipped Classroom
- Learning Management System, Digital platforms: SWAYAM, SWAYAM Prabha, DIKSHA, MOOCs, Moodle

PRACTICUM/ WORK EXPERIENCE

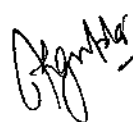
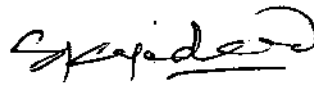
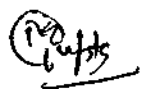
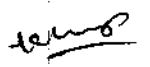
- Classwork Assignment
- Develop a quiz by using a Google Form or evaluate an assignment of google classroom.

SUGGESTED READINGS

1. Chandra, R. (2005). Virtual Education & Education futures. Delhi: Kalpaz Pub. EDUCAUSE Library.
2. Massive Open Online Course (MOOC). Retrieved From <http://www.educause.edu/library/massive-open-online-course-mooc>
3. Mangal, S.K. (2010). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd. MOOCs Edinburgh Report (2013). retrieved from <http://www.era.lib.ed.ac.uk/handle/1842/6683>
4. Y.C. (2012). The next generation classroom: Smart interactive and connected learning environment. USA: IDC Government Insight.
5. Singh, U.K. & Sudarshan, K.N.(ND). Computer Education: A Reference Guide to Using Internet Resources. Retrieved From <http://www.bedfordstmartins.com/online/citex.html>.
6. Yogish, S.N. (2007). Statistical Method. Jaipur: Mangaldeep Pub. Tomei, Lawrence A. "Online Courses and ICT in Education: Emerging Practices and Applications".
7. Anjali and K. Pushpanandham (2005). Information and Communication Technology in Education: Interactive Multi-Media Instructional Strategies for Teaching Learning Process. New Delhi: Sarup Pelgrum.

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8. Willem J. and Nancy Law (2003). ICT in Education Around the World: Trends, Problems and Prospects.
9. Stacey, Elizabeth and Philippa Gerbic. Effective Blended Learning Practices: Evidence Based Perspectives in ICT facilitated Education.
10. Information and Communication Technology for the School System: Curricula for ICT in Education (2013) New Delhi:
11. Central Institute of Educational Technology, National Council of Educational Research and Training
12. Anderson Jonathan, Flinders University (2002) and Tom van Weert (eds.). Information and Communication Technology in Education
13. Curriculum for Schools and programme of Teacher Development. Paris: UNESCO

PAPER CODE: BD105 T - LANGUAGE ACROSS THE CURRICULUM (CREDIT 2)

COURSE OBJECTIVES: To enable the pupil-teachers to-

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

UNIT I: LAC APPROACH AND MULTILINGUALISM

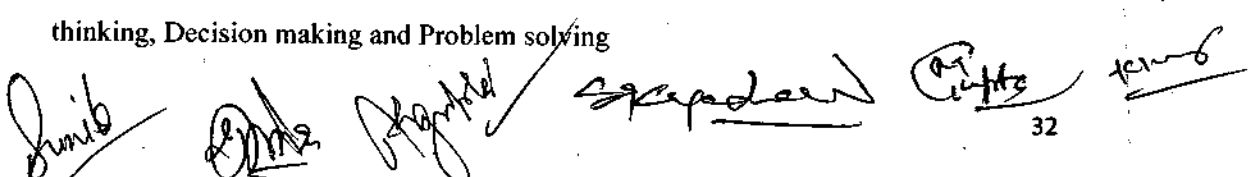
- Concept and Approach of language diversity
- Multilingualism: Meaning and concept
- Concept of Multilingualism and key aspects of NEP, 2020
- Language in Indian Constitution

UNIT II: COMMUNICATION AND ITS PROCESS

- Communication: Meaning, Principles, Types and Importance
- Communication Process and Analysis
- Classroom Discourse: Importance of oral language, Discussion as a tool for learning, Questions as a tool for learning and role of teacher in classroom discourse
- Barriers to effective Communication

UNIT III: SELF DEVELOPMENT SKILLS AND LIFE SKILLS

- Self -Development Skills: Management Skills, Social Responsibility Skills, Human Relation Skills & Emotional Skills
- Communication skills: Inter and Intra-personal Skills, Critical thinking, Creative thinking, Decision making and Problem solving



- Communication in Workplace: Active listening, Empathy, Emotional Skills, Stress management, Adaptability, Accountability in personal workplace & community context

UNIT IV: READING COMPREHENSION

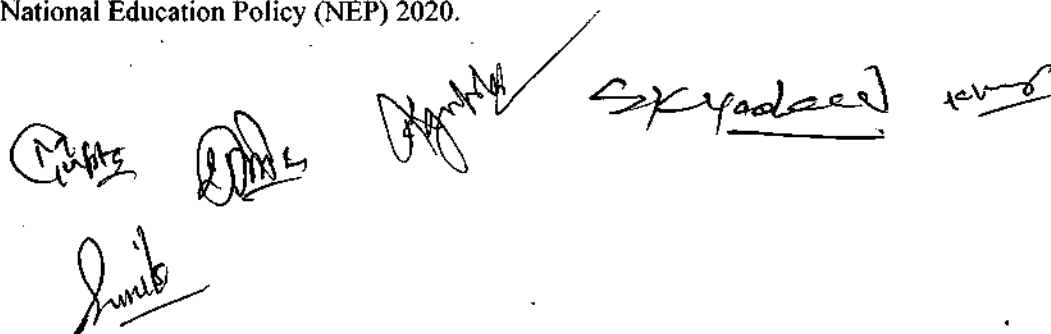
- Need, importance and types of reading
- Pronunciation, Vocabulary and word formation
- Mechanism of reading, loud reading and Silent reading
- Process and strategies of writing for children

PRACTICUM / WORK EXPERIENCE

- Classwork Assignment

SUGGESTED READINGS

1. Burgon, J., Guerrero, L., Floyd, K., (2010). Nonverbal Communication, Taylor & Francis.
2. Ferguson, Sherry Devereaux; Lennox-Terrion, Jenepher; Ahmed, Rukhsana; Jaya, Peruvemba (2014). Communication in Everyday Life: Personal and Professional Context, Canada: Oxford University Press.
3. Mohan, K. & Raman, M. (2000) Effective English Communication. Tata McGraw-Hill.
4. Hasson, G. (2012). Brilliant Communication Skills. Great Britain: Pearson Education.
5. National Education Policy (NEP) 2020.


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PART B: PROFESSIONAL DEVELOPMENT

(Pupil-teachers must actively participate in all practical and professional development activities and maintain detailed records of their involvement)

BD106 PD SUPW (SOCIALY USEFUL PRODUCTIVE WORK)

COURSE OBJECTIVES:

Encourage students to actively engage with their communities through various initiatives.

- Foster a sense of responsibility towards society and instill values like compassion and empathy
- Bridge the gap between academic learning and practical application, enhancing understanding and retention of concepts
- Enhance personal development, self-confidence, and self-esteem through achievements in various SUPW activities.
- Support holistic growth by focusing on physical, emotional, and mental well-being.

COURSE CONTENT:

College should arrange any two of the following programmes/activities:

- Beautification and Shramdaan
- Community participation
- Literary activities
- Programme of tree plantation
- Any other related activity

BD107 PD: READING AND REFLECTING ON TEXT

This course will serve as a foundation to enable pupil-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

COURSE OBJECTIVES

To enable pupil-teachers to:

- Develop study habits
- Develop skill of reading & writing

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- Develop skill of summarization
- Develop skill of note-taking

ACTIVITIES

Pupil-teachers are expected to sit in the library regularly and to review at least 02 books of different categories. These may be as follows:

- Review of Text Books related to Pedagogy courses.
- Review of text books related to core courses.
- Review of Policy Documents and Commission Reports.

Sumit
Chitra *Ames* *Pragati* *Sky-deed* *Sumit*

SEMESTER-II

PART A: CORE PAPERS

PAPER CODE: BD201T - LEARNING AND TEACHING (CREDITS 4)

COURSE OBJECTIVES: The pupil-teachers will be able to:

- understand the concept, nature, types of process and factors affecting learning.
- understand the transfer of learning and theories of learning.
- explain the concept, nature, type, importance and theories of motivation.
- apply theoretical perspectives of Learning.
- understand the Nature and Concept of Teaching.
- differentiate among Teaching, Instruction and Training.
- apply Paradigm shift in classroom practices.
- understand the concept of Teaching Models.

UNIT I: UNDERSTANDING LEARNING AND THE LEARNER

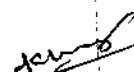
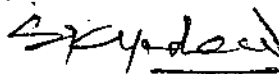
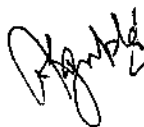
- Learning: concept, nature and types of learning, process and factors affecting learning
- Learning Styles: Recognizing VARK (Visual, Auditory, Reading/Writing, Kinesthetics) and multi-sensory learners
- Transfer of learning: concept, types and theories
- Motivation: concept, nature, type and importance, Maslow's Need theory and Herzberg's Hygiene theory

UNIT II: THEORETICAL PERSPECTIVES OF LEARNING

- Behavioural approaches to learning: Thorndike's trial and error theory, Pavlov's classical conditioning, Skinner's operant conditioning
- Cognitive approaches to learning: Gestalt insight theory, Gagne's hierarchy of learning, Bandura's theory of Social Learning
- Constructivism in Practice: Knowledge construction and 5 E model

UNIT-III: CONCEPT OF TEACHING

- Teaching: Concept and Nature; Instruction, training, teaching and indoctrination
- Principles of Teaching and Maxims of Teaching



- Phases of Teaching and levels of Teaching
- Blooms Taxonomy of instructional objectives

UNIT-IV: STRATEGIES, APPROACHES AND MODELS OF TEACHING

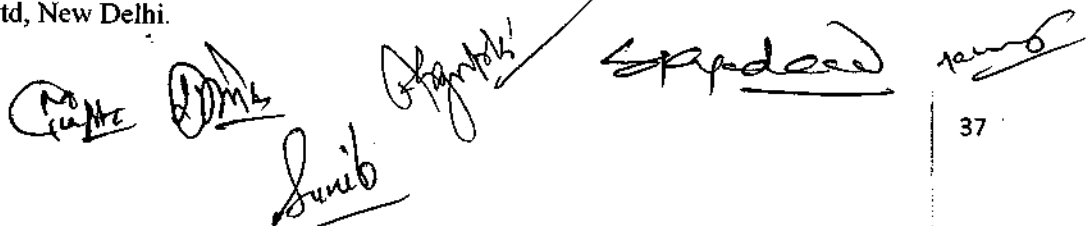
- Strategies and methods of teaching: Lecture, Demonstration, Problem Solving, Supervised method, Brain Storming
- Paradigm shift in classroom practices- from Teacher Centric to Student-Centric Approaches: Project-Based Learning - PBL, Gamification, Experiential Learning, Activity based learning, Collaborative learning
- Teaching Models: Basic Teaching Model, Concept Attainment Model, Mastery Learning Model, Inquiry Training Model

PRACTICUM/ WORK EXPERIENCE

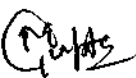
- Classroom Assignment
- Write learning objectives based on Bloom's taxonomy in behavioural terms.

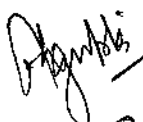
SUGGESTED READINGS

1. Chauhan, S.S., (2000). Advanced Educational Psychology, Vikas Publications, New Delhi.
2. Mangal, S.K., (2000). Educational Psychology, PHI, New Delhi.
3. Aggarwal, J.C. (2004). Educational Psychology. Vikas Publishing House Pvt. Ltd., New Delhi.
4. Berl, L. (2007). Child Development. Prentice Hall of India, New Delhi
5. Biehler, R. & Snowman, J. (1991). Psychology Applied To Teaching. Houghton Mifflin Company, Boston.
6. Erickson, M. (1967). The Mentally Retarded Child in the Classroom. The Macmillan Company, New York.
7. Henson, K. (1999). Educational Psychology for Effective Teaching. Wadsworth Publishing Co. Belmont, California.
8. Mangal, S.K. (1993). Advanced Educational Psychology. Prentice Hall of India Pvt. Ltd, New Delhi.



