



Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Education

Choice Based Credit System (CBCS)
B. Ed. (2024-26) Semester- II

BED201 : PSYCHOLOGICAL PERSPECTIVES IN TEACHING AND LEARNING

BED201 : PSYCHOLOGICAL PERSPECTIVES IN TEACHING AND LEARNING											
COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Assessment	END SEM University Exam	Assessment				
BED201	B.Ed.	Psychological Perspectives in Teaching and Learning	60	20	20	-	-	3	-	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The objectives of this course are:

- To develop awareness of the different contexts of learning.
- To gain an understanding of different theoretical perspectives of learning including the constructivist perspective.
- To develop understanding about the concept of teaching from various perspectives. • explore teaching strategies to address diversity of students in a classroom.
- To develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- To enable students to identify various factors among different learners for selecting suitable teaching learning strategy

COURSE OUTCOMES:

After studying this course, the student will be able to---

- Define Learning.
- Define Teaching.
- Discuss factors affecting learning.
- Discuss the role teacher as a negotiator, a co-learner, a transmitter of knowledge and as a facilitator.
- Describe the nature of learning.
- Describe learning as construction of knowledge and transmission of knowledge.
- Differentiate between classical conditioning theory and operant conditioning theory of learning.
- Explain the theories of learning i.e. Vygotsky's theory, Pavlov's Theory, Skinner's Theory, Asubel's Theory, Kurt Lewin Theory of Learning, Bruner's Theory and Asubel theory.
- Differentiate Memory and Forgetting.
- Explain the causes of Forgetting.
- Discuss methods of improving Memory.
- Describe the concept of Metacognition.

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BED201 : PSYCHOLOGICAL PERSPECTIVES IN TEACHING AND LEARNING

CONTENTS

UNIT I: Learning

Concept of Learning, Nature of Learning, Factors Affecting learning, Implicit knowledge and believes about Learning. Methods of learning- Imitation, Observation, Trial and Error and Insight.

UNIT II: Teaching and Role of Teacher in Teaching Learning Situations

Concept of Teaching, Teacher as a Facilitator, Teacher as a Transmitter of Knowledge, Teacher as a Negotiator, Teacher as a Co-learner

UNIT III : Learning Theory

Behaviorist and Cognitive Perspective: Classical Conditioning Theory, Operant Conditioning Theory, Applications of Pavlov's theory of Learning & Skinner's theory of Learning, Insight Learning Theory and its applications Kurt Lewin Theory and its applications

UNIT IV Construction of Knowledge

- Distinctions between learning as construction of knowledge and learning as transmission and reception of knowledge,
- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Processes to facilitate construction of knowledge
 - (i) Experiential learning and reflection, (ii) Social mediation, (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship, (v) Meta-cognition
- Creating Facilitative Learning Environment: collaborative and self-regulated learning.

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BED201 : PSYCHOLOGICAL PERSPECTIVES IN TEACHING AND LEARNING

UNIT V: Memory and Creativity

Memory: Meaning, Definition, Types, Process and Methods of improving memory

Forgetting: Meaning, Definition, Causes of Forgetting, Interdependence of Memory and Forgetting

Creativity: Concept, Aspects, Ways to enhance Creativity

SUGGESTED ACTIVITIES (ANY -2)

- Experiment of Classical Conditioning Theory
- Creating a collaborative project to demonstrate social constructivism,
- Conducting a self-reflection exercise on personal learning experiences
- Designing a gamified learning module to apply reinforcement principles
- Encourage students to reflect on their own learning process and strategies.

REFERENCES:

Carr, D (2005). *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*, Routledge.

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Kundu, C.L. and Tutoo, D.N. (2000). *Educational Psychology*. Sterling Publishers Pvt. Ltd.

Mangal, S.K. (2007). *Essential of Educational Psychology*, Prentice Hall of India.

Mathur, S.S.(2000). *Educational Psychology*, Vinod Pustak Mandir.

NCERT (2005). *National Curriculum Framework*, New Delhi

Pal, H.R. (2005) *Pragat Shiksha Manovigyan*. Hindi Madhymik Granth Akadamee.

Skinner, C.E. (1959). *Educational Psychology*, Prentice Hall.

Woodworth, R.S. and Schlosberg (1971). *Experimental Psychology*. Oxford and IBH Publishers.

