

## **UNIT PLANNING (24-26)**

### **B.Ed SEMESTER I**

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## B.Ed Semester-I

### UNIT PLANNING (Session 2024-26)

Paper- F-1.1 PHILOSOPHICAL BASES OF EDUCATION

Total Marks: 50 (External Theory: 40, Internal Practical: 10)

Month	Topic	Method	Time Allowed	Resources
September	Conceptual Framework of Education a) Education: meaning, concept- Indian and Western. b) Types of education- formal, informal and non-formal. c) Role and functions of education in individual and national life.	Lecture cum discussion & Power Point Presentation	6 Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical Bases of Education by Dr. J.S. Walia
October	Educational Philosophy a) Educational Philosophy: meaning, relationship between philosophy and education. b) Philosophies of education: Idealism, Naturalism and Pragmatism. c) educational philosophies: contribution of Dewey, Rousseau, Tagore and Gandhi.	Lecture cum discussion & Power Point Presentation	6 Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical Bases of Education by Dr. J.S. Walia
November	Facets of Knowledge a) Knowledge- Concept, nature and sources of knowledge. b) Facets of knowledge- local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school and their relationship. c) Role of teacher in construction of knowledge.	Lecture cum discussion & Power Point Presentation	6 Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical Bases of Education by Dr. J.S. Walia
November	House Exams			

December	Values- Concept, types of values. b) Sources of values and erosion of values. c) Value Education- Role of education for inculcation of values.	Lecture cum discussion & Power Point Presentation	6 Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical Bases of Education by Dr. J.S. Walia
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### **Sessional Work (Internal):**

- Any two of the following:

- Life sketch of Dr. APJ Abdul Kalam and his contribution to Education.
- Value system of any religion.
- Preparing scrap book- 10 Indian & 10 Western educational thinkers and brief note about their contribution to education.

### **Suggested Readings:**

1. Bhatia, K.K. (2005). Education in Emerging Indian Society. Ludhiana: Kalyani Publishers.
2. Bhatia, K.K. & Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
3. Biswal, U.N. (2005). Philosophy of Education. New Delhi: Dominant Publishers and Distributors.
4. Blake, N.; Smeyers, P; Smith, R. & Standish, P. (2003). The Blackwell Guide to the Philosophy of Education. USA: Blackwell Publishing.
5. Brondy, H.S. (1965). Building a Philosophy of Education. Prentice-Hall of India (Private) Ltd., New Delhi.
6. Brubacher, J. S. (1969). Modern Philosophies of Education. New Delhi: Tata McGraw Hill.
7. Chaube, S.P. (1997). Philosophical and Sociological Foundation of Education. Ravi, Noudarnalya, 5th rev. ed. Agra.
8. Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra: Ravi, Noudarnalya.
9. Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
10. Dewey, J. (1961). Democracy and Education. New York: Macmillan Company.
11. Goel, A. & Goel, S.L. (2005). Human Values and Education. New Delhi: Deep and Deep Publications Pvt. Ltd.
12. Howard, O. & Sam, C. (1976). Philosophical Foundation of Education. Columbus: Charles E., Merrill.

13. Kabir, H. (1961). Indian Philosophy of Education. Bombay: Asia Publishing House.
14. Kneller, G.F. (1967). Foundations of Education. John Wiley & Sons, New York London Sydney.

### **Growth and Development of the learner (F 1.2))**

**Total Marks : 50 External: 40 Internal : 10**

<b>Month</b>	<b>Topic</b>	<b>Method</b>	<b>Time Allotted</b>	<b>Resources</b>
September	Concept, Characteristics and difference between growth and development	Lecture cum discussion	3 lectures	Learner and learning process by D. Jasbir Kaur. (2017)
	Principles of growth and Development	Lecture cum discussion	3 lectures	Learner and learning process by D. Jasbir Kaur. (2017)
	Stages of Development with special reference to Adolescence	Sessional Assignment	1 lectures	
	Heredity and Environment	Lecture cum discussion + Youtube videos	4 lectures	Growth and Development of the learner by J.S. Walia
October	Theories of G & D: Piaget, Erickson, Kohlberg and Vygotsky	Self -Developed E content	8 lectures	You tube video
	Sessional Work	Review of the Movie	2 lectures	
November	Role of family, school and Society in Cognitive, Affective and Psychomotor Development	Lecture cum Discussion	4 lectures	Growth and Development of the learner by Dr. Vijay Laxmi
	Role of Media on development aspect of children	Classroom Seminar	4 lectures	

	Understanding development of self -concept from various Perspectives	Group Discussion	4 lectures	
	House Test			
December	Discipline: Concept, Model and Methods	Lecture cum discussion	4 lectures	Growth and Development of the learner by J.S. Walia
	Human Diversity	Lecture cum Discussion	3 lectures	Growth and Development of the learner by J.S. Walia
	Group Dynamics	Lecture	4 lectures	Advanced Educational Psychology by S.S. Chauhan

### **Sessional Work (Internal):**

Each pupil teacher will conduct any one of the practical works:

- Observe and Interact with at least five children keeping in mind gender, location, category, SES of children and compare their characteristics and problems.
- View any two movies out of the following : 1 Tare Zameen Par 2. Apna Asmaan 3. Slumdog Millionaire
- Discuss the content, picturization, character in the context of issues and concerns of childhood / adolescence.

### **Suggested Readings:**

- Baron, R.A. and Misra, G. (2014). Psychology (5/e). South Asia: Dorling Kindersley (India) Private Limited.
- Chauhan, S.S. (1992). Advanced Educational Psychology. New Delhi: Vikas Publications House.
- Ciccarelli, S.K. and Meyer, G.E. (2014). Psychology (11/e). South Asia: Dorling Kindersley (India) Private Limited.
- Dandapani, S. (2010). A Text Book of Advanced Educational Psychology (4/e). New Delhi: Anmol Publications Pvt. Ltd.

### UNIT PLANNING ( Session 2024-2026)

#### B.Ed Semester –I

#### Subject : TECHNIQUES OF TEACHING ; Paper- F-1.3

Month	Unit	Topic	Method	Time Allotted	Resources
September	UNIT- I: Teaching as a Profession	Teaching: Concept, nature, characteristic, principles and maxims.	Lecture cum discussion	8 lectures	Teaching Learning Process by Dr. J.S.Walia Educational Technology by R.A. Sharma
September	UNIT -II: Teaching Technology	Micro Teaching: Concept, Procedure, Merits and Limitations	Lecture cum demonstration	6 Lectures	Educational Technology by Anand Bhushan & Malwinder Ahuja
September	UNIT- I: Teaching as a Profession	Teaching as a Profession, professional ethics of teachers and Teacher accountability.	Lecture cum discussion	4 Lectures	The National Policy on Education (1986, p.25) Techniques of Teaching By K.K. Bhatia
September	UNIT- I: Teaching as a Profession	Reflective teaching: concept and strategies for making teachers reflective practitioners.	Lecture cum discussion	2 lectures	Techniques of Teaching By K.K. Bhatia Educational Technology By J.S. Walia



October	UNIT -II: Teaching Technology	Skills of Micro Teaching (Introduction, Questioning, Explanation, Reinforcement, Stimulus)	Lecture cum demonstration	8 Lectures	Micro Teaching- B.K. Passi  Self developed E content
October	Sessional Work	Preparing and practicing any two micro skills.	Demonstration & Practice in ET Lab	3 lectures	Practical sessions
October	UNIT -II: Teaching Technology	Simulated Teaching: Concept, Procedure, Merits and Limitations	Lecture cum discussion	2 lectures	Educational Technology by S.K. Mangal
October	UNIT -II: Teaching Technology	Programmed Instructions and its Types,	Lecture discussion Project	6 lectures	Educational Technology by Anand Bhushan & Malwinder Ahuja Self developed E content
October	UNIT -II: Teaching Technology	Computer Assisted Instruction (CAI)	Lecture discussion Project	2 Lectures	Educational Technology By K.L. Kumar
November	UNIT-III: Models of Teaching	Models of Teaching: Concept, characteristics, assumptions and fundamental elements of a teaching Model	Lecture cum Discussion	2 Lectures	Educational Technology by S.K Mangal
November	UNIT-III: Models of Teaching	Concept Attainment Model, Inquiry Training Model and Inductive thinking model	Lecture cum discussion	5 lectures	Educational Technology by S.K Mangal
November	HOUSE EXAMS				

November	UNIT-IV: Teaching as Communication	Communication: Concept, Types, principles and barriers in communication.	Discussion and Assignment	2 lectures	Teaching Learning Process by Dr. J.S.Walia Educational Technology
December	UNIT-IV: Teaching as Communication	Multimedia in Education: Tele-Conferenci ng, Internet and use of multimedia presentation and Satellite Communication	Classroom Seminar	4 lectures	Techniques of Teaching By K.K. Bhatia
December	UNIT-IV: Teaching as Communication	Recent Trends in Teaching: e-learning, M-learning, Open educational resources, MOOCs and role of social media in teaching.	Lectures Blended Mode	4 Lectures	Techniques of Teaching By K.K. Bhatia, Web resources
December	Sessional Work	Enlist open education resources	Supervised Practicals Hands on in Computer lab	2 lectures	Exploring Web resources
December	FINAL PANJAB UNIVERSITY EXAMS				

**By: Dr. Jasleen Kaur**

**Class B.Ed.: UNIT PLANNING (2024-26)**  
**PAPER-F 1.4 EDUCATION IN CONTEMPORARY INDIA**

**Total Marks: 50**  
**External Theory: 40**  
**Internal Practical: 10**

**Objectives:**

- To have insight into the constitution of India in relation to education.
- To understand features, ideals, values and diversities in Indian education.
- To explain recommendations of various educational committees, commissions and contemporary policies
- To acquainted with the Indian educational system in post-independence era
- To acquainted with the current initiatives being taken in Indian education, and
- To sensitized to the emerging issues of concern in the field of education.

Dr. Mini Sharma

Month	Unit	Topic	Method	Time Allotted	Resources
September	I	a. Constitutional provisions – preamble, Fundamental right and Duties and constitutional values in the context of education. b. Meaning of Diversity, inequality and Marginalization (Economic, Social, Religious, Language) in society in implication for education c. Impact of Liberalization, Privatization, Globalization (LPG) on School education of India.	Lecture cum discussion, PowerPoint Presentation	Six days in a week	Contemporary India and Education, written by JS Walia and Inderdev Singh Nandra

October	II	<p>a. Post- independence era: University Education Commission (1948-49) Secondary Education Commission (1952-53), Kothari Commission (1964-66),</p> <p>b. National Policy of Education (1968, 1986), Programme of Action (1992): Major recommendations</p> <p>c. National Curriculum Framework for School Education' (NCF)-2005</p>	Classroom Presentation by students (Roll No. wise) on various commissions described	Six days in a week	Policy Documents from the College library will be consulted
November	III	<p>a. Yash Pal Committee Report (1993) 'Learning without burden'.</p> <p>b. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)</p> <p>c. Rashtriya Uchchatar Shiksha Abhiyan (RUSA).</p>	Lecture cum discussion method	Six days in a week	Policy Documents from the Library will be consulted
December	I V	<p>Contemporary Indian schools: types, functioning and problems. Sarv Shiksha Abhiyan (SSA)</p> <p>Right of children to free and compulsory education act- 2009.</p>	<p>· Lecture cum discussion</p> <p>· Students to make report on SSA with the help of various online and offline resources</p> <p>· Lecture Cum discussion</p>	Six days in a week	Books from College library

**Sessional Work (Internal Assessment) Each student will undertake any one of the following activities:**

- Preparing reports on any of the centrally sponsored programmes like Sarv Shiksha Abhyan (SSA) Rashtrya Madhyamik Shiksha Abhyan (RMSA), Mid-day Meal.
- Presentations on various educational policies/ programmes.
- Undertaking local level surveys on issues/problems related to school education.

**Suggested Readings:**

- Aggarwal, J.C. (2007). Modern Indian education. Shipra Publications, New Delhi.

- Aggarwal, J.C. (2013). Landmarks in history of modern Indian education. Vikas Publishing House, New Delhi. Bhatia, K.K. and Narang, C.L. (1992). The teacher and education in emerging Indian society. Tandon Publications, Ludhiana.
- Ghosh, S. C. (2007). The history of education in modern India, 1757-2007. Orient black Swan Private Limited. New Delhi. Government of India (1992, 1998).
- National policy on education, 1986 (modified in 1992). Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE86-mod92.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf)
- Government of India (1993). Learning without burden. Ministry of Human Resource Development, Department of Education.

**Teacher Incharge : Dr. Mini Sharma**

### **F-1.5**

#### **ICT SKILL DEVELOPMENT**

#### **SEMESTER 1 (2024-26)**

**Total Marks: 50**

External Theory: 40 Internal Practical: 10

#### **Objectives:**

- Ø To demonstrate understanding of the main components of the computer hardware in use.
- Ø To use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
- Ø To acquire the skills of operating a computer in multifarious activities pertaining to teaching
- Ø To understand features of MS office and their operations.
- Ø To develop skill in using MS-Word, PowerPoint and Spreadsheet
- Ø To integrate technology in to classroom teaching learning strategies

**Teaching Methods:-** Teaching methods include lectures, discussions, assignments, surveys, curricular activities, analysis, exercises, reviews, seminars, and lesson demonstrations.

Subjects to be conducted during Semester

#### **UNIT I: Introduction to Computers**

S.No.	Topics	Method	Month	Lectures
A)	An Introduction to Computer, Need, Importance, Nature and Advantages	Lecture method, discussion method	September 2024	2 days in a week
B)	Importance of Computer Education in Indian Schools (Elementary, Secondary and Higher Level)	Lecture cum discussion and Powerpoint presentation	September 2024	2 days in a week
C)	Information & Communication Technology: Concept, Need and Scope	Lecture cum discussion	September 2024	2 days in a week

## II: Elements of Computer

Sr.No.	Topics	Method	Month	Lectures
A)	Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), types of computers and Computer Network	Lecture method, discussion method	September 2024	2 days in a week
B)	Software – Meaning and types; System software and Application software	Lecture cum discussion	October 2024	2 days in a week
C)	Off-line Learning (Meaning, Importance), On-line Learning-(Synchronous and Asynchronous)	Analysis-synthesis method	October 2024	2 days in a week

## UNIT III: Operating System

Sr.No.	Topics	Method	Month	Lectures
A)	Operating system: types and importance (Dos & Windows)	Lecture method, discussion method	October 2024	2 days in a week

B)	Introduction to office applications (Word processing, Spreadsheet, Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools)	Lecture cum discussion	October 2024	2 days in a week
C)	Virus: Meaning, Types and Causes	Lecture method, discussion method	November 2024	2 days in a week

#### UNIT IV: Internet and Networking

Sr.No.	Topics	Method	Month	Lectures
A)	Internet: its need and Importance	Lecture method, discussion method	November 2024	2 days in a week
B)	Networking: its types and importance of Networking	Lecture cum discussion	November 2024	2 days in a week
C)	Social Sites: Blog its need, Importance and Advantages	Lecture method, discussion method	November 2024	2 days in a week

#### Sessional Work:

- Organise seminar/ debates on ICT supported teaching learning strategies
- Prepare your Curriculum Vitae using computer and obtain its printout.
- Visit an institution having interactive white board and learn its features and functioning and prepare a report.
- Prepare a social site page or a blog

#### Suggested Readings:

Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.

Hahn, H. (1998). The internet-complete reference. New Delhi: Tata McGraw Hill Publication

Kumar, Sunil (2017). Understanding of ICT Skill Development, ISBN 978-93-82181-11- 8 GBD Publications, Gurur Sar Sadhar Leao, A.M.(2001).

Intel Education, NCTE (2007). Hand book for teacher educators. Bangalore

Kumar, Sunil (2017). Understanding of ICT Skill Development, ISBN 978-93-82181-11- 8 GBD Publications, Gurur Sar Sadhar

Computer for everyone. New Delhi: Vikas Publishing house.Petzold, C.(1998).

Programming windows. USA: Microsoft Press. Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd. Singh, S. & Kumar, G. (2015).

Understanding of ICT. Patiala: Twenty First Century Publication. Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.