9. Singh, A.K. (2021). Shiksha manovigyan, Bharti Bhawan (P&D), Patna
10. Gupta, S.P. (2015). Uchhtar shiksha manovigyan, Sharda pustak bhawan, Allahabad.
11. Pandey, K. P., Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
12. Mathur S.S.: Shiksha Manovigyan, Agarwal Publication, New Delhi. 7. Classroom Update: Preparing for PRAXIS and Practice, TATA McGraw-Hill
13. Skinner, Charles E., Educational Psychology, 4th Edition, Prentice Hall of India Pvt Ltd., New Delhi.
14. Ryan, Cooper and Tauer (2013) Teaching for Student Learning: Becoming a Master Teacher. 2nd Edition. Wadsworth Cengage Learning
15. Joyce, Weil & Calhoun (2014). Models of Teaching, 9th Edition. Pearson Education.
16. Carr, W. and S. Kemmis (1986). Becoming Critical: Education, Knowledge and Action Research. Geelong: Deakin University Press.









**PAPER CODE: BD 202T- FOUNDATIONS OF ARTIFICIAL INTELLIGENCE IN
EDUCATION**

(CREDIT 2)

COURSE OBJECTIVES

The pupil-teachers will be able to:

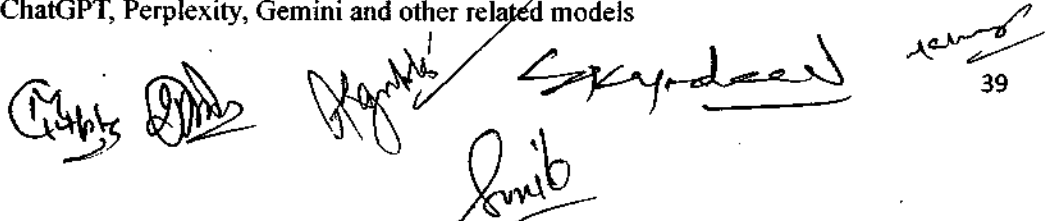
- to understand the fundamental concepts and evolution of AI.
- to explore AI tools for personalized learning, assessment, and classroom management.
- to develop a critical mindset toward the ethical and social implications of AI.
- to design AI-enhanced lesson plans and inclusive educational environments.

UNIT I: INTRODUCTION TO AI IN THE EDUCATIONAL CONTEXT

- Concept and Types of AI (Narrow, General and Super AI)
- History and Development of AI
- National Education Policy (NEP) 2020: Recommendations regarding AI and digital literacy
- National Programme on AI: (IndiaAI Mission)
- Role of AI in modern society and education

UNIT II: THE EVOLUTION OF AI

- The Evolution of AI: From Rule-based systems AI to Learning based AI: Machine Learning (ML) and Deep Learning (DL)
- Types of ML Approach: Supervised Learning, Unsupervised Learning, Reinforcement Learning
- Introduction to AI domain: Statistical data, Computer vision, Natural Language Processing (NLP)
- Generative AI in Education: Understanding Large Language Models (LLMs) like ChatGPT, Perplexity, Gemini and other related models



UNIT III: AI APPLICATIONS FOR TEACHING AND LEARNING

- Personalized Learning and Adaptive Learning
- AI in Content Creation and lesson planning
- Gamification and Simulations
- AI in assessment and Evaluation, generating rubrics
- Uses of Chatbots in Education

UNIT IV: CHALLENGES AND ETHICS IN AI

- Challenges in implementation of AI in education
- Ethical issues in AI (privacy, biasness, fairness, data security and academic integrity)
- The evolving role of the teacher as a facilitator
- Future of AI in Education

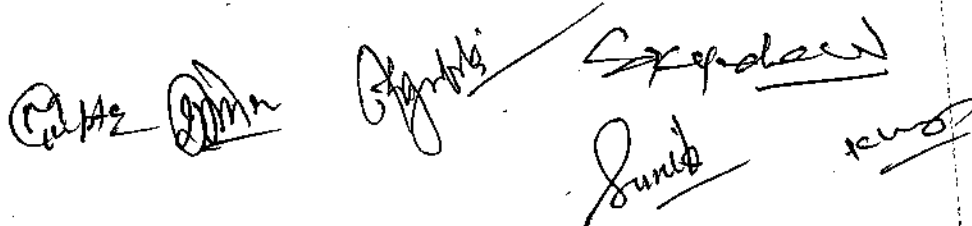
PRACTICUM/ WORK EXPERIENCE:

- Creating an AI-integrated Lesson plan for any one pedagogical subject.

SUGGESTED READINGS:

1. George F. Luger, (2009). Artificial Intelligence: Structures and Strategies for Complex Problem Solving, 6th Edition,
2. Luckin, R. (2018): *Machine Learning and Human Intelligence: The Future of Education in the 21st Century*.
3. Luger George F, (2009) Artificial Intelligence: Structures and Strategies for Complex Problem Solving, 6th Edition, Addison-Wesley, (Q335.L951).
4. Michael Negnevitsky, (2005) Artificial Intelligence: A Guide to Intelligent Systems. 2nd edition.
5. Mohamed Zakaria Kurdi (2017). Natural Language Processing and Computational Linguistics: semantics, discourse, and applications, Volume 2. ISTE-Wiley. ISBN 978-1848219212.
6. NCTE Guidelines: *Digital Pedagogy and ICT Integration in Teacher Education*.
7. NEP 2020: *Chapter 23: Technology Use and Integration*.

8. Noah Illinsky (2012), *Designing Data Visualizations*, Shroff/O'Reilly; First edition, ISBN: 978-9350236840 Steven Bird, Ewan Klein, Edward Loper (2009). *Natural Language Processing with Python*. O'Reilly Media. ISBN 978-0-596-51649-9.
9. UNESCO (2024): *AI Competency Framework for Teachers*.

A collection of handwritten signatures and initials in black ink. From left to right, there is a signature that appears to be 'Cul', followed by 'H2', then 'Qman', 'Agnoli', 'S. S. S.', 'Sunil', and 'K. V. S.'.

PAPER – BD203T

PEDAGOGY OF SCHOOL SUBJECTS

This paper is divided into eight parts. The candidate can choose two parts out of the eight given below:

BD 203T (A) Pedagogy of Science I (Physics and Chemistry)

BD 203T (B) Pedagogy of Science II (Botany and Zoology)

BD 203T (C) Pedagogy of Science III (Mathematics)

BD 203T (D) Pedagogy of Languages

- i. Pedagogy of Hindi
- ii. Pedagogy of English
- iii. Pedagogy of Sanskrit
- iv. Pedagogy of Urdu

BD 203T (E) Pedagogy of Social Science (History, Civics, Economics and Geography)

BD 203T (F) Pedagogy of Fine Arts

- i. Pedagogy of Drawing and Painting
- ii. Pedagogy of Music

BD 203T (G) Pedagogy of Home Science

BD 203T (H) Pedagogy of Commerce

Note: Students have to select any two Pedagogy Papers as per their Intermediate and Graduation Program

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BD 203T (A) PEDAGOGY OF SCIENCE I (PHYSICS, CHEMISTRY) (CREDIT-2)

COURSE OBJECTIVES

The pupil-teachers will be able to:

- understand the nature and structure of science.
- apply principles of learning processes in teaching of Science.
- discuss a topic in Science effectively by adopting appropriate teaching strategy.
- identify specific learning difficulties in science and provide suitable remedial/individual instruction.
- use effectively the teaching aids in teaching science.

UNIT I: NATURE AND HISTORICAL PERSPECTIVE OF SCIENCE

- Concept and Interdisciplinary Approach of Science.
- Structure of Science (Concepts, Laws, Theories, Hypothesis, Principles and Models) and Scientific Method with steps.
- Historical Perspective of Science (Pre-Post Independence)
- Interrelationship between Science, Society and Technology

UNIT II: AIMS OBJECTIVES AND CURRICULUM OF SCIENCE TEACHING

- General aims and objectives of science teaching
- Bloom's taxonomy and writing objectives in behavioural terms
- Concept, Principles, Process, Importance and Evaluation of Science Curriculum
- Science Process Skills, NCF (2000 & 2005), NCFSE, 2023

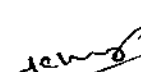
UNIT III: APPROACHES, METHODS, STRATEGIES AND TECHNIQUES OF LESSON PLANNING

- Approaches and Strategies of Science Teaching: Inductive-deductive, Constructivist Approach, Inquiry approach, Experiential learning, Concept mapping, and Mind mapping
- Student Centered Methods: Project method, Co-operative learning, Activity based method, Brain storming, Heuristic method and Discovery method.
- Teacher Centered methods: Lecture, Demonstration and Lecture cum Demonstration





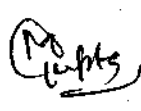
- Unit Plan and Lesson Plan: Meaning, Approaches (Herbert, Morrison, Robert Mager and RCEM), and Importance. Resource Planning (Community Resources, Improvised Apparatus, Audio-visual aids, Science Kit, Science Exhibition, Science clubs)

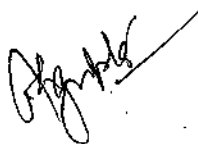
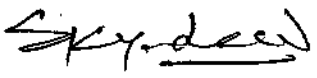
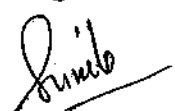
UNIT IV: EVALUATION IN SCIENCE TEACHING

- Concept, Scope, and Importance of Evaluation
- Tools and Techniques of Evaluation, Rubrics in Lab work, OTBA (Open Text Based Assessment)
- Competency- based Evaluation & Continuous and Comprehensive Evaluation
- Scholastic and Co-scholastic Assessment in Science

SUGGESTED READINGS:

1. Agarkar, S. C. (2005). An Introductory Course on School Science Education. Mumbai: HBCSE, TIFR.
2. Bhat, B.D. and Sharma, S.R. (1993). Methods of Science Teaching. New Delhi: Kanishka Publishing House.
3. Das, R.C. (2009). Science Teaching in Schools. Sterling, New Delhi
4. Gary D. Borich (2012). Effective teaching methods. Noida: Dorling Kindersley India Pvt. Ltd.
4. Gupta, S. K. (1985). Teaching of physical science in secondary schools, New Delhi
5. Kalra, R. M. (1976). Innovations in Science Teaching. Bombay: Oxford Publishing
6. Mangal, S.K. (1997), Teaching of Science, Arya Book Depot.
7. Nanda V.K. (1997). Science Education Today. New Delhi: Anmol Publication Pvt. Ltd.
- B.Ed. Curriculum/FOE/2019 (RAc/Mtg/AC-Next/Fy-Education/24.12.18/2865 dt.17.05.2019) -40
8. Rawat, D.S. (1981): Teaching of Science. Agra: Vinod Pustak Mandir.
9. Sharma, R.C. (2002), Science Teaching, Dhanpat Rai Publication.
10. Sonders, H.N. (1971), Science Teaching in Senior Secondary Schools, Oxford & IBH Publishing Company.




BD 203T (B) PEDAGOGY OF SCIENCE II (BOTANY & ZOOLOGY) CREDIT 2

COURSE OBJECTIVES:

The pupil-teachers will be able to:

- understand the aims and objectives of teaching science and its inter-relationship with other branches of science.
- appreciate the role of science in day today life and its relevance to modern society.
- develop adequate skills to use different methods of science for an effective teaching.
- develop competency to organize laboratory facilities and equipment.
- analyze the organization of science content at secondary level.
- develop skills to design and use various evaluation tools to measure the extent of achievement for instructional objectives.
- error analysis and conduct remedial teaching for students.