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Gauvain & M. Cole (Eds.) *Reading on the Development of Children*, New York: WH Freeman & Company

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BED202: CURRICULUM DESIGN AND DEVELOPMENT

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Assessment	END SEM University Exam	Assessment				
BED202	B.Ed.	Curriculum Design and Development	60	20	20	-	-	3	-	-	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The objectives of this course are:

- To enable the student teachers to develop understanding of important principles of curriculum construction.
- To help student teachers understand the bases and determinant of curriculum.
- To orient the student teachers with process of curriculum designing and development.
- To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.

COURSE OUTCOMES:

After studying this course, the student will be able to---

- Describe the concept of curriculum.
- Elaborate the relationship between syllabus and curriculum.
- Discuss the limitations of Hilda Taba Model of Curriculum.
- List the types of models of curriculum development.

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BED202: CURRICULUM DESIGN AND DEVELOPMENT

- Evaluate the curriculum of B.Ed. First Semester.
- Discuss the various models of curriculum development.

CONTENTS

UNIT I: Curriculum and its Types

Curriculum: Concept, meaning, Definition and Elements; Relationship between curriculum, syllabus and textbook; Different types of curriculum

UNIT II: Bases or determinants of Curriculum

Historical, Philosophical, Psychological, Socio- Cultural, Politico-economic and Discipline-oriented considerations

UNIT III: Curriculum organization & Designing

- Principles of curriculum organisation
- Approaches to curriculum organisation: Subject, Learner and Problem Centered, Process approach

UNIT IV: Curriculum Development

Curriculum Development: Process & Models of Curriculum Development as Tylers, Hilda Taba and Wheeler

UNIT-V: Curriculum Implementation

Role of Curriculum support Materials, Preparation for implementation, Models of implementation

ACTIVITIES (Any -2)

- Analyzing the existing school level curriculum in relation to principles of curriculum
- Designing of Learning Activities based on different approaches of curriculum.
- Evaluation of any textbook of higher secondary level.
- Prepare curriculum for Experiential Learning.

REFERENCES:

Goodland, J. (1979). *Curriculum Enquiry the Study of Curriculum Practices*. New York : McGraw Hill.
Hass, Glen (1991). *Curriculum Planning. A New approach*. Boston: Allyn Bacon.
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B.Ed.(2024-26) SEMESTER II

BED203 :Historical Perspective and Policy Framework of Education

COURSE CODE	Category	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		T ₀	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment ^a	END SEM University Exam	Teachers Assessment ^a				
BED203	B.Ed.	Historical Perspective and Policy Framework of Education	60	20	20	0	0	3	-	-	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz / Assignment / Project / Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives: The student will be able -

- To engage with studies on general introduction to education.
- To engage with studies on Indian and western aims, function and foundations of education.
- To engage with studies on Indian education system and functioning of different constitutional bodies of education..
- To introduce student-teachers to New Policy of Education 2020.
- To understand the historical perspective of education.
- To develop an understanding about the different agencies of education.

Course Outcomes: The students will be able -

- To explain the basic concept of education.
- To describe the importance of New Policy of Education 2020.
- To differentiate the function of different constitutional bodies of education.
- To explain the importance of different schemes of Govt. of India
- To describe the indian and western aims of education.

UNIT-I: Introduction

Concept of Education : meaning , definition. Indian and Western aims of Education.

Functions of Education, Foundations of Education : Philosophical , Sociological and Psychological functions of Education.

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B.Ed.(2024-26) SEMESTER II

BED203 :Historical Perspective and Policy Framework of Education

UNIT-II: Perspective of Education

Indian Education System: Ancient, Medieval and Modern age.Secondary Education Commission (1952-5n 3), Education Commission (1964-66) ,National Policies on Education: 1968, 1986 and 2020.

UNIT-III: Indian Constitution and Education

Democratic values in Indian Constitution

Educational Provisions enshrined in Indian Constitution.

A brief Introduction about Right to Education ACT-2009

New Education Policy: key points of NEP, five pillars, four Cs, vision ,school education structure, teacher education in NEP,

UNIT-IV: Structure of Education System

Concept and aims of Indian knowledge System: Elementary Secondary and Higher Education.

Different schemes introduced by Govt. of India (brief)- SSA,RMSA and Mid-day meal.

Different streams of secondary education like C.B.S.E and I.C.S.E.

Secondary school teacher qualifications, competencies job profile, professional code of ethical conduct.

