



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE)

Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Compulsory Paper- I
Subject Knowledge & Pedagogy of School Subjects- Hindi
Code: B.Ed-305 (I)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

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Department of Education
Courses for Bachelor of Education (2021-2024)

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Department of Education

Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II

Compulsory Paper- I

Subject Knowledge & Pedagogy of School Subjects- English

Code: B.Ed-305 (II)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

OBJECTIVES:

Pupil- teachers will be able—

- To develop an understanding of Importance of English as a discipline and its basic perspectives.
- To understand the place of English Language in school curriculum.
- To understand the aims & objectives of Teaching of English with futuristic vision.
- To know & understand the teaching methods & pedagogical approaches of English Teaching.
- To develop & integrate the use of the Linguistic skills & linkage with other subjects.

UNIT -I

- ✚ English as a Discipline, its importance, Nature, Scope
- ✚ Role & Status of English Language. Place of English Language in Indian school Curriculum, Views

UNIT- II

- ✚ Aims & Objectives of Teaching of English according to the status of English as a First, Second & Third Language.
- ✚ Meaning, Importance & Functions of Four major Language Skills ----Listening, speaking, reading writing. Aspects, Forms & Systems of English Language--- Spoken & Written Language.
- ✚ Teaching of Pronunciation, Vocabulary, Spelling, Reading& Writing.



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UNIT-III

- ✚ Structure of Content & basic Conceptual Scheme.
- ✚ Understanding of English Literature (classified as prose, poetry, stories, essay)

- ✚ Acquisition of English (Grammar –Composition ; Parts of Speech, Active Passive voice, Types of Sentences, Idioms, Phrases, Proverbs, Letter & story writing, essay & dialogue Writing, Picture Composition, Figures of Speech, text-book analysis.

UNIT -IV

- ✚ Methods & Approaches of teaching English- Direct Method, Grammar cum Translation Method, Deduction –Induction Method.
- ✚ Audio Visual aids in teaching, Evaluation in teaching English, Role of English Teacher English Lesson Planning for Teaching of Prose, Poetry, Grammar, Composition.

Practicum:

- ✚ Project work on the status of English in schools related with different boards.
- ✚ Test based on language skills.

References

- F.G. French, *Teaching English as an International Language*, London: Oxford University Press
- Geetha Nagaraj, *English Language Teaching: Approaches, Methods, Techniques*, Orient Longman.
- George Yule, *The Study of Language* (second edition), Cambridge University Press
- M.K. Singh, *Teaching of English*, Meerut: Eagle Books International
- P.C. Wren and H. Martin, *High School English Grammar and Composition*, Delhi: S. Chand
- R.A. Sharma, *Fundamentals of Teaching English*, Meerut: Surya Publication
- S.M. Yunus and Karan Singh, *Teaching of English*, Lakhimpur-Kheri: Govind Prakashan
- Satish C. Chaddha, *Arts and Science of Teaching of English*, Meerut: R. Lall



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- T.C. Baruah, *The English Teacher's Handbook*, New Delhi: Sterling Publishers Pvt. Ltd.
- F.G. French, *Teaching English as an International Language*, London: Oxford University Press. Geetha Nagaraj, *English Language Teaching: Approaches, Methods, Techniques*, Orient Longman. George Yule, *The Study of Language* (second edition), Cambridge University Press.
- M.K. Singh, *Teaching of English*, Meerut: Eagle Books International.
- P.C. Wren and H. Martin, *High School English Grammar and Composition*, Delhi: S. Chand.
- R.A. Sharma, *Fundamentals of Teaching English*, Meerut: Surya Publication
- S.M. Yunus and Karan Singh, *Teaching of English*, Lakhimpur-Kheri: Govind Prakashan.
- Satish C. Chaddha, *Arts and Science of Teaching of English*, Meerut: R. Lall.
- T.C. Baruah, *The English Teacher's Handbook*, New Delhi: Sterling Publishers Pvt. 11 F.L



Department of Education

Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II

Compulsory Paper- I

Subject Knowledge & Pedagogy of School Subjects- Urdu

Code: B.Ed-305 (III)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives

The Pupil teacher will be able to-

- The nature and mechanics of the language.
- Use the knowledge and skills needed to understand, analyze and evaluate their non performance.
- Appreciate the uniqueness of multilingualism in India as a linguistic and sociolinguistic phenomenon and its implication for pedagogy.
- Develop acquaintance with approaches and methods of teaching.
- Plan and teach Urdu lessons in prose, poetry, drama, grammar and composition.
- Evaluate performance of students in the subject through achievement test.