Srinivasam, T.M. (2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.

Stone, E. (1996). How to use Microsoft Access. California: Emergyville. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.

### Evaluation Scheme:

- ü The external theory examination will be of three hours duration.
- ü External question paper will have V units- First four units i.e. Unit-I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV.
- ü Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper.
- ü Each question will be of 2 marks.

### **B.Ed 1<sup>st</sup> Year (Sem I)** **Session 2024-26**

#### **P-1.1 & P-1.2** **TEACHING OF MATHEMATICS**

**Max Marks: 50 Marks,**  
**External Theory: 40 marks, Internal Practical: 10 Marks**

*\*One lecture-40 minutes*

Month	Unit	Topic	PA	Mode of Teaching	Resource
Sept 2024	I(a)	Concept of Mathematics: Meaning	1	PPT	My Blog
	I(a)	Concept of Mathematics: nature (Truth, logic, reasoning, mathematical language & symbolism)	2	Handouts followed by discussion	Textbook for Two-Year B.Ed Course (Pedagogy of Mathematics)
	II(a)	Need for establishing general objectives for teaching mathematics;	1	Handouts followed by discussion	Own Prepared Notes (PDF/PPT)
	II(a)	Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of school education;	2	Discussion followed by PPT	Teaching of Mathematics(S. C. Gakkar)



	<b>I(a)</b>	Concept of Mathematics: building blocks of Mathematics (Axioms, Propositions, Postulates, Quantifiers)	3	Handouts followed by discussion	Textbook for Two-Year B.Ed Course (Pedagogy of Mathematics)
	<b>I(b)</b>	Mathematical propositions-Types (truth values, truth tables, Open sentences, logically valid conclusions, implications - necessary and sufficient conditions)	2	Lecture & discussion	Textbook for Two-Year B.Ed Course (Pedagogy of Mathematics)
Oct 2024	<b>II(c)</b>	Approaches - Activity based, Inductive-Deductive, Analytic-synthetic and Problem Solving.	5	Group Discussion	Blog
	<b>I(b)</b>	Proofs (direct, converse, inverse and contrapositive)	4	Discussion by sharing examples	NCERT Books
	<b>I(c)</b>	Contribution of mathematicians - Aryabhatta, Ramanujan, Pythagoras & Euclid;	2	Assignment	Preferred Book SC Gakkar SK Mangal NCERT Book
Nov 2024	<b>II(b)</b>	Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry with special reference to Bloom's Taxonomy	5	Lecture through PPT & Workshop	Textbook for Two-Year B.Ed Course (Pedagogy of Mathematics)
	<b>I(c)</b>	Aesthetics by Birkhoff.	2	Handouts followed by discussion	Textbook for Two-Year B.Ed Course (Pedagogy of Mathematics)
	<b>III(a)</b>	Textbooks- need, importance, quality	3	Lecture through PPT	Own Prepared Notes (PDF/PPT)
	<b>III(b)</b>	Audio-visual multimedia–Selection and designing	3	Handout followed by Discussion	Textbook for Two-Year B.Ed Course (Pedagogy of Mathematics)
<b>House Examination</b>					
Dec 2024	<b>III(c)</b>	Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilizing resources.	3	Discussion by sharing Examples	Textbook for Two-Year B.Ed Course (Pedagogy of Mathematics)

	<b>IV(a)</b>	Concepts: Meaning, nature, concept formation and concept assimilation; Concept Attainment Model in teaching mathematics	4	Lecture through PPT	Own Prepared Notes(PDF/PPT )
	<b>IV(b)</b>	Cooperative Learning: concept and approaches	2	Brainstorming	Own Prepared Notes(PDF/PPT )
		Supplementary text material	3	Lecture & discussion	Book-Dr. Parvinder Kaur
	<b>IV(c)</b>	Summer programmes	1	Discussion followed by PPT	Own Prepared Notes(PDF/PPT )
	<b>IV(c)</b>	Correspondence course	1	Lecture & discussion	Own Prepared Notes(PDF/PPT )
		Any two of the following: • Analysis of PSEB textbook of any one class from VI to X • Analysis of famous quotations on Mathematics • Preparing Instructional aids			

### UNIT PLANNING( Session 2024-2026)

#### B.Ed Semester –I P-1.1 & P-1.2 PEDAGOGY OF SOCIAL STUDIES

Month	Unit	Topic	Method	Time Allotted	Resources
September	UNIT- I: Concept of Social Studies	Concept, scope and nature of Social Studies, Distinguish between Social Studies and Social Science.	Lecture cum discussion	8 lectures	Teaching of Social studies by Dr. J.S.Walia Self developed e-content
		Correlation of Social studies with Social Science, Languages, Mathematics, Arts and Science.	Lecture cum demonstration	4 lectures	The teaching of Social Studies by SK Kochar

		Aims and Objectives of teaching Social Studies at middle and secondary school level with reference to Bloom's Taxonomy	Lecture cum discussion	4 lectures	Educational Technology by S.K. Mangal Teaching of Social studies by Dr. J.S.Walia Self developed content The teaching of Social Studies by BK Sahu
October	UNIT- II: Methods and Techniques of teaching Social Studies	Lecture Method, Discussion Method and Problem Solving Method b) Project Method, Source Method, Socialized recitation method	Lecture cum discussion	12 lectures	Techniques of Teaching By K.K. Bhatia Educational Technology By J.S. Walia
		Techniques of Teaching: Explanation, Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, and Field Trip.	Lecture cum demonstration	10 Lectures	Techniques of Teaching By K.K. Bhatia Teaching of Social studies by Dr. J.S.Walia Resources from the web
		Sessional Work PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Vivekananda, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, and Nelson Mandela	Discussion & Seminar	2 lectures	Web exploration and library visits
November	UNIT -III Curriculum and Teaching Learning Material	a) Social Studies curriculum at secondary stage-Features, issues and recommendations of NCF 2005.	Lecture cum discussion	4 lectures	NCF document by Govt. Of India

		Resource for Learning (Primary and Secondary) - Meaning, examples, Advantages and limitations. Dale's Cone of Experiences.	Lecture discussion Project	4 lectures	Educational Technology by S.K. Mangal Web resources
		Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, and Multimedia as teaching aids in Social studies teaching.	Lecture discussion	6 Lectures	Teaching of Social studies in elementary schools by Wesley Cartwright Educational Technology by Venkataiah
	Sessional work	Qualitative Analysis of Social Studies Curriculum (secondary school stage) - PSEB/ CBSE/ICSE.	Discussion and project work	2 lectures	Curriculum as prescribed by PSEB/ CBSE/ICSE. boards
December	UNIT IV: Current trends in Teaching of Social Studies	a) ICT Based Approach- PowerPoint Presentations and e-learning. b) Cooperative Learning Approach- Concept, Procedure, advantages and Limitations c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.	Lecture cum Discussion	6 Lectures	Pedagogy of Social Studies by Anurag Sankhian Pedagogy of Social Studies by Deep Shikha and Gagandeep Singh A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia & Dr. Sonia Jindal

	Sessional work	PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Vivekananda, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, and Nelson Mandela	Discussion and seminar	6 lectures	
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**By: Dr. Jasleen Kaur**

**B.Ed Semester 1**

**Subject: PEDAGOGY OF SCIENCE**

**UNIT PLANNING(2024-26)**

**Session: September, 2024 to December, 2024**

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Units -4**

**1 Lecture=40 mins**

**Unit Name: Unit-I: Introduction**

**September, 2024 - October,2024**

**Summary of Unit:** Meaning, nature and scope of science, Aims and objectives of Teaching Science, Formulation of specific objectives.

**Objectives:** After completion of the course, the student teachers will be able to

- Understand the nature of science and appreciate science as a dynamic and expanding body of knowledge.
- Comprehend Educational and Instructional objectives of teaching science
- Identify and formulate aims and objectives of science teaching.

**Resources:** Teaching of Science books, PPT of Blooms' Taxonomy of Educational objectives (revised form also)

**Lesson 1 Title:** a) Meaning, nature and scope of science, impact of science and technology on society.

**Time** -1 lecture

**Lesson 2 Title** b) Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.

**Time** -7 lectures

**Lesson 3 Title:** Formulation of specific objectives in behavioral terms (Mager's approach and RCEM approach).

**Time** -5 lectures

**Assignment and Activities:** Impact of science and technology on society.(To be submitted in 15 days)

**Evaluation:** Formulation of specific objectives in behavioral terms (Mager's approach)

**Unit Name: Unit-II: Methods and Techniques in Science Teaching**

**October, 2024 -November ,2024**

**Summary of Unit:** Methods and Approaches of Teaching Science,Scientific Attitude and its development

**Objectives:** After completion of the course, the student teachers will be able to

- Understand and use various methods and approaches of teaching science
- Develop scientific attitude among the students

**Resources:** Teaching of Science books,PPT of Cooperative learning

**Lesson 1 Title:** a) Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method

**Time -7 lectures**

**Lesson 2 Title** b) Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach. Heuristic approach.

**Time -8 lectures**

**Lesson 3 Title:** Scientific Attitude and its development.

**Time -3 lectures**

**Assignment and Activities**-Cite examples of Inductive Deductive approach.

**Evaluation:** Most suitable method of teaching in Secondary Schools

**Unit Name: Unit- III: Instructional Material and Aids**

**October, 2024 -November ,2024**

**Summary of Unit:** Instructional resources in Science: Meaning, importance, classification, Principles of selection and use of various instructional aids such as ChalkBoard, Charts, Models and animations, E-learning: concept, and use of e-books and e-journals in science.

**Objectives:** After completion of the course, the student teachers will be able to

- Select and use appropriate learning resources in science
- Understand importance & classification of Instructional resources in Science..

**Resources:** Teaching of Science by VK Kohli ,Edgar Dale 's Cone of Experience

**Lesson 1 Title:** a) Instructional resources in Science: Meaning, importance, classification

**Time-4 lectures**

**Lesson 2 Title** b) Principles of selection and use of various instructional aids such as ChalkBoard, Charts, Models and animations.

**Time -4 lectures**

**Lesson 3 Title:**c) E-learning: concept, and use of e-books and e-journals in science.

**Time -3 lectures**

**Assignment and Activities**-E learning resources in teaching science.

**Evaluation:** Edgar Dale's Classification

**Unit Name: Unit-IV Current Trends in Science Education**

**November 2024-December ,2024**

**Summary of Unit:** Current Trends in discipline-centred as well as interdisciplinary

teaching learning in Sciences.

**Objectives:** After completion of the course, the student teachers will be able to

- Understand the current trends in teaching of science
- Comprehend the significance of CBCS
- Gain knowledge about Innovations and initiatives in Science Education

**Resources:** PDFs and PPT s on various subtopics.

**Lesson 1 Title:** a) MOOC platforms for Science Education and their relevance for teachers and students

**Time**-3 lectures

**Lesson 2 Title** b) CBCS: Concept, Need and Significance for discipline-centred as well as interdisciplinary teaching learning in Sciences.

**Time** -4 lectures

**Lesson 3 Title:**c) Promotion and Innovation in Science Education: Meaning, Importance and Initiatives (Such as KVPY, IISERs, HBCSE, Science Olympiads).

**Time** -4 lectures

**Assignment and Activities**-Importance and Initiatives in KVPY, Science Olympiads).

**Evaluation:** CBCS

### **Unit Name: Sessional Work (Internal)**

**Summary of Unit:** 1) Contribution of any two Nobel Prize winners in science,

2) General Information about any two Scientific Institutes of national Importance.

3) Information about five journals contributing in the field of Science

**Objectives:** After completion of the course, the student teachers will be able to

- Enlist the Contribution of Nobel Prize winners and Scientific Institutes

**Evaluation:** File to be submitted in hard copy as well as soft form .

**Time**-1 month

### **References:**

Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.

Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing. Kohli , V.K.

(2006). How to Teach Science. Ambala: Vivek Pub.2006

Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot



Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.

**Evaluation Scheme:**

- The external theory examination will be of three hours duration.
- External question paper will have V units.
- First four units i.e. Unit-I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV.
- Each question carries 8 marks.
- Unit –V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks.

***Dr Manu Chadha***

***Associate Professor***

**P-1.1 & P-1.2**

**PEDAGOGY OF ENGLISH (Semester I)**

Total Marks: 50

External Theory: 40

Internal Practical: 10

**Objectives:**

After this course, pupil teachers will be able to:

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language

- To improve the linguistic skills of the students.
- To improve practical use of the Language.
- To provide detailed knowledge about Grammar.

### **TOPICS TO BE COVERED DURING THE SEMESTER**

#### **UNIT-1: Introduction**

S.No	Topics	Mode/ Resources	Month	Tentative lectures
(a)	Meaning and Nature of the Language, English language in Indian Context (English as a colonial language, English in post-colonial times, Status of English Language in present context.)	Lecture, flipped classroom teaching, Discussion / pdf notes & Power point Presentation	September	4
(b)	Objectives, Principles(Linguistic and General) ,Maxims of Teaching English, Conditions of teaching -learning English in Indian Schools, Suggestions for improvement.	Lecture cum discussion/ Book by K.K Bhatia and Dr. S.S Wadhwa	September	4
(c)	Different Methods and Approaches of Teaching English in Schools (Grammar Translation Method, Direct Method, Structural Approach, Communicative Approach)	Video Presentation, PPT, Discussion/Book by K.K Bhatia and Notes in pdf form	October	5

#### **UNIT-2: Methods and Techniques**

(a)	Importance of Listening and Speaking in Language Teaching, Developing listening and speaking skills, Phonetics- Phonetic transcription (Vowels, Consonants and Diphthongs), Features of Connected Speech (Stress, Intonation, Rhythm and Juncture).	Lecture cum demonstration method / Visit to language lab and teaching through modules in the Language lab PPT and book by K.K Bhatia and Dr. S.S Wadhwa	October	7
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(b)	Teaching Mechanics of Reading: Methods of teaching Reading, Types of Reading (Intensive Reading and Extensive Reading) Importance of Loud Reading and Silent Reading, Reading Comprehension, Use of Dictionary and Thesaurus	Lecture cum demonstration, notes in pdf / Upload on LMS	October	9
(c)	Teaching Mechanics of Writing: Essential marks of good handwriting, Importance of Writing Skill, Causes of Spelling Mistakes and Suggested Remedies.	Lecture/Classroom Presentation by students	November	3
<b>UNIT-3: Resource Material</b>				
(a)	Language Course Book-Importance, Characteristics and Review	Assignment/ Lecture cum demonstration, Field visit, notes in the form of pdf	November	6
(b)	Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students.	Field Visit/Lecture/Discussion, notes in the form of pdf	November	4
(c)	Language Curriculum-Meaning, Importance and Principles of Curriculum Construction.	Subject seminar PowerPoint Presentation, Discussion Method	November	5
<b>UNIT-4:Content</b>				
(a)	Parts of Speech	Videos , Written Practice sessions	November	3
(b)	Antonyms, Synonyms and One Word Substitution	Practice Sessions, Notes pdf, Wren and Martin Grammar book.	December	3

(c)	Sentences-Types of Sentences, Transformation of Sentences, Punctuation.	Inductive-Deductive , written Practice session	December	5
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### **SESSIONAL WORK (INTERNAL) 10 MARKS**

- Review of English Course Book
- Translation of Editorials from Punjabi and Hindi Newspapers (Two Each) in English.