UNIT I: NATURE, CONCEPT, AND IMPORTANCE OF BIOLOGICAL SCIENCE

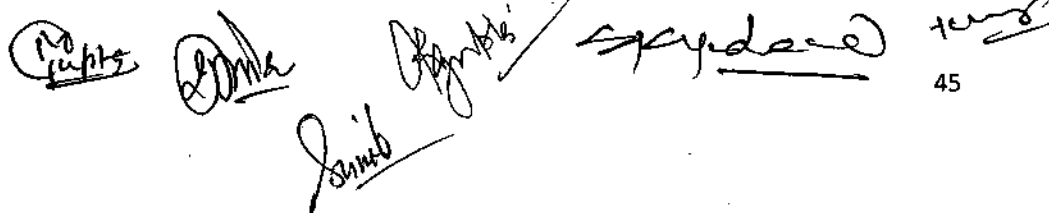
- Concept and Origin of Biological Science
- Values and Roles of Biological Science
- Analyse the Historical Development and nature of Biology as a discipline
- Interdisciplinary links between Biology, Physics, Chemistry and Mathematics

UNIT II: AIMS, OBJECTIVES AND CURRICULUM OF BIOLOGY TEACHING

- General aims and objectives of Biology Teaching
- Bloom's taxonomy and writing objectives in behavioural terms
- Concept, Principles, Process, Importance and Evaluation of Biology Curriculum
- Place of Biology in School Curriculum

UNIT III: APPROACHES, METHODS, STRATEGIES AND TECHNIQUES OF LESSON PLANNING

- Approaches of Biology Teaching: Inductive-deductive, Constructivist Approach, Cross-Curricular Pedagogy, Inquiry approach, Experiential learning, Concept Mapping and Mind Mapping
- Student-centred Methods: Project method, Co-operative learning, Activity based method, Brain storming, Heuristic method, Field-Trip and Discovery method
- Teacher-centred Methods: Lecture, Demonstration, Lecture cum Demonstration



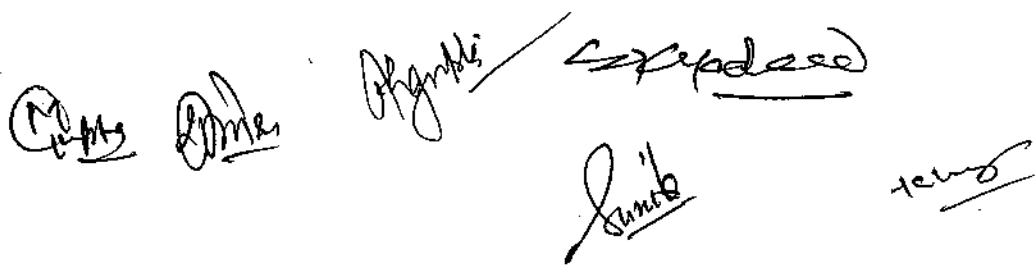
- Teaching Aids: Types and Importance
- Unit Plan and Lesson Plan: Meaning, Approaches (Herbert, Morrison, Robert Mager and RCEM), Importance. Resource Planning (Herbarium, Vivarium, Aquarium, Botanical Gardens, Biological Lab, Virtual Labs and Simulation)

UNIT IV: EVALUATION IN BIOLOGY TEACHING

- Concept, Scope, and Importance of Evaluation
- Tools and Techniques of Evaluation, Portfolio, Rubrics in Lab work, OTBA (Open Text Based Assessment)
- Competency-based Evaluation, Continuous and Comprehensive Evaluation
- Scholastic and Co-scholastic Assessment in Biology

SUGGESTED READINGS:

1. Agrwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
2. Edward, Chand Fisher R. L.: *Teaching elementary school science*, Gangasaran and sons.
3. Bhatt. Puran Chand: *Science process skills in teaching and learning*, New Delhi: Commonwealth publication,
4. Sood J. K.: *Science Teaching*, Agra: Vinod Pustak Mandir, 2003.
5. Ravi Kumar S.K.: *Teaching of Biology*, Jaipur: Mangal Deep Publications.
6. Siddiqui Najma N. and Siddiqui M.: *Teaching of Science Today and Tomorrow*, Delhi: Doaba House.
7. Nanda V.K.: *Science Education Today*, New Delhi: Anmol Publications Pvt. Ltd.
8. Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications.
9. Sharma B.M. and Sharma A.S.: *Encyclopedia of Education in 21st Century Science – Education, Volume – 8*, New Delhi: Commonwealth Publication.
10. Saundars, H.N. (1967). *The Teaching of General Science in Tropical Secondary School*. London: Oxford University Press.



BD 203T (C) PEDAGOGY OF SCIENCE III (MATHEMATICS)
(CREDIT -2)

COURSE OBJECTIVES

To enable the pupil-teachers to-

- understand the nature, aims, objectives and scope of Mathematics.
- understand and appreciate the uses and significance of mathematics in daily life.
- learn successfully various approaches of teaching mathematics and to use them judiciously.
- understand the importance, purpose and basic element of planning /lesson planning.
- develop and design appropriate (innovative and indigenous) teaching aids, remedial and enriched programs.
- understand the application of appropriate evaluation techniques in mathematics.

UNIT I: FOUNDATION OF MATHEMATICAL EDUCATION

- Meaning, nature and value of mathematics, use, significance and correlation of mathematics with other school subjects.
- Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujan.
- Aims and objectives of teaching mathematics at secondary and senior secondary levels.
- Objectives of teaching mathematics in terms of behaviour outcomes (Bloom's Taxonomy).

UNIT II: METHODOLOGY FOR MATHEMATICS TEACHING

- Methods of teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.
- Techniques of teaching: Oral, Written, Drill, Home-Assignment, Supervised study, and programmed learning technique.
- Use of ICT in teaching-learning process of mathematics with computer-aided methods like-Power Point, Webinars etc.

UNIT III: DEVELOPING LESSON PLAN AND MATERIAL AIDS

- Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Blackboard Writing etc.
- Unit plan and Lesson plan - meaning, purpose and Performa of lesson plan and its rationality

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- Teaching –aids importance and classification, Edger Dale's cone of experience.
- Developing/preparing low-cost improvised teaching aids, relevant to local ethos.

UNIT IV: CURRICULUM, TEXT BOOK AND EVALUATION IN MATHEMATICS

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children
- Text book of mathematics- qualities of a good text book of mathematics.
- Purpose and procedure of evaluation, Characteristics of a good test, Developing test materials for diagnose and assessing achievement.
- Diagnosis and remedial teaching, Enriched programme for gifted and retarded children.

SUGGESTED READINGS:

1. Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.
2. Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
3. Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
4. Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
5. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
6. N.C.E.R.T. Text Books 6th to 10th Standard.
7. National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
8. Pedagogy of Mathematics: Textbook for two-year B.Ed. Course. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
9. Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
10. Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.
11. Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
12. Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

**BD 203T (D) PEDAGOGY OF LANGUAGE-HINDI
(CREDIT- 2)**

पाठ्यक्रम उद्देश्य-

छात्राध्यापक इस विषय के अध्ययन के उपरान्त योग्य हो जायेंगे:-

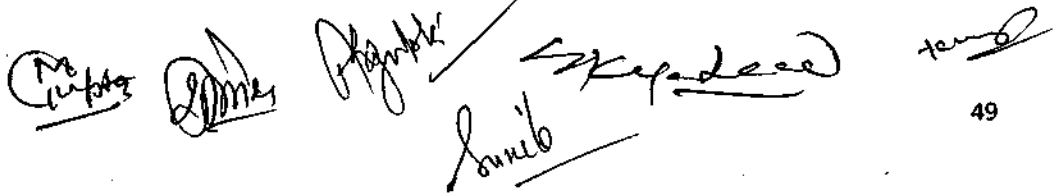
- भावी शिक्षकों में हिन्दी शिक्षण हेतु भाषा सम्बन्धी आधारभूत योग्यताओं का विकास करना ।
- हिन्दी शिक्षण के सामान्य एवं अनुदेशनात्मक उद्देश्यों को समझना ।
- हिन्दी भाषा एवं उससे सम्बन्धित क्षेत्रों में दक्षता हासिल करना ।
- श्रवण, वाचन, पठन एवं लेखन सम्बन्धी भाषायी कौशलों को समझना ।
- हिन्दी भाषा शिक्षण के सामान्य सिद्धान्त, विधियाँ, प्रविधियाँ, सूत्र एवं शिक्षण युक्तियों से परिचित करना ।
- भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
- हिन्दी भाषा शिक्षण में मूल्यांकन का महत्व, मूल्यांकन की नवीन प्रविधियों से परिचित करना ।
- सहायक सामग्री के निर्माण एवं प्रयोग की कुशलता का विकास करना ।

प्रथम इकाई: भाषा का स्वरूप एवं विकास

- भाषा का अर्थ, आधार एवं प्रकृति एवं हिन्दी भाषा का महत्व
- हिन्दी भाषा के विविध रूप: राजभाषा, राष्ट्रभाषा, मातृभाषा, संपर्क भाषा
- देवनागरी लिपि एवं उसकी विशेषतायें
- संविधान एवं शिक्षा समितियों के प्रतिवेदन में हिन्दी भाषा: अनुच्छेद 343, 350, 351(1), कोठरी आयोग (1964-1966), राष्ट्रीय शिक्षा नीति- 1986, राष्ट्रीय शिक्षा नीति-2020

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

- हिन्दी शिक्षण के सामान्य सिद्धान्त एवं सूत्र
- हिन्दी शिक्षण की प्रमुख विधियाँ: प्रत्यक्ष विधि, पाठ्य-पुस्तक विधि, आगमन-निगमन विधि, अनुवाद विधि आदि
- हिन्दी शिक्षण की प्रमुख प्रविधियाँ: प्रश्न प्रविधि, कथन प्रविधि, स्पष्टीकरण प्रविधि, व्याख्या प्रविधि, अभ्यास प्रविधि आदि
- हिन्दी शिक्षण की प्रणालियाँ: प्राकृतिक प्रणाली, ढाँचागत प्रणाली/संरचनात्मक प्रणाली, संप्रेषणात्मक प्रणाली आदि
- पाठ्य-पुस्तक की विशेषताएं, उपयोगिता, विश्लेषण एवं आलोचनात्मक मूल्यांकन



तृतीय इकाई: हिन्दी शिक्षण के उद्देश्य, पाठ-योजना एवं शिक्षण-सहायक सामग्री

- हिंदी शिक्षण के भाषायी कौशल- सुनना, बोलना, पढ़ना, लिखना
- हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य: सामान्य एवं विशिष्ट उद्देश्य (लघु वर्गीकरण के अनुसार), शैक्षिक उद्देश्यों का व्यवहारपरक लेखन

- पाठ-योजना अर्थ, महत्व एवं विशेषताएं

- पाठ-योजना निर्माण के उपागम, इकाई योजना एवं उसकी उपयोगिता

- गद्य, पद्य, एवं व्याकरण की चतुर्द पाठ योजना तैयार करना।

- शिक्षण सहायक सामग्री: श्रव्य, दृश्य एवं श्रव्य-दृश्य सामग्री।

चतुर्थ इकाई: हिन्दी भाषा शिक्षण में मूल्यांकन

- मूल्यांकन एवं लिखित मूल्यांकन की प्रविधियाँ

- मायिक कौशलों को बाँचने हेतु मायिक/लिखित प्रश्नों का अभ्यास-पत्र तैयार करना

- सतत एवं व्यापक मूल्यांकन का अर्थ, संप्रत्यय, महत्व, प्रकार एवं प्रविधियाँ

- निदानात्मक एवं उपचारात्मक शिक्षण

- हिन्दी में पाठ्य सहाय्यी क्रियाएँ (वाद-विवाद, भाषण, संगीत, अनाक्षरी एवं कविता लेखन)

अनुमानित पुस्तकें

1. चतुर्वेदी, लिखा (2010) हिन्दी शिक्षण आरंभ लाल बुक डिप्टी, मेरठ
2. नरुला, मधु (2013) हिन्दी शिक्षण, 21 से-चुटी पब्लिकेशन, पटियाला
3. तिवारी, भीमानाथ (2015), हिन्दी विज्ञान प्रकाशन किताब महल, दहीयागंज, नई दिल्ली
4. पंचोली, गीरी (2010), हिन्दी शिक्षण
5. सीमा शर्मा, आरंभ लाल बुक डिप्टी, मेरठ
6. पाण्डेय, राम शंकर (1998) हिन्दी भाषा शिक्षण विनोद पुस्तक मन्दिर, आगरा
7. भाई योगेन्द्र जीत (1996), हिन्दी भाषा शिक्षण विनोद पुस्तक मन्दिर, आगरा
8. लाल, रामचन्द्र (2016) हिन्दी शिक्षण रसोनी पब्लिकेशन, मेरठ
9. शर्मा, बालकृष्ण (1996) हिन्दी शिक्षण आरंभ लाल बुक डिप्टी, मेरठ
10. सक्सेना, राधाकृष्णी (2013), नवावरी शिक्षण पब्लिकेशन, राजस्थान ग्रन्थ अकादमी, जयपुर
11. सिंह, निरंजन कुमार (2007) माययमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रन्थ अकादमी, जयपुर

12. NCERT. (2006). Position paper-National focus group on Teaching of Indian Language.
13. Chandra Sekhar, A New Approach to language teaching, to linguistic circle of Delhi, (1965).