Unit-I

- ✚ The nature of Urdu Language and its scope.
- ✚ Concept of language learning and acquisition functions of language, communication, transmission of culture and medium of instruction.
- ✚ Origin and development of Urdu language, History of Urdu Literature- an outline.
- ✚ Multilingualism as a resource.
- ✚ Learning of Urdu at secondary level.

Unit-II

- ✚ Writing: Elementary knowledge of Urdu scripts-: Khat-e-Nakhsh, khat-e-Nastaliq and khat- e-Shikast.
- ✚ Teaching of alphabets borrowed from Arabic, Persian and Hindi, their shapes and nomenclatures.
- ✚ Pronunciation
- ✚ Letter writing
- ✚ Essay writing
- ✚ Qualities of good hand writing

Unit-III

- ✚ Reading: Its importance, concept and meaning.
- ✚ Types of reading: Silent reading, Reading aloud, Reading for appreciation and pleasure, Reading interest and reading habits, Supplementary reading.
- ✚ Standard sounds of Urdu, vowels and consonants. Stress and intonation



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- ✚ Reading (Pronunciation) defects and their cure.

Unit- IV

- ✚ Methods of teaching- Translation method, Direct method, Play way method, Bilingual method, Structural approach, Communicative approach.
- ✚ Teaching of Prose (Story, Drama) & Teaching of poetry (poems and Gazals)
- ✚ Teaching of Grammar & Teaching of Composition
- ✚ Lesson Planning- Meaning and format in all the mentioned areas.
- ✚ Skill of questioning. Teaching aid in Urdu.

Practicum

- Preparation of traditional and technology integrated lesson planning in prose and poetry.
- Preparation of traditional and web –based teaching aids for teaching Urdu.
- Participation in conversation.
- Preparation and analysis of teacher made achievement test on a unit.

Suggested Reading

- Ghazal Aur Ghazal- A.Ansari
- Ghazal Aur Dares-Ghazal-A.Ansari
- Studies in language and language teaching- A.Ansari\
- Urdu ki locetainash-o-Numa-Abdul Haq
- Tareka-Zaban –Urdu-H. Masood Hasan
- Tadrees on Urdu Ahmad Hasan
- Zaban aur Taleem-Saiyadin
- Urdu Zaban ki Tadrees – Moid Uddin
- Teaching the Mother Tongue in Secondary School-P.Gurrey
- Tareeq –e-Taleem-e-Urdu-Hasan Fakhrul
- Urdu ki Dars-o –Tadreez ke masaia-H.Ayub



Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Compulsory Paper- I
Subject Knowledge & Pedagogy of School Subjects- Sanskrit
Code: B.Ed-305 (IV)

Credit : 4 (No. of Lectures : 64)

M.M: 70+30(Ext. +Int.)

Objectives:-

Pupil teacher will be able to-

- Understand general and instructional objectives of Sanskrit teaching.
- Understand the importance and place of Sanskrit teaching in schools.
- Know various approaches and methods of Sanskrit teaching.
- Prepare lesson plans properly.
- Select and organize learning experiences according to content and level of students.
- Evaluate the content of Sanskrit textbooks.
- Able to prepare diagnostic and remedial tests in Sanskrit teaching.

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Three short stories to be written or reproduced

Three different types of letters to be written as models for different classes

Preparation of model lesson plans

lUnHk xUFk lph]

- V.P. Bokil and N.R. Paarasnis : A New Approach to Sanskrit (V.G. Kelkar, Poona)
- Raghunath Safaya : The teaching of Sanskrit
- Pt. Sitaram Chaturvedi : Sanskrit ki Shiksha
- Micaael Weak : The teaching of Sanskrit
- D.G. Apte : The Teaching of Sanskrit
- A.B. Keith : Classical Sanskrit Grammar
- M.R. Kale : Higher Sanskrit Grammar
- Jahangirdar : Introduction to Comparative Philology
- Sanskrit Commission Report 1937, Government of India
- 10.P.C. Chakravarti : Philosophy of Sanskrit Grammar.



