



UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A ++' GRADE' UNIVERSITY)
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

Email: academicsectionju14@gmail.com

NOTIFICATION (26/May/Adp./16)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the revised syllabi and amendments in the Scheme of the Examinations of **Bachelor of Education (B.Ed)** for semester I to II for the Regular Candidates of the Private B.Ed Colleges shall now be 70:30 (as given in the annexure) for the examinations to be held in the years as per details given below:-

Subject	Semester	For the examinations to be held in the year
B.Ed	Semester-I	Dec. 2026, 2027 and 2028
	Semester-II	May 2027, 2028 and 2029

The Syllabi of the courses are also available on the University website:
www.jammuuniversity.ac.in

Sd/-
DEAN ACADEMIC AFFAIRS

No. F.Acd/II/26/1739-55
Dated: 01/06/2026

Copy to:

1. Dean, Faculty of Education
2. HOD/Convener, Board of Studies in Teacher Education.
3. All members of the Board of Studies.
4. All Principals of the B.Ed Colleges affiliated with University of Jammu
5. C.A. to the Controller of Examinations
6. Joint Registrar/Deputy Registrar/Asst. Registrar (Conf. /Exams. B.Ed/ Exam. Evaluation- Prof)
7. Programmer, Computer Section, Examination Wing

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JOINT REGISTRAR (ACADEMIC)

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Course Structure of B.Ed Programme

BE, d 1st Semester		
Course No	Title of the Course	Change in Percentage
101	Education in Indian Perspective	30%
102	Childhood and Adolescence Education	30%
103	Language Competence and Communication Skills	30%
104	Educational Planning and Management	No Change
105	Inclusive Education	30%
INT1	School Internship	30%
BE, d Ind Semester		
Course No	Title of the Course	Change in Percentage
201	Philosophical and Sociological Bases of Education	30%
202	Teaching, Learning and Evaluation	30%
203	Educational Technology and ICT	30%
204	Methodology of Teaching Language-I	No Change
205	Methodology of Teaching Subject I	30%
206	Action Research	20%
INT2	School Internship	30%

BACHELOR OF EDUCATION (B.Ed.)

Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 101(Theory)

Title: Indian Constitution &
Education in Indian Perspective

Credits 4

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3hrs

Course Outcomes: After completion of the course the learner will be able to:

- Know and understand the constitutional provisions in regard to the education
- know and understand the basics/ fundamentals associated in the discipline of education and in a process to be a teacher from the Philosophical perspectives.
- know and understand the socio cultural realities of the teacher , teaching and the teacher education program in context of the education from the sociological perspectives .
- know and understand the various aspects related to the teacher education in the changing contemporary society .

Detailed Contents:

Unit-I

The Bases of Teacher Education in India:

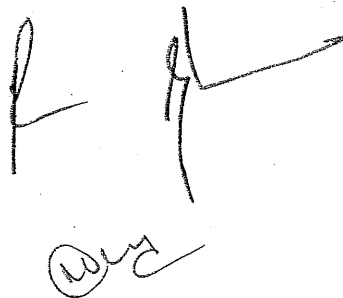
Knowledge-concept and the understanding visa vis Vidya, Information and training, concept of the indigenous knowledge, sources of Knowledge; Different schools of knowledge (Indian); Difference in the present knowledge society and the Vedic knowledge society-the role and the place of the teacher in developing the Panchmukhi and the wholistic personality; Roots of Teacher education- concept of Gurukuls, Madrassas and Maktabas, Missionary schools and the residential schools.

Unit II

Education and the Philosophy

Education- Concept, Nature and scope for the Individual and the society; Philosophy in Modern Indian Education for Constitutional values, Secularism, Democracy Social Justice & Inclusion

- Democracy and education
- Secularism
- Social justice
- Inclusion



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Credits 4

Total Marks: 100

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Maximum Marks External: 70

Duration of Exam: 3hrs

UNIT III

Education and Sociology

Sociology-concept, Nature and the branches; Educational sociology-understanding of Education in the teacher education process; the relationship between the Educational Sociology and the classroom environment-with respect to equality, peer relationship, stratifications. Developing the teacher responsive and relational to the society and its causes- (eg Swachata Abhiyan; PPI etc.)

UNIT IV

Teacher and the change in Society

Education as an agency in the Change of the home and society (Industrialisation, & technology); Characteristics of the Indian contemporary society; critically assess the role & responsibilities of teacher in the community (participation)& culture (Change) and for the technology (adaptation); How to have Shastrartha (philosophical debate) and Vada (constructive dialogue) as tools for teaching critical thinking and argumentation.

Fieldwork/Sessional work

Knowledge to the villagers of their Rights of the Human Beings as well as of the global citizen through the activities of Nukkad shows and Meetings as well as the trip to the Gurukuls and the residential schools. The differentiation between the day Boarding and the Residential school- feel and the experience of the visit. The visit to the indigenous educational institution (Madrassas) and the Asharams or the Mobile schools - the experiences and the comparison. Involving the teachers in the community participation-Swach Bharat; Pulse polio

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Credits 4

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3hrs

programs, Distribution of the relief material.etc; Must visit to any of slum area (adaptation) for education and promoting the cause of community cooperation and coexistence (relational & Responsive); Discussion on the ancient Indian education system -decolonization of teacher education, the changes in the society and the teacher

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Suggested Readings & web resources:

- *Philosophy and Education* Mrinal Miri, Oxford Publications, Delhi
- *Philosophy & India Ancestors, Outsiders & Predecessors- A* Raghuramaraju, Oxford, Delhi.
- *Indian & Western Educational philosophy- A P Sharma, UniCorn Books, New Delhi (also available@ on pay term basis*<http://www.unicornbooks.in/books/book/indian-western-educationalphilosophy-prof-a-p-sharma/isbn9788178062013/zb,,479,a,0,USD,0,a/index.html>
- *Ancient Indian Universities-Apte* DG
<https://ia700307.us.archive.org/34/items/cu31923005633130/cu>

BACHELOR OF EDUCATION (B.Ed.)

Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 101(Theory)

Title: Indian Constitution &
Education in Indian Perspective

Credits 4

Total Marks: 100

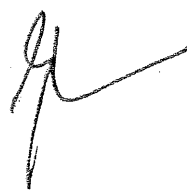

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3hrs

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- Philosophical & Sociological Basis of Education-VR Taneja
- *Philosophical & Sociological Foundations of Education*-Rajesh R Sharma
- Indian Education in Emerging Society- P C Singh
- *Fundamentals of Indian Philosophy*- R. Puligandla
- *Students History of Education in India* Naik J. P Macmillan India
- *GATS and Hr Education- the need of Regulatory Policies*- NV Verghese-
UNESCO,IIEP,Parisunesdoc.unesco.org/images/0015/001506/150689e.pdf
- *PanchMukhiShiksha*http://www.banasthali.org/banasthali/wcms/n/home/about-us/five-fold_education/index.html
- *Ground work of Educational theory*- Ross, James S MacMillan India
- *Modern Philosophies of Education*-J.S.BrubacherTataMCGrawHillLtd,NewDelhi,
- *Introduction to the Philosophy of Education*-Connor, D.J.O
- *A Profile of Indian Education System* -Cheney &Ruzzi (Nov 2005)
National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>



BACHELOR OF EDUCATION (B.Ed.)

Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 102(Theory)
Credits 4

Title: Childhood and adolescence education
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Understand the concept of growth and development.
- Become aware of nature of individual differences.
- Familiarise themselves with different developmental stages.
- Understand Piaget's theory of cognitive development
- Appreciate Vygotsky's Socio-cultural perspective
- Understand factors affecting personality development.

UNIT-I

Growth and Development:

Introduction to development: Nature of developmental psychology, meaning of growth and development, principles of development, role of teacher in facilitating development. Individual Differences- concept, determinants, role of heredity (genes & chromosomal disorders) & environment on individual differences.

UNIT-II

Stages of Development:

Early childhood: Characteristics, problems & hazards of early childhood.

Late Childhood: Characteristics, problems & hazards of late childhood.

Adolescence Stage: Pattern of growth & development during adolescence, special characteristics of adolescence, problems at adolescent stage.

UNIT-III

Theories of Development:

Theories of childhood development: Psychoanalytic child development theory and Erickson's stage theory of development.

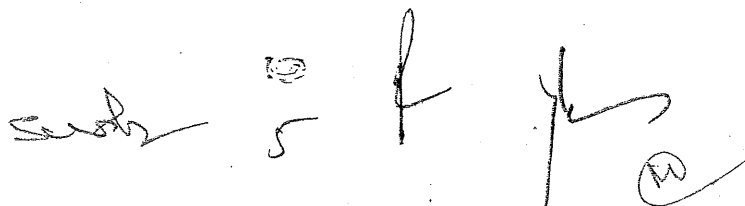
Cognitive development & language: Piaget's theory of cognitive development-And Vygotsky's Socio-cultural perspective-with their Educational implications.

UNIT-IV

Personality and its development:

Personality development: Factors affecting personality development (language, culture, biographies, community, political environment, school, neighborhood & excessive use of technology).

Marginalization & personality development-: Factors leading to marginalization & their effect on personality development, Role of teachers and media in removing disparities in society.



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Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 102(Theory)
Credits 4

Title: Childhood and adolescence education
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Sessional Work:

Case study of cognitive development (abstract thinking/metacognition/problem solving) of an adolescent/study of an autobiography of an eminent citizen of India and preparation of a report on the ways the autobiography can help in the development of personality of an individual.

Note for Paper Setters

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Internship/fieldwork Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

Suggested readings:

- Chauhan, S.S. (2001). *Advanced Educational Psychology*. Vikas Publishing House Pvt Ltd. New Delhi.
- Craig, Grace. J. (1989). *Human Development*. Prentice Hall Inc. New Jersey
- Dash, M. (2006). *Fundamentals of Educational Psychology*. Atlantic Publisher and Distributors Pvt. Ltd. New Delhi.
- Hurlock, Elizabeth. B. (2005). *Developmental Psychology*. Tata McGraw Hill Publishing Company Ltd. New Delhi.
- Mangal, S. K. (2001). *Essentials of Educational Psychology*. Prentice Hall of India Pvt. Ltd. New Delhi.
- Mahmud, Jafar. (2004) *Educational Psychology*. APH Publishing Corporation. New Delhi.
- Solso, Robert. L. (2002). *Cognitive Psychology*. Pearson Ed (Singapore) Pvt. Ltd. Delhi.

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BACHELOR OF EDUCATION (B.Ed.)

Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 103 (Theory)
Credits 4

Title: Language Competence and Communication skills
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Develop language teaching competency
- Understand the multiple roles of language
- Analyse the position of language education in India
- Identify the processes and approaches of language teaching
- Appreciate language skills for effective communication

Unit-I

Role of Language

Language: Concept, Importance and Linguistic principles
Language and Society: Language and Gender; Language and Identity; Language and Power
Language in School: Home Language and School Language; Language across the curriculum;
Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication

Unit-II

Position of Languages in India

Constitutional provisions and policies of language education (Articles 343-351,350A)
Kothari Commission (1964-66) with special reference to language Education National Curriculum Framework-2005 with special reference to language education
Multilingualism and language policy in NEP 2020

Unit-III

Language Teaching

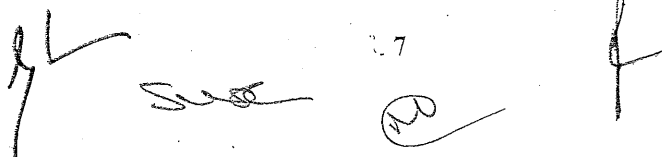
Different Process of Language learning as per constructivism

- a) John Dewey
- b) John Piaget

Methods of Language Learning

- a) Direct Method
- b) Bilingual Method
- c) Constructivist Method to communication
- d) Grammar Translation Method
- e) Inductive and Deductive Method

Structural and Situational approaches to Language learning: Merits and Demerits



BACHELOR OF EDUCATION (B.Ed.)

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(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 103 (Theory)
Credits 4

Title: Language Competence and Communication skills
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Unit IV

Communication skills

Communication: Concept, Channels and Language as a tool of communication

Acquisition of Language Skills for communication: Listening and Speaking- Sub skills of listening: Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, role plays, simulations, speech, games and contexts, language laboratories pictures, authentic materials and multimedia resources

Reading and Writing: Sub skills of reading and writing; Importance of understanding the development of reading and writing skills; Reading aloud and silent reading; Critical and reflective reading as a tool for learning and knowledge construction; Study skills, using thesauruses, dictionary, encyclopedia, Types of writing (descriptive, reflective and expository); Preparation of assignments and reflective journals

Sessional Work:

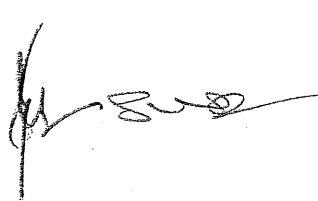
- Practical work in Language Laboratory:
Listening- 5 hours
Speaking-3 hours
Reading- 3hours
- Writing-patternofwritingpoetry,shortstory,letter,diary,notices,articles,reports, dialogue, speech, advertisement
- Presentation on different methods of language learning
- Organise seminar/debates on position of language education in India

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The Theory paper is to have 70 marks (external). 30Marks are for the In House activities



BACHELOR OF EDUCATION (B.Ed.)

Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 103 (Theory)

Credits 4

Title: Language Competence and Communication skills

Total Marks: 100

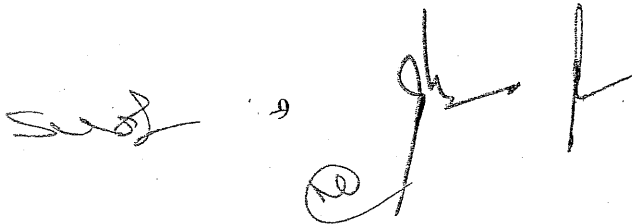
Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3hrs

Suggested Readings & Web resources:

- A.L.Kohli(2001). *Techniques of teaching English in the New Millennium* Dhanpat Rai publishing company
- B.N.Dash(2007-2008). *Teaching of English, Dominant Publishers and distributors, New Delhi, 110002*
- C.S.Rayudu(1998). *Communication. Himalaya Publishing House, Mumbai-300004*
- M.S. Sachdeva(2000-2001). *A new approach to teaching of English in India, Tandon Publications Ludhiana*
- K. Venugopal Rao (2002). *Methods of Teaching English. Neel Kamal publications Pvt. Ltd. Sultan Bajar, Hyderabad*
- N.P. Pahuja (2004). *Teaching of English. Anmol Publications Pvt. Ltd.*
- *National Curriculum Framework for Teacher Education(2005). Towards Preparing Professional and Humane Teacher*
- Shaik Mowla(2002). *Techniques of teaching English. Neel Kamal Publication Pvt. Ltd, Hyderabad, New Delhi(3rd Edition)*
- Sunder Singh Wadhwa(2008). *Teaching of English in India, Twenty first century publications*
- S. Venkateswaran (2000). *Principles of Teaching English. Vikas publishing house pvt. Ltd.*
- Julia Myers and Cathy Burnett(2004). *Teaching English 3-11. Atlantic publishers and distributors*
- Kagzi, M.C. Jain (2001). *The Constitutional of India. Vol. 1 & 2, India Law House, New Delhi*
- Y.K.Singh(2005). *Teaching of English. APH Publishing Corporation, Ansari road, Darya Ganj, New Delhi-110002*
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf
- http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/constructivist_learning.htm www.ncert.nic.in/departments/nie/dtee/activities/pdf/syllabus_B.ED.pdf



BACHELOR OF EDUCATION (B.Ed.)
Semester-I
(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 104(Theory)

Title: Educational Planning and Management

Credits: 4

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam : 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Know and understand the Educational Management & organizational setup and the contribution in its role.
- Know and understand the different Management approaches to deal with the Educational Management.
- Know and understand the Budget aspects of the Institutional Budget regarding the Investment and the Expenditure.
- Be skillful in organizing various Human Resource Management Programs for the Awareness as well as to coordinate with the agencies.

UNIT-I

Educational Management and the leadership, Differentiation features between the Educational Management & Leadership; Guidelines for the Leadership; The Importance of the Leadership & Management for Education, Leadership theory- Distributed and the Transformal theory; Modern trends in Educational Management 1) Decision Making ii) Organisational Compliance iii) Organisational Development iv)PERT

UNIT-II

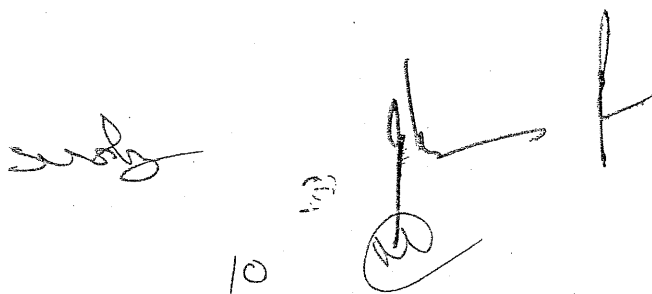
Approaches to Educational Management Principles, Adoptability and Limitation is the Indian Educational set ups

- i) Trait Based ii) Behaviour Based iii) Situational Based Approach iv) Contingency Approach v) WICS Model

UNIT-III

TM in Educational Organisation

Concept of Resources – Human & Material; Management of time – Importance of Time Schedule for the Preparation of the daily, Weekly and monthly diaries – aspects, principles and usefulness; Yearly & Monthly planning the Institutional working


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BACHELOR OF EDUCATION (B.Ed.)
Semester-I
For the examination to be held in 2026, 2027 & 2028

Course no. 104(Theory)

Title: Educational Planning and Management

Credits: 4

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam : 3hrs

Management of the Physical Resources-School Building, Library, Labs Hostels and the playgrounds.

Management of the Human Resources – Interpersonal & Intergroup Relations (Needs & principles)
Teacher-Taught relationship; Relationship with the Head, Administrator

Concept of TQM in educations and the implications of its for the stake holders of the Education.

UNIT-I

Micro planning and the budget

Concept of the Micro and Macro planning, Institutional Planning-Cluster Resource Centres and the Block Resource Centres.

School mapping Need & Factors –Developing and Monitor the Budget of the Educational Institution-
Issues and principles of Making the Budget ,Resources & Financing of Education, relationship
between the productivity & Efficiency, Concept of Cost analysis.

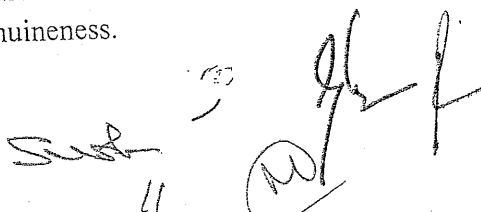
Sessional Work:

To organize the Parents Teachers Meet in the Educational Institutional and take part in its deliberations. To be an active participant in the community services organised by the educational institutional and also invite the participation of the educational Institutions in organizing the resources like sharing the Resources –Books , Library, Computer lab for those who are deprived of these facilities. Organising Camps and inviting the social intellectuals in the Govt. aided institutions for the funding and awareness purposes. Must activity of every student teacher to organize the Awareness camp on any important Social National Issues like female Feticide, Gender Discrimination, Population Awareness, Religious Tolerance, Save Energy and Water etc. (Topics can be further Added on). To be an active member of the local Finance Audit team and the contribution to it in its management.

Note for Paper Setters:

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BACHELOR OF EDUCATION (B.Ed.)

Semester-I

For the examination to be held in 2026, 2027 & 2028

Course no. 104(Theory)

Title: Educational Planning and Management

Credits 4

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam : 3hrs

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities.

Suggested Readings:

- Kochar, SK School Administration and Management (ebook) available on Amazon.in
- Economics of Education by Gara Latchanna & Hussein (2007) – Discovery Publishing House, New Delhi
- Economics of Education Baljeet Singh
- TS Sodhi Education & Economic Development (2004) – Vani Educational Books, New Delhi
- WICS Model: Sternberg, R., Bonney, C.R., Gabora, L., & Merrifield, M. (2014). WICS: A model for college and university admissions. Educational Psychologist, 47(1), 30-41.
- Approaches to Organization Theory: Lar sGroth
- Source Materials for Educational Administration: Critiques Saxe, Richard W., INSTITUTION Toledo Univ., Ohio. Coll. of Education. PUB Jan 69
- The Effect of School Closure on Principal Leadership Grant Lenarduzzi, Gonzaga University, Spokane, Washington, Journal Of Authentic leadership In Education, Volume 3, Number 1 (2013)

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BACHELOR OF EDUCATION (B.Ed.)

Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 105(Theory)

Credits 4

Title: Inclusive Education

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Realize the importance of inclusive education and inclusive education programmes and role of various agencies towards inclusion.
- Know about the meaning and scope of special education
- Understand the concept of exceptional children
- Grasp the meaning, specific characteristics and modalities of identification of some types of exceptional learners.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit-I

Inclusive education- Concept need and importance.

Inclusive education programmes, Barriers to inclusion, dimensions for successful inclusion (sense of community and social acceptance, appreciation to student diversity, attention to curricular needs, effective management and instruction and personal support), preparing teachers & students for inclusion, and collaboration with families of students with disabilities for inclusion.

Unit-II

Special Education- concept, objectives, need and history of special education

Exceptional children- concept, types, educational provisions and placement services for exceptional children.

Role of parents, peer groups, teachers, community, administrators and policy makers towards inclusion

Unit III

Education of intellectually disabled (mentally retarded) children: Concept, classification, etiology, identification and educational provisions

Backward children: Concept, classification, etiology, identification and educational provisions

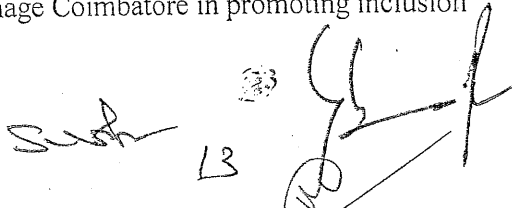
Education of learning disabled children: Concept, classification, etiology, identification and educational provisions

Unit IV

Role of Rehabilitation Council of India (RCI) and PWD (Persons with Disability Act, 1995).

NEP 2020 on children with special needs or Divyangjans, the Rights of persons with disabilities Act (2016)

NCERT and role of Braille Signage Coimbatore in promoting inclusion

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BACHELOR OF EDUCATION (B.Ed.)

Semester-I

(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 105(Theory)
Credits 4

Title: Inclusive Education
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Sessional Work

1. Visit to inclusive school /school for disabled children and preparation of a report on methods of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record
3. Case study of a special child/Juvenile Delinquent

Note for Paper Setters:

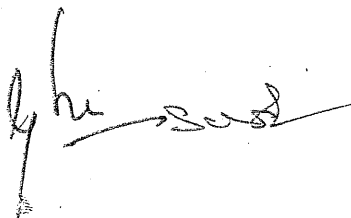
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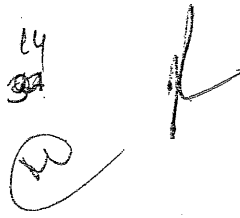
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The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

Suggested Readings:

- Ainscow, M., Booth, T. (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Hallahar, D.P., & Kauffman, J.M. (1991). *Exceptional Children: Introduction to Special Education*, Allyn and Bacon, Massachusetts.
- Kirk, S. A., & Gallagher J. J. (1989) *Education of Exceptional Children*; Houghton Mifflin Co, Boston.
- Werts, Margaret G. (2011). *Fundamentals of Special Education*. PHI Learning Private Ltd, New De





BACHELOR OF EDUCATION (B.Ed.)
Semester-I
(For the examination to be held in the year 2026, 2027 & 2028)

Course no. 105(Theory)
Credits 4

Title: Inclusive Education
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External:70
Duration of Exam: 3hrs

Sessional Work

1. Visit to inclusive school /school for disabled children and preparation of a report on methods of teaching used in these schools.
2. Counseling sessions with intellectually disabled children and maintaining a record
3. Case study of a special child/Juvenile Delinquent

Note for Paper Setters:

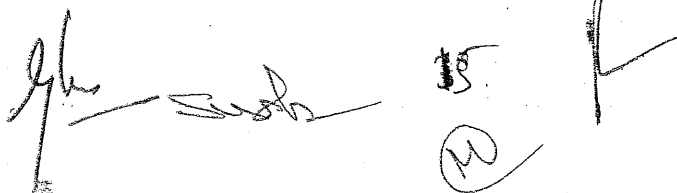
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BACHELOR OF EDUCATION (B.Ed.)
Semester-I
 (For the examination to be held in the year 2026, 2027 & 2028)

Semester-I
 (For the examination to be held in the year 2026, 2027 & 2028)

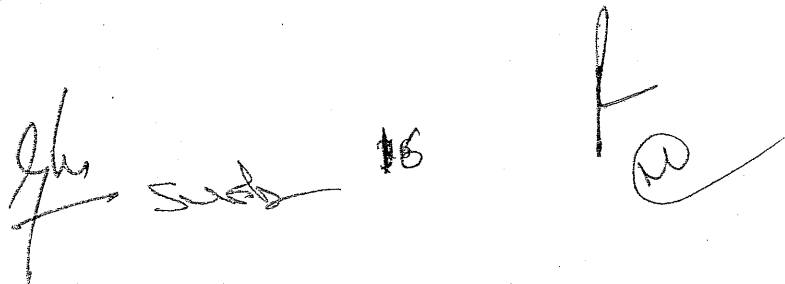
Course no: INT-I
 Credits: 2

Title: School Internship
Total Marks: 50
Maximum Marks Internal: 30
Maximum Marks External: 20

First Semester(August-December)INT1					
Activity	Duration	Credits	Marks		
			Int	Ext	0
Visit Cum observation to:	2 Weeks	2			
a) Anganwadi and Foundational Schools	2Days		5	3	8
b) Preparatory School (Observation of 5 Lessons)	2Days		5	3	8
c) DIET in context of NEP 2020	2days		5	3	8
d) Visit to Atal Tinkering Lab	2days		5	3	8
e) Critical Analysis of MDM in the schools	2days		5	3	8
f) Middle Schools (Observation of 05 Lessons)	2days		5	5	10
			30	20	50

Observation

1. Anganwadi and Foundational Schools School Activities
2. Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
3. Understanding life of a Teacher
4. Understanding Physical, Mental, Social & Emotional Needs of a Child
5. Understanding Related Aspects of Curriculum
6. Assessment of Teachers & Learners
7. Preparation for Diverse Learners in Schools
8. Reflection on Teaching Experience
9. Writing Reflective Journals
10. Extended Discussions & Presentations on Different Aspects of Teaching



BACHELOR OF EDUCATION (B.Ed.)
Semester-I
 (For the examination to be held in the year 2026, 2027 & 2028)

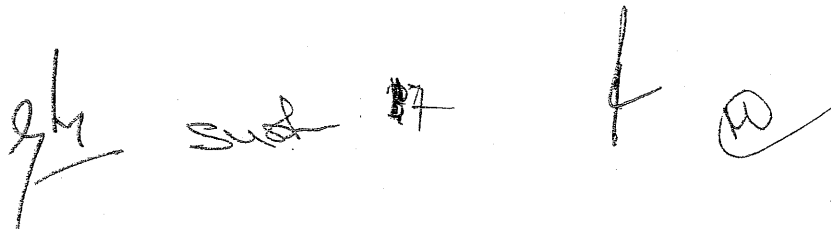
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Observation

11. Anganwadi and Foundational Schools School Activities
12. Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
13. Understanding life of a Teacher
14. Understanding Physical, Mental, Social & Emotional Needs of a Child
15. Understanding Related Aspects of Curriculum
16. Assessment of Teachers & Learners
17. Preparation for Diverse Learners in Schools
18. Reflection on Teaching Experience
19. Writing Reflective Journals
20. Extended Discussions & Presentations on Different Aspects of Teaching



BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 201 (Theory)
Credits 4

Title: Philosophical and Sociological Bases of Education
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Know and understand the Indian thinkers who contributed in education.
- Know and understand the fundamentals of the western philosophy on education.
- Know and understand the different aspects of social and political set up in context of teacher education.
- Know and understand the role of education for the teachers to cement the national and emotional integration in a multi linguistic –pluralistic society.

Unit I

Critical analysis of the Contributions of Mahatma Gandhi: Rabindra Nath Tagore, Aurobindo Ghosh and Swami Vivekananda (Curriculum, Methodology) Implications of the contributions in the contemporary times (affinities and Differences), characteristics of the secular education; classrooms and the Non violence.