### **EVALUATION SCHEME**

The external theory examination will be of three hours duration. External question paper will have V units- First four units i.e. Unit-I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

### **SUGGESTED READINGS:**

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
- Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

### **PEDAGOGY OF COMMERCE {P-1.1 & P-1.2}**

### **BACHELOR OF EDUCATION (B. ED. TWO YEARS) 1<sup>st</sup> SEM.**

### **{SESSION 2024-26}**

**TOTAL MARKS: 50 (External Theory 40+ Internal Practical 10)**

MONTH	TOPIC	METHODOLOGY	RESOURCES	PERIODS
<b>September</b>	<p>COMMERCE: Meaning, Nature and Scope.</p> <p>Correlation of Commerce with Economics, Mathematics, Social Science and Geography.</p>	Lecture cum Discussion Method, Inductive Deductive Method	PPTs, E-content videos	<p><b>4</b></p> <p><b>5</b></p>
<b>October</b>	<p>Aims and Objectives of teaching commerce with special reference to Blooms Taxonomy of Educational Objectives</p> <p>Methods of Teaching Commerce</p> <p>Techniques of Teaching Commerce</p> <p><b>ASSIGNMENT:</b> Achievement Test</p>	Lecture cum Discussion Method, Project method Assignments	PPTs, E-content videos	<p><b>5</b></p> <p><b>4</b></p> <p><b>4</b></p>

<b>November</b>	Instructional Material in Commerce	Lecture cum Discussion Method,	PPTs, E-content videos	<b>3</b>
	Criterion for the selection of effective instructional material			<b>3</b>
	Discussion and Presentations by students on assigned topic: Construction of Achievement Test			<b>3</b>
	Construction of unit tests, objective based test items in commerce			<b>2</b>
	Diagnostic Tests Remedial Teaching in Commerce			<b>2</b>
	<b>House Tests</b>  <b>Sessional Work:</b> Construction of Objectives Test Items on any topic of commerce			
<b>December</b>	Role of Seminar, Workshops and Projects for quality improvement	Lecture cum Discussion Method, model based method {Hilda taba model}	PPTs, E-content videos	<b>3</b>
	Internship in Teaching Commerce			<b>2</b>
	Multimedia in Learning Commerce			<b>3</b>
	<b>Final Examinations</b>			

## UNIT PLANNING

### PEDAGOGY OF ECONOMICS {P-1.1& P- 1.2}

**BACHELOR OF EDUCATION (B. ED. TWO YEARS) 1<sup>ST</sup> SEM.**

**{SESSION 2024-26}**

TOTAL MARKS: 50 (External Theory 40+ Internal Practical 10)

MONTH	TOPIC	METHODOLOGY	RESOURCES	PERIODS
September	UNIT I: Economics: Context and Concerns Concept, importance and scope of Economics as a school subject.	Lecture cum Discussion Method, Inductive Deductive Method	PPTs, E-content videos	4
	Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science			5
October	Aims and Objective of teaching of Economics at Secondary Level in light of NCF- 05.	Lecture cum Discussion Method, Project method Assignments	PPTs, E-content videos	4
	Unit - II: Pedagogical Issues Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method			6

November	<p>Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation</p> <p>UNIT III: Curriculum and Professional Development</p> <p>Concept of curriculum and role of curricula in development of economic values and critical thinking.</p> <p>Text- Books; Importance and Qualities, Supplementary Material.</p>	Lecture cum Discussion Method,	PPTs, E-content videos	4
				3
				3
December	<p>Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)</p> <p>UNIT IV: Content from NCERT Text books</p> <p>Sectors of Indian Economy</p> <p>Agriculture and national Economy</p> <p>Poverty as challenge</p> <p>ASSIGNMENT: Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)</p>	Lecture cum Discussion Method, model based method {Hilda taba model}	PPTs, E-content videos	3
				2
				2
				2
	Final Examinations			



**B.Ed. 1<sup>st</sup> Semester, Paper- P-1.1 & P-1.2**

**Pedagogy of Punjabi- Total Marks: 50= External Theory: 40, Internal Practical: 10**

Dr. Jagjit Singh

Month	Topic	Method	Time Allowed	Resources
September	ਭਾਸ਼ਾ - ਪਰਿਭਾਸ਼ਾ, ਆਧਾਰ, ਪ੍ਰਕਿਰਤੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ ਅ) ਲਿਪੀ ਦੀ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ, ਸੂਤਰ	Lecture cum discussion & PowerPoint Presentation	6 Days in a week	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ  ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੌਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ.' ਡਿੱਪਲ  ਪੰਜਾਬੀ ਅਧਿਆਪਨ  ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ
October	ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਬੋਲਚਾਲ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ, ਚੰਗੀ ਬੋਲਚਾਲ ਦੇ ਗੁਣ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ। ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ- ਸੁਖਮ' ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉਚੀ ਪਾਠ ਅਤੇ ਮੈਨ ਪਾਠ ਦਾ ਮਹੱਤਵ। ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ ਅਤੇ ਅਸ਼ੁੱਧ' ਸ਼ਬਦ -ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।	Lecture cum discussion & PowerPoint Presentation	6 Days in a week	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ  ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੌਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ.' ਡਿੱਪਲ  ਪੰਜਾਬੀ ਅਧਿਆਪਨ  ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ
November	ਰਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ-ਪ੍ਰਸਤੁਤੀ ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ ਅ) ਭਾਸ਼ਾ ਪ੍ਰਸਤੁਤਕਾਲ- ਮਹੱਤਵ, ਵਿਵਸਥਾ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ' ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ- ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ	Lecture cum discussion & PowerPoint Presentation	6 Days in a week	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ  ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੌਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ.' ਡਿੱਪਲ  ਪੰਜਾਬੀ ਅਧਿਆਪਨ  ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ
November	House Exams			

December	<p>ਵਰਨ ਬੋਧ - ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂ-ਮਾਤਰਾਂ,' ਲਗਾਖਰ। ਸ਼ਬਦ ਬੋਧ-ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ, ਸ਼ਬਦ ਰਚਨਾ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ' ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ</p> <p>ਵਾਕ ਬੋਧ - ਪ੍ਰਕਾਰ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ।</p>	Lecture cum discussion & PowerPoint Presentation	6 Days in a week	<p>ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੋਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ.' ਡਿੱਪਲ</p> <p>ਪੰਜਾਬੀ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ</p>
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#### ਪ੍ਰਯੋਗਿਕ ਕਾਰਜ

- 1) ਬਾਲ ਪੱਤਰਕਾ ਦਾ ਮੁਲਾਂਕਣ
- 2) ਅੰਗਰੇਜ਼ੀ ਦੇ ਅਖਬਾਰ ਵਿਚੋਂ ਚਾਰ ਸੰਪਾਦਕੀ ਦਾ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ।

#### ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- 1) ਇੰਦਰਦੇਵ ਨੰਦਰਾ- ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ
- 2) ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ
- 3) ਡਾ ਅਮਰਜੀਤ ਕੌਰ - ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੂਰੀਆ ਪਬਲਿਸ਼ਰਜ
- 4) ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ - ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ )
- 5) ਜੀ ਬੀ ਸਿੰਘ - ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
- 6) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਰਕਨ ਅਤੇ ਬਣਤਰ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- 7) ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ - ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ
- 8) ਜਗਜੀਤ ਸਿੰਘ-ਪੰਜਾਬੀ ਕਿਵੇਂ ਪੜਾਈਏ, ਮਾਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਪਟਿਆਲਾ।

**P-1.1 & 1.2**

**हिन्दी शिक्षण (PEDAGOGY OF HINDI)**

**SEMESTER I (2024-26)**

कुल अंक 50: (बाहरी मूल्यांकन 40 + आंतरिक मूल्यांकन 10)

उद्देश्य:- भावी शिक्षकों को –

Ø भाषा के स्वरूप एवं व्यवस्था का ज्ञान करवाना।

Ø भाषा सीखने की पद्धति एवं प्रक्रिया का बोध करवाना।

Ø भाषाई कौशलों में दक्षता का विकास करना।

Ø भाषा के व्यावहारिक प्रयोग में निपुणता लाना।

Ø व्याकरण की विस्तृत जानकारी देना।

शिक्षण विधियाँ:- शिक्षण विधियों में व्याख्यान, चर्चा, कार्य, सर्वेक्षण, पाठ्यचर्या गतिविधियाँ, विश्लेषण, अभ्यास, समीक्षा, सेमिनार और पाठ प्रदर्शन शामिल हैं।

छमाही के अंतर्गत करवाए जाने वाले विषय

इकाई-1:- भाषा का स्वरूप

S.No.	विषय	विधि	महीना	संभावित लेक्चर
क)	भाषा का अर्थ, आधार, प्रकृति एवं हिन्दी भाषा की उत्पत्ति तथा विकास।	व्याख्यान विधि, चर्चा विधि	सितम्बर 2024	सप्ताह में 4 दिन
ख)	देवनागरी लिपि की विशेषताएं एवं सीमाएं, हिन्दी भाषा का महत्व मातृभाषा, राष्ट्रीय भाषा एवं अंतराष्ट्रीय भाषा के रूप में।	व्याख्यान सह चर्चा एवं विश्लेषण विधि	सितम्बर 2024	4 दिन
ग)	हिन्दी शिक्षण - उद्देश्य, सामान्य सिद्धांत एवं सूत्र।	व्याख्यान, चर्चा विधि	सितम्बर 2024	4 दिन

**इकाई-2:- भाषाई कौशल**

क)	श्रवण कौशल विकसित करने की विधियाँ, बोलचाल के गुण, अशुद्ध उच्चारण के कारण व निवारण।	व्याख्यान सह चर्चा एवं पावरप्वाइंट प्रस्तुति	अक्टूबर 2024	4 दिन
ख)	पठन कौशल की विधियाँ व प्रकार ( सूक्ष्म एवं स्थूल ) सस्वर पाठ एवं मौन पाठ का महत्व।	व्याख्यान सह प्रदर्शन,	अक्टूबर 2024	4 दिन
ग)	लेखन कौशल का महत्व, अवस्थाएं अशुद्धियाँ क्र कारण व निवारण।	चर्चा विधि, कक्षा में छात्रों द्वारा प्रस्तुति	अक्टूबर 2024	4 दिन

**इकाई-3:- पुस्तक एवं पाठ्यक्रम**

क)	पाठ्य पुस्तक का महत्व, विशेषताएं व समीक्षा, महत्व।	विश्लेषण, अभ्यास	नवंबर 2024	4 दिन
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ख)	भाषा पुस्तकालय की उपयोगिता व व्यवस्था तथा छात्रों में पठन रुचि विकसित करने के उपाय।	व्याख्यान सह प्रदर्शन	नवंबर 2024	4 दिन
ग)	पाठ्यक्रम - अर्थ, महत्व एवं निर्माण के सिद्धांत।	विश्लेषण, अभ्यास	नवंबर 2024	4 दिन

**इकाई-4:- व्याकरण बोध**

क)	वर्ण विचार - वर्णमाला, मात्राएं, उच्चारण, स्थल व प्राण तत्व।	चर्चा विधि, कक्षा में छात्रों द्वारा प्रस्तुति	नवंबर 2024	4 दिन
ख)	शब्द भेद - अर्थ, उत्पत्ति, व व्युत्पत्ति के आधार पर विपरितार्थिक, वाक्यांश के लिए एक शब्द।	व्याख्यान सह चर्चा एवं विश्लेषण विधि	नवंबर 2024	4 दिन
ग)	वाक्य - प्रकार, वाक्य परिवर्तन, विराम चिन्ह।	व्याख्यान विधि	नवंबर 2024	4 दिन

प्रायोगिक कार्य :-

- किसी एक बाल पत्रिका की समीक्षा।
- किसी अंग्रेजी समाचार पत्र के चार सम्पादकीय का हिंदी में अनुवाद।

सन्दर्भ पुस्तक सूची:

कश्यप, रेणु (2001) ' राजभाषा हिंदी का स्वरूप विश्लेषण, पटना: जिज्ञासा प्रकाशन।

कुमार, योगेश, (2004). आधुनिक हिंदी शिक्षण नयी दिल्ली : ए. पी. एच. पब्लिशिंग कारपोरेशन।

कौर सर्वजीत (2009) हिंदी शिक्षण, नई दिल्ली: कल्याणी पब्लिकेशन।

**Teacher Incharge:- Ms. Ramandeep Kaur**

## B.Ed SEMESTER II

### SOCIOLOGICAL BASIS OF EDUCATION (F 2.1)

Total Marks: 50 = External Theory: 40, Internal Practical: 10

**Objectives:** The course aims at enabling the students to

1. Study education in a sociological perspective and comprehend the role of education as an agent of social change.
  2. Imbibe the national ideals, national integration and appreciate the value of international understanding.
  3. Critically examine the social, cultural and political aspects of educational process.
- Course Content

Month	Topic	Method	Time Allowed	Resources
February 2025	<b>Unit-I: Education and Sociology</b> a) Concept, nature and relationship between education and sociology. b) Socialization: role of family, peer and school. c) Social mobility and education.	Lecture cum discussion & Power Point Presentation	4Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd. By J.C. Aggarwal
March 2025	<b>Unit-II: Education and Society</b> a) Nature and aspirations of Indian society. Indian society and education. b) Society as a determinant of aims of education. c) National Development and Education: concept, scope and indicators of national development.	Lecture cum discussion & Power Point Presentation	4Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd. By J.C. Aggarwal
April 2025	<b>Unit-III: Education and Culture</b> a) Culture: concept, characteristics and its interactions with education. b) Social change: concept and factors responsible for social change. c) Education and its role in the process of cultural and social change.	Lecture cum discussion & Power Point Presentation	4Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd. By J.C. Aggarwal

May (1 <sup>st</sup> week)	House Exams			
May, 2025	<b>Unit-IV: Education in Socio-Political context</b> a) Education in and for Democracy. b) Education for national and emotional integration. c) Education for international understanding and global peace.	Lecture cum discussion & Power Point Presentation	4Days in a week	Philosophical and Sociological Bases of Education by KK Bhatia Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd. By J.C. Aggarwal

### **Sessional Work (Internal): -**

#### **Any one of the following:**

Visit any one high/secondary/senior secondary school and observe and record various activities being organized to promote: Democratic values, national and emotional integration, global peace.

#### **Suggested readings:**

- Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.
- Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues in Education. Jaipur: Book Enclave.
- Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Bhatia, K.K. and Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.
- Brubacher, John S. (1969). Modern Philosophies of Education. New Delhi: Tata McGraw Hill.
- Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra: Ravi, Noudarnalya.
- Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
- Dewey, John. (1915). The School and Society. The University of Chicago Press  
Dewey, John (1961). Democracy and Education. New York: Macmillan Company.

- Dhankar, Rohit(2006) Shiksha Aur Samajh. Haryana: Aadhar Prakashan
- Goff, Phil (2001). Test your E-Sills. London : Hobler & Stoughton.
- Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). Education: Culture, Economy and Society. New York: Oxford University Press.
- Kumar, Krishna. 1977. Raaj Samajaur Shiksha. Delhi: Rajkamal
- Mathur, S.S. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
- Mathur, S.S. (1985). Sociological Approach to Indian Education. Agra: Vinod Pustak
- Mandir. Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Pvt. Ltd.
- NCERT, (2005). National curriculum framework. New Delhi.
- Panday, K.P. (2010).Perspectives in Social Foundations of Education. New Delhi: Shipra Publication.
- Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.