UNIT-V: Teacher Education and Secondary School Curriculum

Status ,aims and objectives of teacher education in India. Professional organizations in the field of teacher education. Role and Responsibilities of NCTE, NCERT, DSERT, CTE, IASE.

ASSIGNMENTS : (Any Two)

1. Analysis of New Education Policy 2020.
2. Survey of Educational status and problems of community in the context of secondary education
3. Analysis of problems faced in teacher education sector in India.
4. Study of any one scheme of Govt.of India.

REFERENCES

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- Gupta, B. R. (1963). *Bhartiya Shiksha Ka hihaas*. Meerut: Rastogi and Company

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BED203 :Historical Perspective and Policy Framework of Education

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- Pandey, Ramshakal (2014). *Udiyaman Bhartiya Samaj Mein Shikshak*. Agra: Vinod Pustak Mandir
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Choice Based Credit System (CBCS)
B.Ed. Session (2024-26) Semester II
BED204 : Pedagogy of Hindi

BED204 : Pedagogy of Hindi											
COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED204	B.Ed.	Pedagogy of Hindi	60	20	20	0	0	2	1	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives : The students will be able to

- Appreciate the importance of teaching Hindi as a second / third Language.
- Help the Students to understand the aims and objectives of teaching Hindi.
- Help pupils to acquire basic skills of Language teaching. Aims/Objectives.
- Know the different methods of teaching.
- Prepare lesson notes and teach accordingly.
- Appreciation and use of modern educational media.

Course Outcomes: The students will be able to:

- Apply the knowledge of progressive Hindi curriculum while teaching in school.
- Prepare the lesson plan according different methods of teaching Hindi.
- Use of different types of audio-visual aids while teaching in school.
- Use different innovations in teaching of Hindi.

UNIT 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and Concept of Language.
- Nature and the importance of Language.
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India
(a). In the constitution (b). In the life of Indian people
- Aims of teaching Hindi as a second / third language
- Functional aims to Hindi Teaching
- Cultural Aims of Hindi Teaching National and International Aims of Hindi Teaching

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B.Ed. Session (2024-26) Semester II
BED204 : Pedagogy of Hindi

UNIT 2: Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- Planning of prose, poetry and Grammers
- Processing of lesson notes and micro lesson plans
- Meaning and importance of a Unit plan and administration
- Resource Unit – Use and implications.

UNIT 3: Language Skills

- Development of language skills – listening objectives and importance – activities for its development.
- Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correction pronunciation – Remedial Measures.
- Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading.
- Writing – Objectives- Characteristics of handwriting – dictation.

UNIT 4: Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum Design in Hindi – Subject centered – Learner centered
- Transaction of curriculum / Co-curriculum, Extra curricular activities pertaining to teaching and learning.

UNIT 5: Curriculum Development and Evaluation

- Curriculum of prose- poetry and composition. Prose – Ancient/Medieval/Modern prose versions. Poetry- Bhakti period – Ritti period – Modern period. Composition – Exercises. Assignments and remedial teaching activities and Grammar- Translations.
- Difference between Measurement. Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discrimination Type Item. Standardizing an Achievement Test, Developing different types of questions in Hindi.

Assignments (any two)

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BED204 : Pedagogy of Hindi

- Prepare grammar exercise of 8th and 9th standard Textbooks
- A study of an Author/ Poet of higher secondary level.
- Development of Linguistics Skills for secondary level in school.
- Development of digital lesson plan for secondary level.

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- Chaturvedi, V.S. (1999) Adhapan Kala. Varanasi: Ggopinath Bhargav Nand Kishor and Sons.
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Choice Based Credit System (CBCS)
B.Ed. Batch (2024-25)

Semester – II

BED 205: PEDAGOGY OF SCHOOL SUBJECT - ENGLISH

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED205	B.Ed.	Pedagogy of School Subject English	60	20	20	0	0	2	1	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives

The objectives of this course are:

- To develop a strong foundation in English language teaching methodologies and pedagogy.
- To acquire the necessary skills to teach English effectively in diverse classroom settings.
- To gain an in-depth understanding of language acquisition theories and their practical applications.
- To integrate innovative teaching aids, technology, and assessment strategies in English language instruction.
- To develop the ability to address multilingual challenges and foster inclusive learning environments.