Unit II

Fundamentals of Western philosophy

Concept of Metaphysics, Epistemology and axiology-implications on education. The Socratic Pedagogy; behaviorism and the constructivism. The western schools of education Realism and Pragmatism (Curriculum &Methodology), Implications of the same for the Indian class rooms (differentiation);

Unit III

Ancient Indian and Western Teacher Education System

Differentiating in the fundamental Philosophical Outlooks of the two Knowledge System - Holistic Growth vs. Specialization (the concept of Purusharthas vs Materialism in life); Spiritual Transformation vs. Scientific Rationalism. Differentiating the Conceptual Understandings & Implications of Oral Tradition (Shruti) vs. Text-Based Learning; Experiential Learning vs. Classroom Instruction; Rote Memory vs. Critical Thinking; Guru-Shishya Parampara vs. Facilitator Model; Obedience vs. Student Autonomy
Integrated Knowledge vs. Compartmentalized Subjects; Value-Based vs. Skill-Based Education

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 201 (Theory)

Credits 4

Title: Philosophical and Sociological Bases of Education

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3hrs

Unit IV

Teachers and diversities in Indian Society

Role of teacher, factors affecting the cause of secularism) and the different in equalities in the Indian society (Language, Demographic & social inequalities-causes, effects, role of the teachers and the remedies for it) Education for National Integration & Emotional Integration(role of teachers,factors-for &against,Remedies) Concept of Universalism vs Nationalism in the context of NEP 2020; Society –Concept and the functions, Role of Education in the society; Different societies –Welfare Democratic State (Role of teachers, importance and the limitation of the role); Review of the policies and programs before as well as of NEP2020 (in context of the Indianisation of Education) Detailed Report Writing on any of the prescribed Indian Thinker (proper documentation along critical commentary of the student teacher in Reflective Journal);A critical analysis of outcomes of western philosophy on the Indian teacher, Arranging /enacting the activities in the society regarding the ethos of secularism , democracy; Arranging the get together among the different communities in the colleges as well as the visit of the prospective teachers to the community centers.

Note for Paper Setters

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

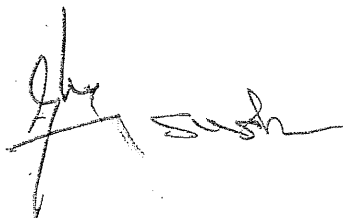
(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 201 (Theory)
Credits 4

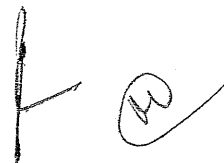
Title: Philosophical and Sociological Bases of Education
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Suggested Readings & Web resources:

- *Philosophy and Education* Mrinal Miri, Oxford Publications, Delhi
- *Philosophy & India Ancestors, Outsiders and Predecessors*-A Raghuramaraju, Oxford, Delhi.
- *Indian & Western Educational Philosophy* AP Sharma, UniCorn Books, New Delhi also available through Internet on pay term basis
<http://www.unicornbooks.in/books/book/indian-western-educational-philosophy-prof-a-p-sharma/isbn-9788178062013/zb,,479,a,0,USD,0,a/index.html>
- *Ancient Indian Universities*, Apte DG
<https://ia700307.us.archive.org/34/items/cu31923005633130/cu31923005633130.pdf>
- *Philosophical & Sociological Basis of Education*-VRTaneja
- *Educational Thought and Practice* Taneja, VR; Sterling Publishing House
- *Philosophical & Sociological Foundations of Education*-Rajesh R Sharma
- *Indian Education in Emerging Society*-PCSingh
- *Fundamentals of Indian Philosophy*-R. Puligandla
- *GATS and Hr Education - the need of Regulatory Policies*-NV Verghese-UNESCO, IIEP
, [Parisunesdoc.unesco.org/images/0015/001506/150689e.pdf](http://parisunesdoc.unesco.org/images/0015/001506/150689e.pdf)
- *Panch Mukhi Shiksha* http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html
- *Groundwork of Educational theory*, Ross, James S MacMillan India.
- *Modern Philosophies of Education*, J, S. Brubacher. Tata McGraw Hill, Delhi
- *Introduction to the Philosophy of Education*, -Connor, DJO
- *Sociology: Primary Principles* Shanker Rao, C.N; S. Chand and Co., New Delhi (2002)
- *Sociological Thoughts* Abhram and Morgan-McMillan, New Delhi.
- *A Profile of Indian Education System* :Cheney & Ruzzi (Nov 2005) National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>



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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 202(Theory)
Credits: 4

Title: Teaching, Learning and Evaluation
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Understand the meaning of psychology, child psychology & educational psychology
- Become familiar with the different methods of studying behavior
- Appreciate the role of a teacher in a classroom
- Understand the concept of learning and also behaviouristic and cognitive perspective to learning
- Become aware of importance of inclusive setting in a classroom
- Develop understanding of different methods of learning and learning styles
- Understand the concept of motivation and role of teachers and parents in developing motivation
- Understand dynamics of intelligence

UNIT-I

Concept of Psychology, child psychology & educational psychology.

Methods of studying behaviour:-

- Naturalistic & Participant observation.
- Experimental method.
- Case Study Method.

Motivation-concept, types, role of parents and teachers in extrinsic motivation, theory of achievement motivation. Contribution of Sidney L. Pressey.

UNIT-II

Learning-Nature of learning, factors influencing learning (Personal & environmental), Gagne's conditions of learning, Hull's theory Behaviouristic perspective to learning-concept & contribution to education. Theories of Trial & error, Pavlov's classical conditioning theory & Skinner's operant conditioning theory. Cognitive perspective to learning-concept & contribution to Education, Theories of Gestalt (Kohler), Bruner and Ausbel.

UNIT-III

Teaching as a profession, need & opportunities for personal growth of a teacher. Multiple responsibilities of a teacher in an institutional setting.

Role of teacher in development of personal relationship between teacher and learner, between peer groups & developing self esteem, autonomy & feeling of freedom among learners.

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 202(Theory)
Credits 4

Title: Teaching, Learning and Evaluation
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Education in inclusive setting with inclusion of disabled & marginalized groups. Precision teaching.

UNIT-IV

Meaning of assessment, Need for assessment, assessing learning (using concept maps, creating and using rubrics- (paper presentation/projects/ oral presentations).
Meaning of evaluation, basics of evaluation- anecdotal records, checklist, self-evaluation and use of portfolios.

Sessional work:

Case study of a school with inclusive setting/ study of various methods used by teachers for enhancing learning / use of intelligence test to assess intelligence level of students

Note for Paper Setters

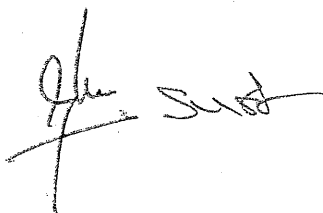
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The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

Suggested Readings:

- Chauhan.S.S.(2001)AdvancedEducationalPsychology.VikasPublishingHouse Pvt. Ltd. New Delhi.
- Dash.M.(2006).FundamentalsOfEducationalPsychology.AtlanticPublishersandDistributor Pvt. Ltd. New Delhi.
- Mangal.S.K.(2002).EssentialsOfeducationalPsychology.PrenticeHallofIndiaPvt.Ltd. New Delhi.
- Solso.Robert.L.(2002).CognitivePsychology.PearsonEd(Singapore)Pvt.Ltd.Delhi.



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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 203 (Theory)
Credits 4

Title: Educational Technology and ICT
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Course Outcomes: After completion of the course the learner will be able to:

- understand the nature and scope of educational technology and also about the various forms of technology
- know the systems approach in Education and its components
- familiar with the steps involved in the construction of programmed learning
- describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies
- acquaint with different approaches of ICT integration in education

Course contents

Unit I

Introduction to Educational Technology

Educational Technology: concept, Need, scope and Forms of educational technology (Teaching technology, Instructional technology and behaviour technology)

Approaches of educational technology: Hardware and software, Multimedia and Mass-media approach

Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination

Unit II

Systems Approach in Education

Systems Approach to Education and its Components: Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies

Programmed Learning–Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, various steps involved in construction of programmes

Bloom's Taxonomy approach in Educational Technology to integrate teaching–learning process (old and revised versions)

Unit III

ICT in Education

Information & Communication Technology :Concept, Need and Scope

Approaches of integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 203 (Theory)
Credits 4

Title: Educational Technology and ICT
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Challenges in Integrating ICT in Education

Unit-IV

ICT supported teaching- learning strategies

Project Based Learning (PBL) & ICT- Concept and uses

Flipped and Hybrid Learning- concept and applications

Computer assisted learning (CAL Synchronous, Asynchronous and Bichronous Technology)

ICT applications for CCE

Sessional work:

- Developing Programme Learning Material
- Organise seminar/debates on ICT supported teaching learning strategies
- Presentation on Systems approach to education
- Prepare eachartondifferentapproachesofeducationaltechnology(Multimediaandmass media)

Note for Paper Setters

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 203 (Theory)
Credits 4

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Duration of Exam: 3hrs

Suggested Readings & web references:

- Agarwal, J.P. (2013). *Modern Educational Technology*. Delhi: BlackPrints.
- Chauhan, S.S. (1978). *A Text-Book of Programmed Instruction*. New Delhi: Sterling Pub. Co.
- Mangal, S.K. & Uma Mangal (2009). *Essentials of Educational Technology*. New Delhi.
- Mohanty, J. (2007). *Modern trends in Educational Technology*, NeelKamal publications Pvt.Ltd; New Delhi-110063 www.neelkamalpub.com
- Mukhopadhyay, M. (2003). *Educational Technology-Knowledge assessment (1st edition)*. Shipra publications, New Delhi-110092
- Sharma, R.A. (1997). *Technology of teaching*. Loyal Book Depot, Meerut.
- Sharma, Y.K. & Sharma, M. (2006). *Educational Technology and Management. Vol:1* New Delhi: Kanishka Publishers and Distributors.

Web references:

www.ncert.nic.in/new_ncert/ncert/.../educational_technology.pdf
www2.rgu.ac.uk/celt/pgcerttit/systems/sys3.htm
mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)
Methodology of teaching languages

Course no. 204
Credits 4

Title: Teaching of English
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External 70
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Know and understand the history & importance of English Language as a second Language
- Know and understand the aspects of Language & the theoretical Knowledge of the different structures of the Language
- Develop the professional competencies regarding the different aspects of Language
- Know and understand the different skills of teaching English in classrooms

UNIT I

Psychology & History of Teaching Learning of English Language

Need & importance of Teaching of English as a language in India and in J & K; The Language Formula & NCF (2005); Position of English Language as per NEP (2020), NCFTE (2023)

General and Specific Objectives of the teaching of English Language ; Instructional Objectives in teaching English; Use and Interference of Mother Tongue in teaching English for Syntax, Pronunciation, spellings. A review of English text books prescribed in the Indian schools to strengthen the skills of reading speaking and writing among students (Reflective Journal).

UNIT II

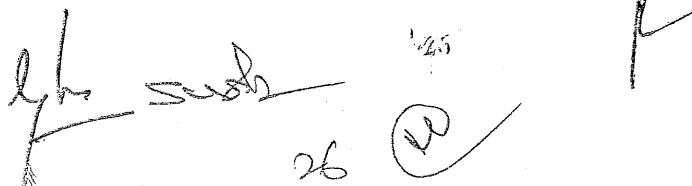
Development of Language Skills: Listening: components –barrier in listening, activities to develop listening comprehension

Speaking –components-objectives-barriers to speaking –need for correct pronunciation – activities to develop correct speech habits

Reading skills-objectives of teaching reading, Mechanics of reading, Methods of teaching reading

Types of reading, reading aloud & silently, intensive & extensive reading, Types of reading comprehension –activities to develop testing reading comprehension Writing– its components, objectives of teaching written expression

Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting–ways of improving handwriting


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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)
Methodology of teaching languages

Course no. 204
Credits 4

Title: Teaching of English
Total Marks: 100
Maximum Marks Internal: 30
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Course Outcomes:

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UNIT 1

Psychology & History of Teaching Learning of English Language

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UNIT II

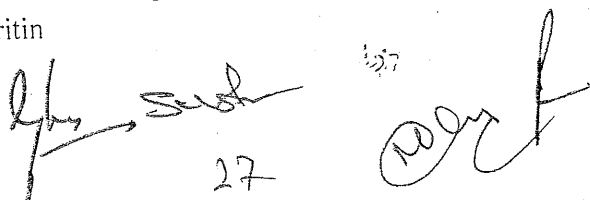
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Hand writing –characteristics of good hand writing –Mechanics, causes for poor handwriting–ways of improving handwriting


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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)
Methodology of teaching languages

Course no. 204
Credits 4

Title: Teaching of English
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External 70
Duration of Exam: 3hr

UNIT III

Devising the Lesson Plans & approaches

Curriculum: Meaning, importance, principles and steps of preparing good curriculum for English as a second language.

Co-curricular Activities: discussion, debates, workshops, seminar (Meaning, Objectives and Steps for Organization)

Textbook: Meaning and importance of text-book for teaching English. Qualities of a good textbook in the subject of English.

UNIT IV

Methods of Teaching English: Story Telling, Role Play,

Lesson planning: Meaning, importance and principles of writing lesson plans in teaching of English

RCEM Approach: Concept, Importance and Steps

Constructivist approach: Concept, Importance and Steps

Frame lesson plans by using both approaches.

Sessional Work

Listening to the English News on different Indian Television Channels –Practice & improvement in the speaking-Clarity, structuring and Coherence (practical for Communicative skills in language)
Visit to the Radio Stations (AIR, FMs use of Technology in the transmission of language and the Local Television centres (Take One, JK Channel).