**Subject: Understanding The Learner (F 2.2)**  
**Total : 50 External : 40 Internal : 10**

Month	Topic	Method	Time allotted	Resources
January 2025	Concept, Nature and Characteristics of Learning	Lecture cum discussion	2 lectures	Learner and Learning Process by Dr. Jasbir Kaur
	Factors affecting Learning	Group Discussion	3 lectures	Learner and Learning Process by Dr. Jasbir Kaur
February	Theories of Learning (S-R) and Insight Theory	Lecture cum Discussion	3 lectures	Advanced Educational Psychology by Dr. S.K. Mangal
	Transfer of learning: Concept and Types Theories and Implications	Sessional Assignment		
	Mental Health: Meaning, Importance, causes of mental illness and improvement of mental health	Classroom Seminar	3 Lectures	
March	Motivation: Meaning and types	Lecture cum Discussion	4 lectures	PPT
	Techniques and Educational Implications	Group Discussion	2 lectures	
	Intelligence: Meaning and Theories	Lecture cum discussion	4 lectures	Advanced Educational Psychology by Dr. J.S. Walia
	Measurement of Intelligence	Lecture Method	3 lectures	Advanced Educational Psychology by Dr. J.S. Walia
	Uses and Limitations of Intelligence Tests	Lecture cum discussion	2 lectures	Psychology for Individual and Social Development by Dr. jasbir Kaur

	Administration and Interpretation of Intelligence Tests	Demonstration	2 Lectures	Manual, Booklet of Jalota's Group Test of Intelligence
April	Creativity: Concept, difference between Creativity and Intelligence	Brainstorming Sessions	3 lectures	
	Identification of Creative Child	Lecture cum Discussion	2 lectures	Educational Psychology by Dr. J.S. Walia
	Methods of Nurturing Creativity	Group Discussion/ Participatory Learning	3 lectures	
	Emotional Intelligence: Concept, Dimensions and Role of Teachers	Extension Lecture	1	
May	Education of Children with special needs: Meaning, Types: Gifted and Delinquent	Powerpoint Presentation	5 lectures	
	Educationally Backward	Lecture cum Discussion	2 lectures	
	Identification and Interventions	Collection of relevant Material by students followed by discussion	5 lectures	pdf/ you tube videos
	Elementary Educational Statistics: Measures of Central Tendency	Demonstration	6 lectures	Self developed e-content
	Measures of Variability	Demonstration	3 lectures	Self developed e-content
	Measures of Relationship	Demonstration	3 lectures	PPT

**F-2.3**  
**ASSESSMENT FOR LEARNING**  
**Total Marks: 50 External Theory: 40 Internal Practical: 10**

Month	Unit	Topic	PA	Mode of Teaching	Source
Jan 2025	I(a)	Basic Concepts: Assessment for learning, assessment of learning, test, examination, measurement, evaluation.	3	Discussion followed by PPT	Own Prepared topic through my Blog <a href="https://learningmaterialghg.blogspot.com/">https://learningmaterialghg.blogspot.com/</a>
	II(a)	Test: Types (Essay, Objective, Objective based); characteristics of good tools (validity, reliability and usability).	3	Discussion Method followed by Giving Print outs to students	Self prepared PDF
	II(b)	Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation	6	Demonstration of Blue print on Black Board followed by Workshop of Preparing blue print in class	Pedagogy of Mathematics 2 Year B.Ed. NCERT book
Feb 2025	I(c)	Types of evaluation- Teacher made and standardized tests,	4	Discussion Method followed by Student Activity to differentiate these terms	Own Prepared Notes(PPT/PDF) Through LMS
	I(c)	Norm referenced and criterion referenced testing;	3	Discussion Method followed by Student Activity to differentiate these terms	Own Prepared Notes(PPT/PDF) Through LMS
	II(c)	Techniques of Assessment: Project work, Assignments, Practical work, Performance based activities.	2	Demonstration method followed by Assignment Method	e-content Development and upload on LMS
	III(a)	Scoring procedure - manual and electronic, development of Rubrics	4	Handouts followed by discussion and Demonstration	Own prepared notes
	I(b)	Objectives and Purpose of Assessment – Behaviorist and Constructivist Paradigm	4	Handouts followed by discussion	e-content Development and upload on LMS

March 2025	III(b)	Analysis and Interpretation: Calculation of percentages, Frequency distribution, Percentile Rank, Pie Chart, Bar Graph, Histogram, Frequency Polygon,	8	Handouts followed by solving live examples.	Hard as well as soft copy in the form of PDF Shared with students
	IV(a)	Existing Practices: Continuous and Comprehensive Evaluation (CCE), Grading, Choice Based Credit System, Feedback in Improving learning and learners' development.	5	Lecture through PPT	Own Prepared Notes(PPT/PDF) shared on LMS as well as Assessment for Learning by Dr. Sukhwinder Singh
	IV(b)	Issues and Problems: Non-Detention Policy, the menace of coaching.	5	Handouts followed by discussion	Own Prepared Notes(PPT/PDF) shared on LMS as well as Assessment for Learning by Dr. Sukhwinder Singh
April 2025	III (c)	Normal probability Curve-Meaning, characteristics and uses.	4	Lecture through PPT	Own prepared video shared through LMS
	IV (c)	Emerging Practices in Assessment: Standard Based Assessment, Online, Computer Based and Open Book Examinations.	6	Lecture through PPT	Shared own prepared videos through LMS
In the month of March 2025		Techniques of Assessment: Project work, Assignments, Practical work, Performance based activities.		Assignment	Through LMS online Mode

**\*One lecture= 40 minutes Teacher Incharge**

☐ **Dr. Rachhpal Singh & Dr. Ramandeep Kaur Sidhu**

**F-2.4 CURRICULUM AND UNDERSTANDING THE DISCIPLINES****Total Marks: 50 External Theory: 40 Internal Practical: 10****Objectives:**

- To explain the concept, principles, approaches and types of curriculum.
- To analyze various curriculum frameworks To explain the concept and types of discipline
- To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual context
- To study the relationship between academic disciplines and school subjects.

**TOPICS TO BE COVERED DURING THE SEMESTER****UNIT-1: Conceptual Framework of Curriculum**

S.No.	Topics	Mode/ Resources	Month	Tentative lectures
1.	a) Curriculum: Concept and Importance	Lecture Method / Notes in the form of pdfs / docs shared with students through LMS	January 2025	05
2.	(b) Principles of Curriculum Construction	Discussion Mode, Classroom notes and pdf uploading on LMS	January 2025	04
3.	(c) Types of Curriculum: Core curriculum and Hidden curriculum	Classroom Lectures and Discussion Methods, Notes in the form of pdfs / docs shared with students through LMS	February 2025	07
<b>UNIT-2 : : Essentials of Curriculum</b>				
4.	Approaches to Curriculum Development: Subject Centered, Learner Centered and Community Centered.	Assignments/ Classroom Presentations by Students, Notes in the form of pdfs / docs shared with students through LMS	March 2025	09
5.	(b) Role of teacher in Curriculum Development	Classroom seminars by the students (To be assigned Roll No. Wise)	March 2025	03
6.	c) Curriculum visualized in NCF (2005)	Lecture and Discussions, Notes in the form of pdfs / docs shared with students through LMS	March 2025	07

<b>UNIT-3</b> Essentials of Curriculum				
7.	Approaches to Curriculum Development: Subject Centered, Learner Centered and Community Centered.	Classroom Lectures, Notes in the form of pdfs / docs shared with students through LMS, PowerPoint Presentations	April 2025	06
8.	b) Role of teacher in Curriculum Development	Lecture method will be employed and the notes will be shared in the form of presentations and pdfs through LMS	April 2025	09
9.	(c) Curriculum visualized in NCF (2005)	Discussion, Notes in the form of pdfs / docs shared with students through LMS	April 2025	05
<b>UNIT-4</b> Analyzing Relationship between School Subjects				
10.	(a) Nature, Importance and Historical Perspective of Science, Social Science, Mathematics and Languages	Lectures cum demonstration Mode Notes in the form of pdfs / docs shared with students through LMS	May 2025	06
11.	(b) Correlation among different school subjects (Science, Social Science, Mathematics and Languages ) and its effect on curriculum framework	Lecture cum demonstration method. Powerpoint Presentations, Videos related with the topics, Notes in the form of pdfs / docs shared with students through LMS	May 2025	05
12.	c) Changes in school subjects in terms of social, political and intellectual context	Discussion method, notes to be provide in the form of pdfs through LMS	May 2025	2

**Sessional Work (Internal) Any two of the following:**

Critical Analysis of any one of the following: (a) National Curriculum Framework for School Education (NCFSE-2005) (b) National Curriculum Framework for Teacher Education (NCFTE-2009)

**Suggested Readings:**

- Butchvarov, P. (1970), The concept of Knowledge, Evanston, Illinois: Western University Press.
- Debra H. Martin, H. Pam C. & Lingard, B. (2007), Teachers and Schooling: making a difference. Australia: Allen and Unwin.
- Gardner, H. (1993), Creating Minds, New York: Basic Books.
- Noddings, N. (2007), Critical Lessons: What our schools should teach, Cambridge University Press. Ornstein, Allen C., Edward F.P.& Stacey
- B.O. (2006) Contemporary issues in curriculum, Allyn & Bacon.
- Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I &II, (he selected works), London: Routledge. 16 Kneller, G.F.,(1963) Foundations of Education, London and New York: John Wiley & Sons,Inc.
- NCERT (2005), National Curriculum Framework, New Delhi.
- Kamala Bhatia and B.D. Bhatia: Theory and principle of education. Doaba House NaiSarak Delhi. SP Chaube Foundation of education, Vikas publishing house, Noida.

**SCHOOL MANAGEMENT {F-2.5}****BACHELOR OF EDUCATION (B. ED. TWO YEARS) 2<sup>nd</sup> SEM.****{SESSION 2024-25}****TOTAL MARKS: 50 (External Theory 40+ Internal Practical 10)**

MONTH	TOPIC	METHODOLOGY	RESOURCES	PERIODS
January	<b>UNIT-I: Organization and Management</b> a) School as an organization: Meaning, Objectives and Principles of school organization, Types of administration and management. b) School Plant: Meaning, Importance, Essential characteristics, Maintenance and Selection of site.	Lecture cum Discussion Method,  Inductive Deductive Method	PPTs, E-content videos	3  2
February	c) Institutional Planning: Meaning, objectives, characteristics, and advantages of Institutional planning. <b>UNIT-II</b> a) School Time Table: Importance, Types and Principles of time table construction. b) Co-curricular Activities: Meaning, Importance, Principles of organizing co-curricular activities (Especially Morning Assembly, NSS, NCC, Field trips). ASSIGNMENT: Discipline: Concept, Need, Causes of indiscipline and Remedial measures.	Lecture cum Discussion Method, Project method  Assignments	PPTs, E-content videos	4  4  4



March	<p>UNIT-III: Quality Enhancement and Management in Schools</p> <p>(a) Leadership: Concept, Need &amp; Development of Leadership Qualities.</p> <p>(b) Supervision: Meaning, Objectives and Principles, Role of Educational Administrators (at school level, Block, District, State level)</p>	Lecture cum Discussion Method, Seminars	PPTs, E-content videos	4
April	<p>(c) School Records and Registers: Need and Importance, Types, Characteristics and Maintenance.</p> <p>UNIT-IV: Recent Trends in School Management</p> <p>(a) Total Quality Management (TQM): Concept, Need and Importance, Characteristics and Principles. Development of human resource through TQM.</p>	Lecture cum Discussion Method,	PPTs, E-content videos	4 2 3 4 4
May	<p>(b) Biometric Attendance System: Concept, Significance and Challenges in Indian context.</p> <p>(c) Feedback of teachers and Administrators: Concept, Need and Importance, Role of reflective teaching.</p>	Lecture cum Discussion Method, model based method {Hilda taba model}	PPTs, E-content videos	4 4

## UNIT PLANNING

### PEDAGOGY OF COMMERCE {P-1.1 & P-1.2}

#### BACHELOR OF EDUCATION (B. ED. TWO YEARS) 2<sup>nd</sup> SEM.

#### {SESSION 2024-25}

**TOTAL MARKS: 50 (External Theory 40+ Internal Practical 10)**

MONTH	TOPIC	METHODOLOGY	RESOURCES	PERIODS
<b>January</b>	<b>Unit I: Pedagogic planning</b> (a) Blooms revised taxonomy of writing behavioral objectives in context of Economics lesson Planning	Lecture cum Discussion Method,  Inductive Deductive Method	PPTs, E-content videos	<b>3</b>
	(b) Concept, Need and importance of a lesson plan,			<b>2</b>
<b>February</b>	Approaches of lesson plan: Herbartian lesson plan, RCEM approach and Constructivist approach	Lecture cum Discussion Method, Project method	PPTs, E-content videos	<b>4</b>
	(a) Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.			<b>4</b>
	(b) <b>Teaching Learning Material</b> Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences			<b>4</b>
<b>March</b>	(c) Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching	Lecture cum Discussion Method,	PPTs, E-content videos	<b>4</b>
	<b>ASSIGNMENT:</b> Open-book tests: Strengths and limitations	Assignments		<b>2</b>

<b>April</b>	<b>Unit – III: Assessment and Evaluation</b> (a) Concept, importance and tools of Evaluation	Lecture cum Discussion Method, model based method {Hilda taba model}	PPTs, E-content videos	<b>4</b>
	(b) Peer assessment; use of Rubrics and Portfolio in assessment of Economics.			<b>3</b>
<b>May</b>	<b>Content from NCERT Text books</b> (a) Globalization and Indian Economy	Discussion and Problem Solving	<b>Text Books</b>	<b>3</b>
	(b) Consumer Rights (b) Food security in India			<b>2</b>

**UNIT PLANNING (Session 2024-2026)****B.Ed. Semester –II P-2.1 & P-2.2****PEDAGOGY OF SOCIAL STUDIES**

Month	Unit	Topic	Method	Time Allotted	Resources
<b>January &amp; february 2025</b>	<b>UNIT- I:</b>  Pedagogic planning	Concept, Need and importance of a lesson plan and its approaches (Herbartian Approach, RCEM approach and Constructivist approach)	Lecture cum discussion  Demonstration , Hands on	10 lectures	Teaching of Social studies by Dr. J.S.Walia  Teaching of Social studies by Anurag Sankhia  Teaching of Social studies by Gagandeep and Deepshikha  Online sources
		Planning for teaching of Social Studies - Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.	Lecture cum demonstration  Hands on	8 lectures	The teaching of Social Studies by SK Kochar  The teaching of Social Studies by BK Sahu
		Writing ICT based, Model based, and Test based lesson plan.	Lecture cum discussion  Hands on	8 lectures	Educational Technology by S.K. Mangal  Teaching of Social studies by Dr. J.S.Walia  Self developed content  The teaching of Social Studies by BK Sahu

March 2025	UNIT- II:  Teacher, Text book, laboratory	Social Studies Teacher-Qualities and qualification, and Role. Professional development- Concept, need and ways, Role of ICSSR and NCERT	Lecture cum discussion	8 lectures	Teaching of Social studies by Dr. J.S.Walia  Teaching of Social studies by Anurag Sankhia  Teaching of Social studies by Gagandeep and Deepshikha  Online sources
April & May 2025		Social Studies Text Book- Meaning, Features (of good text book), and Importance(For teacher and students	Lecture cum demonstration	2 Lectures	Teaching of Social studies by Dr. J.S.Walia  The teaching of Social Studies by BK Sahu
		Social Studies Room: Need and Importance, Equipments required, and management of the room	Lecture cum demonstration	2 Lectures	Teaching of Social studies by Dr. J.S.Walia  The teaching of Social Studies by BK Sahu  Teaching of Social studies in elementary schools by  Wesley Cartwright

	<b>UNIT -III</b> Assessment and Evaluation in Social Studies Education	Peer assessment, use of Rubrics and Portfolio in assessment of Social Studies	Lecture cum discussion	10 lectures	Teaching of Social studies by Dr. J.S.Walia  Teaching of Social studies by Anurag Sankhia  Teaching of Social studies by Gagandeep and Deepshikha  A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia & Dr. Sonia Jindal  Online sources  Self developed class notes
		Open-book tests-Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.Construction of achievement test	Lecture discussion  Project	8 lectures	Teaching of Social studies by Anurag Sankhia  Teaching of Social studies by Gagandeep and Deepshikha  Online sources  Research and Statistics by BK Sahu  Self developed class notes
	<b>UNIT IV:</b> Content from NCERT books	Constitutional Design, Agriculture and National Economy, Globalisation and Indian Economy, consumer rights	Class seminars	10 lectures	NCERT text books

May 2025	<b>Sessional work</b>	<p>Observation of recorded ICT based lesson of social studies prepared by student teacher</p> <p>Prepare an Open Book Test</p>	Assignment, project	6 lectures	<p>Teaching of Social studies by Anurag Sankhia</p> <p>Teaching of Social studies by Gagandeep and Deepshikha</p> <p>A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia &amp; Dr. Sonia Jindal</p> <p>Online sources</p>
May 2025		<b>House examinations</b>			

**By: Dr. Jasleen Kaur**

**Subject:P-2.1 & P-2.2**

**Subject: PEDAGOGY OF SCIENCE**

**UNIT PLANNING**

**Session Dates: January 2025-May 2025**

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Units -4**

**1 Lecture=50 mins**

**Unit Name: Unit-I: Planning for Effective Teaching (22 lectures)**

**January 2025-February 2025**

**Summary of Unit: ) Lesson Planning- Concept, Importance,Types. Importance, planning and organizing co curricular activities – Science clubs, science museum, science fair, Excursions, Practical work in science.**

**Objectives:** After completion of the course, the student teachers will be able to

- Plan lessons for effective teaching in science.
- Organize various co-curricular activities in science.
- Organize practical work and improvised science apparatus.
- Develop insight in learning beyond classrooms.