14. Bhattacharya Indrajit. (1998): An approach to Communication Skills. New Delhi: Dhanapathi Rao & Co.

**BD 203T (D) PEDAGOGY OF LANGUAGE- ENGLISH
(CREDIT-2)**

COURSE OBJECTIVES:

The pupil-teachers will be able to:

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

UNIT I: LANGUAGE AND ITS IMPORTANCE

- Role of English Language: English as a means of learning & communication, English as a means of medium of instruction
- Place of English Language in curriculums in India: Second language, Link language
- Constitutional Provisions for teaching of language
- Text book: characteristics, utility, Analysis and Evaluation of text books

UNIT II: DEVELOPMENT OF LANGUAGE SKILLS

- Listening skills: Importance, Concept, techniques and Teaching of listening skill
- Speaking skill: concept, importance and techniques of Speaking skill
- Reading skill: Importance, types, techniques, methods and teaching
- Writing skill: Importance, Stages, Process and Teaching
- Importance and interdependence of language skills

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UNIT III: METHODS, APPROACHES AND TECHNIQUES FOR TEACHING OF ENGLISH

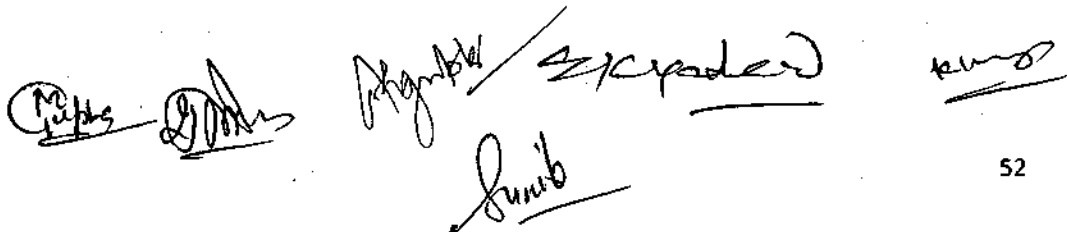
- Methods: Direct method, Grammar translation method structure-situational method, Audio-Lingual Method, Inductive- deductive method, Natural Method and Bilingual Method.
- Approaches: Communicative approach, Thematic approach and Structural approach
- Techniques: Communicative Language Teaching (CLT) and Computer Assisted Language Learning (CALL)
- Resources and Teaching Aids: White- board, Black-board, smart- board, Flannel-board, Roll-up board, Audio- aids, Visual-aids, Audio-Visual aids, Language Lab, Other related material i.e., Magazines Newspapers, stories etc.

UNIT IV: PLAN AND RESOURCES FOR TEACHING OF ENGLISH LANGUAGE

- Plan: Make a plan for Prose, poetry, grammar according to prescribed course.
- Types of Plans: Micro Plan, Macro Plan and Unit Plan.
- Various types of language test.
- Criteria of a good language test.
- Concept and need of remedial teaching and remedial work.

SUGGESTED READINGS

1. Bansal, R.K. & Harrison, J.B. (2013). Spoken English: A Manual of Speech and Phonetics. Orient Blackswan, New Delhi.
2. Billows, F.L. (1961). The Techniques of language Teaching. Longman.
3. Bisht, A.R. (2020). Teaching English In India. Shri Vinod Pustak Mandir, Agra.
4. Daniel, J. (2001). English Pronouncing Dictionary. Cambridge University Press, New York. Gokak, V.K. (1964). English in India. Asia Publishing House. New Delhi.
5. Gurney, P. (1972). Teaching of English as a foreign language. Mc Graw Hill Book Co. Philippines. Hill, L.A. (1967). Selected articles on the teaching of English as a foreign language. London: O.U.P. Lado, Robert. (1964). Language teaching. Mc Graw Hill Book Co., Philippines.
6. Penny, U.R. and Andrew Wright. (1992). Five minutes activities. Cambridge University Press, New York.
7. Richards, Jack C. & Theodore, S. Rodgers. (2001). Approaches and Methods in teaching English. Cambridge University Press, New York.
8. Ministry of Education, Government of India. (2020). *National Education Policy (NEP) 2020*. Retrieved from <https://www.education.gov.in/>



COURSE OBJECTIVES

The pupil-teachers will be able to:

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

UNIT-I: BASIC CONCEPTS, AIMS AND OBJECTIVES OF SANSKRIT TEACHING

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

UNIT-II: ROLE AND POSITION OF LANGUAGE SANSKRIT IN INDIA AND CONSTITUTIONAL PROVISIONS

- Role of language: home language, school language, language as a means of learning and knowledge
- Place of Sanskrit at different levels of school education.
- Place of Sanskrit in three language formulas.
- Sanskrit curriculum and text-book at school level.

UNIT-III: METHODS/ APPROACHES AND AUDIO-VISUAL AIDS OF TEACHING SANSKRIT

- Direct method, Traditional method, Text-book method, Communicative approach, Grammar Translation method, Inductive-deductive method, structural method.

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- Audio-Visual Aids: (i) Audio aids (ii) Visual aids (iii) Audio-visual aids (iv) Print-media reference books, magazines etc. (v) ICT
- Sanskrit curriculum and text-books at school level.
- Analysis of syllabus and textual materials of Sanskrit curriculum at various levels of education.

UNIT-IV: PLANNING AND TEACHING OF SANSKRIT LANGUAGE

- Planning: Importance, Nature, objectives and needs of planning.
- Types of Plans: Macro plan and unit plan.
- Teaching and planning for prose, poetry and grammar.
- Assessment of language: Continuous and Comprehensive Evaluation (CCE)
- Techniques of Evaluation: Oral, Written, Close Text, Self- Evaluation, Group Evaluation, Peer Evaluation.

SUGGESTED READINGS

1. Chaturvedi, S, Sanskrit Shikshan, Nand Publications, Varanasi.
2. Chaubey, V.N. (1985). Sanskrit Shikshan. Uttar Pradesh Hindi Sansthan, Lucknow.
3. Mittal, S. (2000) Sanskrit Shikshan. R. Lal book depot, Meerut.
4. Pandey, R. S. (1991). Sanskrit Shikshan. Vinod Pustak Mandir, Agra.
5. Safaya, R (1990) Sanskrit Shikshan. Haryana Sahitya Academy, Chandigarh.
6. Sharma, R. (1971). Sanskrit Shikshan. Ram Narayan Lal Benimadhav Publisher

(Capt. D. K. Singh) *Algebra* *S. K. Singh* *Samit* *Samit*

- Multilingualism as a resource.
- Constitutional Provisions and Policies of language Education: Article 343, 351, 350 (4), Kothari commission (1964), NPE-1986, POA-1992, National curriculum Framework-2005 (Language Education)

UNIT-III METHODS/APPROACHES AND SUPPORT SYSTEM OF TEACHING URDU

- Method Approaches: Direct Method, Structural, Trilingual Method, Translation Cum Grammar, Communicative approach, Structural-situational Method, Audio-Lingual Method, Natural Method, Thematic Approach (Inter-disciplinary)
- Support system: Visual aids, Audio aids, Audio visual aids including all programmes Radio, T.V. Film, Print-Media etc.
- Co-curricular activities (Discussion, debates workshops Seminar etc)

UNIT-IV PLANNING AND TEACHING OF URDU LANGUAGE

- Planning for teaching Urdu: Need & Importance of planning.
- Content Analysis
- Types of Plans: - Unit plan and lesson plan
- Teaching of various forms of Urdu language: Prose, Poetry, and Grammar.
- Techniques of Evaluation: Oral, Written, Self- evaluation, Group Evaluation, peer Evaluation.
- Feedback to students, parents, teachers and remedial teaching.

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**BD 203T (E) PEDAGOGY OF SOCIAL SCIENCE (HISTORY, CIVICS,
ECONOMICS AND GEOGRAPHY) (CREDIT-02)**

COURSE OBJECTIVES:

The pupil-teachers will be able to:

- understand the meaning, concept, scope and importance of social science.
- get acquainted with appropriate methodology as applicable to social science.
- enrich the knowledge of basics of social science and acquaint with the Indian society.
- acquire skill in teaching of social science.
- acquire knowledge of various evaluation procedures and effective evaluation tools.
- to understand the need of teaching of social science as an integrated discipline.

UNIT I: CONCEPT OF SOCIAL SCIENCE PEDAGOGY

- Meaning, Nature, and Importance of Social Sciences
- Brief history of Social Science in India and abroad
- Defining Social Science vs. Social Studies
- Understanding the interdisciplinary nature of the subject (History, Geography, Political Science and Economics).

UNIT II: AIMS AND OBJECTIVES OF SOCIAL SCIENCES

- General aims of teaching Social Science at the secondary and higher secondary levels (fostering democratic values, global citizenship, and critical thinking).
- Writing specific behavioural objectives using Bloom's Taxonomy (Cognitive, Affective, and Psychomotor domains).
- Integration of social science with other school subjects (e.g., Literature, Science and Mathematics) and real life.
- Social science teacher and professional growth.

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UNIT III: APPROACHES AND METHODS OF SOCIAL SCIENCE TEACHING

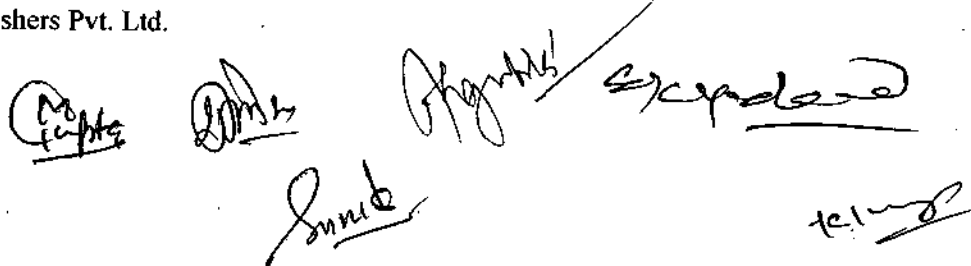
- Various methods of Social Science teaching: Lecture Method, Inductive-Deductive method, Project method, Survey method, Discussion method
- Techniques and devices of Social Science teaching: Questioning, Narration, Illustration, Dramatization, Assignments, Story Telling, Drill, Seminar, Brain Storming, Field Trips and Educational Tours, Observation, Debate
- Meaning, importance, approaches and preparation of lesson plan and unit plan
- Teaching aids: Need, importance and types
- Meaning and importance of Social science room, Social science club, Wall-Magazines, Uses of atlas, maps and pictures

UNIT IV: ASSESSMENT AND EVALUATION IN SOCIAL SCIENCE

- Meaning, importance and Types of evaluation: oral test, written test - Essay type test, Objective types test, and short answer type.
- Formative and Summative Evaluation, Diagnostic testing and Remedial teaching
- Construction of test items and examination question paper at secondary level.
- Continuous and comprehensive Evaluation (CCE).

SUGGESTED READINGS

1. Verma, G.S. Samajik Vigyan Shikshan, Meerut, Loyal Book Depot.
2. Bossing, N.L. (1952). Teaching in secondary schools, New Delhi, Amrind Publication.
3. Srivastava, R.: Teaching of social studies, Agarwal Publication Agra.
4. Agarwal J.C (1962): Teaching of social studies, New Delhi, Vikas Publication.
5. Tomar, G.: Social Science Teaching. R.L. Book Depot Meerut.
6. Kochhar, S.K. (1986): Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.

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BD 203T (F) PEDAGOGY OF FINE ARTS-DRAWING & PAINTING (CREDIT 2)

COURSE OBJECTIVES:

The pupil-teachers will be able to:

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

UNIT I: CONCEPT AND PLACE OF DRAWING & PAINTING IN SCHOOL CURRICULUM

- Vocational aspect of learning Drawing & Painting
- Brief Historical Development in Drawing and Painting
- The importance of Drawing and Painting, its place in the secondary and higher secondary school curriculum
- Meaning & Importance of Correlation & Correlation among its branches and Correlation with other school subjects.

UNIT II: AIMS, OBJECTIVES, AND CURRICULUM OF TEACHING DRAWING & PAINTING

- Aims and objectives of teaching Drawing and Painting and its formulation at primary-secondary and Higher Secondary levels.
- Specific objectives of teaching (with respect to Bloom's Taxonomy)-
- (i) Designing (ii) Nature study (iii) Object Drawing (iv) Memory Drawing
- Planning of Drawing & Painting Curriculum for Secondary and Higher Secondary School
- Critical Evaluation of existing Curriculum and Suggestions for Improvement.