Course Outcomes

The students will be able to---

- Develop and apply effective English language teaching methodologies and pedagogical strategies.
- Implement diverse instructional techniques to teach English effectively in multilingual and multicultural classrooms.
- Analyze and apply language acquisition theories to enhance student learning experiences.
- Integrate innovative teaching aids, technology, and varied assessment strategies for effective language instruction.
- Address multilingual challenges and promote inclusive learning by adapting teaching methods to diverse learner needs.

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B.Ed. Batch (2024-25)

Semester – II

BED 205: PEDAGOGY OF SCHOOL SUBJECT - ENGLISH

CONTENTS

UNIT 1: Role and Status of English Language in India

Definition, Characteristics and role of Language, Various forms of language and their significance, English as a colonial language and its impact, English in post-colonial times and its role in education, English as a language of knowledge and its position as a second language in India, English and Indian languages: Influence and interaction, English as a global link language, Challenges in teaching and learning English.

UNIT 2: Nature of Language

Language its nature and structure- Meaning of language, functions of language. Structure of English Language- Phonological, Morphological, Syntactic, Semantic and Graphic(a brief explanation of the concepts)

UNIT 3: Acquisition of Language Skills:

Teaching of four basic skills:

- Listening: (i) Meaning and Components of listening, (ii) listening and other skills, (iii) Intensive and Extensive listening, (iv) Teaching of listening
- Speaking: (i) Elements of speech (ii) Importance of speaking skill, (iii) Improving speaking skill
- Reading: (i) Significance (ii) Good Reading Habits, , (iii) Different types of Readings: aims, characteristics and importance of each type (iv) Methods of Teaching reading
- Writing: (i) Function of writing (ii) Stages and methods of writing, (iii) Mechanics of writing (iv) Characteristics of Good writing (v) Teaching of Writing

UNIT 4: Theories and Approaches to Language Learning

- Psychological principles of learning English as foreign language, Methods and approaches of teaching English
- Grammar Translation Method, Direct method Bilingual method, Dr. West method, Structural approach, Communicative approach
- **Lesson Planning:**
(i) Definition, importance, types and characteristics of a good lesson plan; (ii) Planning of prose, poetry, grammar and composition lesson with reference to their teaching methods & (iii) Different exposition techniques.

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BED 205: PEDAGOGY OF SCHOOL SUBJECT - ENGLISH

Unit 5: Teaching Aids and Evaluation

Teaching aids: Type and role in language teaching, (ii) Textbook: Definition, Importance and Criteria of a good text book, (iii) Diagnostic and remedial technique-meaning and importance, (iv) Language Laboratory: Concept and importance
Evaluation: Conventional and New approaches

ACTIVITIES (ANY TWO)

- Prepare the Lesson plan on any one Approach
- Prepare Teaching Aids on any one topic of English Literature.
- Analyse any one English literature textbook of higher secondary level.

Suggested Readings

- Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
- Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
- Kumar, S., & Lata, P. (2018). *Communication Skills: A Guide for Engineering and Science Students*. Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- Yule, G. (2016). *The Study of Language* (6th ed.). Cambridge University Press.
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B.Ed. Semester II (Batch 2024-2026)
BED207: Pedagogy of Mathematics

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED207	B.Ed.	Pedagogy of Mathematics	60	20	20	0	0	2	1	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C -Credit; Q/A-Quiz/Assignment/Attendance MST Mid Sem Test

Course Educational Objectives : The students will be able-

- To help student teachers appreciate the distinctive character of Mathematics and the power and beauty of Mathematical type of reasoning.
- To develop in student teachers the ability to spell out aims and objectives teaching the subject as secondary level.
- To train student teachers in different methods and approaches of Teaching Mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of Mathematics.
- To empower student teachers to develop tests for assessing readiness, attainments, and specific weakness of school learners.

Course Outcomes : The students will be able -

- Develop an understanding of Motivation, Leadership Organizational Culture
- Utilize work attitude and job motivation in organizations.
- Analyse organizational development interventions program
- Utilize the knowledge of various types of leadership in organizational setting.
- Demonstrate the techniques for improving QWL.

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BED207: Pedagogy of Mathematics

Unit – I: Introduction

Philosophy of Mathematics and basic understanding of discipline, Major landmark in the evolution of Mathematics, Nature of Mathematics and its difference with scientific knowledge,

Unit- II Aims and objectives of teaching Mathematics:

Aims and objectives of teaching Mathematics at secondary stage,

Unit- III : Pedagogical Planning and Methodology for Mathematics Pedagogy

Development of Yearly, monthly and Daily teaching plans, Content Analysis, Unit Planning and Lesson Planning, Steps of Developing lesson plan, Cognitive Lesson Plan.