**Resources:** Teaching of Science books, PPTs and Pdf s of specimens of Lesson Plans of various Types.

**Lesson 1 Title: a) Lesson Planning: Concept, Importance, Approaches (Herbartian approach and Constructivist approach), Types (Macro, Micro, ICT-based, Test-based, Models of Teaching based and Diary Lessons) and their limitations**

***Time -12 lectures***

**Lesson 2 Title b) Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities – Science clubs, science museum, science fair, Excursions.**

***Time -5 lectures***

**Lesson 3 Title: Practical work in science- Need, importance and planning/organization.**



### ***Time -5 lectures***

**Assignment and Activities:** Prepare one specimen of Macro, Micro, ICT-based, Test-based, Models of Teaching based and Diary Lesson taking any topic of your choice from class VI to IX **(Submissions)**

**Evaluation:** Macro Lesson Plans according to Herbartian Steps. **(Submissions)**

**Unit Name: Unit-II: Learning Resources in Science (10 lectures)**

**February 2025**

**Summary of Unit: Importance and evaluation criteria of Textbooks, Design of Science laboratory, Selection, purchase and maintenance of apparatus and equipment in laboratory, Development of science kits, improvising apparatus and low cost experiments/ demonstrations in Science**

**Objectives:** After completion of the course, the student teachers will be able to

- Develop insight into various learning resources in science
- Comprehend the Need, Importance and evaluation criteria of a good Text book.
- Evaluate and recommend a good text book
- Design Ideal Laboratories for studying Science in Secondary schools.
- Prepare improvised and low cost apparatus and make best use of available resources.

**Resources:** Teaching of Science books, PPT of Whitehouse laboratory design, Science kits, Improvised apparatus, Pdf s of Evaluation Criteria.

**Lesson 1 Title: a)** Textbooks- Need, Importance and evaluation criteria

### ***Time -3 lectures***

**Lesson 2 Title b)** Designing laboratories - Need and Importance of laboratory for teachers and students, Design of Science laboratory.

### ***Time -3 lectures***

**Lesson 3 Title:** Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory, Development of science kits, improvising apparatus and low cost experiments/ demonstrations in Science

### ***Time- 4 lectures***

**Assignment and Activities-**Prepare 1 improvised apparatus that can be used in the teaching science (from class VI to IX). **( Sessional Submission)**

**Evaluation:** Diagrammatic description of Whitehouse laboratory.**(Submission)**

Evaluation of a Science textbook using Reviewer's Form ( ***Sessional Submission***)

**Unit Name: Unit- III: Evaluation and Professional Development**

**(10 lectures)**

**March 2025**

**Summary of Unit: ) Evaluation in Science- Concept, need, types and Process. Preparing blue print of a question paper, Peer and Student Evaluation, Professional Competencies and Programmes for Science Teacher.**

**Objectives:** After completion of the course, the student teachers will be able to

- Comprehend and conceptualise evaluation and its types.
- Prepare a blue print of a question paper
- Understand the need, importance & relevance of teacher, peer and Student evaluation in Science.
- Professionally equip themselves and make themselves competent to compete with the global world.

**Resources:** Teaching of Science by VK Kohli , Blue print of a question paper, Professional Competencies and Programmes for Science Teacher

**Lesson 1 Title: a) Evaluation in Science: Concept, need, types (Formative, Summative and Diagnostic) and Process. Preparing blue print of a question paper**  
***Time-4 lectures***

**Lesson 2 Title b) Teacher Evaluation in Science: Concept, Need and Types (Peer and Student Evaluation).**

***Time -3 lectures***

**Lesson 3 Title:c) Professional Development: Need, Importance, Professional Competencies and Programmes for Science Teacher; Role of Teacher as a facilitator.**

***Time -3 lectures***

**Assignment and Activities-**Prepare a Blue print of Question Paper of 75 marks.(***Sessional Submission*** )

**Evaluation:** Professional Competencies and Programmes for Science Teacher(***Seminar***)

**Unit Name: Unit-IV Content Area and Pedagogical Analysis (13 lectures)**

**April 2025**

**Summary of Unit: Content Area and Pedagogical Analysis of Metals and Non-Metals, Environmental Problems, Force, Motion and Energy, Periodic Table.**

**Objectives:** After completion of the course, the student teachers will be able to

- Analyze the content pedagogically

**Resources:** Syllabus and content matter of the given topics.

**Lesson 1 Title: a** Metals and Non-Metals –Physical and Chemical properties  
**Time-3 lectures**

**Lesson 2 Title b)** Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion.

**Time -4 lectures**

**Lesson 3 Title c)** Force, Motion and Energy: Concept, Types and Application

**Time -3 lectures**

**Lesson 4 Title d)** Periodic Table: Development, Significance and Trends across groups & periods of Periodic Table.

**Time -3 lectures**

**Evaluation: Content Area and Pedagogical Analysis of topics from Class VI to IX.**

**(Class seminars)**

**Unit Name: Sessional Work (Internal)**

**Sessional Work (Internal)**

1. Preparation of a blueprint and construction of test items for Achievement test in science.
2. Construction of any one improvised apparatus

**Or**

3. Critical evaluation of a science textbook.

**Objectives:** After completion of the course, the student teachers will be able to

- Prepare a blue print of a question paper
- Prepare improvised and low cost apparatus and make best use of use of available resources
- Evaluate and recommend a good text book

**Evaluation:** Submissions within one month .

***Time-1 month***

**References:**

- ☐ Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- ☐ Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- ☐ Kohli , V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006
- ☐ Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
- ☐ Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.

**Evaluation Scheme:**

- The external theory examination will be of three hours duration.
- External question paper will have V units.
- First four units i.e. Unit-I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV.
- Each question carries 8 marks.
- Unit –V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks.

**Dr Manu Chadha**

**P-1.1 & P-1.2**  
**PEDAGOGY OF MATHEMATICS**  
*Max Marks: 50 Marks,*  
*External Theory: 40 marks, Internal Practical: 10 Marks*

Month	Unit	Topic	PA	Mode of Teaching	Resource
Jan 2025	I(a)	Unit planning- Meaning and Characteristics	2	Discussion followed by PPT	Own Prepared Notes(PDF/PPT)
	I(b)	Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans	4	Lecture cum Discussion on shared resources	Dr. SC Gakhar Dr. SK Mangal
	II(c)	Types of Lesson Plan: Diary format, ICT based, test based and model based lesson plans	4	Discussion method followed by Group Activity	Discussion Method followed by Student Activity to prepare sample Lesson
	II(a)	Identifying learner's strength and weaknesses	2	Discussion followed by PPT	Dr. SC Gakhar
	II(a)	Activities enriching mathematics learning – assisting learning	4	Discussion followed by PPT	NCERT Text Book for B.Ed Class
	IV(c)	i) Number System: Natural Number, Whole Number, Integers, Rational Number, Irrational Number and Operations with Numbers;	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)
Feb 2025	IV(c)	ii) Polynomial.	1	Seminar mode (Assigned work to 1 student)	NCERT Text Books (VI-X)
	II(b)	Development of interest and attitudes towards mathematics	2	Brainstorming session	Dr. SC Gakhar
	II(c)	Cultivating learner's sensitivity like intuition, probing and developing confidence	3	Lecture cum discussion followed by Handouts	Self-Prepared notes shared on LMS
	III(a)	Mathematics Club: importance and functioning at school level	2	Lecture cum Discussion	Shared handout on LMS

	III(a)	Mathematics Laboratory: importance and functioning at school level	2	Brainstorming	Own Prepared Notes(PDF/PPT) shared through LMS
	III(b)	Recreational activities—games, puzzles and riddles in mathematics	4	Discussion method followed Group activity	Dr. SK Mangal Self-Prepared notes
	IV(c)	iii) Equations: Linear, Simultaneous and Quadratic Equations and their solution	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)
	IV(c)	iv) Geometrical Concepts: Point, Line, Line Segment, Ray, Angle, Triangle	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)
	IV(c )	v) Types of Angles, Triangles and quadrilaterals;	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)
	III(b)	Stimulating creativity and inventiveness in mathematics.	2	Discussion followed by Handouts	NCERT Text Book for B.Ed Class
March 2025	III(c)	Teaching Aids in mathematics: Concept, Characteristics and types	4	Lecture & discussion	Own Prepared Notes(PDF/PPT) and shared on LMS
	IV(a)	Qualities of mathematics teacher: general, specific and professional	3	Brainstorming through group activity	Own Prepared Notes(PDF/PPT) and shared on LMS
	IV(c )	vi) Trigonometry: Introduction, Trigonometric ratios identity, height and distances;	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)
	IV(c )	vii) Probability;	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)
	IV(c )	viii) Sequence and series	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)

April 2025	IV(b)	Professional development of mathematics teachers-participation in conferences, seminars, workshops, projects; Journals and other resource materials in mathematics education,	3	Lecture & discussion	Own Prepared Notes(PDF/PPT) on the basis of NCERT Textbook
	IV(b)	Role of reflections in professional development.	2	Discussion followed by handouts	Own Prepared Notes(PDF/PPT)
	IV(c)	ix) Mensuration	1	Seminar mode (Assigned work to 2 student)	NCERT Text Books (VI-X)
		Any two of the following: 1. Organize a Group puzzles activity and write a report on it. 2. Preparation and demonstration of teaching model 3. Organize and write a report on at least two mathematics club activities			

***\*One lecture-40 minutes Assignment in the subject –Unit IV Part C ( Students submit their Assignment as per the assigned content based topics***

**Teacher Incharge**

- ***Dr. Rachhpal Singh***
- ***Dr. Ramandeep Kaur Sidhu***

**P-1.1 & P-1.2**  
**PEDAGOGY OF ENGLISH Semester II (2024-26)**

**Total Marks: 50 External Theory: 40 Internal Practical: 10**

**Objectives:**

After this course, pupil teachers will be able to:

- To provide knowledge about various forms of literature and methods of teaching English.
- To enhance teaching skills of the students.
- To enable the students to prepare teaching aids and their use.
- To provide knowledge about preparation of lesson plan.
- To develop evaluation skills of the students.

**TOPICS TO BE COVERED DURING THE SEMESTER**

**UNIT-1: Teaching Skills**

S.No.	Topics	Mode/ Resources	Month	Tentative lectures
(a)	Poetry- Objectives, methods and steps of teaching poetry.	Lecture, flipped classroom teaching, Discussion / pdf notes & Power point Presentation	January 2025	8
(b)	Prose- Objectives, methods and steps of teaching prose.	Lecture cum discussion/ Book by K.K Bhatia and Dr. S.S Wadhwa	Feb 2025	4
(c)	Grammar- Objectives, types, methods(Inductive and Deductive methods), importance and steps of teaching Grammar.	Subject Seminar, PPT, Discussion/Book by K.K Bhatia and Notes in pdf form	Feb 2025	5

**UNIT-2: Lesson Planning and Language teacher**

(a)	Lesson Meaning, objectives importance.	Planning- types, and Lecture cum demonstration/ PPT and book by K.K Bhatia and Dr. S.S Wadhwa	March2025	7
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(b)	Writing Lesson Plan- Poem, Story, Essay, Grammar, Prose	Lecture cum demonstration , notes in pdf	March2025	9
(c)	Language Teacher- Qualities, Present status of English teacher and suggestions for improvement.	Lecture/Classroom Presentation by students)	March2025	3
<b>UNIT-3: Audio-Visual Aids and Evaluation</b>				
(a)	Audio-Visual Aids (Types, Importance, Uses), Language laboratory (It's set up and uses)	Lecture cum demonstration, Field visit, notes in the form of pdf	April 2025	6
(b)	Types of Examination- Oral and written (objective type, short answer type and essay type). Principles of good question paper, defects in present examination system and suggestions for improvement)	Lecture/Discussion, notes in the form of pdf	April 2025	6
(c)	Evaluation of language skills- Concept, difference between test and examination, continuous and comprehensive evaluation, Evaluation techniques.	Subject seminar on CCE, Power point Presentation	April 2025	5
<b>UNIT-4: Grammar</b>				
(a)	Composition- paragraph writing, Letter writing, Notice writing, dialogue writing	Videos , Written Practice sessions	May 2025	6

(b)	Idioms, proverbs	Practice Sessions, Notes pdf, Wren and Martin Grammar book.	May 2025	3
(c)	Reported Speech, Voice	Inductive-Deductive , written Practice session	May 2025	5

### **SESSIONAL WORK (INTERNAL) 10 MARKS**

- Preparation of Annual Question paper
- Action Research (Speaking and Writing errors)

### **EVALUATION SCHEME**

The external theory examination will be of three hours duration. External question paper will have V units- First four units i.e. Unit-I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

### **SUGGESTED READINGS:**

Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian students. Mumbai: Macmillan India Ltd.

Bhatia, K.K. (2020). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.

Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a foreign Language. Ludhiana: Kalyani Publishers.

Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.

Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.

Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

Evaluation Scheme: The external theory examination will be of three hours duration.

**Teacher Incharge : Dr. Mini Sharma**

**UNIT PLANNING****( Session 2024-25)****B.Ed Semester – II****P-2.1 & P-2.2  
PEDAGOGY OF HISTORY**

Month	Topic	Time Allotted	Method/ Resources
January	UNIT I a) Concept, Need and importance of a lesson plan and its approaches (Herbartian Approach, RCEM approach and Constructivist approach)	8 lectures	Lecture cum discussion Self developed e-content
February	UNIT I b) Planning for teaching of History – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.	4 lectures	Lecture cum discussion Self developed e-content
February	UNIT I c) Writing ICT based, Model based, and Test based lesson plan.	8 lectures	Lecture cum discussion Self developed e-content
March	Unit - II a) History Teacher- Qualities and qualification, and Role. Professional development-Concept, Need and ways, Role of ICSSR and NCERT.	10 Lectures	Lecture cum demonstration
	Unit – II b) History Text Book- Meaning, Features (of good text book), and Importance (For teacher and Students).	8 Lectures	Lecture cum demonstration

	Unit – II  c) History Room: Need and Importance, Equipments required, and management of the room.	6 Lectures	Lecture discussion cum  Self developed e-content
April	UNIT III  a) Peer assessment, use of Rubrics and Portfolio in assessment of History.	6 Lectures	Lecture discussion cum  Self developed e-content
	Sessional Work Collection of Newspaper cuttings related to history issues Class seminar on any historical event.		Seminar and Discussion
	UNIT III b) Open-book tests- Strengths and limitations, Techniques of evaluating student's answer Books /Assessing project work.	6 Lectures	Lecture discussion cum  Self developed e-content
	UNIT III  c) Construction of an Achievement test.	8 Lectures	Demonstration of Blue print on Black Board followed by Workshop of Preparing blue print in class
May	UNIT IV  a) Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre.	4 Lectures	Seminar and Discussion
	UNIT IV  b) Non-Cooperation, Civil-Disobedience, Quit India Movement.	4 Lectures	Seminar and Discussion
	Sessional Work  Prepare a class Test based on a school class history syllabus.		Assignment

## Pedagogy of Punjabi

**B.Ed. 2<sup>nd</sup> Semester, Paper- P-2.1 & P-2.2**

**Total Marks: 50= External Theory: 40, Internal Practical: 10**

**Dr. Jagjit Singh**

**ਉਦੇਸ਼**

1. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਿਕਾ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਅਤੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
2. ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
3. ਵੱਖ ਵੱਖ ਅਧਿਆਪਨ ਕੋਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ।
4. ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੇ ਨਿਰਮਾਣ ਅਤੇ ਪ੍ਰਯੋਗ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
5. ਪਾਠ ਯੋਜਨਾ ਨਿਰਮਾਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
6. ਮੁਲਾਂਕਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