UNIT III: METHODS, TECHNIQUES AND LESSON PLANNING

- Methods of teaching Fine Art and its Approaches: Free Expression, Representation, Designing and clay modelling at various stages, Free Painting, Grid Method, Still Life Study Method

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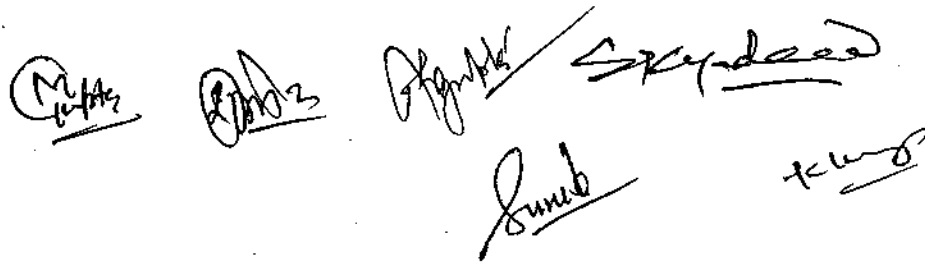
- Unit plan and lesson plan-concept & importance and Preparation
- Integration of visual and performing arts in the teaching of drawing and painting.
- Selection and preparation of audio-visual aids in teaching drawing and painting

UNIT IV: TEACHER, USE OF TEACHING AIDS AND EVALUATION

- Ideal Art Room-necessary equipment and their maintenance
- Organization of art competitions at various stages-Primary, Junior and High School levels.
- Different types of tests used in evaluation of practical work (Designing nature drawing, object drawing and memory drawing)
- Remedial teaching and Common errors in Drawing and Painting and remedial exercises
- Qualities and duties of a good drawing and painting teacher

SUGGESTED READINGS:

1. Arya, Jaidev (1974) Kala ka Adhyapan, Laxmi Narayan Agarwal, Harihar Press, Agra.
2. Kasliwal, Suneera & others (2003) Art Education, Teachers' Handbook, NCERT, Delhi.
3. Ohri, Vishwa chander (2001) The Technique of Pahari Painting, Jain Book Depot.
4. Perard, Victor (2004) Anatomy & Drawing, Courier Corporation.
5. Sharma, Kusum (1981) Kala Shikshan, Vinod Pustak Mandir, Agra.



COURSE OBJECTIVES

The pupil-teachers will be able to:

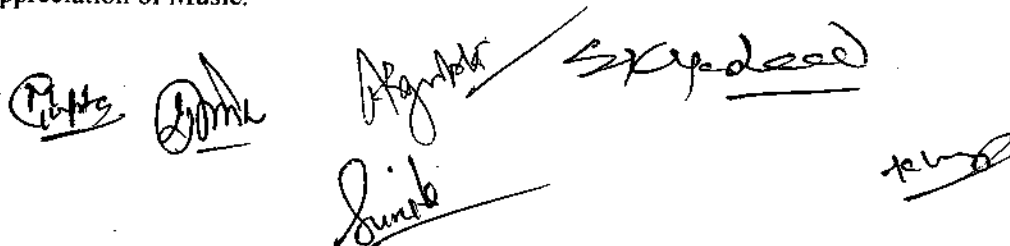
- to develop an understanding of the nature of music.
- to understand the role and importance of music and its cultural background.
- to know the place of music in the curriculum.
- to understand about the methods of teaching music.
- to construct test items related to music.

UNIT I: CONCEPT, IMPORTANCE AND PLACE OF MUSIC IN SCHOOL CURRICULUM

- Concept & Importance of Indian Music, its chief characteristics and its place in school curriculum
- Brief historical development of Music pre-independence and post-independence period
- Types of Music-classical, semi-classical, light (folk and film), its place and importance in school curriculum
- Vocational prospects of learning Music.
- Relationship of music with other school subjects.

UNIT II: AIMS AND OBJECTIVES OF TEACHING MUSIC

- General aims and objectives of teaching music, Specific objectives of teaching music according to Bloom's Taxonomy
- Meaning of curriculum, Principles of framing music curriculum
- Planning of music syllabus for school level
- A critical evaluation of existing syllabus and suggestions for their improvement
- Aspects of teaching Music: Raga Prashikshan, Tal Prashikshan, Training in appreciation of Music.

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UNIT III: METHODS, TECHNIQUES AND AIDS OF TEACHING MUSIC

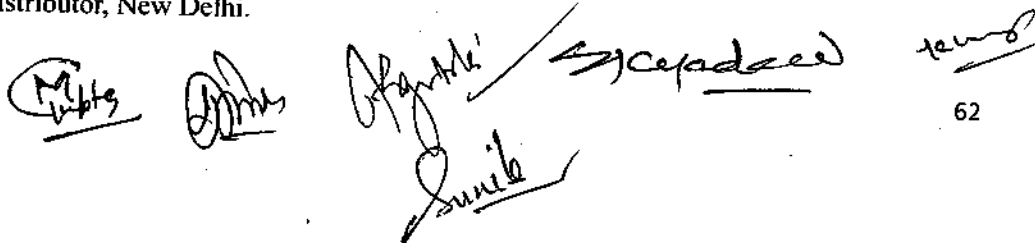
- Methods and Techniques of teaching Music: lecture, demonstration, lecture-cum demonstration, imitation, dramatizations, discussion, questioning, explanation and description
- Audio-visual aids: meaning, importance and Classification.
- Ideal Music-Room, necessary equipment and maintenance of musical instruments
- Notation system-its merits and limitations.

UNIT IV: LESSON PLANNING AND EVALUATION

- Qualities and duties of Music teacher
- Meaning and importance of lesson planning, Unit Plan and Resource Plan
- Lesson planning in teaching Ragas, Tals and Light Music
- Lesson planning for teaching the theoretical part of Music.
- Concept, importance and Techniques of evaluation in Music

SUGGESTED READINGS

1. G. Kuppuswami & M. Hariharan (1978).
2. Teaching of Music. Sterling Publishers Pvt. Ltd., New Delhi.
3. Garg, L.N (1981) Bhatkhande Sangeet Shastra. Sangeet Karyalaya, Hathras.
4. Kalekar S. (1968). Sangeet Shikshan Parichay. Lakshmi Narayan Agarwal Pub. Agra.
5. Lakshmi, V.V (2006) Techniques of Teaching Music. Sonali Publication, New Delhi.
6. Madan, P.L. (1965) Teaching of Music. Punjab Kitabhar, Jalandhar.
7. Rai, S.N. (1974) Sangeet Ke Jivan Prastha. Sangeet Karyalaya, Hathras.
8. Sambhamoorthi, P. (1970). The Teaching of Music. The Indian music publishing house, Madras.
9. Shah, Shobhna (1998). Sangeet Shikshan. Vinod Pustak Mandir. Agra.
10. Shore, K.E. (1970) Psychology of Music. Mc. Graw Hill Book Co. Inc.,
11. Singh, L.K. (1979) Dhvani Aur Sangeet. Bhartiya Gyan Peeth Prakashan, Delhi.
12. Singh, S. (2007) Modern Methods of Teaching Music. Srishti Book Distributor, New Delhi.
13. Singh, S.& Sanjeev, K.S. (2007) Modern Method of Teaching Music. Srishti Book Distributor, New Delhi.

 Several handwritten signatures and initials are present at the bottom of the page, including 'M. K. S.', 'S. S.', 'S. S.', 'S. S.', 'S. S.', and 'S. S.'.

COURSE OBJECTIVE:

The pupil-teachers will be able to:

- to understand the nature and importance of Home Science and its correlation with other subjects.
- to understand aims and objectives of the Home Science.
- to realize the essential unity between laboratory work and theoretical background of the Home Science.
- to use effectively the instructional material in teaching Home Science.
- to construct test items to measure objectives belonging to various cognitive levels.
- to identify specific learning difficulties in Home Science and to provide suitable remedial instructions to them.

UNIT I: NATURE, IMPORTANCE, AIMS & OBJECTIVES

- Nature and meaning of Home Science.
- Values and Importance of Home science for students of higher secondary stage.
- Correlation of Home Science with other subjects.
- Aims and objectives of Home Science Teaching (Bloom's approach to specific the outcomes)

UNIT II: METHODS AND TECHNIQUES OF TEACHING HOME SCIENCE

- Teaching skills
- Teaching methods: Problem Solving, Demonstration, Experimental, Project, Lecture cum Demonstration and Heuristic Method
- Teaching Techniques: Question Answer, Group Discussion and Field trip

UNIT III: TEACHING AIDS FOR HOME SCIENCE

- Meaning and Importance of Teaching Aids.
- Types of Teaching Aids: Audio, Visual and Audio-Visual
- Home Science laboratory: Management, Use and Importance
- Unit Plan and lesson plan: concept, principles, steps, importance and advantages.

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UNIT IV: CONTENT TRANSACTION AND EVALUATION OF CURRICULUM

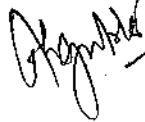
- Meaning, Principles and approaches of Curriculum Planning in Home Science.
- Concept of measurement and evaluation
- Evaluation: Criteria, merits and demerits
- Test construction in Home Science
- Continuous and comprehensive evaluation (CCE): Formative and Summative Assessment

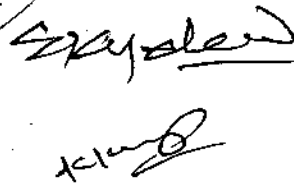
SUGGESTED READINGS

- Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Chandra Arvinda (1995) Fundamentals of Teaching Home Science, New Delhi Sterling publishers.
- Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York
- Das, R. R. and Ray Binita (1989) Teaching of Home Science, New Delhi Sterling Publishers.











**BD 203T (H) PEDAGOGY OF COMMERCE
(CREDIT-2)**

COURSE OBJECTIVES:

The pupil-teachers will be able to:

- develop an understanding of pedagogical processes concerning teaching of commerce.
- understand and appreciate the uses and significance of Commerce in daily life
- import knowledge about the methods and devices of teaching commerce.
- develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques
- develop the ability to critically evaluate existing school syllabus and text books.
- develop commercial efficiency among the students.

UNIT-I: NATURE, OBJECTIVES AND SCOPE OF COMMERCE TEACHING

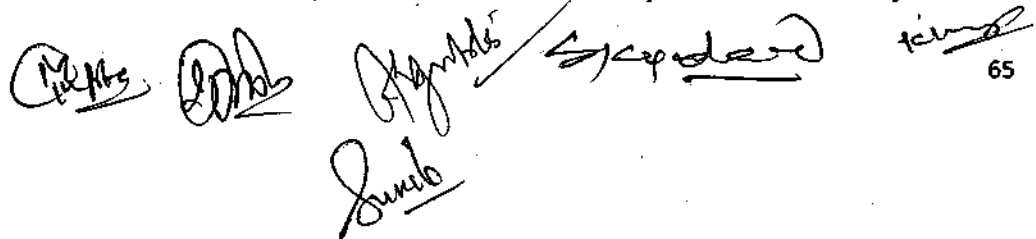
- Commerce Teaching: Meaning, Scope, Need and Place of Commerce Teaching in school curriculum.
- Aims and Objectives of Commerce teaching at secondary and senior secondary levels.
- Modern approach towards the teaching of Commerce for economic and socio-economic development.
- International understanding in terms of Globalisation.

UNIT-II: METHODOLOGY FOR COMMERCE TEACHING

- Methods of Commerce Teaching: Lecture method and Demonstration method.
- Project method, Problem solving method and Brain storming
- Inductive method, Deductive method, Synthesis & Analysis method.
- Socialized recitation methods (Discussion methods): Seminar, Symposium, Workshop technique and Panel discussion,
- Case study, Surveys and Market Studies, Methods suitable for teaching Accountancy and Commerce

UNIT III: LESSON PLAN AND LEARNING RESOURCES IN COMMERCE

- Lesson plan meaning, purpose and Performa of lesson plan and its rationality.



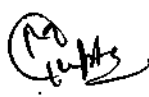
- Teaching-aids importance and classification
- Commerce room: need and importance

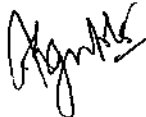
UNIT IV: DEVELOPMENT OF CURRICULUM, TEXT BOOK AND EVALUATION IN COMMERCE

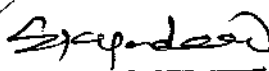
- Commerce curriculum: Concept, Principles of curriculum construction.
- Correlation of commerce with other subjects, Commerce book passed on CCE pattern.
- Assessment in Commerce- meaning, purpose, and importance of Assessment. Techniques of assessment: oral and written
- Portfolio: self- evaluation; Peer evaluation: Group evaluation. Continuous and Comprehensive evaluation (CCE) in Commerce.
- Diagnosis and remedial teaching. Enriched programme for gifted and retarded children.