Methods of Teaching Mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Drill, Heuristic and Project, Mathematics Textbook and Mathematical Laboratory.

Unit IV: Introduction: Evaluation in Mathematics

Test, Measurement, evaluation, assessment: meaning and differences, Construction of Achievement test, Textbook evaluation,

Unit-V: Development of learning resources

Online and offline learning resources, Charts, Model, Experiments, Quiz, Games.

Activities: (Any Two)

- Historical Mapping of the Different Concepts in Mathematics.
- Historical Development of Mathematics as discipline.
- Assignment on the famous Indian and Foreign Mathematicians.
- Developing lesson plans & Unit plans.
- Developing various teaching aids.
- Preparation of programmed learning material for selected Units in Mathematics.
- Critical Evaluation of Mathematics text book.
- Construction of various types of test items.
- Construction of achievement and diagnostic tests.

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- Anice, J. (2008). **Methods of Teaching Mathematics**. New Delhi: Neelkamal.
- Baderia, G.S.(1991). **Fascinations of Mathematical Puzzles**. New Delhi: Arya Book Depot.
- Butler and Wren. (1960). **The Teaching of Secondary Mathematics**. New York: McGraw Hills.
- Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). **Dynamics of Teaching Secondary School Mathematics**. Boston: Houghton - Mifflin co.
- Ediger, M., and Rao, B. (2000). **Teaching Mathematics successfully**. New Delhi:Discovery Publishing House.
- Eves, Carroll and Newsome, V. (1965). **An Introduction to the Foundations and Fundamental Concepts of Mathematics**.
- Fuch, W.R. (1967). **Mathematics for Modern Mind**. New York: Mcmillan Co.
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- Jain, S.L.(1973). **Ganit Shikshan**. Jaipur: Rajasthan Granth Academy.

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BED208: Pedagogy of School Subject: - Science

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	C R E D I T S
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED208	B.Ed.	Pedagogy of school Subject: - Science	60	20	20	0	0	2	1	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives: The students will be able:

- To acquaint B.Ed. students with the nature of Physical science & its place in the school curriculum
- To develop an understanding about the relationship of Physical science with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of Physical science teaching for secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in Physical science.
- To familiarize B.Ed. students with different aspects of Physical science laboratory and Learning resources in Physical science.
- To acquaint students with different co-curricular activities related to Physical science for secondary students.
- To make student examine different pedagogical issues in learning physical science.

Course Outcomes: The students will be able to:

- Practice innovative pedagogical skills and evaluation techniques at their workplace.
- Plan and organise their teaching strategies effectively.
- Develop improvised apparatus for consent topic of physical science.

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1st YEAR, SEMESTER – II

BED208: Pedagogy of School Subject: - Science

- Organises field trip and science fair at their workplace.
- Acquaint students with different ways of creating learning situations in learning different concepts of physical science

COURSE CONTENT

UNIT-I: Nature & Scope of Science: -

Science definition. Science as a body of knowledge: Facts, concepts, principles, laws and theories, Science as a process of constructing knowledge: Scientific method, Scientific Literacy and Scientific Attitude. Characteristics of person bearing scientific attitude. Relationship of Physical Science with other subjects, Contribution of science in Human Welfare.

UNIT II: Aims and Objectives of Teaching Physical Science: -

Aims and objectives of teaching physical science: Meaning, bases, types and different domains and Stages. Differences between aims and objectives, general and specific objective, educational and instructional objectives. Writing Instructional Objectives in behavioural terms and their role in evaluation of educational outcomes in Physical Science.

UNIT III: Methodology for Physical Science: -

Methods of Teaching Physical Science: Lecture method, Demonstration, Problem Solving, Laboratory, Panel Discussion, Role Play, Project Method, experiential method, Active learning Strategies. Models of Teaching: Concept Attainment Model, Inquiry Training Model

UNIT IV: Instructional Planning: -

Development of Unit & Lesson plans: Need, Meaning, Definition and Steps, Herbertian & Bloom's evaluative approaches to lesson planning. Pedagogical Analysis.

UNIT V: Learning Resources: -

Laboratories in Physics and Chemistry: Planning, organization, maintenance & safety measures. Science clubs, Science Fair & Field Trips: Planning & organization. Exploring alternative resources: Improvisation of apparatus. developing science kit, Model, Charts.