**ਅਧਿਆਪਨ ਯੁਗਤਾਂ**

ਅਧਿਆਪਨ ਯੁਗਤਾਂ ਭਾਸ਼ਣ, ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ।

**ਪਾਠ ਸਮੱਗਰੀ**

Month	Topic	Method	Time Allowed	Resources
February, 2025	<p style="text-align: center;">ਇਕਾਈ 1</p> <p>1। ਕਵਿਤਾ ਦੀ ਸਿੱਖਿਆ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼ ਅਧਿਆਪਨ ਦੀਆਂ ਵਿਧੀਆਂ 2। ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ - ਉਦੇਸ਼, ਅਧਿਆਪਨ ਦੇ ਚਰਨ ਅਤੇ ਵਿਧੀਆਂ 3। ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ - ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ</p>	<p>Lecture cum discussion</p> <p>&amp;</p> <p>PowerPoint Presentation</p>	6 Days in a week	<p>ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੌਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ. ਡਿੱਪਲ</p> <p>ਪੰਜਾਬੀ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ</p>

March, 2025	<p>ਇਕਾਈ 2</p> <p>ਪਾਠ ਯੋਜਨਾ - ਅਰਥ, ਕਿਸਮਾਂ ਅਤੇ ਗੁਣ 2। ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ 3। ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਨ - ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ</p>	Lecture cum discussion & PowerPoint Presentation	6 Days in a week	<p>ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੌਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ. ਡਿੱਪਲ</p> <p>ਪੰਜਾਬੀ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ</p>
April, 2025	<p>ਇਕਾਈ 3</p> <p>ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ - ਮਹੱਤਵ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗ 2। ਪ੍ਰੀਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ - ਮੌਖਿਕ, ਲਿਖਤੀ (ਨਿਬੰਧਾਤਮਕ, ਵਸਤੂਨਿਸ਼ਟ, ਲਘੂ ਉੱਤਰ), ਮੌਜੂਦਾ ਪ੍ਰੀਖਿਆ ਪ੍ਰਣਾਲੀ ਵਿੱਚ ਦੇਸ਼ ਅਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ, ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨਉੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ। 3। ਭਾਸ਼ਾ ਕੋਸ਼ਲਾਂ ਦਾ ਮੁਲਾਂਕਣ - ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਅੰਤਰ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ।</p>	Lecture cum discussion & PowerPoint Presentation	6 Days in a week	<p>ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੌਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ. ਡਿੱਪਲ</p> <p>ਪੰਜਾਬੀ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ</p>
May, 2025	House Exams			
May, 2025	<p>ਇਕਾਈ 4</p> <p>ਰਚਨਾ - ਪੈਰ ਹਾ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਸੰਵਾਦ, ਸੂਚਨਾ । 5। ਮੁਹਾਵਰੇ ਅਤੇ ਅਖੌਤਾਂ 6। ਕਾਰਕ ਅਤੇ ਵਾਚ (ਕਿਸਮਾਂ)</p>	Lecture cum discussion & PowerPoint Presentation	6 Days in a week	<p>ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਐੱਚ. ਕੇ. ਡੌਲੀ ਅਤੇ ਐੱਚ. ਐੱਸ. ਡਿੱਪਲ</p> <p>ਪੰਜਾਬੀ ਅਧਿਆਪਨ</p> <p>ਲੇਖਕ- ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ</p>

ਪ੍ਰਯੋਗਿਕ ਕਾਰਜ

- 1) ਬਾਲ ਪੱਤਰਕਾ ਦਾ ਮੁਲਾਂਕਣ
- 2) ਅੰਗਰੇਜ਼ੀ ਦੇ ਅਖਬਾਰ ਵਿੱਚੋਂ ਚਾਰ ਸੰਪਾਦਕੀ ਦਾ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

- 1) ਇੰਦਰਦੇਵ ਨੰਦਰਾ- ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ
- 2) ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ
- 3) ਡਾ ਅਮਰਜੀਤ ਕੌਰ - ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੂਰੀਆ ਪਬਲਿਸ਼ਰਜ
- 4) ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ - ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ )
- 5) ਜੀ ਬੀ ਸਿੰਘ - ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
- 6) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਰਕਨ ਅਤੇ ਬਣਤਰ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
- 7) ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ - ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ
- 8) ਜਗਜੀਤ ਸਿੰਘ-ਪੰਜਾਬੀ ਕਿਵੇਂ ਪੜਾਈਏ, ਮਾਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਪਹਿਲਾ।

ਪ੍ਰਯੋਗਿਕ ਕਾਰਜ (ਅੰਦਰੂਨੀ)

1. ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ
2. ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸਬੰਧਤ ਕਿਰਿਆਤਮਕ ਖੋਜ (ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਦੀ ਗਲਤੀਆਂ)

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਇੰਦਰਦੇਵ ਨੰਦਰਾ ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ
2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ
3. ਡਾ ਅਮਰਜੀਤ ਕੌਰ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੂਰੀਆ ਪਬਲਿਸ਼ਰਜ
4. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ )
5. ਜੀ ਬੀ ਸਿੰਘ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਰਕਨ ਅਤੇ ਬਣਤਰ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

## B.Ed. Semester II

### Pedagogy of Economics

Topic	Mode	Time/ Period	Resources	Month
Bloom's revised taxonomy of writing behavioral objectives in context of Economics lesson Planning	Discussion method	3	Self prepared Powerpoint presentation Discussion Method followed by Student Activity to frame Objectives	February 2025
Concept, Need and importance of a lesson plan	Lecture cum Discussion Session	3	Self Prepared Powerpoint Presentation	
Approaches of lesson plan: Herbartian lesson plan, RCEM approach and Constructivist approach	Brainstorming Session followed by Lecture cum Discussion on shared resources	4	Notes + Creative common videos	March 2025
Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.	Discussion method followed by Group Activity of students	4	Discussion Method followed by Student Activity to frame sample Lesson	
Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences	Discussion Method	2	Self Prepared Powerpoint Presentation + Notes	
Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching	Demonstration method	4	Activity Based	-
Learning Resource : Primary and Secondary	Lecture cum Discussion Session	3	Self Prepared Powerpoint Presentation + Notes	
Concept, importance and tools of Evaluation	Brainstorming session followed by Discussion	3	Self Prepared Powerpoint Presentation	April 2025
Peer assessment; use of Rubrics and Portfolio in assessment of Economics	Subject Seminar from the experts	4	Compilation of key points of the session	



Open-book tests: Strengths and limitations.	Group Discussion followed by assignment	2	Resource Person + Key Points of Discussion	
a) Globalization and Indian Economy b) Consumer Rights c) Food security in India	Cooperative learning	6	Assignment	
Debate on the state of Indian economy.	Discussion	5	Annual Budget Report	

**References:**

Kochhar, S.K. (1986).Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.  
Singh, Tirath, Arjinder;Pargat Singh (2014). Teaching of Economics, Jalandhar: SG

**P-2.1& 2.2****हिन्दी शिक्षण (PEDAGOGY OF HINDI)****SEMESTER II (2024-26)**

कुल अंक 50: ( बाहरी मूल्यांकन 40 + आंतरिक मूल्यांकन 10)

उद्देश्य:- भावी शिक्षकों को -

- Ø साहित्य की विभिन्न विधायो व शिक्षण प्रक्रियाओं का ज्ञान करवाना।
- Ø भाषायी कौशलों में दक्षता प्रदान करना।
- Ø सहायक शिक्षण सामग्री के निर्माण व प्रयोग के योग्य बनाना।
- Ø पाठ-योजना निर्माण का ज्ञान प्रदान करना।
- Ø मूल्यांकन की योग्यता विकसित करना।

शिक्षण विधियाँ:- शिक्षण विधियों में व्याख्यान, चर्चा, कार्य, सर्वेक्षण, पाठ्यचर्या गतिविधियाँ, विश्लेषण, अभ्यास, समीक्षा, सेमिनार और पाठ प्रदर्शन शामिल हैं।

**छमाही के अंतर्गत करवाए जाने वाले विषय****इकाई-1:-शिक्षण कौशल**

S.No.	विषय	विधि/संसाधन	महीना	संभावित लेक्चर
क)	कविता शिक्षण - उद्देश्य, सोपान, तथा विधिया, गूण।	व्याख्यान विधि चर्चा विधि, पावरप्वाइंट प्रस्तुति	जनवरी 2025	सप्ताह में 4 दिन
ख)	गद्य शिक्षण- उद्देश्य, सोपान, तथा	व्याख्यान सह चर्चा एवं पावरप्वाइंट प्रस्तुति	फरवरी 2025	4 दिन
ग)	व्याकरण शिक्षण - महत्व, उद्देश्य, सोपान तथा विधियाँ।	भाषा-संसर्ग विधि, सहयोग विधि, विश्लेषण-संश्लेषण विधि	फरवरी 2025	4 दिन
<b>इकाई-2:-पाठ योजना और भाषा शिक्षक</b>				
घ)	पाठ - योजना : अर्थ, प्रकार , उद्देश्य, गूण।	व्याख्यान सह चर्चा एवं पावरप्वाइंट प्रस्तुति	मार्च 2025	4 दिन
ङ)	पाठ - योजना लेखन : कविता, कहानी, निबंध, व्याकरण, गद्य।	व्याख्यान सह प्रदर्शन,	मार्च 2025	4 दिन
च)	हिन्दी अध्यापक के गुण, वर्तमान स्थिति व सुधार के उपाय।	चर्चा विधि, कक्षा में शात्रों द्वारा प्रस्तुति	मार्च 2025	4 दिन
<b>इकाई-3:- दृश्य-श्रव्य सहायक सामग्री, मूल्यांकन</b>				

छ)	दृश्य - श्रव्य सामग्री : प्रकार, महत्व व उपयोग।	व्याख्यान सह प्रदर्शन विधि	अप्रैल 2025	4 दिन
ज)	परीक्षा प्रणाली के प्रकार : {मौखिक, लिखित, निबंधात्मक, लघुतर, वस्तुनिष्ठ} प्रश्न पत्र के सिद्धांत, परीक्षा प्रणाली के दोष व सुधार के उपाय।	व्याख्यान विधि और चर्चा विधि	अप्रैल 2025	4 दिन
झ)	भाषा कौशलों का मूल्यांकन - धारणा, मूल्यांकन की तकनीक, परीक्षा व मूल्यांकन में अन्तर।	सेमिनार और पावरप्वाइंट प्रस्तुति	अप्रैल 2025	4 दिन
<b>इकाई- 4:- व्याकरण</b>				
ज)	रचना- गद्यांश, पत्र, सूचना, सम्वाद।	वीडियो, लिखित अभ्यास सत्र	मई 2025	4 दिन
ट)	मुहावरे, लोकोक्तियाँ , सूक्तियाँ।	अभ्यास सत्र	मई 2025	4 दिन
ठ)	कारक, वाच्य परिवर्तन।	आगमनात्मक-निग मनात्मक विधि	मई 2025	4 दिन

प्रायोगिक कार्य:-

1. वार्षिक प्रश्न पत्र का निर्माण।
2. क्रियात्मक अनुसंधान ( उच्चारण व लेखन की अशुद्धियाँ )।

**Teacher Incharge:- Ms. Ramandeep Kaur**

**B.Ed 2nd Year (Sem IV)**  
**Session 2024-25**

**F-4.1**

**GENDER SCHOOL AND SOCIETY**

Total Marks: 50 External Theory: 40 Internal Practical: 10

\*One lecture= 40 minutes

**UNIT PLANNING**

**Objectives:**

The course content aims at enabling students to

- Develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism.
- Learn about the gender issues in school curriculum, text books and pedagogical processes in the classroom and its interaction with class, caste, religion and region.
- Understand the role of education in ensuring gender equity and equality.
- Appreciate the policy initiatives taken in relation to gender issues.

Month	Unit	Topic	PA	Mode of Teaching	Source
January 2025	I(a)	Conceptual foundations : Sex and Gender	3	Discussion followed by PPT	Gender School and Society by Dr. Agayajit Singh
	I(a)	Gender Biases	3	Lecture through Discussion	Gender School and Society by Monika Verma
	I(a)	Gender Equality	4	Handouts followed by discussion	Prepared Notes and Shared through LMS
	I(a)	Gender stereotypes	2	Discussion Method followed by Student Activity	Own Prepared Notes(PPT/PDF) Through LMS
	I(b)	Concepts of Patriarchy	3	Lecture Method followed by discussion	Own Prepared Notes(PPT/PDF) Through LMS
	I(b)	Concept of Masculinity and Feminism	3	Handouts followed by discussion	Gender School and Society by Dr. Kapila Loomba
February 2025	II(a)	Gender bias in schooling and textbooks, curricular choices and hidden curriculum. (Teacher attitudes, classroom interaction and peer culture)	8	Lecture through Discussion	Gender School and Society by Monika Verma

	<b>II(b)</b>	Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion	5	Handouts followed by discussion	Gender School and Society by Dr. Agayajit Singh
<b>March 2025</b>	<b>III(a)</b>	Gender Identities and socialization practices in family, school, other formal and informal organizations.	8	Seminar Method	Own Prepared Notes(PPT/PDF) shared on LMS as well as Gender School and Society by Monika Verma
	<b>III(b)</b>	Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.	8	Assignment Method	
<b>April 2025</b>	<b>IV(a)</b>	Gender equity and equality in India in relation to caste, class, religion, disability and region. (rural, urban and tribal areas);	8	Discussion on the basis Self Developed E-Content	Shared Self prepared videos through LMS
	<b>IV (c)</b>	Policy initiatives for Gender equality and women empowerment in India	10	Discussion Followed by shared Content	Shared Self Prepared PDF's Through LMS
	<b>Sessional Work</b>	<ul style="list-style-type: none"> <li>Preparing analytical reports on gender issues in print or electronic media.</li> <li>Development of a project on the organizational climate of two schools, single sex and co-educational school.</li> <li>Analysis of textual materials from the perspective of gender bias and stereotype</li> <li>Post screening analysis of the films on gender issues.</li> </ul>		Divide whole Class into Groups and then prepare different Reports on the concern topics	Collect information from Different Sources ( Online as well as offline)
<b>Final Examination</b>					

**Evaluation Scheme:**

- The external theory examination will be of three hours duration.
- External question paper will have V units-
- First four units i.e. Unit-I,II,III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV.
- Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

**Teacher Incharge**

- ✓ Dr. Manu Chadha
- ✓ Dr. Ramandeep Kaur Sidhu

## UNIT PLANNING (Session 2023-2025)

### F-4.2

#### GUIDANCE AND COUNSELING

Month	Unit	Topic	Method	Allotted	Resources
<b>January &amp; Feb 2025</b>	<b>UNIT- I:</b> Understanding Guidance and Counselling	Meaning, need, principles, objectives and scope of Guidance	Lecture cum discussion	6 lectures	Walia, J.S.(2001) Foundations of Guidance
		Types of Guidance: Educational, Vocational and Personal Guidance.	Lecture cum discussion	6 lectures	Walia, J.S. (2015) Guidance and Counselling
		Counselling – Meaning, Assumptions, and purposes, Difference between Guidance and Counselling.	Lecture cum discussion	8 lectures	Aggarwal, J.C. (1989). Educational & Vocational Guidance and Counseling. Jalandhar: Doaba House
<b>March &amp; April 2025</b>	<b>UNIT- II:</b> Guidance and Counselling Services	Guidance services: occupational information service, placement service and follow up service.	Lecture cum discussion	8 lectures	
		Organization of Guidance and Counselling services at secondary and senior secondary level, problems faced in organization of the programme in Indian schools.	Lecture cum discussion	3 Lectures	Bhatia, K.K. (2000). Principles of Guidance and Counseling. Ludhiana: Kalyani Publishers.
		Role of Counsellor, Headmaster and teacher in Guidance.	Lecture cum discussion	3 Lectures	