Department of Education

Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II

Compulsory Paper- I

Subject Knowledge & Pedagogy of School Subjects- Mathematics

Code: B.Ed-305 (V)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives

The Pupil-Teacher will be able to-

- Provide content enrichment for better learning of Mathematics.
- Understand the nature, aims, objectives and scope and Mathematics
- Appreciate the historical perspective and contribution of Indian Mathematicians.
- Understand the principles, process relationships to design appropriate strategies for teaching them.
- Appreciate relationship to generalize, to analyze and to reason out.
- Identify and use various web- based resources for teaching and learning of Mathematics
- Use various approaches of Mathematics teaching in the classroom.
- Use various techniques of mathematics to facilitate understanding of various concepts of Mathematics.

Unit I

- Meaning, Definition, Importance and Nature of Mathematics.
- History of Mathematics with special thrust on teaching mathematics.
- Contributions of Indian mathematician-Aryabhata, Bhaskaracharya, and Ramanujan,
- Values of teaching in mathematics.

Unit II

- Aims and objectives of teaching mathematics at various stages of education:
- Need for establishing general objectives for teaching mathematics, writing specific objectives and teaching points of various content area in mathematic.
- Approaches of teaching mathematics: - Deductive and inductive, Analysis and synthesis.
- Various techniques of teaching mathematics: -oral, written, drill, assignment,



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Unit III

- Curriculum of mathematics- Meaning, Definition, Types,
- Organization of curriculum, Principle of curriculum construction Difference between Curriculum and syllabus
- Measurement and evaluation of mathematics: Meaning, Definition, level of evaluation Need, Importance, purpose and process of evaluation.
- Innovative practice teaching in mathematics.

Unit IV

- Meaning and importance of a lesson plan, Performa of a lesson plan. (Herbart & Bloom)
- Learning resources in mathematics – selection and designing of textbooks and audio visual multimedia in mathematics.
- Use of Remedial and Diagnostic teaching, Achievement test, Diagnostic test
- Professional development of mathematics teachers

Practicum

- Designing of mathematics kits for target group.
- Preparation and analysis of teacher made achievement test on a unit.

Suggested Readings

- Servas, Wand T. Varga. Teachings School Mathematics- UNESCO Service Book.
- Aiyankar, Kuppaswami. The teachings Of Mathematics.
- Bellard, P.B. Teaching the Essentials of Arithmetic.
- Bhatnagar, A.B.: New Dimensions in the Teaching of Mathematics, Modern Publishers, Meerut.
- Bloom, B.S. and et.al Handbook on Formative and Summative Evaluation.
- Bloom, B.S. (1956) Taxonomy of Education Objectives.
- Dash, B.N. (2005). Psychology of Teaching Learning Process, New Delhi: Dominant Publishers and Distributors.
- Dharamvir. The Teaching of Mathematics in India. Manuel G.J. Pedagogic of Mathematics.
- Malhotra, V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corpora



Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Compulsory Paper- II
Subject Knowledge & Pedagogy of School Subjects- Biology
Code: B.Ed-305(VI)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives

The Pupil teacher will be able to-

- Comprehend the basic nature of biology.
- Understand the concept of aims and objectives of teaching biology.
- Understand the related to environment.
- Know the teaching skills and the development techniques.
- Understand the evaluation of biology teaching.

Unit I

- Meaning and scope of biological sciences. Importance of Biology in school curriculum,
- Aims and objective of teaching biology, writing objectives in behavioral terms.
- Methods of Biology teaching, Textbooks of biology.

Unit II

- Biology teacher: Qualities of a biology teacher, Professional growth of Biology Teacher.
- Laboratory-Features of Biology laboratory, planning, organizations and maintenance of biology laboratory.
- Diagnostic and remedial measure.

Unit III

- Acquisition of biological concept: Animal and Plant cell, Digestion and locomotion in animals
- Principle of curriculum construction in Biology teaching
- Improvised apparatus, Biology Text Book.
- Biological museum,



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Unit IV

- Lesson planning in Biology: Preparation of unit and lesson plan Remedial and Diagnostic teaching.,
- Methods of teaching biology Audio- visual aids in biology teaching.
- Organisation of work- indoor and outdoor, Zoological and Botanical excursions.
- Evaluation techniques; Construction of Biology test.