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)
Methodology of teaching languages

Course no. 204
Credits 4

Title: Teaching of English
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External 70
Duration of Exam: 3hr

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

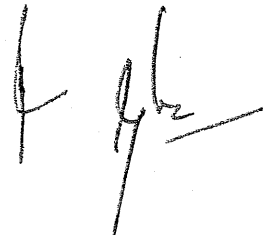
Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

Suggested Readings:

- *Bandari C. S., A Hand-book for Teachers of English, Orient Longmans*
- *French, F. G., Teaching of English Abroad- Part 1, 2 and 3, Delhi ; Oxford University Press*
- *George, H. V., 101 Substantial Tables for Students of English-Students book and Teacher's Guide, Bombay; Oxford University Press*
- *Gokak, V. K., English in India, Bombay; Asia Publishing House*
- *Bansal, R.K. and Harrison J.B. (1983): Spoken English for India, Orient Longman, New Delhi.*
- *Bansal, R.K. (1990) Introduction to English Teaching Vol. II Phonetics and Spoken English, English CIEFL, OUP, Hyderabad.*
- *Bhatia, K.K. (1988) New Techniques of Teaching English as Foreign Language, NBS Educational Publishers, Chandigarh.*
- *Kohli, A.L. (2003) Teaching of English, Dhanpat Rai and Sons, Jalandhar.*
- *Singh, M.K. (1998) Teaching of English, International Publishing House, Meerut*





BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching language-I

Course no. 204
Credits 4

Title: Teaching of Sanskrit
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Know and understand the history & Importance of Sanskrit.
- Develop awareness of Course Outcomes of teaching Sanskrit at the Elementary and Secondary level.
- Understand the different aspects of Grammar.
- get acquainted and frame Behavioral Course Outcomes for teaching Poetry, Prose, Composition and Grammar in Sanskrit.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit
- Get acquainted with the various devices of language learning.
- Appreciate and reflect on the contribution of contribution of Acharya Mamat, Vishav Nath, Kali Dass

CONTENT

Unit-I

Sanskrit Language, Its dialects, Importance of Sanskrit as a Regional Language, Origin and development of Sanskrit. Course Outcomes and problems of teaching Sanskrit at elementary and secondary level in J&K State.
Sanskrit as a keeper of the National Heritage; Sanskrit for the Appreciation of Moral and Spiritual Values, Contribution of Acharya Mamat and Vishav Nath in Kavya Shastra.
Sanskrit as a Driving Force for National Integration; Contribution of Kali Das (Abhigyan Shakuntalam) and Achara Bhasa (Svapna Vasdatta)

Unit- II

Aspects of Language Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028, & 2029)

Methodology of teaching language-I

Courseno.204

Title:Teaching of Sanskrit

Credits4

TotalMarks:100

Maximum Marks Internal : 30

Maximum Marks External:70

Duration of Exam : 3hrs

Course Outcomes:

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Sanskrit (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure-Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, and Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound &Complex structures of Sentences (Development and use)

Unit-III

Development of Language Skills: Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking-Meaning Importance,Causes of defective Pronunciation-need for correctpronunciation-activities to develop correct speech habits

Reading - Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension - Causes of Backwardness in reading

Writing-Meaning, Importance of writing skill,Methodsofteachingwriting

Hand writing- characteristics of good hand writing - Mechanics, causes of poor handwriting-ways toimproving hand writing

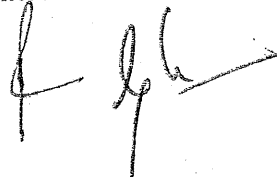
Unit-I

Behavioral Course Outcomes:Meaning and importance of behavioral Course Outcomes, essentials of behavioral Course Outcomes for teaching of Sanskrit, Development of Skill Course Outcomes, difference between skill Course Outcomes and behavioral Course Outcomes

Writing behavioral Course Outcomes for teaching Sanskrit - Prose, Poetry, composition and grammar, Role and qualities of Sanskrit Teacher.

Sessional work

Listening to the different Sanskrit programmeson Radio and Television Channels -Practice &improvementin speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)



BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028, & 2029)

Methodology of teaching language-I

Courseno.204
Credits4

Title:Teaching of Sanskrit
TotalMarks:100
Maximum Marks Internal : 30
Maximum Marks External:70
Duration of Exam : 3hrs

Prepare a Project Report on Sanskrit Shalokas of Bagvad Gitaasa factor of promoting Indian Culture.

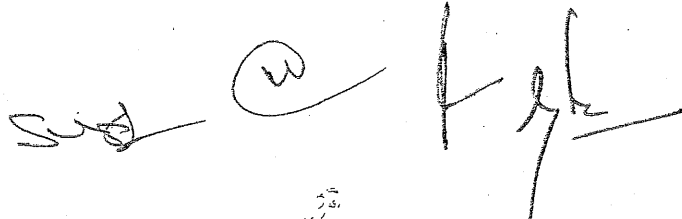
Note for Paper Setters

The Question paper consists of 9 questions having no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper isdivided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper. Internship/field work Unit IV having the components/activities of the internship are to be to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be show cased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external).30MarksarefortheInHouseactivities

Suggested Readings:

- Apte,D.G.and Dongre,P.K.:Teaching of Sanskrit in Secondary School, Acharya Book Depot, Baroda, 1980.
- Bokil,V.P.andParasnik,N.K.:ANew Approach to Sanskrit,LokaSangraha Press,Poona.
- Chaturvedi,R.S.:Sanskrit Shikshan Padhati.
- Govt.of India: Report of Sanskrit Commission.
- Joyce,B.&Weil, M:ModelsofTeaching,PrenticeHallInc.,NewJersey,1979
- Pal,H.R and Pal,R.:Curriculum–Yesterday, TodayandTomorrow.Kshipra,NewDelhi,2006.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Kali Das (AbhigyanShakuntalam)
- Achara Bhasa (SvapnaVasdatta)



BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028, & 2029)

Methodology of teaching language-I

Course no.204

Title: Teaching of Dogri

Credits 4

Total Marks: 100

Maximum Marks Internal : 30

Maximum Marks External: 70

Duration of Exam : 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- To develop awareness of Course Outcomes of teaching Dogri at the secondary level.
- To understand the significance of communications skills.
- To get acquainted and frame Behavioral Course Outcomes for teaching Poetry, Prose, Composition and Grammar in Dogri.
- To develop the skills of preparing and using effectively the instructional materials for the teaching of Dogri.
- To get acquainted with the various aspects of the Dogri and devices of language learning.
- To develop diagnostic and remedial skills in teaching Dogri.

CONTENT

Unit-I

Unit-I

Dogri Language, its dialects, Importance of Dogri as a regional Language, Aims of Teaching Dogri, Origin and development of Dogri Language and its present position. Course Outcomes and problems of teaching Dogri at secondary level in J&K State. Relation of Dogri with other languages. Importance of Dogri language.

Dogri as a keeper of the National Heritage; Dogri for the Appreciation of Moral and Spiritual Values, Contribution of Ram Nath Shastri, Dinu Bhai Pant, B.P. Sathé.

Dogri as a Driving Force for National Integration; Contribution of K.S. Madhukar, Mohan Lal Sapolia, & Champa Sharma

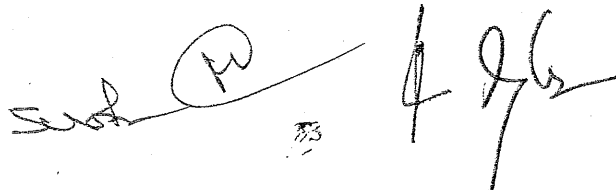
Unit- II

Aspects of Language

Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure-Mechanism of speech, Received Pronunciation (Problems and Prospects) Phonemes-Vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice. Identification of different local Phonemes in the Dogri to interfere in the language of Dogri (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)



BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028, & 2029)

Methodology of teaching language-I

Course no.204

Credits 4

Title: Teaching of Dogri

Total Marks: 100

Maximum Marks Internal : 30

Maximum Marks External: 70

Duration of Exam : 3hrs

Syntactic Structure-Meaning and importance; Basic structures: Types of sentences-Statements(Affirmative & Negative) Interrogative, Imperative, Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit-III

Development of Language Skills: Listening: components-barriers in listening, activities to develop listening comprehension Speaking – components-Course Outcomes-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits Reading - Course Outcomes- Mechanism of reading - Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehension Writing-its components, objective of teaching written expression Handwriting- characteristics of good handwriting-Mechanics, causes of poor handwriting-waysto improving hand writing.

Unit-I

Behavioral Course Outcomes

Meaning and importance of behavioral Course Outcomes, essentials of behavioral Course Outcomes for teaching of Dogri, Development of Skill Course Outcomes, difference between skill Course Outcomes and behavioral Course Outcomes

Writing behavioral Course Outcomes for teaching Dogri-Prose,Poetry,composition and grammar, Role and qualities of Dogri Teacher.

Sessional Work

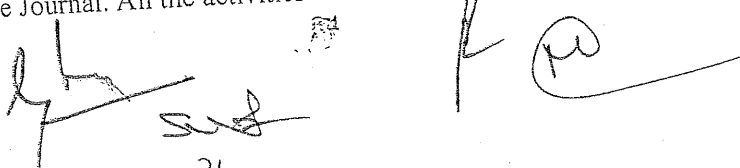
Listening to the different Dogri programmes on Radio and Television Channels – Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be



BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028, 2029)

Methodology of teaching language-I

Courseno.204
Credits4

Title: Teaching of Dogri
Total Marks:100
Maximum Marks Internal : 30
Maximum Marks External:70
Duration of Exam : 3hrs

evaluated for credits and hence all the activities are to be show cased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

Suggested Reading

- Gupta, Veena (2004) *Dogri Vyakran J&K Academy of Art Culture and Language*
- Goswami Om Prof. Ram Nath Shastri J&K Academy of Art Samgar Rachnavali, Culture and Language
- Udhampuri Jitendra (1988) *Dogri Sahitya Da Itihas J&K Board of School Education*
- Dogra Nutan Desh Bandhu Dogri Bhasha te Adas Di Arunima Prakashan (2011) *Itihasak Parchol Udhampur*
- Gupta Veena (2006) *Sadde Sahitkar Akhil Parkashan, Jammu*
- Manhas Shiv Dev Singh Bhagvat Parsad Sahe Te Sahitya Academy New Delhi (2005) *Undian Khaniya*
- Sharma Champa Chete Di Rahol Chetan Parkashan
- Goswami Om Lohku Sabadkosh J&K Academy of Art Culture and Language

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028, 2029)

Methodology of teaching language-I

Courseno.204

Credits4

Title: Teaching of Punjabi

Total Marks: 100

Maximum Marks Internal: 30

Maximum Marks External:70

Duration of Exam : 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Know and understand and the history & importance of Punjabi language.
- Develop awareness of Course Out comes of teaching Punjabi at the Elementary and Secondary level.
- Understand the different aspects of Grammar.
- Get acquainted and frame Behavioral Course Outcomes for teaching Poetry, Pro se, Composition and Grammar in Punjabi.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Punjabi.
- Get acquainted with the various devices of language learning.

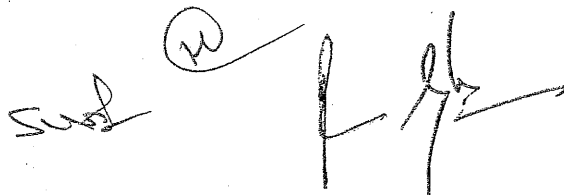
CONTENT

Unit-I

Punjabi Language, Its dialects, Importance of Punjabi as a Regional Language, Origin and development of Punjabi Language. Course Outcomes and problems of Teaching Punjabi at Elementary and Secondary Level in J&K State.

Punjabi as a keeper of the National Heritage; Punjabi for the Appreciation of Moral and Spiritual Values; Contribution of Baba Farid, Guru Nanak Devji, Shah Hussain, Varis Shah, Bulleh Shah

Punjabi as a Driving Force for National Integration; Contribution of Bhai Veer Singh, Amrita Pritam, Mohan Singh and Shiv Kumar Batalavi.



BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2029, 2029 & 2029)

Methodology of teaching language-I

Courseno.204

Credits4

Title: Teaching of Punjabi

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External:70

Duration of Exam : 3hrs

Unit- II

Aspects of Language : Meaning and Definition of Grammar, Tradition of Indian Grammar, Need and Importance of Grammar,

Phonological Structure- Human Parts Producing sound, Classification of Phonemes-Vowels & consonants (Swar & Vaynjan), Identification of different local Phonemes in the Dogri to interfere in the language of Punjabi (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb forms, Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure-Meaning and importance; Basic structures: Types of sentences-Statements (Affirmative & Negative) Interrogative, Imperative, and Exclamatory, Optative Sentences (Development, Structuring & use)

Differentiation in the single & compound & Complex structures of Sentences (Development and use)

Unit-III

Development of Language Skills: Listening - Meaning, Importance, Conditions for effective listening, Exercises for the development of listening skill

Speaking-Meaning Importance, Causes of defective Pronunciation-need for correct pronunciation-activities to develop correct speech habits

Reading - Meaning, Importance, Mechanism of reading - Methods of teaching reading, Types of Reading comprehension - Causes of Backwardness in reading

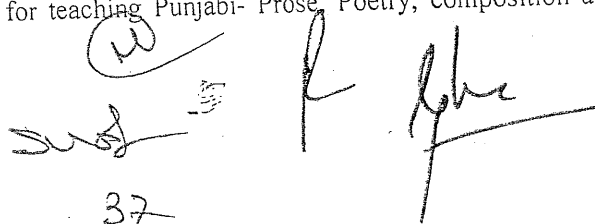
Writing-Meaning, Importance of writing skill, Methods of teaching writing

Hand writing- characteristics of good hand writing - Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit IV

Behavioral Course Outcomes : Meaning and importance of behavioral Course Outcomes, essentials of behavioral Course Outcomes for teaching of Punjabi, Development of Skill Course Outcomes, difference between skill Course Outcomes and behavioral Course Outcomes

Writing behavioral Course Outcomes for teaching Punjabi- Prose, Poetry, composition and grammar, Role and qualities of Punjabi Teacher.


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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2019, 2020 & 2021)

Methodology of teaching language-I

Courseno.204

Title: Teaching of Punjabi

Credits4

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External:70

Duration of Exam : 3hrs

Sessional work

Listening to the different Punjabi programmes on Radio and Television Channels-Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Punjabi Folk Songs as a factor of promoting Punjabi Culture.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

Suggested Readings:

Kochhar, S.K. (1989)

Mat Bhasha Dee Shiksha

Safaya, R.N. (1992)

Punjabi Di Shiksha Vidhi, Dhanpat Rai and Sons, Jalandhar.

Sekhon, Sant Singh (1961)

Punjabi Boli Daltihās,

Bhasha Vibhag, Punjab, Chandigarh.

Singh, G.B. (1981)

Gurmukhi Lipi Da Janam Te Vikas,

Singh Gurdev (1971)

*Punjab University Publication Bureau, Chandigarh
Gurmukhi Lipi Bare, Lahore Book Depot, Ludhiana.*

Nandra Inder Dev

*Punjabi Bhasha Te Sahit Adia Pan, Tandon
Publication, Ludhiana.*



BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching language-

Course no. 204

Title: Teaching of Urdu

Credits 4

Total Marks: 100

Maximum Marks Internal : 30

Maximum Marks External: 70

Duration of Exam : 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Know and understand the history & importance of Urdu language
- Develop awareness of Course Outcomes of teaching Urdu at the Elementary and Secondary level.
- Understand the different aspects of Grammar
- get acquainted and frame Behavioral Course Outcomes for teaching Poetry, Prose, Composition and Grammar in Urdu.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu .
- Get acquainted with the various device for language learning.