ACTIVITIES:

- Science exhibition: Planning /organization/Evaluation
- Organization of panel discussion or seminar on current issues of science

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1st YEAR, SEMESTER – II

BED208: Pedagogy of School Subject: - Science

- Development of improvised material
- Biography of some eminent scientists
- Organisation of different activities on Science Days

REFERENCES:

- Das, R.C. (1985). Science Teaching in School. New Delhi: Sterling Publisher.
- Gupta, S.K. (1985). Teaching Physical Science in Secondary Schools. New Delhi: Sterling Publishers.
- Mangal, S.K. (1982). Teaching of Science. New Delhi: Agra Book Depot
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- Burner, J.S. (1966). Towards a theory of Instruction. Cambridge: Bolknep Press.
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BED210: Pedagogy of School Subject: - Biological Science

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME						L	T	P	C R E D I T S
			THEORY			PRACTICAL						
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*					
BED210	B.Ed.	Pedagogy of School Subject: - Biological Science	60	20	20	0	0	2	1	0	3	

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives: The students will be able:

- To acquaint B.Ed. students with the nature of Biology.
- To develop an understanding about the relationship of biology with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of biology teaching to secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in biology teaching.
- To familiarize B.Ed. students with different aspects of biology laboratory and audio – visual aids, excursion, etc.
- To develop critical understanding and development of biology curriculum.
- To acquaint students with different co-curricular activities related to biology for secondary students

Course Outcomes: The students will be able to:

- Practice innovative pedagogical skills and evaluation techniques at their workplace.
- Plan and organise their teaching strategies effectively.
- Develop charts and model for teaching biological science.
- Organises field trip and biology science fair at their workplace.

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BED210: Pedagogy of School Subject: - Biological Science

- Acquaint students with different ways of creating learning situations in learning different concepts of physical science

COURSE CONTENT

UNIT-I: Nature & Scope of Biological Science: -

Meaning and definition of biological science, Nature of biological science. Contribution of biological science in Human Welfare. Scientific methods.

UNIT II: Aims and Objectives of Teaching Biological Science: -

Aims and objectives of teaching biological science: Meaning, bases, types and different domains and Stages. Differences between aims and objectives, general and specific objective, educational and instructional objectives. Writing Instructional Objectives in behavioural terms and their role in evaluation of educational outcomes in Biological Science.

UNIT III: Methodology for Physical Science: -

Methods of Teaching Physical Science: Lecture method, Demonstration, Problem Solving, Laboratory Method, Inductive and Deductive Method, Role Play, Project Method, experiential method, Active learning Strategies.

UNIT IV: Instructional Planning and Learning Resources

Development of Unit & Lesson plans: Need, Meaning, Definition and Steps, Herbertian & Bloom's evaluative approaches to lesson planning. Pedagogical Analysis.

Laboratories in Physics and Chemistry: Planning, organization, maintenance & safety measures. Science clubs, Science Fair & Field Trips: Planning & organization. Exploring alternative resources: Improvisation of apparatus. developing science kit, Model, Charts.

UNIT V: Assessment and Evaluation: -

Meaning of measurement, assessment and evaluation. Difference among these three terms, Types of tests, criterion for good test, achievement test and teacher made test, construction of test.

ACTIVITIES:

- Biology Science exhibition: Planning /organization/Evaluation
- Organization of panel discussion or seminar on current issues of biological science
- Developed lesson plan on above mentioned pedagogical techniques.

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BED210: Pedagogy of School Subject: - Biological Science

- Biography of some eminent scientists
- Organisation of different activities on Science Days

REFERENCES:

- Bhat, B.D. and Sharma, S.R. (1993). *Methods of Science Teaching*. New Delhi: Kanishka Publishing House.
- Das, R.C. (1985). *Science in Schools*. New Delhi: Sterling Publishers. Gupta, S.K. (1983). *Teaching of Science Education*. New Delhi: Vikas Publishers.
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BED212 : PEDAGOGY OF SCHOOL SUBJECT - SOCIAL SCIENCE

BED212 : PEDAGOGY OF SCHOOL SUBJECT - SOCIAL SCIENCE											
COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Assessment	END SEM University Exam	Assessment				
BED212	B.Ed.	Pedagogy of School Subject - Social Science	60	20	20	-	-	2	1	-	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher Assessment shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:

The objectives of this course are---

- To enhance student teachers' awareness of the perspectives in Social Science.
- To orient student teachers to traditional and modern Methodologies of teaching social sciences.
- To develop competency among student teachers in the skills of preparing lesson plan.
- To prepare student teachers to construct the achievement test.
- To provide student teachers with the opportunities for understanding community and social institutions as well as their various problems by field activities.