SUGGESTED READINGS

1. Agrawal, J.C. Teaching of Commerce: A Practical Approach, Vikash Publishers.
2. Rao, Seema: Teaching of Commerce, Anmol Publication PVT. Ltd. New Delhi.
3. Singh, Satnam Modern Methods of Teaching Commerce, Shrishti Books Distributors. New Delhi.
4. Tomar, S. Teaching of Commerce, Vinod Pustak Mandir, Agra.
5. Tyagi, G.S.: Vanijya Shikshan, Vinod Pustak Mandir, Agra.
6. जैन, क०सी०एस० (2013): वाणिज्य शिक्षण राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
7. त्यागी, गुरुशरण दास (2013) वाणिज्य शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
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9. गर्ग महेन्द्र (2019) वाणिज्य का शिक्षाशास्त्र, लक्ष्मी प्रकाशना
10. सिंह रामपाल (2020) वाणिज्य शिक्षण, श्री विनोद पुस्तक मंदिर।









PART B: PROFESSIONAL DEVELOPMENT

(Pupil-teachers must actively participate in all practical and professional development activities and maintain detailed records of their involvement)

BD 215 PD- PARTICIPATION IN CULTURAL ACTIVITIES

Student must participate in any two activities from the following:

- Dance & Music: Folk dances, classical dance, group and solo singing, and playing musical instruments.
- Theatre & Expression: Skits, one-act plays, mimicry, mime, and poetry recitation, which develop confidence and public speaking skills.
- Artistic Expression: Rangoli, mehndi, poster-making, collage, and "best out of waste" competitions.
- Intellectual Competitions: Debates, elocution, quiz, essay writing, and poetry writing.
- Festivals and Important Days: Organizing and celebrating local and national festivals and days.

CODE 216 PD- EDUCATIONAL TOUR

Educational tour will be conducted by college.

PART C: SESSIONAL WORK

ADMINISTRATION OF PSYCHOLOGICAL TESTS

COURSE OBJECTIVES: The pupil-teachers will be able to-

- To use the test and experiment in school conditions.
- To know the procedure of administration and interpretation of the results of different types of Tests and Experiment.

Administration of psychological tests from the following areas (any two):

- Personality test
- Interest test
- Adjustment test
- Attitude test

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CASE STUDY

Course contents: Carry out case study from any one:

- Learning disabilities: Academic under achievement in specific subjects.
- Behavioural challenges: Aggression, bullying, or extreme withdrawal.
- Psychosocial issues: Slow learners, gifted children, or children with ADHD.
- Sociological factors: Problems related to socio-economic background or school adjustment.

CONSTRUCTION OF ACHIEVEMENT TEST

- Construction and Administration of Achievement test

ART AND CRAFT ACTIVITIES

An artist or artisan may be invited to organize a workshop on Art & Aesthetics. The pupil-teachers may be asked to prepare at least 5-items from the given categories:

- Paper meshing
- Pot Decoration
- Wall hanging
- Flower making
- Candle Making
- Stitching
- Knitting
- Embroidery
- Soft toys making
- Making of poster
- Making of Rangoli
- Making of Puppets etc.

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SCOUT – GUIDE CAMP

ACTIVITIES:

Conduct a 5 Days Scout-Guide Camp.

PART D: INTERNAL ASSESSMENT

MICRO TEACHING

Practice in core teaching skills: (Any Six Skills)

- Set Induction
- Questioning
- Question Probing
- Reinforcement
- Explanation
- Stimulus Variation
- Blackboard Writing
- Illustration with example
- Achieving Closure

PPT PREPARATION AND PRESENTATION /

PPT PREPARATION AND PRESENTATION USING AI BASED PEDAGOGICAL TOOLS

Activities:

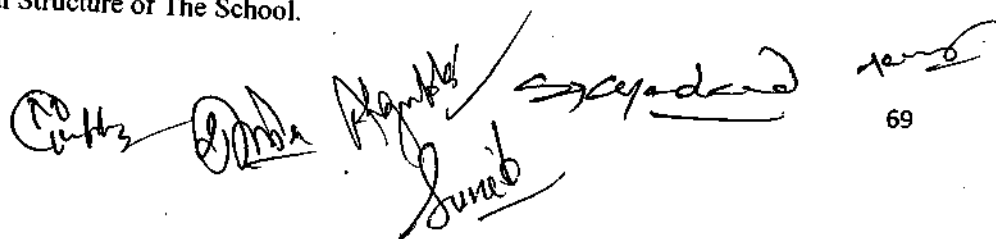
- Prepare and present any topic (from any one Pedagogy subject) using PPT.
- Prepare and present any topic (from any one Pedagogy subject) using AI based pedagogical tools.

INTERNSHIP - I & VIVA- VOCE

In the internship I (four weeks) following activities should be undertaken at middle, secondary and senior secondary schools.

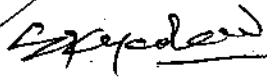
Pupil- teachers will prepare a comprehensive report on the following points:

- History of The School.
- Physical Structure of The School.

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- General Requirements, Electricity, Computer, Laboratory and Furniture.
- General Requirements for CWSN such as condition of Toilet and Ramp.
- Curriculum, Dress, Admission Process and Scholarship Arrangement.
- Review and Preparation of Time Table
- Arrangement of Academically Backward Students
- Process of Evaluation of Students
- Morning Assembly
- Library
- School Teachers' Observation - Teaching Styles and Engaging
- Pedagogical Analysis of Lessons
- Organising Cultural Program
- Viva-Voce







SEMESTER III

PART A: CORE PAPERS

PAPER CODE BD301T - KNOWLEDGE AND CURRICULUM (CREDITS 4)

Course Objectives: To enable the pupil-teachers to-

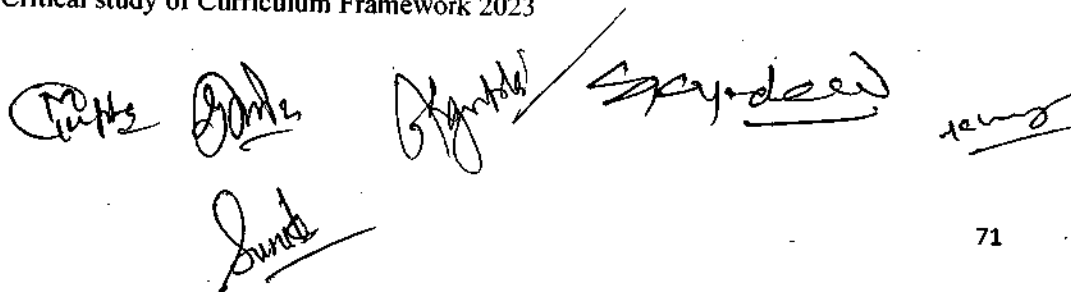
- develop an understanding of the concept of knowledge, its construction and the process of knowing.
- know and relate the various facets of knowledge and the relationship between knowledge, discipline and subject.
- develop an understanding about Concept, Nature and Importance of Curriculum.
- develop an understanding about determinants and approaches of curriculum development.
- apply new approaches in curriculum development.
- to provide basic knowledge of various disciplines and subjects in the school curriculum.
- to know the history of teaching of different disciplinary areas like Language, Mathematics, Social Science and Science.
- understand the assessment process at different levels.

UNIT I: MEANING AND NATURE OF KNOWLEDGE

- Meaning and nature of knowledge in education
- Difference between information, knowledge, belief and opinion
- Different ways of knowing
- Relationship among knowledge, discipline and subject

UNIT-II BASIC CONCEPTS OF CURRICULUM

- Concept, Meaning, Nature, Types and Characteristics of Curriculum
- Scope and Importance of curriculum at Secondary level and Senior Secondary level
- Differences between Curriculum, Course of study and Syllabus
- Critical study of Curriculum Framework 2023



UNIT-III DETERMINANTS AND APPROACHES OF CURRICULUM DEVELOPMENT

- Determinants of Curriculum construction (Philosophical, Social and Psychological, Economical, Environmental and Pedagogical)
- Principles of Curriculum Development
- Models of Curriculum Development- Ralph Tyler and Hilda Taba
- Approaches of Curriculum construction: Student centered, Subject centered, Activity Centered, Problem centered and Integrated.

UNIT-IV KNOWLEDGE OF DISCIPLINES

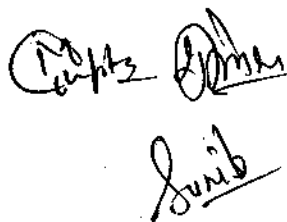
- Meaning, Nature, Scope and Types of Disciplines.
- Historical Aspects of different Disciplines: Science, Social Science, Language, Math, Commerce, Home Science & Fine Arts
- Correlation with other Disciplines
- Challenges of Disciplines in school curriculum

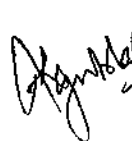
PRACTICIUM / WORK EXPERIENCE

- Class work Assignment.
- Read and discuss the process of making the National Curriculum Framework of school education-2023 and write a report.

SUGGESTED READINGS

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


Dr. Anil Kumar

 
Dr. Anil Kumar

PAPER CODE: BD302T - CREATING AN INCLUSIVE SCHOOL (CREDITS 4)

COURSE OBJECTIVES: To enable the pupil-teachers to-

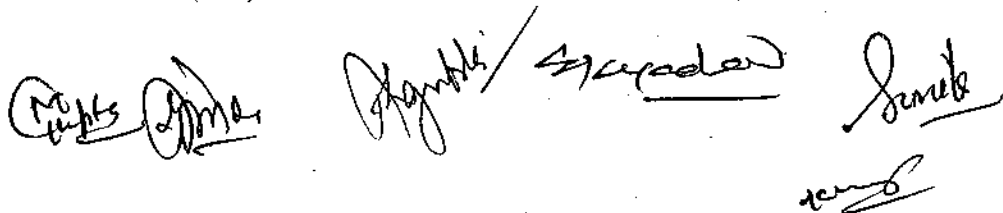
- understand the concept, need, and philosophy of Inclusive Education in the context of a democratic society.
- identify various types of learners with special needs and understand their characteristics.
- gain knowledge about barriers to learning and strategies to reduce them in an inclusive classroom.
- understand the legal and policy framework for inclusive education at national and international levels.
- appreciate various inclusive practices to promote Inclusion in the classroom.
- learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies).

UNIT I: CONCEPTUAL UNDERSTANDING OF INCLUSIVE EDUCATION

- Inclusive Education: Assumptions, Concept, Meaning, Need and Importance of Inclusive Education
- Historical perspective of inclusive Education for children with special needs
- Difference between Special, Integrated and Inclusive Education
- Concept of Diversity: Linguistic, Cultural, Social, Economic, Gender and Ability-based

UNIT II: CHILDREN WITH SPECIAL NEEDS

- Children with special needs: Concept, Meaning, Classification
- Characteristic and Identification- Visually Impaired, Hearing Impaired, Mental Retardation, Physically Challenged, Gifted and Autistic Children
- Learning Disabilities: Characteristics, causes, types and identifications
- Constitutional provisions for persons with disability, PWD Act 1995, RPWD Act 2016, RTE Act 2009 and salient features of NPE-2020 to promote inclusion, Rehabilitation Council of India (RCI).



UNIT III: INCLUSION FOR SOCIALLY DISADVANTAGED CHILDREN

- Socially disadvantaged children: Meaning and Problems of socially disadvantaged children (ST, SC, OBC, Minority, Girls and Deprived children).
- Gender, Gender bias, Gender stereotyping, Gender parity and Subject choices
- Barriers of Inclusion with reference to disabilities, gender and other disadvantages
- Social Inclusion: Concept, Removing the obstacles to social inclusion, Major Government initiatives and Policies related to inclusion

UNIT IV: INCLUSIVE STRATEGIES AND SUPPORT SYSTEMS

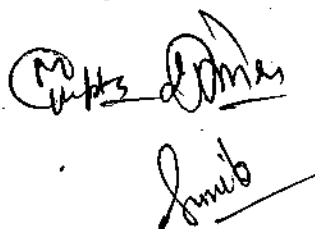
- Inclusive practices in the classroom: Peer Tutoring, Cooperative Learning, Individualized education programme, Universal learning design and remedial teaching
- Adaptation in Curriculum and Assessment
- Use of ICT and Assistive Devices in Inclusive Settings
- Role of Teachers and Special Educators

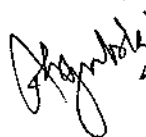
PRACTICIUM / WORK EXPERIENCE

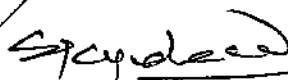
- Class Work Assignment
- Prepare a report on identified diversities and basis of exclusion in classrooms of an Inclusive School.