Practicum:

- Prepare audio-visual aids.
- Assignment on related topics of the course.

Suggested Readings

- Teaching of Biological sciences- S.P.Kulshreshtha.
- Teaching of Biology and science- S.K Mangal.
- Aao Sikhien Vigyan 6,7,8- U.P. Basic Shiksha Parishad.
- N.C.E.R.T. Science 6,7
- Marlow and Rao, Digmurti Bhaskar (1996). Science Curriculum. New Delhi:Discovery Publishing House.
- Gupta, V.K. (1994). Life Science Education Today. Chandigarh: Arun Pub. House.
- Joshi, S.R. (2005). Teaching of Science. New Delhi: APH Publishing Corporation.
- June, F. Lewis and Irene, C. Potter (1961). Englewood Cliffs N.J. The Teaching of Science in the Elementary Schools Prentice Hall.
- Kulshhrehtha, S.P. (2006). Teaching of Science. Meerut: R. Lall Book Depot.
- Laybourn, K. and Bailey C.H. (1971). Teaching Science to the Ordinary Pupil. London: The English Language
- Book Society and University of London Press Ltd.New UNSECO Source Book for Science. France: UNSECO.
- Science Teachers Handbook. edited by C.S. Rao and the American peace Volunteers of India Publishers American Peace Corps. 1969.
- Siddiqui, Majibul Hasan (2005). Teaching of Science. New Delhi: APH Publishing Corporation.
- Vaidya, Narendra (1968). Problem Solving in Science. New Delhi: S.Chand & Co.
- Vaidya, Narendra N. (1971). The Impact of Science Teaching. New Delhi: Oxford and IBH Pub.Co.
- Washton, Nathan S. (1967). Teaching Science Creativity in the Secondary Schools. W.M. Saunders Company.
- Yadav, K. (1993). Teaching of Life Science. New Delhi: Anmol Publications.



Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Compulsory Paper- I
Subject Knowledge & Pedagogy of School Subjects-Commerce
Code: B.Ed-305 (VII)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives:

- To develop an understanding of pedagogy and critical issues related to the teaching learning of Commerce.
- To enable pupil teachers to appreciate the relevance of studying Commerce at senior secondary level.
- To help form an analytical perspective through comparative analysis of curricula of different boards viz, CBSE, ISC, UP.
- To enable pupil teachers to become effective teachers of Commerce, and perform effective leadership roles in schools and other institutions.
- To orient pupil teachers to new developments, research and innovations in the field of teaching of Commerce.

Unit I

- ✚ Meaning and nature of Commerce.
- ✚ Nature of Commerce Discipline and Rationale of its inclusion in secondary school Curriculum.
- ✚ Aims and Objectives of teaching commerce at higher secondary stage,
- ✚ Domains of writing objectives, Techniques of writing objectives in Behavioural terms.

Unit II

- ✚ Skills required by professional Commerce teacher.
- ✚ Avenues available for Professional growth.
- ✚ Evaluation in Commerce teaching
- ✚ Types of test in Commerce, Continuous and Comprehensive Evaluation.

Unit III

- ✚ Methods and Approaches of Teaching Commerce. Methods: Lecture Method, Question- Answer technique, Discussion method, Problem-Solving method,
- ✚ Teaching through games, computer Assisted Instruction, Case Study method.
- ✚ Recent trends in commerce teaching: Team teaching, Co-operative learning, Peer learning.



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Unit IV

- ✚ Instructional Media: Meaning and types of instructional media,
- ✚ Scope of using instructional media in teaching of Commerce. Audio-Visual aids
- ✚ Co-curricular activities in teaching Commerce and their utility in strengthening learning Commerce discipline.
- ✚ Text books, criteria of good text books in commerce, critical appraisal of the present text books in commerce, suggestions for improvement.
- ✚ Commerce room: Its need organization and equipment.

Practicum:

- Use of community resources (visit to factory and offices)
- Conducting commercial activities in schools
- Use of spreadsheets in commerce (Accounting), Working knowledge of the prevalent Accounting software (Tally, Busy, etc)
- Lesson planning- Meaning, nature, need and importance of lesson planning. Various approaches to lesson planning (Herbert and bloom).