CONTENT

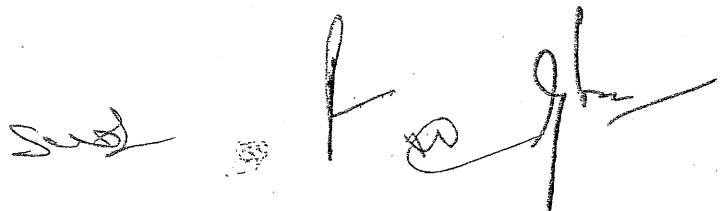
Unit-I

Urdu Language, its dialects, Role of Urdu Language in India in Pre-partition and post-partition, Aims of Teaching Urdu, Origin and development of Urdu Language. Course Outcomes and problems of teaching Urdu at secondary level in J&K State. Origin and development of Urdu Language in J&K State. Role of Urdu Language at International level.

Origin and development of Urdu imla, Arab and punctuations, standard sound of Urdu vowels and consonants, organization of sounds and Structure of sentence.

Urdu as a keeper of the National Heritage; Urdu for the Appreciation of Moral and Spiritual Values, Contribution of Mir Dard and Illama Iqbal (Walida Mahroom Ki Yad Main)

Urdu as a Driving Force for National Integration; Contribution of Altaf Hussain Hali & Josh Maleeha Abadi



BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2029, 2029 & 2029)

Methodology of teaching language-I

Courseno.204

Credits4

Title:Teaching of Urdu

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External:70

Duration of Exam : 3hrs

Unit- II

Aspects of Language: Meaning and Definition of Grammar Tradition of Indian Grammar, Need and Importance of Grammar

Phonological Structure- Mechanism of speech, Received Pronunciation (Problems and Prospects) Phonemes vowels & consonants, Diphthongs, stress, intonation, Rhythm, meaning and practice. Identification of difference local Phonemes in the Urdu to interfere in the language of Urdu (Reflective Journal)

Morphological Structure- Meaning Importance Types- Free and bound Affixes, Prefixes and Suffixes, Verb Forms Adjectives, Adverbs (Development, Structuring and practical use)

Syntactic Structure- Meaning and importance; Basic structures: Types of sentence-Statements (Affirmative & Negative) Interrogative, Imperative, Exclamatory, optative Sentences (Development, Structuring & use)

Unit-III

Development of Language Skills: Listening: components-barriers in listening,activities to develop listening comprehension

Speaking - components-Course Outcomes-barriers to speaking- need for correct pronunciation- activities to develop correct speech habits

Reading-Course Outcomes-Mechanism of reading-Methods of teaching reading Types of Reading comprehension - activities to develop testing reading comprehension

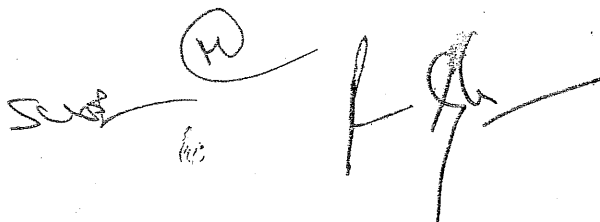
Writing -its components, objective of teaching written expression

Hand writing- characteristics of good hand writing - Mechanics, causes of poor handwriting-ways to improving hand writing.

Unit-IV

Behavioral Objectives: Meaning and importance of behavioral objectives, essentials of behavioral objectives for teaching of Urdu, Development of skill objectives, difference between skill objectives and behavioral objectives.

Writing behavioral objectives for teaching Urdu-Prose, Poetry, composition and grammar, role and qualities of Urdu Teacher



BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching language-

Courseno.204

Title: Teaching of Urdu

Credits: 4

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External:70

Duration of Exam : 3hrs

Sessional work

Listening to the different Urdu programmes on Radio and Television Channels – Practice & improvement in speaking- clarity, Structuring and Coherence (practical for Communicative Skills in Language)

Prepare a Project Report on Sufi Songs and Mushaira as a factor of promoting Urdu Culture

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/fieldwork Unit IV having the components/activities of the internship to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

Suggested Book Reading:

- *Hali Altaf Hussain* *Hubbe-e-Watan*
- *Chakbast Brij Narayan* *Faryad-e-Quam*
- *Illama Iqbal* *Walida Mehroom ki Yaad Main*
- *Mehroom Talok Chand Noor* *Jahan Ka Mizar*
- *Khan Rasheed Hassan Urdu Saraf-o-Nahav*

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027,2028,2029)

Course No. : 204
Credit : 4

Title : Teaching in Hindi
Total Marks :100
Maximum Marks Internal :30
Maximum Marks External :70
Duration of Exam:3 Hrs.

पाठ्यक्रम परिणाम : पाठ्यक्रम पूर्ण होने के उपरांत शिक्षार्थी निम्नलिखित करने में सक्षम होगा:

- हिंदी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना।
- भावी शिक्षकों में हिंदी भाषा शिक्षण की कुशलताओं का विकास करना।
- भावी शिक्षकों में भाषायी कौशल का विकास करना।
- भावी हिंदी शिक्षकों हिंदी शिक्षण के उद्देश्यों से परिचित कराना।

प्रथम इकाई

हिंदी भाषा का उद्भव तथा विकास

भाषा- परिभाषा, महत्व तथा विविध रूप (मातृभाषा, राष्ट्रभाषा, सम्पर्क भाषा, माध्यम भाषा, साहित्यिक भाषा तथा संचार भाषा)। भाषा शिक्षण की सामान्य विशेषताएं एवं महत्व।

हिंदी भाषा की ऐतिहासिक पृष्ठभूमि (संस्कृत से लेकर अपभ्रंश तक)

हिंदी भाषा की उपभाषाएं एवं बोलियाँ।

जम्मू तथा कश्मीर में हिंदी भाषा के उद्देश्य एवं महत्व।

द्वितीय इकाई

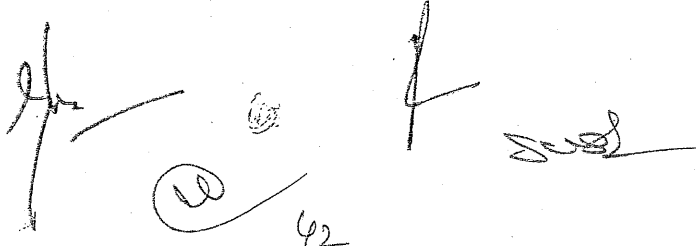
भाषा तत्व

ध्वनि- हिंदी की ध्वनियाँ, मुख विवर में स्थान, तथा प्रयत्न के आधार पर

उनका वर्गीकरण स्वर तथा व्यंजन की परिभाषा तथा वर्गीकरण।

शब्द रचना- शब्द रचना तथा उसके अर्थ, प्रयोग एवं इतिहास की दृष्टि से भेद।

उपसर्ग, प्रत्यय, संधि तथा समास की अवधारणाएं तथा शब्द रचना में उनकी


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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027,2028,2029)

Course No. : 204
Credit : 4

Title : Teaching in Hindi
Total Marks :100
Maximum Marks Internal :30
Maximum Marks External :70
Duration of Exam:3 Hrs.

भूमिका/ शब्द शक्तियों का भाषा शिक्षण में महत्व।
वाक्य रचना- हिंदी वाक्यों का रचना विधान तथा वाक्यों के भेद।

तृतीय इकाई

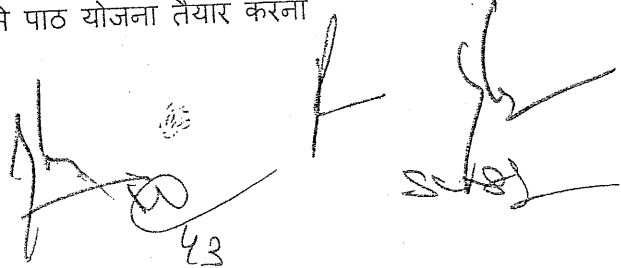
- श्रवण कौशल- अर्थ, महत्व तथा उद्देश्य / श्रवण कौशल शिक्षण की विधियाँ।
भाषा कौशल- अर्थ, महत्व तथा उद्देश्य / भाषा कौशल शिक्षण की विधियाँ।
वाचन कौशल - अर्थ, महत्व तथा उद्देश्य / वाचन कौशल शिक्षण की विधियाँ।
लेखन कौशल- अर्थ, महत्व तथा उद्देश्य / लेखन कौशल शिक्षण की विधियाँ तथा सुलेख की विशेषताएं।

चतुर्थ इकाई

- ❖ हिंदी शिक्षण के सामान्य तथा उद्देश्य (अर्थ तथा महत्व)
- ❖ सामान्य तथा व्यवहारपरक उद्देश्य में अंतर
- ❖ हिंदी गद्य, पद्य एवं निबंध शिक्षण के लिये व्यवहारपरक उद्देश्यों के लिखने की विधियाँ एवं आवश्यकता।
- ❖ हिंदी अध्यापक के गुण, कर्तव्य तथा वर्तमान स्वरूप।
- ❖ पाठ योजना: आर सी एम उपागम तथा रचनावादी उपागम

सत्रीय कार्य

1. विभिन्न हिंदी न्यूज चैनल पर सामाचार सूचना तथा कक्षा में बोलना।
2. लेखन- लघू कथाएं, पत्र लेखन, नोटिस, कविता।
3. आर सी एम उपागम की सहायता से पाठ योजना तैयार करना


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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028, 2029)

Course No. : 204
Credit : 4

Title : Teaching in Hindi
Total Marks :100
Maximum Marks Internal :30
Maximum Marks External :70
Duration of Exam:3 Hrs.

Note for Paper Setters

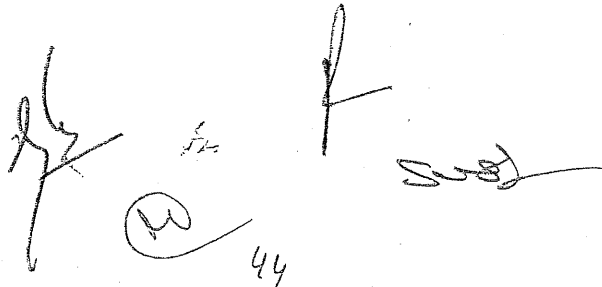
The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In House activities

सुझावित पठन सामग्री

- नायक सुरेश, हिंदी भाषा शिक्षण ट्वंटी फास्टर सेचुरी पब्लिकेशन्स, पटियाला।
- बराढ सर्वजीत कौर, हिंदी अध्यापन, कल्याणी पब्लिकेशन्स, देहली।
- खन्ना ज्योति, हिंदी शिक्षण, धनपत राय ए.ड सन्ज, देहली।
- गोयल ए.के. हिंदी शिक्षण, हरीश प्रकाशन मनिदर, आगरा।
- मक्कड नरिन्द, हिंदी शिक्षण, गुलनाज पब्लिकेशन्स, जालन्धर।


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BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Social Science
Total Marks: 100

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Course Outcomes: After completion of the course the learner will be able to:

- Acquaint themselves with the concept of social science as an integrated/interdisciplinary area of study.
- Familiarize themselves with the concept of curriculum, text-books and co-curricular activities in social sciences.
- Develop knowledge about the basic principles governing social sciences.
- Prepare a lesson plan.
- Acquire competency to prepare lesson plans for teaching social sciences.
- Understand some important areas of social sciences.

UNIT-I

Nature of social sciences. Distinction between natural and social sciences. Uniqueness of disciplines vis-à-vis interdisciplinary.

Important social and economic issues and concerns of the present day Indian society.

Role of school in teaching of social sciences. Professional qualities and professional growth of a social science teacher.

UNIT-II

Audio-visual aids:

Meaning, importance, types and use of following A-V aids for teaching of social science:

- Chalkboard
- Atlas
- Maps
- Globe
- Charts
- Models
- Graphs and visuals
- Multimedia
- Internet
- Scrapbooks

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BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Social Science
Total Marks: 100

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Role and organization of the following in the teaching of social science:

- Fieldtrips
- Social science clubs
- Self study learning activities
- Analysis of news (newspaper, TV, radio)

Techniques of teaching:

- Lecture method
- Discussion method
- Project method
- Storytelling method
- Problem solving method

UNIT-III

Evaluation:

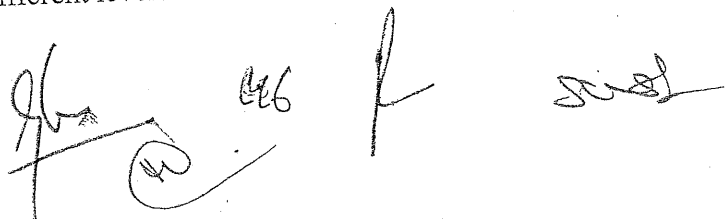
Meaning, need and objectives of evaluation in social sciences.

Types of evaluation – formative and summative evaluation and their salient features. Evaluation tools – their relative merits and demerits.

- Oral test
- Essay type tests
- Objective tests
- Diagnostic testing

UNIT-IV

- Social stratification and social change in India
- Fundamental rights
- Fundamental duties
- Structure and functions of Govt. at different levels: Distt. and local bodies (Panchayats and Municipalities)



BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Social Science
Total Marks: 100

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Sessional Work

- Report on a visit to different local govt. bodies in their district to observe actual functioning.

Note for Paper Setters

The Question paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/fieldwork Unit IV having the components/activities of the internship is to be developed in the form of Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In-House activities.

Suggested Book Readings:

- NCERT (2013) *Social Science Publication Division*, NCERT Campus, New Delhi.
- S. K. Kochar : *Teaching of Social Studies*
- J. C. Aggrawal : *Teaching of Social Studies*

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BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Physical Science
Total Marks: 100

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Acquaint themselves with the concept of physical science.
- Familiarize themselves with the concept of curriculum, textbooks and co-curricular activities in physical science.
- Prepare a lesson plan.
- Understand some important areas of physical science.

Unit – I

Origin and development of physical science. Contributions of Indian Physicists (C. V. Raman, J. C. Bose, Satyendranath Bose, Meghnad Saha, G. N. Ramachandran).

Aims and values of teaching physical science in secondary school.

Behavioural objectives: Meaning and importance, steps for preparing behavioural objectives for teaching of physical science.