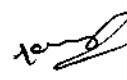
SUGGESTED READINGS:

1. Jha, M.M. (2002). Inclusive Education for All: School Without Walls, Madhuban Books.
2. NCERT (2005). National Curriculum Framework.
3. Sharma, P.L. (2003). Planning Inclusive Education in Schools.
4. NCERT. Education of Children with Special Needs (Position Paper)
5. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
6. Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
7. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
8. Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall









9. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
10. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
11. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.

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COURSE OBJECTIVES: To enable the pupil-teachers to-

- understand the concept of assessment and teaching.
- differentiate between assessment, measurement, evaluation and teaching.
- understand the various issues and concerns related to assessment for learning.
- understand the AI based adaptive testing
- understand the role of assessment in enhancing learning.

UNIT I: ASSESSMENT AND EVALUATION

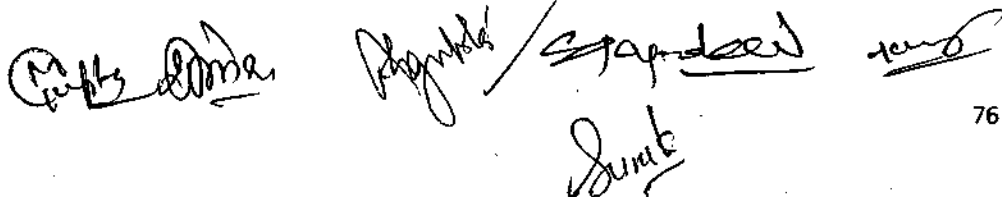
- Meaning, scope, significance and characteristics of assessment
- Relationship between measurement, assessment and evaluation
- Scales of assessment: Nominal, Ordinal, Interval and Ratio Scale
- Continuous and Comprehensive Evaluation: concept and need

UNIT II: DESIGNING OF ASSESSMENT TOOL

- Types of Assessment: Summative, Formative, Norm-Referenced, Criterion Referenced
- Preparation of objective type items for good assessment and preparation of blue print
- Measurement of Intelligence: Verbal, non-verbal and performance test, uses and limitations of intelligence test.
- Assessment of Personality: Projective and Non-Projective Techniques
- Assessment of creativity and achievement

UNIT III: ISSUES, CONCERNS, AND TRENDS IN EDUCATION

- Issues in assessment: objectivity vs subjectivity, traditional assessment system and grading system
- Question bank and open textbook examination
- Online examination: advantages and challenges
- 360-degree holistic progress card, PARAKH, Rubric and Portfolio
- Transform role of teacher under assessment for learning perspectives



UNIT IV: STATISTICS

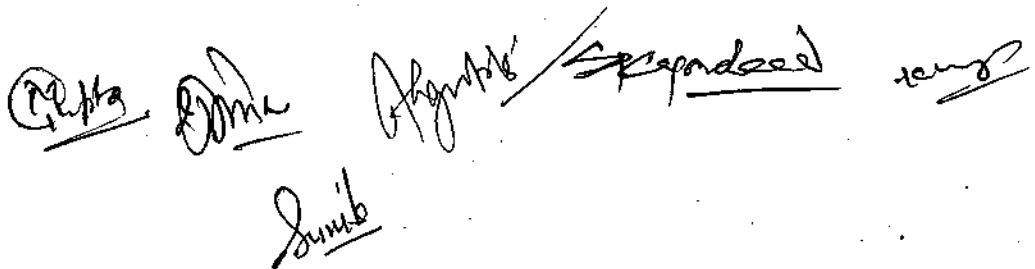
- Meaning, nature and scope of Statistics
- Graphical representation of data (Histogram, Frequency Polygon and Pie-Diagram)
- Measures of central tendency: Mean, Median, Mode and Measures of Variability: Range, Quartile Deviation and Standard Deviation
- Measure of relative position: Percentiles and Percentile Rank

PRACTICIUM / WORK EXPERIENCE

- Class work Assignment
- Analyse the existing evaluation practices in schools.

SUGGESTED READINGS:

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



PAPER CODE: BD304T - HEALTH AND YOGA EDUCATION

(CREDITS 4)

COURSE OBJECTIVES: To enable the pupil-teachers to-

To Introduce the pupil-teacher with the concept of Holistic health.

- an understanding and nature and evolution of mental health as a discipline and mental health in practice
- to acquaint them to school health programme and its importance.
- to understand the need and importance of Physical Education.
- to make them aware of the benefits of physical fitness and activities for its development.
- to introduce them the need of yoga and its importance
- to explain the importance of Yoga in Human life.
- to describe the origin of Yoga from vedas to modern period.
- to know the techniques & systems of Yoga.

UNIT- I: HEALTH EDUCATION

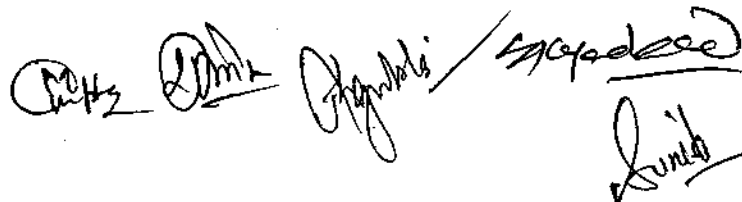
- Health education: Concept, Aims, Objectives and Scope
- School health programme and the role of teacher in development of health and good hygienic habits
- Recommendations of NCF - 2023 and NEP-2020 in the context of Health in Schools
- Classification of Foods, Balanced diet, Role of various Nutrients and Malnutrition

UNIT II: MENTAL HEALTH

- Mental Health- Concept (with reference to World Health Organization), World Mental Health Report
- Mental health and mental hygiene
- Locating and Addressing Common Mental Health with reference to issues such as a peer conflict, social media addiction, procrastination, contemporary life style and related issues
- Ecosystem of Positive Mental Well-being for Students: School, Parent and Community Involvement

UNIT III: UNDERSTANDING OF YOGA

- Meaning, Definition, Understanding and Importance of Yoga



- Historical development of Yoga
- Types of Yoga: Hatha Yoga, Raja Yoga, Bhakti Yoga and Karma Yoga
- Integral yoga of Aurobindo

UNIT IV: THE ELEMENTS OF YOGA

- Ashtanga Yoga of Patanjali (eight limbed practice of yoga)
- External- Yam, Niyam, Asan, Pranayam and Pratyahar
- Internal- Dharna, Dhyan and Samadhi
- Mudras and Bandh
- Shatkarmas (Dhauti, Basti, Neti, Nauli, Tratak and Kapal Bhati)
- Role of yoga education in school curriculum

PRACTICIUM / WORK EXPERIENCE

- Class Assignment work
- Prepare a health awareness programme.

SUGGESTED READINGS

1. Singh, A. (2003). Essential of Physical Education. Ludhiana Kalyani Publishers.
2. Syedentop, D (1994): Introduction to physical education, fitness and sports (2nd ed.) London: Mayfield publishing company.
3. NCTE. (2015). Yoga Education-Bachelor of Education Programme, New Delhi.
4. Position Paper National Focus Group on Health and Physical Education (2006). NCERT, New Delhi.
5. Rajagopal (2014). Physical Education and Health Education. Create space Independent Publishing 5.
6. Sharma, M., and Romas, J.A. (2012). Theoretical Foundations of Health Education and Health Promotion. Second Edition. Canada: Jones and Bartlett Learning
7. Uppal, A.K., and Ranganathan, P.P. (2020). Fitness, Wellness and Nutrition. New Delhi: Friends Publications
8. NCERT (2024) Promoting mental health And Well-Being in school: A Guide for Teachers
9. Yoga Education: An Indian Perspective by B. Ramaswamy
10. Yoga the Path to Holistic Health by B.K.S. Ayengar
11. Patnjali Yogashtra

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COURSE OBJECTIVES - To enable the pupil- teachers to-

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

UNIT-I: GUIDANCE- AN INTRODUCTION

- Concept, nature, scope and functions of guidance
- Principles and procedure of guidance
- Major areas of guidance: educational, personal and vocational
- Need of guidance at different levels

UNIT-II: COUNSELLING-AN INTRODUCTION

- Meaning, principles and process and need of Counselling
- Relationship between guidance and counselling
- Counselling approaches-Directive, non-directive and eclectic
- Guidance and counselling services in inclusive education

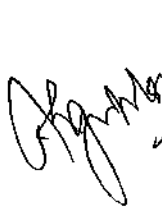
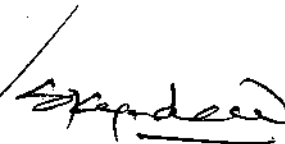
UNIT-III: ORGANIZATION OF GUIDANCE AND COUNSELLING SERVICES

- Concept of Organization of guidance services
- Organization of guidance services at school level
- Role of teacher in organization of guidance services
- Career counselling and dissemination of occupational information

UNIT-IV: TECHNIQUES OF GUIDANCE SERVICES

- Techniques and skills of counselling
- Interview
- Questionnaire




- Cumulative Record
- Rating Scale

PRACTICIUM / WORK EXPERIENCE

- Conduct a counselling session based on the student's problem and prepare a report.

SUGGESTED READINGS

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

Sanib *Chaitz* *Donna* *Agarwal* *Skydard* *scw*

PART B: PROFESSIONAL DEVELOPMENT

CODE: 306 PD - SEMINAR, WORKSHOPS AND OTHER ACTIVITIES

Organize a seminar/workshop/ other related activity.

CODE: 307 PD -YOGA CAMP

The course will be transacted through organization of five-day yoga camp focusing on yoga practices, meditation and reflective sessions on use and applications of yoga in schools and other related contexts.

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SEMESTER - IV

PART A: CORE PAPERS

**PAPER CODE: BD401T – SCHOOL ADMINISTRATION AND MANAGEMENT
(CREDITS 2)**

COURSE OBJECTIVES:

- to enable the students to understand the meaning and concept of School Management.
- to enable the students to understand the meaning, concept of School Administration.
- to develop an understanding of the role of various agencies in educational administration in India.
- to acquaint the students with different designs of school building.
- to develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster and teacher.
- to orient students with the concept of supervision and finance in the field of education.
- to develop an understanding among the students about management of human resources.
- to develop an understanding among the students about ethics in the teaching profession.

UNIT-I: CONCEPT OF SCHOOL MANAGEMENT AND ADMINISTRATION

- Meaning, objectives and functions of School Management
- Meaning, objectives, functions and types of School Administration
- Relationship between school management and administration
- Role of following agencies in the educational administration in India: Central Government, State Government, Local Bodies and Private Agencies

UNIT-II: MANAGEMENT OF MATERIAL RESOURCES

- Physical resources: School building, office, library, laboratory, playground and staffroom
- Classroom management: Student behaviour, seating arrangement, furniture, display area, chalkboard and other facilities
- School Records: importance, types and maintenance
- Organisation of mid-day meal services in schools

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UNIT-III: FUNCTIONAL ASPECT OF SCHOOL MANAGEMENT

- School discipline: concept, importance and techniques of discipline
- Time table: Importance, types, principles and techniques of construction
- Educational Supervision: concept, types importance and techniques
- School finance: Sources of income and items of expenditure

UNIT-IV: MANAGEMENT OF HUMAN RESOURCES AND PROFESSIONAL ETHICS

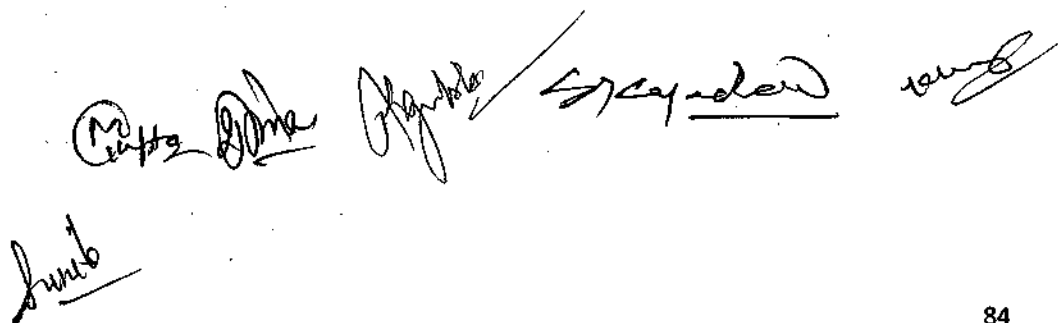
- Meaning, functions and styles of educational leadership
- Headmaster and teacher: qualities, role, responsibilities and accountability
- Professional ethics of Headmaster and teachers
- Strategies to promote ethical standards in the teaching profession

PRACTICUM/WORK EXPERIENCE

- Prepare a school Time Table.