	<b>UNIT -III</b> <b>Techniques for Understanding the Individual</b>	Testing techniques- intelligence, interest, aptitude and achievement tests	Lecture cum discussion	10 lectures	Sharma, R.A. (2008). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot.  Sodhi, T.S. & Suri, S.P. (1999). Guidance and Counselling. Patiala: Bawa Publication
		Non- testing techniques- cumulative record cards, interview, and case study.	Lecture cum discussion	8 lectures	
		Job Analysis- Meaning, purpose and methods.	Self recorded e lesson followed by Class seminars	10 lectures	
April 2025	<b>UNIT IV:</b> Approaches , Recent Trends, Guidance Needs	Directive, non-directive and eclectic approaches to Counselling	Lecture cum discussion	6 lectures	Starng, R. (2005). Counselling Techniques in Colleges and Secondary Schools. New York: Harper and Brothers.  Jones, R.N. (2000). Introduction to Counseling Skills: Text and Activities. New Delhi, Sage Publications.  Self recorded e lessons
		Recent trends in guidance and counselling	Self recorded e lesson followed by Class seminars	2 lectures	
		Guidance needs of Indian adolescents	Self recorded e lesson followed by Class seminars	2 lectures	



One each in February/Ma rch /April 2025	<b>Sessional Work</b>	<p>Prepare a profile of a student by assessing his/her achievement, aptitude, interest, personality</p> <p>Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community</p>	<p>Practical work</p> <p>Extension lectures in schools by pupil teachers</p>	6 lectures	Online sources
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**By: Dr. Jasleen Kaur**

**F-4.3  
INCLUSIVE SCHOOL**

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

Month	Topic	Method	Time allotted	Resources
January 2025	Unit-I: Understanding Inclusion in Education a) Definition, concept, need and its importance of inclusive school b) Historical perspectives on education of children with diverse needs Unit IV c) Inclusive education in RTE 2010	Lecture cum discussion Powerpoint Presentation	9 lectures	<a href="https://www.un.org">https://www.un.org</a> <a href="http://www.ascd.org">www.ascd.org</a> <a href="http://www.education.vic.gov.au">www.education.vic.gov.au</a> <a href="http://www.rehabcouncil.nic.in">www.rehabcouncil.nic.in</a> Panda, K.C. (2001). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd. Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
February	Unit-II: Understanding Children with Diverse Needs a) Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity) b) Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Dyscalculia)  Unit III c) Role of administration, teacher, parents and community in inclusive School	Brainstorming Lecture cum discussion Power point Presentation	8 lectures	Mukhopadhyay Sudesh (2005). Inclusive Education in the Context of EFA, In Mithu Alur & Michael Bach, Inclusive Education from Rhetoric to Reality, Viva Books Ltd, New Delhi. Narayan, J. (2003) Educating Children with Learning Problems in Regular Schools, Secunderabad: NIM, angal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall of India Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
March	Unit-III: Initiatives to Promote Inclusive Education a) Innovative practices	Lecture cum discussion	11 lectures	Panda, K.C. (2001). Education of Exceptional Children.

	and strategies for promoting inclusive education. b) Assistive technology in inclusive education in special reference to computer accessibility	Discussion Followed by shared Content		New Delhi: Vikas Publishing House Pvt. Ltd. Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
April	Unit-IV: a). Policy Perspective a) United Nation convention on the rights of persons with disabilities (UNCRPD)2006 b). Role of Rehabilitation Council of India in inclusive education. Unit I c) Difference between special , integrated and inclusive education , barriers in inclusive education	Discussion on the basis Self Developed E-Content	11	Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall of India Panda, K.C. (2001). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd. Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers <a href="https://www.un.org">https://www.un.org</a> <a href="http://www.ascd.org">www.ascd.org</a> <a href="http://www.education.vic.gov.au">www.education.vic.gov.i n</a> <a 848="" 881="" 936="" 953"="" data-label="Page-Footer" href="http://www.rehabcouncil.nic.i&lt;br/&gt;n&lt;/a&gt;&lt;/td&gt;&lt;/tr&gt; &lt;/table&gt; &lt;/div&gt; &lt;div data-bbox=">83</a>

**B.Ed Semester IV (Session 2023-25)**  
**Understanding the Self (F 4.4)**

**Total Marks : 50 External: 40 Internal : 10**

Month	Topic	Method	Time allotted	Resources
January 2025	Defining the Self and (Awareness Acceptance)	Lecture cum discussion	3 lectures	Understanding the Self by Dr Agyajit Singh (2019)
	Self-Perception Theory	Powerpoint Presentation	3 lectures	Self -developed video Presentation
	Determinants of Self	Lecture cum Discussion	3 lectures	Understanding and Development of the Self By Dr. Sarvjeet Kaur Brar (2019)
February	Self Esteem	Brainstorming	3 lectures	Lecture cum discussion + You tube Videos
	Factors Affecting self -identity: Family, Culture, Gender, Religion and Language	Classroom Seminar	5 lectures	Understanding the Self by Meenu Sethi (2019)
	Role of Positive thinking in Self Development	Sessional Assignment		
March	Role of individual Self in development of Society	Lecture cum discussion	3 lectures	Understanding the Self by Dr Agyajit Singh (2019)

	Empathic Listening		3 lectures	
	Conflicts, concept and resolving intra personal and interpersonal Conflicts	Lecture cum discussion	4 lectures	Learner and Learning process by Dr. Jasbir Kaur (2017)
	Influence of peer group, media, technology and globalization on identity formation	Group discussion	5 lectures	Understanding and Development of the Self By Dr. Sarvjeet Kaur Brar (2019)
	House Tests			
April	Schooling as a process of identity formation	Lecture cum discussion	4 lectures	Understanding the Self by Dr Agyajit Singh (2019)
	Constructive role of Education in peaceful living	Lecture cum discussion	3 lectures	
	Self Realization	Power point Presentation	3 lectures	Self developed e- content

Sessional Work: -

Any two of the following:

- 1) Critically evaluate oneself as a 'Prospective teacher' (Self-Appraisal Report)
- 2) Self-expression through diary writing/self-reflecting journal
- 3) SWOC Analysis of self (Strengths, Weaknesses, Opportunities and Challenges)

Suggested Readings: Dalal, A.S. (2001). Our many selves. Pondicherry, India: Sri Aurobindo Ashram. Dayal, L.H. (2005). Hints for Self-Culture. New Delhi: Jaico Publishing House

Frankl, V. (1946). Man's search for meaning. New York : Pocket Books.

Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.

#### **F-4.5 READING AND REFLECTING ON TEXT (2024-26)**

**Total Marks: 50 External Theory: 40 Internal Practical: 10**

##### **Objective:**

- To promote an understanding of language characteristics of learners, language usage.
  - To enable the students to understand socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
  - To enable to read, analyze and reflect on variety of texts.
  - To develop meta-cognitive awareness to become conscious about thinking processes.
  - To enable to write with a sense of purpose.
  - To enable student teachers to enhance their capacities as readers and writers
- Course Content

#### **TOPICS TO BE COVERED DURING THE SEMESTER**

##### **UNIT-1: Language and Learning**

S.No.	Topics	Mode/ Resources	Month	Tentative lectures
1.	a) General Principles of language learning, Role of Language as a means of construction of reality and gaining experiences	Lecture Method / Book by K.K. Bhatia and Dr. Satwant Kaur	January	06
2.	b) Role of home and school language in classroom instructions	Discussion Mode	January	05
3.	c) Multilingualism: Concept and techniques	Classroom Lectures and Discussion Methods, Notes in the form of pdfs / docs shared with students through LMS	February	08

<b>UNIT-2</b> Linguistic and Reading Skills				
4.	a) Development of language and linguistic skills, Discussion and questioning as tools of language	Assignments/ Classroom Presentations by Students, Notes in the form of pdfs / docs shared with students through LMS	February	08
5.	b) Mechanics of Reading-Environment, Posture and Skills involved in Reading.	Classroom seminars by the students (To be assigned Roll No. Wise)	February	05
6.	c) Special study of reading learning: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability	Lecture and Discussions, Notes in the form of pdfs / docs shared with students through LMS	March	07
<b>UNIT-3</b> Scope & Nature of Reading				
7.	a) Components and levels of Reading Comprehensions (Lexical, Literal, Interpretive, Applied and Affective).	Classroom Lectures, Notes in the form of pdfs / docs shared with students through LMS, PowerPoint Presentations	March	06
8.	b) Methods and Importance of Reading Types of reading: Aloud and silent reading, Intensive and Extensive reading.	Lecture method will be employed and the notes will be shared in the form of presentations and pdfs through LMS	March	08
9.	c) Reflective Reading-Concept, Components and factors	Discussion, Notes in the form of pdfs / docs shared with students through LMS	April	05
<b>UNIT-4</b> Evaluation of Reading Skills				

10.	a) Evaluation of Reading skills with special reference to test of rates of reading- (Time limit methods & amount limit method)	Lectures cum demonstration Mode Notes in the form of pdfs / docs shared with students through LMS	April	06
11.	b) Developing Skills and Techniques for searching Information from reference sources	Lecture cum demonstration method. Powerpoint Presentations, Videos related with the topics, Notes in the form of pdfs / docs shared with students through LMS	April/May	05
12.	c) Problems faced by children in reading - causes and remedies	Assignment to be given and later on discussion will be held in the classroom	May	02

### **Sessional work (Internal)**

- 1) Developing a reading test on school students for miscue analysis.
- 2) Analysis of any language text book.
- 3) Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc.
- 4) Writing a book review and critically analyzing the contents and language of the text.

### **Suggested Readings:**

- Halliday, M. A. K. (1978), Language as Social Semiotic: the social interpretation of language and meaning, Edward Arnold: London.
- Trudgill, P. (1992), Introducing language and society. London: Penguin. Wardhaugh,
- R. (1986), Introduction to Sociolinguistics (2nd ed.), Cambridge: Blackwell Reid, T. B. (1956), "Linguistics, structuralism, philology", Archivum Linguisticum
- Swales, J. (1990), Genre Analysis. English in Academic and Research Settings, Cambridge: Cambridge University Press.
- Alan Robinson H. (Ed.) (1964): Meeting Individual Difference in Reading, The University of Chicago Press Chicago.
- Blanton. Fae (Ed.) (1976): Measuring reading performance International Reading Association, New York,.
- Dechant, E.V. (1964): Improving the Teaching of Reading, Prentice Hall Englewood cliff's, Inc..



## UNIT PLANNING

**B.Ed. IInd Year (IVth Semester) Paper- E-4.1 & 4.2 (Session 2024-2025)**

### **SCHOOL LIBRARY AND INFORMATION SERVICES**

**Total Marks: 50 External Theory: 40 Internal Practical: 10**

#### **Objectives:**

- To enable the student- teachers to develop an understanding of meaning, concept and nature of school library services.
- To impart knowledge to student teachers about the need and importance of library services in the present school education.
- To acquaint them with basic principles of school libraries.
- To acquaint and prepare student-teachers for the application of information technologies in school libraries.

#### **UNIT-1**

<b>S.No</b>	<b>Topics</b>	<b>Mode/ Resources</b>	<b>Month</b>	<b>Tentative lectures</b>
1.	a) Meaning, Aims and Objectives of School Library in Education	Classroom Lecture, Discussions, Notes in the form of pdfs	January 2025	4
2	b) Need and Importance of School Library in School Education	Classroom lectures, Notes in the form of pdfs	January 2025	3
3.	c) Five Laws of Library Science and their Implications	Classroom Lectures and Discussion Methods, Notes in the form of pdfs	February 2025	7

#### **UNIT-2**

4.	a) Library Classification: meaning, need and purpose b) Library Cataloguing: meaning, objectives and importance	Classroom Presentations by Students, Notes in the form of pdfs	February 2025	8
5.	c) Circulation system: Ledger, Browne and Newark system of charging and discharging	Classroom Seminars by Students, Discussions, Notes in the form of pdfs	March 2025	7

UNIT-3				
6.	a) Accession Register, Library Staff and Qualities of School Librarian	Assignments/ Classroom lectures, Notes in the form of pdfs	March 2025	5
7.	b) Open and Close Access System, Library Rules and Regulations	Classroom lectures, Notes in the form of pdfs	March 2025	8
8.	Periodicals : Types, Importance and Uses; Stock Verification of Library	Assignments/ Discussion, Notes in the form of pdfs	April 2025	6
UNIT-4				
9.	a) Library centered teaching and role of role of teacher in developing and making use of library	Classroom lectures, Notes in the form of pdfs	April 2025	7
10.	b) Library period, Reference service, Reference books, Library software, E-Library c) Specific problems of School Library and their solutions	Classroom lectures, Notes in the form of pdfs	April/May 2025	7/6

### Sessional Work:

- 1) To prepare entries of 15 books in the accession register
- 2) Classification of 15 titles at 3 digit level according to Dewey decimal Classification (DDC)
- 3) Important websites for E- books, E-journals and other study material for schools

### Note :

- Midterm Exams will be conducted in the month of April.

### Suggested Readings:

- **INFLIBNET/ N-List**
- Devi, Savitri and Johri, Nutan (1986). Bibliographic Reprints: Library Science and Informatics. New Delhi: NASSDOC
- Kaur, Sumeet School Library and Information Services. Ludhiana: Tandon Publications.
- Kumar, Krishana (1997). Library Organization. Vikas Publishing House Pvt Ltd.
- Singh, Sewa (1985-1990). Indian Library and Information Science Literature. New Delhi: Ess Ess Publications.
- Singh, Sewa; Vir Malhan, Inder and Arora, R.L. (1971-1980). Indian Library Literature. New Delhi: Today and Tomorrow's.
- Upneja, Sunil K. (2007). School Library Services. Ludhiana: Tandon Publishers.
- Wadhawan, Rajan (2009). School Library Services. Ludhiana: Tandon Publications.

### E-4.1 & 4.2

## POPULATION EDUCATION

**Total Marks: 50 External Theory: 40 Internal Practical: 10**

### Objectives:

- To be aware of population trends in the world.
- To understand that population becomes stable when there is little difference between birth and death rates.
- To develop among themselves a health, rational and scientific attitude toward the natural phenomena of the birth and death
- To realize that the solution to the problem lies in the acceptance of small family norms.
- To develop an attitude that would promote living in peace and harmony along the Nature.

Month	Unit	Topic	Tentative lectures	Mode/ Resources
January 2025	I(a)	Concept of Population Education: Objectives, Scope and Approaches of Population Education, Misconceptions regarding Population education.	4	Lecture/Discussion followed by PPT/ e-content through LMS
	I(b)	Effects of Population Growth – Malthus Theory, basic components of population dynamics – population distribution, structure, fertility, mortality, migration, sex – ratio, life expectancy.	4	Lecture / Discussion/ Notes in the form of pdfs shared with students through LMS
February 2025	I(c)	Population Situation in India on the world's perspective, India's Population policy.	4	Lecture Method followed by discussion / Prepared Notes and Shared through LMS
	II(a)	Effect of Population Growth on Social Development and Economic Development.	3	Lecture Method followed by discussion / Notes in the form of pdfs shared with students through LMS

<b>March 2025</b>	<b>II(b)</b>	Effect of Population Growth on Educational Development and Health and nutrition.	3	Brainstorming / Prepared Notes and Shared through LMS
	<b>II(c)</b>	Effect of Population Growth on Environmental and Natural Resources	3	Brainstorming / Prepared Notes and Shared through LMS
	<b>III(a)</b>	Population equilibrium: Measures of control-clinical and educational approach.	4	Lecture through Discussion / Prepared Notes and Shared through LMS
	<b>III(b)</b>	Family planning and Family welfare programme in India.	2	Lecture through Discussion / Prepared Notes and Shared through LMS
	<b>Session al Work:</b>	Conducting anyone of the following surveys and preparing a report: Progress in the field of literacy, Health awareness, AIDS awareness, Environmental awareness, Balanced Diet, Vaccination, Cleanliness, Number of children.	2	Divide whole Class into Groups and then prepare different Reports on the concern topics
<b>April 2025</b>	<b>III(c)</b>	Role of different agencies viz. Home, School, Community, Govt. and non - Government agencies and mass media population control.	3	Assignment Method Discussion in the class / Collect information from Different Sources ( Online as well as offline) and prepared Assignment
	<b>IV(a)</b>	Need and problem in curriculum development of population education.	3	Lecture and Discussion Followed by shared Content on LMS
<b>May 2025</b>	<b>IV(b)</b>	Need of research in population education, role of teachers in population education programme.	3	Lecture through Discussion / Prepared Notes and Shared through LMS
	<b>IV (c)</b>	Integration of Population Concept in different School Subjects, Population Education through Co-Curricular activities.	3	Lecture through Discussion / Prepared Notes and Shared through LMS
<b>Final Examination</b>				

**Teacher Incharge**

- Dr. Jasvir Kaur

**Evaluation Scheme:**

The external theory examination will be of three hours duration. External question paper will have V units- First four units i.e. Unit-I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks.