Unit – II

Curriculum:

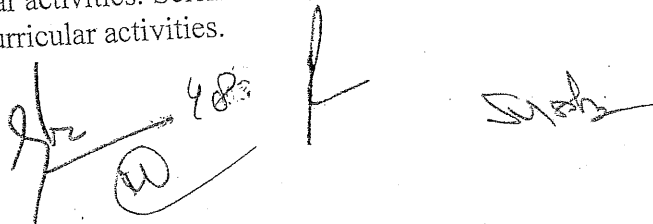
Meaning, importance and principles of designing a good curriculum for physical science. Concentric, topical & integrated approaches in organizing curriculum for physical science.

Textbooks:

Meaning, importance and role of textbooks in teaching of physical science. Qualities of a good textbook of physical science.

Co-curricular Activities:

Meaning and importance of co-curricular activities. Science Fair, Science Kits, Science Corner/Resource Room, Science Club, Steps of organizing co-curricular activities.



BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Physical Science
Total Marks: 100

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Unit – III

Lesson Planning:

Meaning, importance and principles of writing lesson plans in teaching of physical science.

RCEM Approach:

Concept, Importance and Steps.

Constructivist Approach:

Concept, Importance and Steps.

Frame lesson plans by using both approaches.

Unit – IV

Methods of Teaching Physical Science:

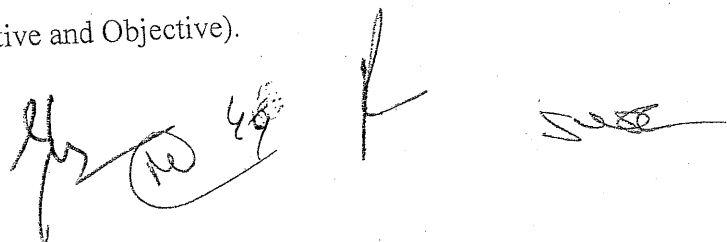
- Inductive-Deductive Method
- Project Method
- Problem Solving Method
- Heuristic Method
- Laboratory Method

Evaluation:

Concept, Purpose, Types (Formative and Summative), Continuous and Comprehensive Evaluation, Qualities good evaluation instrument.

Evaluation Strategies:

Concept, Importance, Types (Subjective and Objective).



BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Physical Science
Total Marks: 100

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Sessional Work

Analysis of a unit/chapter in a physical science textbook to identify the concepts, principles and underlying scientific theories.

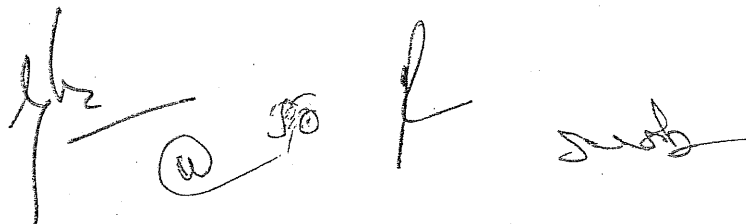
Note for Paper Setters

The Question paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the entire syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper. Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. The activities under the internship are to be evaluated for credits and hence all the activities are to be showcased to the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In-House activities.

Suggested Readings:

- Gupta, S. D. & Sharma, D. R. (2002). *Teaching of Science*. Malhotra Brothers, Jammu.
- Kohli, V. K. (2001). *How to Teach Science*. Vivek Publishers, Ambala City.
- NCERT (2013). *Science*. Publication Division, NCERT Campus, New Delhi.
- Sharma, R. C. (1991). *Modern Science Teaching*. Dhanpat Rai Publishing Co., New Delhi.



BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Biological Science
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Acquaint themselves with the concept of biological science.
- Familiarize themselves with the concept of curriculum, textbooks and co-curricular activities in biological science.
- Prepare a lesson plan.
- Understand some important areas of biological science.

Unit – I

Origin and development of biological science. Contribution of Ancient Biologists (Charaka, Sushruta, Parashar) and Modern Biologists (J. C. Bose, Hargobind Khorana, P. Maheshwari).

Aims and values of teaching biological science in secondary school.

Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of biological science.

Unit – II

Curriculum:

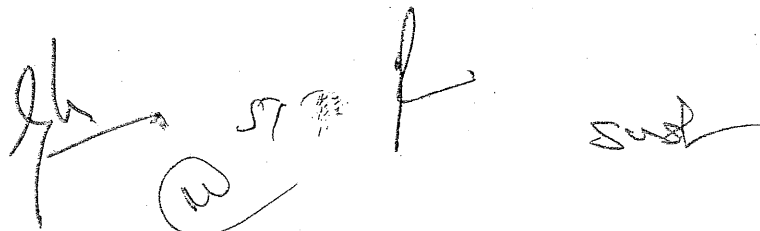
Meaning, importance and principles of designing a good curriculum for biological science. Concentric, topical integrated approaches in organizing curriculum for biological science.

Textbooks:

Meaning, importance and role of textbooks in teaching of biological science. Qualities of a good textbook of biological science.

Co-curricular Activities:

Meaning, types and importance of co-curricular activities. Steps of organizing co-curricular activities. Biological Museums, Science Clubs, Field Trips, Science Exhibitions, Aquarium, Herbarium, Vivarium.



BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Biological Science
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Unit – III
Methods of Teaching Biological Science:

- Inductive Method
- Deductive Method
- Lecture-cum-Demonstration Method
- Project Method
- Problem Solving Method
- Laboratory Method
- Heuristic Method

Evaluation:

Concept, Purpose, Types (Formative and Summative), Qualities of a good evaluation instrument.

Evaluation Strategies:

Concept, Importance, Types (Subjective and Objective).

Unit – IV

Lesson Planning:

Meaning, importance and principles of writing lesson plans in teaching of biological science.

RCEM Approach:

Concept, Importance and Steps.

Constructivist Approach:

Concept, Importance and Steps.

Frame lesson plans by using both approaches.

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BACHELOR OF EDUCATION (B.Ed.)
Semester II
(For the examination to held in the year 2027, 2028 & 2029)
Methodology of Teaching Subject-I

Course no. 205
Credits: 4

Title: Teaching of Biological Science
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 hrs

Sessional Work

Analysis of a unit/chapter in a biological science textbook to identify the concepts, principles and underlying scientific theories.

Note for Paper Setters

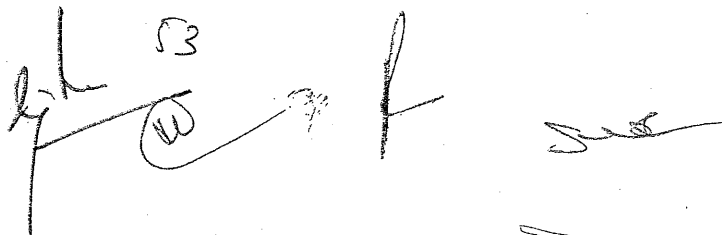
The Question paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the entire syllabus, with a weightage of 14 marks. The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 14 marks each. Unit IV having the sessional work/field work (section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 Marks are for the In-House activities.

Suggested Readings:

- Gupta, S. D. & Sharma, D. R. (2002). *Teaching of Science*. Malhotra Brothers, Jammu.
- Kohli, V. K. (2001). *How to Teach Science*. Vivek Publishers, Ambala City.
- NCERT (2013). *Science*. Publication Division, NCERT Campus, New Delhi.
- Sharma, R. C. (1981). *Modern Science Teaching*. Dhanpat Rai Publishing Co., New Delhi.



BACHELOR OF EDUCATION (B.Ed.)
Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of Teaching Subject-I

Title Teaching of Mathematics

Course No. 205

Credits: 04

Total Marks : 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3 Hours

Course Outcomes:

After completion of the course the learner will be able to:

- study and develop an understanding of the different aspects of Teaching Mathematics
- study and understand the Course Outcomes of Teaching Mathematics
- study and understand the Methods and Skills of Teaching Mathematics
- study and understand the use of Club and the teacher's capacity making facilities in the Teaching of Mathematics

UNIT - I

Mathematics and Teaching Aids

Text book, Teacher Handbook, Assignment Book, Mathematics Magazine, Mathematics Laboratory, Audio-vis Aids, etc. Use of Computer in Mathematics Teaching as CAL and CAI, Preparation of Power Point Presentatio for Mathematics teaching. Evaluation of Text books of Mathematics prescribed by the J&K and CBSE Boards the parameters of the Content and the level of Explanation for the specific class. The statistics – central tenden (Mean, Median & Mode; Bar Graph and Histogram, Frequency Polygon). The use of Computer is to be made tabulating the data and calculation through the spreadsheet on Computer.

UNIT - II

Evaluation Assessment Techniques

Diagnosis of Learning Difficulties and Remedial Measures; Backwardness in Mathematics – Enr Programmes for the Gifted; Different Types of Tests used for evaluation for the different groups in Math Concept & use of Continuous & Comprehensive Evaluation (CCE) in Mathematics, Construction of C Based Test Items in Mathematics on a particular topic studied and taught (Sem I & II) is to be used for prep Objective Type and Essay Type Test on the real basis.

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J. K. Singh
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S. S. Singh

BACHELOR OF EDUCATION (B.Ed.)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of Teaching Subject-I

Title Teaching of Mathematics

Course No. 205

Credits: 04

Total Marks : 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3 Hours

UNIT – III

Construction and use of diagnostic test in Mathematics – steps; preparation of diagnostic chart (error analysis table) identification of difficulties and remedial teaching. Portfolio assessment and performance assessment in Mathematics.

Prepare an Achievement Test of Mathematics with Blue Print for different topic of Mathematics for any grade.

Prepare any one self-made teaching aid for teaching of Mathematics in secondary school (for teaching Geometry and Arithmetic on the innovative basis of the above said topics on 2D, 3D Model, GeoBoard).

Prepare a collection of problems in your Mathematics Club and publish it as a part of Mathematics Magazine which is to be developed on the Semester basis.

UNIT – IV

Lesson Planning: Meaning and importance of lesson plans at macro level, meaning and purpose of unit and module plans. Steps for preparing lesson plans for teaching Mathematics using Herbartian and RCEM approaches. The topics of Triangle, Criteria for Similarity (Theorem of BPT) and Theorem of Pythagoras. Advantages and limitations of these approaches. HCF, LCM.

Sessional Work

Length of tangent from the external point is always equal (paper folding or paper cutting); Diagonal of a Parallelogram divides the parallelogram in two congruent triangles and in four triangles (paper folding or paper cutting), Midpoint Theorem (paper cutting); Double Angle Theorem of Circle (by using thread); To prove Pythagoras Theorem by paper cutting and pasting; Tree diagram of HCF.

Note for Paper Setters

The Question Paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the syllabus, with a weightage of 12 marks. The rest of Question Paper is divided into four Units and the student attend four questions from these Units with internal choice. The essay type question carries 12 marks each. Having the sessional work/field work section could also be a part of the theory paper.

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BACHELOR OF EDUCATION (B.Ed.)
Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of Teaching Subject-I

Title Teaching of Mathematics

Course No. 205

Credits: 04

Total Marks : 100

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3 Hours

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 marks are for the In-House activities.

Suggested Readings:

- Aiyanyas, N. Kuppaswami, (1982). *The Teaching of Mathematics in New Education*, Delhi; Universal Book and Stationary Co.
- Butler, C.H. and Wren, F.L., (1951). *Teaching of Secondary School Mathematics*, New York; MacGrow Hill.
- Mangal, S.K. (1987). *Teaching of Mathematics*; Prakash Brothers Education Publishers Pvt. Ltd.
- NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi.
- Sidhu, Kulbir Singh (1996). *Teaching of Mathematics* (Fourth Ed.), Sterling Publishers Pvt. Ltd.
- Aggarwal, S.M. (1999). *Teaching of Modern Mathematics*, Dhanpat Rai and Sons, New Delhi.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Courseno.205
Credits 4

Title: Teaching of Commerce
Total Marks: 100
Maximum Marks Internal : 30
Maximum Marks External : 70
Duration of Exam : 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Acquaint themselves with the concept of Commerce Education
- Familiarize themselves with the concept of curriculum, textbooks and co-curricular activities in Commerce
- Prepare a lesson plan
- Understand some important areas of Commerce

UNIT – I

Introduction to Commerce Education

Nature and scope of Commerce Education.

Aims and values of teaching Commerce in secondary school.

Behavioral Objectives: Meaning and importance of behavioral objectives, steps for preparing behavioral objectives for teaching of Commerce.

UNIT – II

Curriculum, Textbooks and Co-curricular Activities

Curriculum

Meaning, importance and principles of designing a good curriculum for Commerce. Concentric, topical and integrated approaches in organising curriculum for Commerce.

Textbooks

Meaning, importance and role of textbooks in teaching of Commerce. Qualities of a good textbook of Commerce.

Co-curricular Activities

Meaning and importance of co-curricular activities. Steps of organising co-curricular activities.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Courseno.205
Credits 4

Title: Teaching of Commerce
Total Marks: 100
Maximum Marks Internal : 30
Maximum Marks External : 70
Duration of Exam : 3hrs

UNIT – III

Lesson Planning and Evaluation

Lesson Planning

Meaning, importance and principles of writing lesson plans in teaching of Commerce.

Steps for preparing a lesson plan through RCEM approach and Constructivism approach. Preparing a lesson plan a topic of Commerce with both approaches.

Evaluation

Concept, importance and effective evaluation strategies in Commerce teaching.

UNIT – IV

Difference between Book Keeping and Accountancy.

Journal, Subsidiary Books, Ledgers, Trial Balance, Errors and Rectification, Trading, Profit and Loss Accounts Balance Sheets.

Auditing, Interpretation of Financial Statements – Electronic Accounting.

Sessional Work

- To prepare a Balance Sheet of a financial institution.

Note for Paper Setters

The Question Paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the syllabus, with a weightage of 14 marks. The rest of Question Paper is divided into four Units and the students attend four questions from these Units with internal choice. The essay type question carries 14 marks each. U having the sessional work/field work section could also be a part of the theory paper.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Courseno.205
Credits 4

Title: Teaching of Commerce
TotalMarks:100
Maximum Marks Internal : 30
Maximum Marks External :70
Duration of Exam : 3hrs

Internship/field work Unit IV having the components/activities of the internship are to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 marks are for the In-House activities.

Suggested Readings:

- Aggarwal, J.C. (2009). *Teaching of Commerce*. Vikas Publishing House Pvt. Ltd., Noida.
- Gupta, Rainu (2009). *Teaching of Commerce*. Shipra Publications, New Delhi.
- NCERT (2013). *Commerce*. Publication Division, NCERT Campus, New Delhi.
- Singh, Y.K. (2005). *Teaching of Commerce*. APH Publishing, New Delhi.