COURSE OUTCOMES:

After studying this course, the student will be able to---

- Describe the concept of social science.
- Differentiate the concept social science and social studies.
- Construct the instructional objectives in behavioural terms.
- List the various methods of teaching social science.
- Elaborate the steps of lesson plan.
- Prepare the lesson plans on different methods of teaching.
- List of various techniques of teaching social science.
- Prepare the teaching aids for the lesson presentation.
- Differentiate the measurement, assessment and evaluation.
- Construct various types of test items.
- Critically review the social science textbook.

CONTENTS

UNIT I: Perspectives in Social Sciences

- Concept, Scope and Holistic Nature of Social Sciences

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BED212 : PEDAGOGY OF SCHOOL SUBJECT : SOCIAL SCIENCE

- Relationship of Social Science with other subjects and within the subject.
- Aims and Objectives of Teaching Social Studies at different stages.
- Social Science vs. Social Studies
- Role of Social Science Teacher.

UNIT II: Curriculum and Instructional Planning

- Organization of Social Science Curriculum at School Level
- Instructional Planning: Concept, Need and Importance
- Unit Plan: Concept, Need, Importance and Procedure
- Lesson Plan: Concept, Need, Importance and Procedure

UNIT III: Approaches to Teaching of Social Studies

- Concept of Approach, Method and Strategies
- Methods of Teaching Social Science:
 - Traditional Method: Lecture Method, Textbook Method Story Telling
 - Modern Method: Discussion Method, Source Method, Project Method, Problem Solving Method, Discovery Method, Survey Method
- Devices and techniques of Teaching Social Science:
 - Narration, Description, Illustration, Questioning, Field Trip, Role Play, Inductive Deductive Thinking, Concept Mapping,
- Instructional Resources for Teaching of Social Science
 - Map and Globe, Charts, Chalk-boards, Smart-boards, Powerpoint Presentation, e-resources, Social Science Club

UNIT IV: Social Science Textbook & Reference Books

- Basic Principles of preparing a social science text-book.
- Steps for the development of social science book.
- Criteria and Procedures for the critical review of a social science textbook.

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BED212 : PEDAGOGY OF SCHOOL SUBJECT : SOCIAL SCIENCE

UNIT V : Evaluation of Learning in Social Science

- Concept of Assessment, Measurement and Evaluation & Continuous Comprehensive Assessment
- Techniques of Evaluating Learner Achievement in Social Science: Oral Test, Written Test, Portfolio
- Types of Test Items
- Achievement Test and Diagnostic Test
- Construction of Teacher Made Test

ACTIVITIES (Any Two)

- Preparation of Teaching Aids
- Preparation of Achievement Test
- Evaluation of Social Science Textbook
- Visit to a political, economic, social or historical place or institution and presenting a report

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- Aggarwal, J.C. (1982). Teaching of Social Studies, Vikas Publishing House Pvt.Ltd.
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- Sharma, R. S. (2001). Principles of Evaluation and social Science, Vinod Pustak Mandir.
- Trigg, R. (1985). Understanding Social Studies. Basics Black Well.
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B.Ed. (2024-26) SEMESTER - II
BED217: Pedagogy of Commerce**

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDIT	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED217	B.Ed.	Pedagogy of Commerce	2	1	0	3	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit.

*Teacher Assessment shall be based on following components: Quiz / Assignment / Project / Participation in Class, given that no component shall exceed more than 10 marks

Course Objectives: The student will be able -

- To acquaint students with concept of teaching of Commerce.
- To familiarize students with aims & objectives of teaching commerce at secondary level.
- To develop ability among students of writing instructional objectives for teaching of commerce.
- To acquaint students with different methods of teaching commerce.
- To develop competency among students for preparing lesson plan according different methods of teaching Commerce.
- To familiarize students with different types of audio-visual aids and their uses in teaching of Commerce.
- To accustom students with the progressive commerce curriculum.
- To familiarize students with different innovations in teaching of Commerce.