### E-4.1 & 4.2 DISTANCE EDUCATION & LIFE LONG LEARNING

**Total Marks: 50 External Theory: 40 Internal Practical: 10**

#### **Objectives:**

- To acquaint the student teachers with the concept, need and potential of Distance Education and Open learning.
- To help them understand the opportunities and challenges in the field of Distance education and open learning.
- To enable them to appreciate and use the methods and techniques of Distance education/open learning in the emerging knowledge society.
- To enable the student teachers to develop an understanding of the meaning and concept of Life Long Learning.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To prepare them to create awareness among illiterate adults for their development.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation of Life Long Learning.
- To enlighten the student teachers about the Life Long Learning policies of the country.

Month	Unit	Topic	Tentative lectures	Mode/ Resources
January 2025	I	Distance Education - Introduction, Concept and History		
	I(a)	a. Distance Education & Open Learning Concept, Need and Characteristics.	4	Lecture/Discussion followed by PPT/ e-content through LMS
	I(b)	b. Distance Education in Independent India: Achievements and Challenges, NPE86 (relating to DEOL).	4	Lecture / Discussion/ Notes in the form of pdfs shared with students through LMS

<b>February 2025</b>	<b>I(c)</b>	c. Distance Education at Different Levels: School level, Higher Education & Vocational Education with examples of course being offered.	4	Lecture Method followed by discussion / Prepared Notes and Shared through LMS
	<b>II</b>	Learner Support Services in Distance education		
	<b>II(a)</b>	Learner Support Services in Distance education a. Learner Support Services: Meaning, Need and importance.	3	Lecture Method followed by discussion / Notes in the form of pdfs shared with students through LMS
<b>March 2025</b>	<b>II(b)</b>	b. DDE's & State Open Universities: Need, Importance and Functions.	3	Brainstorming / Prepared Notes and Shared through LMS
	<b>II(c)</b>	c. Print and Multimedia/Online Learner Support Services for DEOL: Study Material, AV Aids and Websites/Webpage, Tele/Video Conferencing.	3	Brainstorming / Prepared Notes and Shared through LMS
		Life Long Learning		
	<b>III(a)</b>	a. Concept, aims and objectives of Life Long Learning.	4	Lecture through Discussion / Prepared Notes and Shared through LMS
	<b>III(b)</b>	b. Need and Importance of Life Long Learning for the development of an individual for social change	2	Lecture through Discussion / Prepared Notes and Shared through LMS

	<b>Sessional Work:</b>	<p>Sessional Work:</p> <p>1) Preparing a project report on the functioning of any one DEOL system at school/higher education/ vocational level.</p> <p>2) Field based project work</p> <p>3) Assignment, seminar and overall performance</p>	2	Divide whole Class into Groups and then prepare different Reports on the concern topics
<b>April 2025</b>	<b>III(c)</b>	c. Problems and suggestive measures for Life Long Learning.	3	Assignment Method Discussion in the class / Collect information from Different Sources ( Online as well as offline) and prepared Assignment
		Programme for Life Long Learning		
	<b>IV(a)</b>	a. Various programmes of Life Long Learning in India with special reference to ; NAEP, NPE & NLM	3	Lecture and Discussion Followed by shared Content on LMS
<b>May 2025</b>	<b>IV(b)</b>	b. Adult learner-characteristics, problems and motivation	3	Lecture through Discussion / Prepared Notes and Shared through LMS
	<b>IV (c)</b>	c. Lifelong teaching-Different methods, Role of Mass Media. Evaluation of Life Long Learning	3	Lecture through Discussion / Prepared Notes and Shared through LMS
<b>Final Examination</b>				



**Teacher Incharge**

- Dr. JAGJIT SINGH

**Evaluation Scheme:**

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper will have V units- First four units i.e. Unit-I,II,III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

**E-4.1 & 4.2****E- EDUCATION RESOURCE DEVELOPMENT****Total Marks: 50  
10****External Theory: 40****Internal Practical:****Objectives:**

- To introduce the student teachers to the concept of systems and its Application in Information Management.
- To familiarize the student teachers with the concepts and practice of e communication, e-learning and e-education.
- To acquaint the student teachers with the elementary theory and practice of multimedia—graphics, audio and video processing.
- To assist the student teachers to design and develop e-education resources and e-education management on the existing portals.

Month	Unit	Topic	Tentative lectures	Mode/ Resources
<b>January 2024</b>	<b>I(a)</b>	E- Education: Introduction, Need and Importance. Benefits of E-Education in contrast with traditional method.	4	Lecture/Discussion followed by PPT/ e-content through LMS and Recorded Video
	<b>I(b)</b>	Multimedia: Concept, types and implications of multimedia in teaching learning process	4	Lecture / Discussion/ Notes in the form of pdfs shared with students through LMS and Recorded Video
<b>February 2024</b>	<b>I(c)</b>	Systems: Concept, Elements, types, SDLC (System Development Life Cycle).	4	YouTube Video followed by discussion / Prepared Notes and Shared through LMS
	<b>II(a)</b>	Electronic content (E- content): Designing and development	3	YouTube Video followed by discussion / Notes in the form of pdfs shared with students through LMS
<b>March 2024</b>	<b>II (b)</b>	Different formats of E-content development in context with the popularity and their designing	3	Brainstorming / Prepared Notes and Shared through LMS
	<b>II (c)</b>	Evaluation of students through E-content/resources/tools. Using E-content mobile on mobile devices	3	Brainstorming / Prepared Notes and Shared through LMS
	<b>III (a)</b>	Images : Imaging Devices (Scanner and Digital Camera ) Steps to Scan a picture and the availability of formats	4	Lecture through Discussion / Prepared Notes and Shared through LMS

	<b>III (b)</b>	Audio : Equipments, formats, Steps to record and edit an audio	2	Lecture through Discussion / Prepared Notes and Shared through LMS
<b>Sessional Work:</b>		Recording and editing of three audio files in different formats Digitize at least 10 images in at least three formats using a scanner.		Divide whole Class into two Groups and then prepare the work
<b>April 2024</b>	<b>III (c)</b>	<b>Video : Equipments, formats, Steps to record and edit a video</b>	3	YouTube Video followed by discussion / Notes in the form of pdfs shared with students through LMS
	<b>IV (a)</b>	Internet: Basics, Web browser, application of internet in education and learning internet protocols.	3	Assignment Method Discussion in the class / Collect information from Different Sources ( Online as well as offline) and prepared Assignment
	<b>IV (b)</b>	Virtual Learning Environment : Concept, elements, popular virtual systems available and their usage	3	Lecture through Discussion / Prepared Notes and Shared through LMS
	<b>IV (c)</b>	Freeware, open source, proprietary source & public domain	3	Lecture through Discussion / Prepared Notes and Shared through LMS
<b>Sessional Work:</b>		Recording and editing of at least three video clips of approximately five minutes duration.		
<b>Final Examination</b>				

#### E-4.1 & 4.2

### HUMAN RIGHTS AND PEACE EDUCATION

**Total Marks: 50 External Theory: 40 Internal Practical: 10**

#### Objectives:

- To acquaint students with human rights and peace education
  - To realize the importance and need of peace education , human rights and child rights
  - To develop attitudes for resolving conflicts at personal and social level through education
  - To orient curricular and educational processes to promote peace
  - To counter the negative influence of media and local community to weed out negative effects by influencing parents, families and the local community.
- To understand challenges to world peace.

Month	Topic	Time Alloted	Method	Resources
January 2025	<b>Unit I</b> (a) Need and Importance of Human Rights	2lectures	Lecture cum discussion	Human Rights and Peace Education by Harneet Kaur
	b)Human Right Education	6 lectures		
	(c) History of Human Rights		Sessional Assignment	
	<b>Unit III</b> (a) Meaning, Concept and Need of Peace Education	6 lectures	Lecture cum discussion	Understanding the Self by Dr. Agyajit Singh
February	(b) Aims and Objectives of Peace Education	5 lectures	Lecture cum discussion	
	(c)Challenges to the Peace	2 lectures		

	<b>Unit II</b> (a) Agencies of Humans Rights Education  (b) Role of Education in promoting Human Rights	6 lectures	Lecture cum discussion	Human Rights and Peace Education by Harneet Kaur
March	(c)Role of Govt. and NGO's in Human Rights Education	4 lectures	Group Discussion and Peer tutoring	
	<b>Unit IV</b>  (a)Teaching Approaches to Peace Education NPE 1986 NCF 2005	3 lectures	Pdf notes	NCF 2005  NPE 1986 a policy Document
	(b)Constitutional Provisions	4 lectures	Powerpoint presentation	
April	(c)Role of UNO, IAEWP	3 lectures	Lecture cum Discussion	Human Rights and Peace Education by Harneet Kaur
	House Tests			

### Sessional Work:

1. Formation of Human rights and peace club & write a report on activities.
2. Prepare a report on the contribution of Human rights activists and Nobel peace prize winners.

**Bachelor of Education (B.Ed. Two years) IV Sem.**

**LIFE SKILLS EDUCATION (OPTION 4.1 &4.2)**

**TOTAL MARKS: 50 (External Theory 40+ Internal Practical 10)**

<b>MONTH</b>	<b>TOPICS</b>	<b>METHODOLOGY</b>	<b>RESOURCES</b>	<b>PERIODS ALLOTTED</b>
<b>January 2025</b>	Life skills-concept, need and importance	Story Telling, Discussion	YouTube video, PPTs, Manual of life skills of CBSE, NIMHANS and WHO	8
	Life skills Education-concept, need and importance for teachers	Story Telling, Group-Discussions, Group-Activities	YouTube video, PPTs, Manual of life skills of CBSE, NIMHANS and WHO	6
	Key issues and concerns of adolescents for life skills education in emerging Indian Context	Assignment		
<b>February 2025</b>	Core life skills as prescribed by WHO	Story Telling, Group-Discussions, group-Activities	YouTube video, PPTs, Manual of life skills of CBSE, NIMHANS and WHO	3
	Skills of Effective Communication, Decision Making, Critical thinking and Creative Thinking	Role Playing, Drawing	YouTube video, PPTs, Manual of life skills of CBSE, NIMHANS and WHO	5
<b>March 2025</b>	Ways and Means of Enhancing Life Skills among students	Story Telling, Group-Discussions, Group-Activities, Brainstorming, Pair and Group Working	YouTube video, PPTs, Manual of life skills of CBSE, NIMHANS and WHO	6
<b>April 2025</b>	Livelihood Skills and Life Skills Presentations of assignment topic Skill of Coping Stress and Emotions	Story Telling, Group-Discussions, Group-Activities, Questioning	YouTube video, PPTs, Manual of life skills of CBSE, NIMHANS and WHO	12
	Skills of Self Awareness, Empathy and Learning to live together	Story Telling, Group-Discussions, Group-Activities, case studies and Role playing	YouTube video, PPTs, Manual of life skills of CBSE, NIMHANS and WHO	9
<b>Final Examinations</b>				

## UNIT PLANNING

E-4.1 & 4.2

### HEALTH AND PHYSICAL EDUCATION

S.No.	Topics	Mode/ Resources	Month	Tentative lectures
Unit 1. Concept, Aims and Objectives				
(a)	Health Education: Concept, Aims and objectives, importance and principles of Health Education in School Curriculum.	Lecture, flipped classroom teaching, Discussion / pdf notes & Power point Presentation	January	5
(b)	Physical Education: Concept, aims and objectives, need and importance of Physical Education in school curriculum.	Lecture cum discussion/ Book by V.K. Kohli	January	5
(c)	School Health Programmes: Health services, Health supervision and Health instruction.	PPT, Discussion/Book by V.K Kohli and Notes in pdf form	February	5
UNIT-2: Nutrition, Health Problems and Diseases				
(a)	Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition	Lecture cum demonstration method / Mind Maps	February	6
(b)	Contemporary health problems and prevention: Drug abuse, Alcoholism, Smoking, Obesity, Stress and Depression.	Lecture cum demonstration, notes in pdf / Upload on LMS	February	6
(c)	Communicable diseases: mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis (A, B and C) Chickenpox, Typhoid.	Lecture/Classroom Presentation by students	March	8
UNIT-3 : First Aid, Posture and Yoga				

(a)	Assignment: First Aid: Concept, need, importance and principles of first aid, first aid kit.	Assignment/ Lecture cum demonstration, Field visit, notes in the form of pdf/ LMS notes uploading	March	5
(b)	Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures, remedial exercises.	Classroom seminars by the students (Roll. No. wise) Under the supervision of Teacher	March	9
(c)	Yoga: Concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)	Subject seminar PowerPoint Presentation, Discussion Method	April	5
UNIT-4 Layout of Grounds and Athletic Meet				
(a)	Recreation: Concept, importance of recreation programme in school curriculum and how to organize a recreation game in school.	Assignment on the topics (Roll. No. wise) and later on sharing in the class with the Peer group	April	6
(b)	Layout of the grounds with rules and regulations of the following games: Badminton, Volleyball and Kho-Kho	Lecture method followed by PowerPoint Presentations by the Students (Roll. No. wise)	April	6
(c)	Athletic meet – Meaning, Need and Importance, Organization of athletic meet at school level	Discussion and Brainstorming Sessions	May	5



**B.Ed. 2<sup>nd</sup> Year (4<sup>th</sup> Semester) (2023-25)**

**Paper- E-4.1 & 4.2**

**ENVIRONMENTAL EDUCATION**

**Total Marks: 50 (External Theory: 40, Internal Practical: 10)**

**Objectives:**

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.
- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation.

Month	Topic	Method	Time Allowed	Resources
February, 2025	UNIT I: Environmental Education a. Concept of Environment, Components of Environment, Ecology, Biosphere, Concept of Population and Community, Eco System. b. Environmental Education: Concept, Objectives, need & importance, Principles of Environmental Education. c. Programmes for School, Strengthening Environmental Education in School System	Lecture cum discussion & Power Point Presentation	6 Days in a week	Environmental Education by Ajay Kumar, Umesh Kumari and Navkiran Kaur

March, 2025	<p>UNIT II: Eco System and Natural Resources</p> <p>a. Concept of Ecosystem: Biotic and Abiotic factors, Food Chain, Food Web and Flow of Energy.</p> <p>b. Major Ecosystems of the World (Tropical forests, Grasslands and Freshwater).</p> <p>c. Conservation of Natural Resources: Concept of Conservation and need of its sensitization, Classification of Natural Resources and Conservation of water, soil, air and Endangered Species.</p>	Lecture cum discussion & Power Point Presentation	6 Days in a week	Environmental Education by Dani
April, 2025	<p>UNIT III: Environmental Hazards and Disaster Management</p> <p>a) Environmental Pollution: Types, Effects and Control</p> <p>b) Global Environmental Issues: Global Warming, Climatic Change, Ozone layer depletion, Deforestation.</p> <p>c) Disaster Management: Phases (Before, during and after the disaster) in Earthquake, Fire and Floods.</p>	Lecture cum discussion & Power Point Presentation	6 Days in a week	Environmental Education by Ajay Kumar, Umesh Kumari and Navkiran Kaur
May, 2025	House Exams			
May, 2025	<p>UNIT IV: Efforts towards Environmental Awareness</p> <p>a) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).</p> <p>b) Rain Water harvesting, Eco Schools, Eco tourism, Environmental Ethics</p> <p>c) Environmental Education: Multidisciplinary and Interdisciplinary approach, Role of Mass Media in Environmental Education</p>	Lecture cum discussion & Power Point Presentation	6 Days in a week	Environmental Education by Ajay Kumar, Umesh Kumari and Navkiran Kaur

**Sessional Work:**

1. Carrying out any one Environmental Awareness Activity of the following:
2. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
3. Carrying out a Project on Environment and preparing its detailed report.

**Suggested Readings:**

Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication

Bureau.

Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.

Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.

Kohli, V.K and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.

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