SUGGESTED READINGS

1. Agarwal, J.C. (1994). Educational Administration, Management and Supervision, New Delhi, Arya Book Depot.
2. Bush, Tony (2003). Theories of Educational Leadership and Management (3rd ed.) SAGE Publications Pvt. Ltd.
3. Armstrong, M. (1990). Management Processes and Functions, London Short, Run Press.
4. Koochhar, S.K. (1978). Secondary School Administration, Sterling Publishers Pvt. Ltd.
5. Mukherjee, S.N. (V). School Administration and Function in India, J.C. Shah Acharya Book Dept.
6. Miyan, Mohammad (2004). Professionalization of Teacher Education, Mittal publication, New Delhi.
7. Peters, M. (1966). Ethics In Education. Allen and Unwin: London



**PAPER CODE: BD 402T – GENDER ISSUES AND HUMAN RIGHTS IN
EDUCATION**

(CREDITS 2)

COURSE OBJECTIVES: The pupil- teachers will be able to:

- to bring into light the Indian Perspective of Gender.
- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, gender parity, equity and equality.
- to explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education.
- to develop a critical perspective on the ways in which Indian society promotes gender discrimination.
- understand the need of minimizing inequalities based on gender.
- discuss and debate on gender-based rights and responsibilities.

UNIT- I: GENDER ISSUES AND IT'S KEY CONCEPTS

- Meaning of Gender and Sex, Difference between Sex and Gender, Concept of Patriarchy, Masculinity and Femininity.
- Nature and characteristics of Indian society, Agencies of Socialization: School family, community activity centers and hobby clubs.
- Gender bias, Gender stereotyping, Gender parity and Gender hierarchy.

UNIT- II: GENDER, POWER AND EDUCATION

- Emergence of Gender roles, agencies of education with reference to Gender: Family, Community, School and Mass media.
- Aspects of gender inequality and discrimination: Economic, cultural, political and familial.
- Gender Inequalities in Society: Causes and probable solutions, Concept of gender equality and equity, Influence of gender equality and empowerment of women.

UNIT-III: ISSUES OF GENDER INEQUALITY IN CURRICULUM AND SCHOOL

- Co-education schools: Their strengths and weaknesses in the Indian Context, Gender inequality in the classroom: Co-education and single sex schooling, The girl child in the Indian Society.
- Curriculum and teaching transactions: vulnerable areas for gender discrimination.

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- Measures to provide discrimination free school system and Incentives for the education of girls.
- Creating gender inclusive classrooms, teaching learning material and classroom transactions.

UNIT-IV: PARADIGM SHIFT AND GENDER ISSUES

- The role of teachers in formulating positive notions about every gender among students. Gender-studies: shift from women studies to gender studies.
- Transgender-Concept, legal provisions and strategies for empowerment, Supreme court verdict about transgender.
- Incentives of government to promote gender equality with special reference to women and transgender.

PRACTICIUM / WORK EXPERIENCE

- Class work Assignment

SUGGESTED READINGS

1. Government of India (2020). National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/nep_update/NEP_final_HI_0.pdf
2. Kumar, H. & Jaimon, V. (2005). Women's Empowerment, Issues, Challenges, and Strategies: A Source Book, Regency Publications, New Delhi.
3. Martinez, S. (2019). "Addressing Gender Bias in Curriculum and Textbooks: Strategies for Equality." Gender & Society, 33(2), 187-201.
4. Maxine B. Z.; Pierrette, H.S. & Michael, A. M. (2005). Gender through the Prism of Difference. Oxford University Press, (3rd edition)
5. NCERT (2013) Perspectives on Gender and Society (Training Material for Teacher Educators on Gender Equality and Empowerment), NCERT publication.
6. Srivastava, G. (nd) Gender Concerns in Education, Department of Gender Studies, NCERT.

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**PAPER CODE: BD 403T - ENVIRONMENTAL EDUCATION
(CREDITS 2)**

COURSE OBJECTIVES: The pupil- teachers will be able to:

- understand the concept and objectives of Environmental Education.
- understand the concept of environment and its various aspects.
- know the constitutional provision to protect the environment.
- become aware and sensitive towards the environment and its allied problems.
- understand the causes and remedies to various types of pollutions.
- understand the concept, types and litigations of disaster management.
- understand the concept of Sustainable development with references to SDGs

UNIT I: INTRODUCTION TO ENVIRONMENTAL EDUCATION

- Concept, Nature, Objectives and Importance of Environmental Education
- Ecosystem-structure and function; Food Chain; Food Web and Ecological Pyramids; Types of Eco system-forest, grassland, desert and aquatic; Effects of human activities on ecosystems
- Interdisciplinary and Multidisciplinary Approach of Including Environmental Education in the School Curriculum
- Constitutional provision to protect the environment

UNIT-II: ENVIRONMENTAL CRISIS

- Pollution-causes, effects and remedies of Air, Water, Soil, Noise, E- Waste and Radiation Pollution
- Acid Rain, Green House Effect, Global Warming and Ozone Depletion
- Population explosion and its effect on the environmental crisis of energy resources and quality of environment
- Disaster-Natural and Man Made, disaster management and its litigation

UNIT-III: SUSTAINABLE DEVELOPMENT

- Need for conservation of Environment
- Sustainable development (with references to SDGs)

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- Movement to save the environment in India & Abroad
- Environmental Projects: Ganga Action Plan, Save Tiger Project
- NEP, 2020 and Environmental Issues

UNIT IV: UNDERSTANDING DEVELOPMENT IN THE CONTEXT OF ENVIRONMENT

- Methods of teaching Environmental Education- Seminar, Workshop, Problem Solving, Field trips and Surveys, Projects, Exhibition, Eco Tourism
- Rain Water Harvesting, Water Recycling, Energy Conservation and Carbon Neutral
- Environmental Ethics
- Co-curricular activities in Environmental Education including Plantation, Awareness Campaigns, Monuments and Community work

PRACTICUM / WORK EXPERIENCE

- Project- Prepare a list of campus biodiversity and suggest measures for making campus eco friendly.

SUGGESTED READINGS:

1. Agarwal, J.C. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
2. Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
3. Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
4. Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup & Sons, New Delhi.
5. Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
6. Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
7. Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
8. Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.



9. Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I- VI, New Delhi: A.P.H. Co.

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**PAPER CODE: BD 404T- VALUE AND PEACE EDUCATION
(CREDITS 2)**

COURSE OBJECTIVES: The pupil-teachers will be able:

- to scientifically analyse values in Indian culture and tradition.
- to understand the concept, nature and classification of values.
- to understand the importance of values in human life.
- to understand the concept of world peace from a different perspective.
- to develop sensitizations towards value education.
- to inculcate values in every aspect of life.
- to explore the meaning of ethics and value.

UNIT I: VALUE EDUCATION: CONCEPT, PERSPECTIVES AND TYPE

- Meaning, Nature, Need and Sources of Value Education.
- Determinants of Values- Psychological, Social, Cultural and Science of Living.
- Role of Teacher, Parent, Culture, Media, Science-technology in the development of values.
- Value conflicts in the modern scenario.

UNIT II: TYPES AND AGENCIES OF VALUES

- Types of Values: constitutional values, social, professional, religious, moral and aesthetic values.
- Agencies of value Education: Family, School and Society.
- Typologies: Intrinsic and Extrinsic values.
- Recommendations of various committees/commissions regarding value education: Education Commission (1964-66), NEP (1986), and NEP (2020).

UNIT III: INTRODUCTION TO PEACE EDUCATION

- Peace Education: concept, nature, need and Importance.
- Scope of Peace Education: Its place in Curriculum & Relevance in Present Scenario.
- Sources of Peace: Philosophical, Religious, Social and Psychological.
- Agencies for Peace Education: Family, Community, School & Society.

M. K. Singh

D. K. Singh

A. K. Singh

S. K. Singh

S. K. Singh

S. K. Singh

UNIT IV: GLOBAL ISSUES AND PEACE MOVEMENT

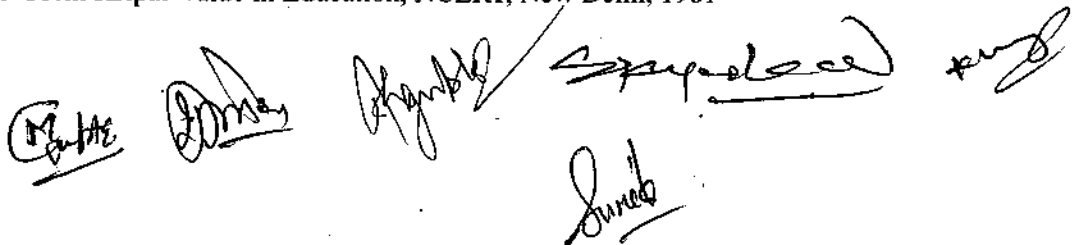
- Teacher's role in promoting peace.
- National Integration, International Understanding and peace education.
- Sustainable development Goals and Peace – Goal 16.
- The role of World Organizations in promoting peace Education (UNO, UNESCO, HRC and UDHR).

PRACTICUM/WORK EXPERIENCE

- Analyse morning assembly programme of school from the point of view of Sarv Dharm Prarthana and give suggestions.

SUGGESTED READINGS:

1. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R.Pub
2. Chakravarthy, S. K. (1999). Values and ethics for Organizations: theory and Practice. New Delhi: Oxford University Press.
3. Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing.
4. Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults: A changing Scenario New Delhi: M.D. Publications.
5. Department of Educational Psychology and Foundations of Education(n.d.). Education for Values in Schools: A Framework. New Delhi
6. Jeong, Ho-Won (2000). Peace and Conflict Studies: An Introduction. Burlington: Ashgate Publications
7. Rao, R. K.(1986). Moral Education: A Practical Approach. Mysore: RIMSE.
8. Ruhela, S. P. (1986). Human Values and education. New Delhi: Sterling Publications.
9. Satchidananda, M. K. (1991). Ethics, Education, Indian Unity and Culture. Delhi: Ajantha Publications.
10. Venkataiah, N. (1998). Value Education, New Delhi
11. Prem Kripal-Value in Education, NCERT, New Delhi, 1981



PART B: PROFESSIONAL DEVELOPMENT

CODE: 405 PD - ORGANIZATION OF SPORTS ACTIVITIES

Participation in sports activities conducted by the college.

CODE: 406 PD- CARE FOR ENVIRONMENT

Prepare a survey report of any public place viz. Bus stand, Railway station, Hospital etc.

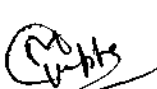
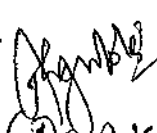
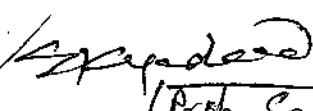
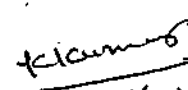
or

Project on any Environmental Pollution /Disaster of any area.

PART C: INTERNSHIP II

In the Internship II (Sixteen weeks) following activities will have to be undertaken at Secondary School/ Senior Secondary Schools.

- Unit planning
- Simulated teaching (10 in each pedagogy subject)
- Regular classroom teaching (20 in each pedagogy subject)
- Final teaching (Pedagogy-I)
- Final teaching (Pedagogy-II)
- Observation of 10 lessons in each pedagogy subject
- Innovative lesson plan one in each pedagogy subject
- Construction and presentation of TLM
- Attendance register and reflective journal (diary)
- Action research
- Internal assessment and viva-voce

 (Prof. Madhu Gupta)  (Prof. Shubhresh)  (Dr. A.K. Gupta)  (Prof. Sanjay Yadav)  (Prof. Kaushendra Kumar)

 (Prof. Sunila Chauhan)
Convenor
Faculty of Teacher Education
Dr. B. R. Ambedkar University, Agra