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BACHELOR OF EDUCATION (B.Ed.)
Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of Teaching Subject-I

Title: Teaching of Performing Arts

Total Marks: 100

Course: 205
Credits: 04

Maximum Marks Internal: 30

Maximum Marks External: 70

Duration of Exam: 3 Hours

Course Outcomes:

After completion of the course the learner will be able to:

- Understand the importance, aims and Course Outcomes of teaching of Performing Arts
- Develop interest among pupil-teachers for Performing Arts
- Provide knowledge of different techniques of teaching of Performing Arts
- Acquaint the pupil-teacher with latest teaching skills
- Enable pupil-teachers to organize competitions and other related practical activities

UNIT – I

A brief history of Indian Music, aims and Course Outcomes of Music as a subject in school curriculum. Knowledge of Swaras, division of Swaras and measures of Shruti. Voice Culture and its importance. Folk Music: Its role and significance in education. Methods of teaching Music, suggestions for popularization of Indian Classical Music, setting up of Music Room (Vocal and Instrumental).

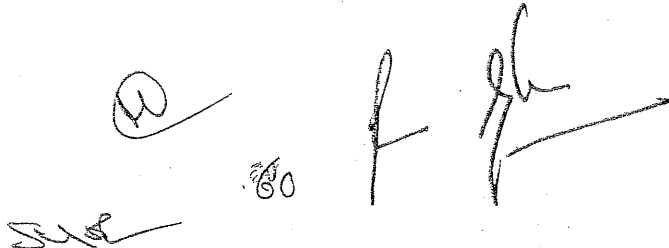
UNIT – II

Knowledge of different parts of instruments: Tanpura, Sitar and Tabla.

Notation system of Pt. V.N. Bhatkhande and Pt. V.D. Pulskar.

(a) Knowledge of following Talas:

- Ekgun
- Dugun
- Tatra
- Rupak
- Kehrva
- Japtal
- Ektal
- Chartal
- Teentaal



BACHELOR OF EDUCATION (B.Ed.)
Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course: 205
Credits: 04

Methodology of Teaching Subject-I

Title: Teaching of Performing Arts
Total Marks: 100

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 Hours

(b) Non-detailed study (only description) of following Ragas:

- Malkauns
- Bhairav
- Bhairavi
- Yaman
- Bhupali

UNIT – III

Music Lesson Planning

- (a) Meaning, Importance and Course Outcomes
(b) Construction of Lesson Plan

(General and Specific)

Qualities and training of Music Teacher.

Continuous & Comprehensive Music Evaluation: Concept, techniques and weightage distribution (VI to VIII, X).

Types of test items for evaluation:

- Essay Type
- Short Answer Type
- Objective Type

UNIT – IV

Audio-visual Aids for teaching Music.
Organization of Music Competitions and related practical activities.
Innovative Practices for teaching Music.

Sessional Work

- Raag and Taal of Unit II
- Play any two musical instruments in Raag of choice
- Organize innovative Music competitions in schools

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BACHELOR OF EDUCATION (B.Ed.) Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of Teaching Subject-I

Title: Teaching of Performing Arts
Total Marks: 100

Course: 205
Credits: 04

Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3 Hours

Note for Paper Setters

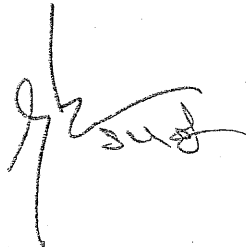
The Question Paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the entire syllabus, with a weightage of 14 marks. The rest of Question Paper is divided into four Units and the students are to attend four questions from these Units with internal choice. The essay type question carries 14 marks each. Unit having the sessional work/field work section could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

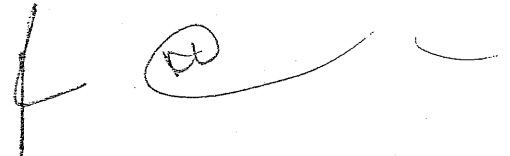
The Theory paper is to have 70 marks (external). 30 marks are for the In-House activities.

Suggested Readings:

- Awasthi, S.S. (1964). *A Critique of Hindustan Music and Music Education*, Jalandhar.
- Bhatkhande, V.M. (1987). *Kramik Pustak Malika*. Laxmi Narayan Garg, Hathras.
- Bhatnagar, S. (1988). *Sangeet Shikshan Parichaya*.
- Pt. Raja Ram Shastri. *Kathak Nritya Shaili* by Sh. Brij Nath Vishwakarma.
- *Kathak Nritya* by Sh. Laxmi Narayan Garg.
- Khanna, Jyoti (1992). *Teaching of Music*.



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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2027 & 2029)

Methodology of teaching subject-I

Courseno.205
Credits4

Title: Teaching of Visual Arts
Total Marks:100
Maximum Marks Internal: 30
Maximum Marks External:70
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

- Develop imagination and sense of appreciation of Art and interest in teaching of Art.
- Develop aesthetic sense.
- Learn and understand the principles, concept and elements of Art and apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting and sculpture.

UNIT – I

Define Art. Indian and Western concept of Art (origin and development).

Six Limbs of Indian Art
Elements of Art

- Line
- Color
- Texture
- Tone

Principles of Art

- Balance
- Rhythm
- Harmony
- Dominance
- Perspective

Place of Art in daily life and education.

Art Room and its requirements.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2027 & 2029)

Methodology of teaching subject-I

Courseno.205
Credits4

Title: Teaching of Visual Arts
Total Marks:100
Maximum Marks Internal: 30
Maximum Marks External:70
Duration of Exam: 3hrs

UNIT – II

Aims and objectives of teaching Art and correlation with other school subjects.

Methods of Teaching Art

- a) Direct Observation Method
- b) Demonstration Method
- c) Project Method

Child Art

Meaning, Importance and Stages

- a) Scribbling Stage
- b) Pre-Schematic Stage
- c) Schematic Stage
- d) Gang Age
- e) Adolescent Stage

UNIT – III

Qualities and effective education of Art teacher.

Evaluation

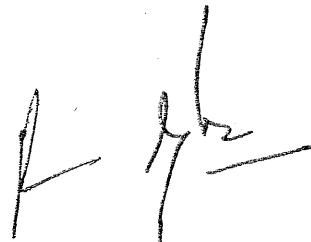
Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X)

Types of Test Items for Evaluation

- Essay Type
- Short Answer Type
- Objective Type

Audio-visual Aids for teaching Art.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2029, 2029 & 2029)

Methodology of teaching subject-I

Courseno.205
Credits4

Title: Teaching of Visual Arts
Total Marks:100
Maximum Marks Internal: 30
Maximum Marks External:70
Duration of Exam: 3hrs

UNIT – IV

Lesson Planning

Need and importance of Lesson Planning.

Preparation of Composite Lesson Plan:

- a) Still Life
- b) Landscape
- c) Composition
- d) Design
- e) Printmaking

Sessional Work

1. Nature Study – 1 Full Sheet
2. Composition – 1 Full Sheet
3. Still Life – Half Sheet
4. Poster – 1 Full Sheet
5. Design for Rangoli

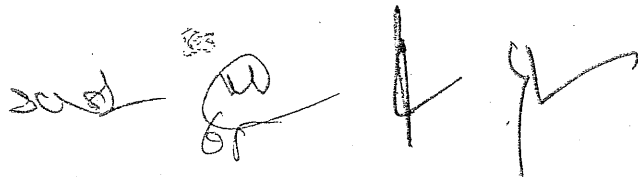
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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2029, 2029 & 2029)

Methodology of teaching subject-I

Course no. 205
Credits 4

Title: Teaching of Visual Arts
Total Marks: 100
Maximum Marks Internal: 30
Maximum Marks External: 70
Duration of Exam: 3hrs

Books Recommended:

- Abbate, F. (1972). *Indian Art*. London: Octopus Books.
- Birdwood, G.C.M. (1988). *Art of India*. Delhi: Rupa & Co.
- Bharti, Chetna. *Teaching of Fine Arts*. Ludhiana: Kalyani Publishers.
- Chawla, S.S. (1986). *Teaching of Fine Arts*. Patiala: Publication Bureau, Punjabi University.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Course no.205

Credits 4

Title: Teaching of Health & Physical Education

Total Marks: 100

Maximum Marks Internal : 30

Maximum Marks External: 70

Duration of Exam : 3hrs

Course Outcomes:

To enable the pupil-teachers to:

- Understand various aspects of teaching in Health & Physical Education
- Develop understanding of Growth and Development
- Learn and understand the different methods of teaching Health and Physical Education
- Be acquainted with the importance of recreation in Physical Education

UNIT – I

Aspects of Teaching in Health & Physical Education

Health Education: Its aims, values and principles.

Psychological basis of Health Education.

National Health Programme, Health Services and Family Welfare Services.

Professional qualities and qualifications of Physical Education Teacher.

UNIT – II

Growth & Development

Growth and Development: Its meaning, need and principles.

Difference between Growth and Development.

Factors affecting Growth and Development.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Courseno.205

Credits4

Title:Teaching of Health & Physical Education

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External:70

Duration of Exam : 3hr

UNIT – III

Methods of Teaching in Health & Physical Education

Methods of Teaching

- Lecture Method
- Demonstration Method
- Discussion Method
- Project Method
- Part Method
- Whole Method
- Imitation Method

Constructive approach to teaching Health & Physical Education.

Personal and technical preparation for Physical Education.

UNIT – IV

Recreation in Physical Education

Meaning and definitions of Recreation.

Its aims and objectives in Physical Education in modern society.

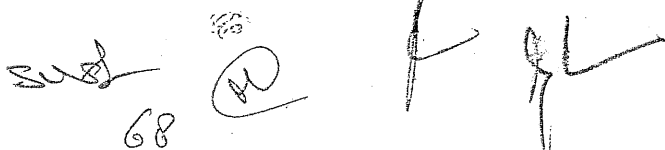
Types of recreational activities.

Nature of Recreation in Physical Education.

Sessional Work

- Prepare a balanced diet chart for a primary school child.
- Prepare a health and physical profile of a tenth class student.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Courseno.205

Credits4

Title: Teaching of Health & Physical Education

Total Marks: 100

Maximum Marks

Internal : 30 Maximum

Marks External: 70

Duration of Exam :

3hrs

Note for Paper Setters

The Question Paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the entire syllabus, with a weightage of 12 marks. The rest of Question Paper is divided into four Units and the students are to attend four questions from these Units with internal choice. The essay type question carries 12 marks each. Unit having the sessional work/field work section could also be a part of the theory paper.

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Books Recommended:

- Bucher, C.A. (1964). *Foundation of Physical Education*. New York: Mosby & Company.
- Kilander, H.F. (1971). *School Health Education*. New York: MacMillan Company.
- Atwa & Kansal (2003). *A Text Book of Swasthya Shiksha*. Agra University: Universal Publisher.
- Kamlesh, M.L. & Sangral, M.S. (1986). *Method in Physical Education*. Ludhiana: Prakash Brothers.



BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Course no.205

Credits: 4

Title:Teaching of Computer Education

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam : 3hrs

Course Outcomes:

To enable the pupil-teachers to:

- Study and understand the nature, scope and history of Computer Science
- Develop an understanding of aims and Course Outcomes of teaching Computer Science through the use of content
- Develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- Develop the skill to critically analyze the syllabus of secondary school Computer Science curriculum

UNIT – I

Computer Structure and Its Working

The structure and history of different types of computers (available and to be shown to the student-teachers).
Showing and explaining the Central Processing Unit (CPU), generation, classification, hardware, input and output devices.

Software – definition and types of software.

Computer languages.

Storage devices – primary and secondary storage; RAM and ROM.

Introduction to Operating System – DOS and Windows.

Demonstration method and hands-on practical orientation to the student-teachers through demonstration.

UNIT – II

Aims & Course Outcomes of Teaching Computer Science

Nature of Computer Science – meaning and characteristics; basic concepts, facts and generalizations in Computer Science.

Scope of Computer Science – relation with other sciences and its uses in day-to-day life.

Aims and Course Outcomes of teaching Computer Science at different levels.

Bloom's Taxonomy of Educational Course Outcomes.

Application of Bloom's Taxonomy in the working of computers.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027,2028,2029)
Methodology of teaching subject-I

Course no.205

Credits: 4

Title: Teaching of Computer Education

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam : 3hrs

UNIT – III

Instructional Methods

Methods of Teaching

- Lecture-cum-Demonstration Method
- Inductive–Deductive Method
- Analytic Method
- Synthetic Method
- Problem Solving Method
- Project Method
- Laboratory Method

Meaning, steps, merits and limitations of the above methods.

Programmed Instruction

Meaning and types:

- Linear
- Branching

Principles, steps, merits and limitations.

Computer Assisted Instruction (CAI)

Meaning, steps, merits and limitations.

Teaching of DOS commands (Internal, External and Wild Commands) through the above methods.

Teaching of Computer Basics through the above methods.

UNIT – IV

Different Techniques used for Teaching Computer

- Brainstorming
- Buzz Session
- Simulation
- Symposium
- Team Teaching

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027,2028, 2029)
Methodology of teaching subject-I

Course no.205

Credits: 4

Title: Teaching of Computer Education

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam : 3hrs

Meaning, organization and importance in teaching of Computer for the MS Office package
Discussion on:

- Role of Computers in Teaching-Learning Process
- Computer Science and Physical World
- Mobile Learning
- Android Operating System
- Satellite Programmes
- Online Learning
- E-evaluation

Sessional Work

Unit III & IV constitute the sessional work:

- Computer Assisted Instruction (CAI) – meaning, steps, merits and limitations
- Teaching of DOS commands (Internal, External and Wild Commands) through various methods
- Teaching of Computer Basics through different methods
- Role of Computers in Teaching-Learning Process
- Computer Science and Physical World
- Mobile Learning
- Android Operating System
- Satellite Programmes
- Online Learning
- E-evaluation

Note for Paper Setters

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The Theory paper is to have 70 marks (external). 30 marks are for the In-House activities.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)
Methodology of teaching subject-I

Course no.205

Credits: 4

Title: Teaching of Computer Education

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam : 3hrs

Books Recommended

- Bharioke, Deepak (2005). *Fundamentals of Information Technology*.
- Kochhar, S.K. (1992). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Goel, H.K. (2005). *Teaching of Computer Science*. New Delhi: R.L. Lall Book Depot.
- Stephen, M.A. & Stanley, R. (1985). *Computer Instruction: Methods and Development*. NJ: Prentice Hall.
- *Comdex DOS for Dummies* (1997). Pustak Mahal, Delhi.
- Nelson, Stephen L. *The Complete Reference Office*. Tata McGraw Hill, Delhi.
- Rajaraman, V. *Fundamentals of Computer*.
- Saxena, Sanjay. *A First Course in Computers*. Vikas Books.