Course Outcomes: The students will be able to:

- Apply the knowledge of progressive commerce curriculum while teaching in school.
- Prepare the lesson plan according different methods of teaching Commerce.
- Use of different types of audio-visual aids while teaching in school.
- Use different innovations in teaching of Commerce.

COURSE CONTENT

Unit 1 - Introduction:

Concept, Nature and Scope of Commerce. Importance of Commerce and its teaching. Relationship of Commerce with other School Subjects such as Economics, Sociology, Mathematics, Psychology, Science, Aims and Objectives of Teaching of Commerce.

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Unit 2 - Taxonomy and Methods:

Taxonomy of Instructional Objectives. Writing Instructional Objectives for teaching Commerce.
Lecture Method, Problem Solving Method, Inductive Method, Deductive Method, Project Method,
Survey Method : meaning, definition, steps, advantages, limitations, suggestions for its uses.

Unit 3 - Techniques and Audio Visual Aids in Commerce:

Techniques of teaching Commerce subject : Questioning -answering, Assignment, Observation,
Explanation and Illustration. Audio – Visual Aids : Concept, Need and Importance,
Different Audio –Visual Aids – Blackboard, Charts, Diagrams, Cartoons, Picture, Models, Globe,
Projector, Film, Radio, T.V. etc and their use in effective Commerce teaching.

Unit 4 - Lesson Planning and Innovations in teaching of Commerce:

Lesson Planning -Meaning, Need & Importance ; Characteristics of a good Lesson Plan,
Steps of Lesson Planning, Designing Lesson Plans in accordance with each of the prescribes methods
of Teaching.
Innovations : Use of Computers in teaching Commerce., Jerk Technology in teaching of Commerce .

Unit 5 - Commerce Curriculum and Evaluation:

Syllabus and Curriculum : meaning, definition, Principles involved in transaction of Commerce
Curriculum, Difference between Curriculum and Syllabus. Ideal Commerce Textbook.
Evaluation in Commerce : Concept of Measurement, Assessment and Evaluation in Commerce
Teaching, Different methods of evaluation in Commerce such as Multiple Discriminant Type Items,
Open Book Exam etc.

ACTIVITIES: (Any Two)

- Review of Commerce curriculum of a class at Senior Secondary Level
- Development of self-instructional material on any topic of Commerce.
- Evaluation of Textbook
- Development of digital lesson plan for Senior Secondary Level
- Preparation of Models and Charts for teaching Commerce

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B.A. (Hons.) SEMESTER - I
MED117: Psychology of Commerce**

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B. Ed. SEMESTER- II (2024-26)

BED220 : Understanding the Self

BED220 : Understanding the Self											
Subject Code	Category	Subject Name	Teaching and Evaluation Scheme								
			Theory			Practical		L	T	P	CREDITS
			End Sem University Exam	Two Term Exam	Teachers Assessment	End Sem University Exam	Teachers Assessment				
BED220	B.Ed.	Understanding the Self	-	-	-	30	20	0	0	2	1

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

Teacher Assessment shall be based on the following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives : The students will be able-

- To understand the importance of self
- To know about the Aim of life.

Course Outcomes : The students should be able -

- To understand the concept of self.
- To understand the concept of Self-Assessment.
- To understand the application of Understanding the self.
- To learn different yoga practice methods, precautions, benefits for Understanding the Self.

Unit-1: Understanding Self Concept, Esteem and Realization

Meaning of Self Realization, Self Esteem, Self Concept, Related activities for Understand the self & self reflection.

Unit-2: Understanding the self through Holistic Wellbeing

Physical Health, Mental Health, Social Health, Intellectual health, Spiritual Health

Unit-3 : Practice for Understand the self

Shatkarma, Suryanamaskar, Shukhsma Vyayam, Asanas, Pranayama, Mudra, Bandh and Dhyana(Chakra Meditation, Jyoti Meditation, Sun Meditation)

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BED220 : Understanding the Self

Unit-4 : Self Management through Yoga

Meaning of Self management, Chitta and chitta vritti, Obstacle in self management, Panchkosh Management, Tridosh management

Unit-5: Ancient Tradition to Know the self

Yoga Philosophy and its role for wellbeing, Gyan Yoga, Karma Yoga, Bhaktiyoga, Hathy

Activities: (Any Two)

- Vision as a person: Aspiration and purpose of the life.
- Understanding one's Strengths and weakness through self observation.
- Developing positive self esteem,
- Diary writing for self Assessment.
- Develop the capacity to establish peace within one self.

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