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028, 2029)

Methodology of teaching subject-I

Title: Teaching of Home Science

Course no.205

Credits: 4

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam: 3hrs

Objectives

To enable the pupil-teachers to:

- Develop understanding of the aims of teaching of Home Science
- Develop understanding of the various methods and procedures required for teaching Home Science effectively
- Develop basic skills and competencies required for teaching of Home Science
- Develop practical skills to organize various activities related to Home Science
- Develop skills and competencies required for preparing teaching aids in teaching of Home Science
- Develop competencies and skills for effective evaluation in Home Science

UNIT – I

Meaning, importance, principles and scope of Home Science.

Course Outcomes of teaching of Home Science at secondary level.

Place of Home Science in secondary school curriculum.

Correlation – meaning and its correlation with different subjects.

Broad aims of Home Science to fulfill national goals of education:

- Better nutrition
- Conservation of resources
- Maternal and child health, etc.

UNIT – II

Role of school and teacher in teaching of Home Science.

Qualities, qualifications and competencies of a Home Science teacher.

Areas of Study

- Human Development
- Resource Management
- Clothing and Textiles
- Foods and Nutrition
- Extension Education

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028, 2029)

Methodology of teaching subject-I

Title: Teaching of Home Science

Course no.205

Credits: 4

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam: 3hrs

Human Development

Human growth and development:

- Principles
- Stages
- Milestones
- Factors affecting development

Influence of heredity and environment.

Agencies of human development:

- Family
- School
- Peer Group
- Community

UNIT – III

Behavioural Course Outcomes

Meaning and importance of behavioural Course Outcomes.

Steps for preparing behavioural Course Outcomes for teaching of Home Science.

Curriculum

Meaning, importance and principles of designing a good curriculum of Home Science.

Critical analysis of existing school curriculum of Home Science.

Home Science Laboratory

Concept and importance.

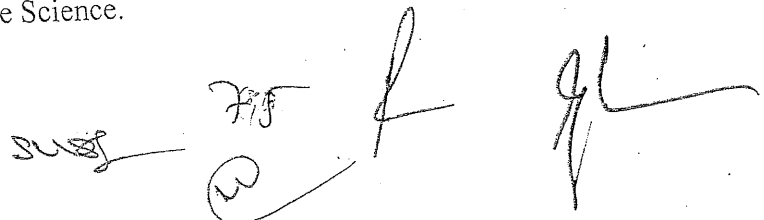
Planning of space and equipment for Home Science Laboratory.

Textbooks

Meaning and importance of textbooks in teaching of Home Science.

Qualities of a good textbook of Home Science.

Role of textbooks in teaching of Home Science.



BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028, 2029)

Methodology of teaching subject-I

Title: Teaching of Home Science

Course no.205

Credits: 4

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam: 3hrs

Techniques of Teaching

- Description
- Narration
- Explanation
- Questioning
- Illustration

UNIT – IV

Constructivist Approach to Teaching Home Science

Methods of Teaching Home Science

- Lecture Method
- Lecture-cum-Demonstration Method
- Laboratory Method
- Project Method
- Problem Solving Method
- Field Trip Method
- Role Playing Method

Teaching Home Science through hands-on experiences:

- Types of laboratories and equipment required
- Field experiences
- Project-based learning
- Extra-curricular activities in Home Science

Steps of organizing co-curricular activities.

Clothing and Textiles

Fibers and yarns:

- Classification
- Properties

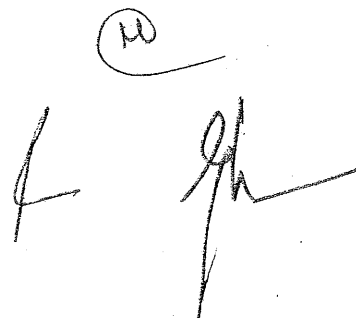
Fabric construction:

- Steps
- Weaves
- Classification of weaves

Clothing requirements of the family and care of clothing.



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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028, 2029)

Methodology of teaching subject-I

Title: Teaching of Home Science

Course no.205

Credits: 4

Total Marks:100

Maximum Marks Internal : 30

Maximum Marks External :70

Duration of Exam: 3hrs

Sessional Work

Observing infants, preschoolers and school-aged children's developmental milestones.

Note for Paper Setters

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Books Recommended

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- Chandra, Arvinda; Shah, Anupama & Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. Sterling Publishers, New Delhi.
- Dass, R.R. & Ray, Binita (1985). *Teaching of Home Science*. Sterling Publishers, New Delhi.
- Devdas (1955). *Teaching of Home Science in Secondary School*. All India Council for Secondary Education, New Delhi.
- Kapoor, Ritu (1994). *Teaching of Home Science*. Prakash Book Depot, Ludhiana.
- Mago, Neelam. *Teaching of Home Science*. Tandon Publications, Ludhiana.
- Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994). *Teaching of Home Science*. Anmol Publications, New Delhi.
- Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. Anmol Publications, New Delhi.

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028, 2029)

Methodology of teaching subject-I

Course no.205

Title: Teaching of Home Science

Credits: 4

Total Marks: 100

Maximum Marks Internal : 30

Maximum Marks External : 70

Duration of Exam: 3hrs

Sessional Work

Observing infants, preschoolers and school-aged children's developmental milestones.

Note for Paper Setters

The Question Paper consists of 9 questions having Q. No. 1 as compulsory having four parts spread over the entire syllabus, with a weightage of 12 marks. The rest of Question Paper is divided into four Units and the students are to attend four questions from these Units with internal choice. The essay type question carries 12 marks each. Unit having the sessional work/field work section could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 70 marks (external). 30 marks are for the In-House activities.

Books Recommended

- Bhargava, Priya (2004). *Teaching of Home Science*. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda; Shah, Anupama & Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. Sterling Publishers, New Delhi.
- Dass, R.R. & Ray, Binita (1985). *Teaching of Home Science*. Sterling Publishers, New Delhi.
- Devdas (1955). *Teaching of Home Science in Secondary School*. All India Council for Secondary Education, New Delhi.
- Kapoor, Ritu (1994). *Teaching of Home Science*. Prakash Book Depot, Ludhiana.
- Mago, Neelam. *Teaching of Home Science*. Tandon Publications, Ludhiana.
- Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994). *Teaching of Home Science*. Anmol Publications, New Delhi.
- Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. Anmol Publications, New Delhi.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Course no. 206
Credits 2

Title: Action Research
Total Marks: 50
Maximum Marks Internal : 20
Maximum External : 30

Course Outcomes

After completion of the course the learner will be able to:

- Define the concept of Research and Action Research
- Explain the steps of Action Research
- Describe in detail the dynamics of Action Research in educational contexts
- Demonstrate development and execution of Action Research project

COURSE CONTENTS

Fundamentals of Action Research

UNIT – I

Concept and Scope of Action Research

- Concept, need and scope of Action Research
- Difference between Action Research and Traditional Research i.e. Fundamental and Applied Research Paradigm

Dynamics of Action Research in Educational Contexts

The Action Research Process

- Identifying problems in school contexts
- Formulating action hypotheses
- Implementing and evaluating the Action Research hypotheses
- Findings, results and implementation

UNIT – II

Tools of Data Collection

(Meaning, Need, Advantages and Disadvantages)

- Observation
- Questionnaire
- Rating Scales
- Interview
- Check List

Identify any Action Research problem and prepare a detailed proposal.

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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Courseno.206
Credits2

Title: Action Research
Total Marks: 50
Maximum Marks Internal: 20
Maximum External: 30

Practicum / Sessional Work

Maximum Marks: 10

Prepare an Action Research Report related to any classroom problem:

- Classroom teaching contexts
- Classroom and school management

Note for Paper Setters

The question paper will contain two questions from each Unit with internal choice and the candidates will be required to answer one question from each Unit. However, Question No. 1 will be compulsory and Unit II shall have two short answer questions (100 words per question) spread over the entire syllabus.

Total questions to be attempted will be three. All questions will carry 10 marks.

Suggested Readings

- Aggarwal, Y.P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Aggarwal, Y.P. (1998). *The Science of Educational Research: A Source Book*. Kurukshetra: Nirmal Publishing.
- Best, John W. & Kahn, J. (1995). *Research in Education*. New Delhi: Prentice Hall.
- Good, C.V. & Douglas, E.S. (1954). *Methods in Social Research*. New York: McGraw Hill.
- Jon, N. (1981). *A Teacher's Guide to Action Research*. London: Grant McIntyre Limited.
- Koul, L. (1998). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- McMillan, J.H. & Schumacher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper & Collins.
- Neuman, W.L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Siegel, S. (1986). *Non-parametric Statistics*. New York: McGraw Hill.
- Urns, R.B. (1991). *Introduction to Research in Education*. New Delhi: Prentice Hall.



BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Course no. 207
Credits: 2

Title: Yoga Education
Total Marks: 50
Maximum Marks Internal: 20
Maximum Marks External:30
Duration of Exam: 3hrs

Course Outcomes:

After completion of the course the learner will be able to:

1. To understand the meaning, importance and approaches of yoga.
2. To understand the historical background of yoga.
3. To understand different types and elements of yoga.
4. To understand yoga for well-being, happiness, coping stress and concentration.

Unit-I

Introduction and Evolution of Yoga:

Meaning of Yoga and Yoga Education, Importance and Benefits of Yoga, Historical Perspective of Yoga, Objectives of Yoga Practices, Types of Yoga, Approaches of Yoga, Yoga for Well-being and Happiness: coping stress and concentration

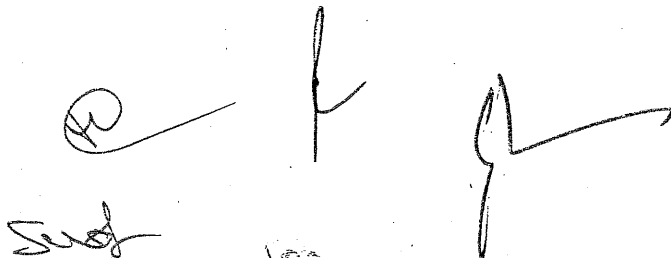
Ashtanga Yoga of Patanjali, Jnana Yoga, Bhakti Yoga and Karma Yoga of the Bhagwad Gita, Internal Yoga of Aurobindo and modern off shoots of Yoga

Unit-II

Elements of Yoga and Yogic Diet:

The Ashtangamaarga: The Yama (observances). The Niyama (abstinences). Asana The right postures, Pranayam –controlling the breadth. Pratyahara – controlling the senses. Dharana (concentration) and its methods. Dhyana (meditation) and its kinds. – its various types.

Yogic Diet and its types- Satvic, Rajasic and Tamsic, Qualities of good yoga teacher, Demonstration of various asanas and pranayamas and Benefits of various asanas and pranayamas


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BACHELOR OF EDUCATION (B.Ed.)
Semester-II
(For the examination to be held in the year 2027, 2028 & 2029)

Methodology of teaching subject-I

Course no. 207
Credits: 2

Title: Yoga Education
Total Marks: 50
Maximum Marks Internal: 20
Maximum Marks External: 30
Duration of Exam: 3hrs

Sessional Work:

- Every student shall practice five yoga asanas and prepare a report with benefits of each yoga asana practiced.
- Prepare videos of different asanas and pranayamas with benefits of asanas/kriyas/pranayamas.

Note for Paper Setters

The question will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However, question no. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. Total questions to be attempted will be three. All questions will carry 10 marks.

Suggested Readings:

Aggarwal, M.M. (2010). Six Systems of Indian Philosophy, Chowkhamba Vidya Bhawan, Varanasi.

Sharma, J.P.D. (2007). Manav Jivan & Yog. Friends publication, New Delhi.

Swami, Bhuteshananda (2009). Nararad Bhakti, Advaita Ashrama Publication Dept. Kolkata II Edition.

Hiriyanna, M. (2009). Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.

Hiriyanna, M. (2008). Outlines of Indian Philosophy, Motilal Banarsidass, New Delhi.

Parmanik T.N.D. (2017). Yogkla, sports publication New Delhi

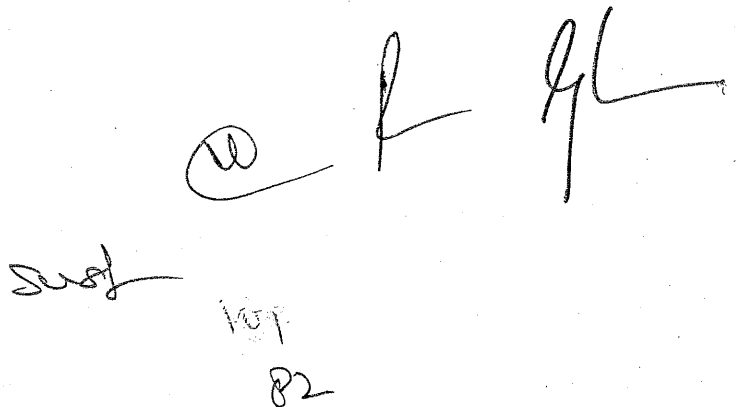
Bhargav, G.M.D. (2019). Yoga Education, Sports Publication, New Delhi

Pritam, A. (2007). Yoga Prichya and parampara, Khel Sahitya Kendra, New Delhi.

Yogender, D. (2010). Yoga shiksha khel Shitya Kendra, New Delhi.

Shukla Atul, D. (2007) Yoga sadna, Khel Shitya Kendra, New Delhi

Parmanik, T.N. D. (2018). Yoga education sports publication, New Delhi.


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BACHELOR OF EDUCATION (B.Ed.)**Semester-II**

(For the examination to be held in the year 2027, 2028 & 2029)

Course: INT
Credits: 2

Title: School Internship

Total Marks: 50

Maximum Marks Internal : 30

Maximum Marks External: 20

IN T2	Activity	Duration	Credits	Marks 50		
				In t	Ext	
	<u>Visit Cum Observation to</u>	2 Weeks	2			0
	a) Secondary schools (Observation of 8 Lessons)	8 Days		10	5	15
	b) Contributions to the ULLAS centers	2 Days		10	5	15
	c) Visiting 7 wings of SCERT and preparing a critical report of it	1 day		5	5	10
	d) ITI colleges/institutes to work out short term vocation	1 day		5	5	10
				30	20	50

Observation

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching

sent

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2/102

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