Suggested Readings:

- Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: 2 Arya Book Depot.
- Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE. Delhi.
- Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33
- Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; South\ Western Publishing Co.
- Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, Ilan (Editors); M. E. Sharp. Inc.; New York; 2005.
- Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT; New Delhi; Vol. XXX; No. 4; Feb.2005
- Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of Book- Keeping South Western Publishing.
- Maheswari, S.B. (1969) Teachers' Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.
- Ments, M. (1960). Simulations, Games and Role Play. Handbook of Education Ideas and Practices, London: Routledge.
- Musselman, Vernon A and J.M. Hanna (1960). .Teaching Book-Keeping and Accounting. New York. McGraw Hill Book Co.



Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Compulsory Paper- II
Subject Knowledge & Pedagogy of School Subjects
Social Sciences-I (Hist. /Civics)
Code: B.Ed-306 (I)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives

- Formulation of aims and objectives of teaching Civics/History at junior & high school level, writing objectives in behavioral terms.
- Civics/History and its correlation with other subjects.
- Qualities of Civics/History teacher.
- Text Book of Civics/History: Criteria of good textbooks and critical evaluation.
- Evaluation techniques.

Unit –I

- Concept, Nature & Scope of Civics/History
- Need and importance of Civics/History in school
- Aims and objectives of teaching Civics/History at secondary and senior secondary level and senior secondary level.
- Correlation in teaching of Civics/History.

Unit II

- Various Methods and strategies of teaching Civics/History project, problem solving , observation method, role play methods, lecture, Discussion, Brain Storming
- Innovative Practice in Civics/History teaching, Teaching Aids in Civics/History, Audio Visual aids
- Acquisition of Knowledge in Civics/History: Karyapalika, Nyaypalika, Indus civilisation ,Vedic Civilisation
- Textbook of Civics/History: Criteria and importance.



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Courses for Bachelor of Education (2021-2024)

Unit III

- Qualities of Civics/History Teacher and their role in society
- Meaning and concept of curriculum, general principles of curriculum framing in Civics/History
- Lesson plan – Annual plan, unit plan micro teaching plan and Daily lesson plan of teaching Civics/History
- General Principles and Maxims of Teaching Civics .Qualities of good civics teacher

Unit – IV

- Evaluation of Civics/History Teaching.
- Diagnostic teaching and Remedial teaching.
- Excursion and field trips.
- Importance of primary and secondary data.

Practicum:-

- Presentation of micro teaching plans (Min. 5 skills)
- Study a local Election awareness program.

Suggested Readings:

- Aggarwal, N. N., et. al. (1978), *Principles of Political Science*, 6th Edition. New Delhi: Chand & Co.
- Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
- Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
- Bining, A.C. (1952), *Teaching of Social Studies in Sec. School*, New York: McGraw Hill.
- Burner, Jerome, S. (1971), *Towards a Theory of Instruction*, Cambridge: Harvard University Press.
- Dhaniya Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
- Kochhar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.
- Wesley, F. B. (1950), *Teaching social Studies in High School*, Boston: D.C., Heath & Co.
- Buch, M. B. (1969), *Improving Instruction in Civics*, New Delhi: NCERT.
- Fenton, Edwin (1967), *The New Social Studies*, New York: Hlot Rinehart & Winston, Inc.
- Finer, (1953), *Teaching Techniques in Social Studies*, New York: Bank Street



ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

U.P. STATE GOVERNMENT UNIVERSITY,
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

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Publication.

- Gleeson Denis & Whitty Geoff (1976), *Developments in Social Studies Teaching*, London: Open Book.
- Nicholson & Write, *Social Studies for Future Citizen*, George Harrap.
- Verma, S. P. (1975), *Modern Political Theory*, New Delhi: Vikas Publishing House.
- White, F.M., *Teaching of Modern Civics*, Delhi: Vikas Publishing House.



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Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II

Compulsory Paper- II

Subject Knowledge & Pedagogy of School Subjects

Social-Sciences-II (Eco/Geo)

Code: B.Ed-306 (II)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives

The Pupil-Teacher will be able to -

- Understand the importance of Economics/Geography at secondary level.
- Understand and write the objectives in behavioral terms.
- Understand the various devices and methods of teaching economics and develop skills and abilities to select appropriate methods and apply them effectively.
- Recall and revise the basic concepts of Economics/Geography as a subject at secondary level.
- Prepare lesson plan properly.

Unit-I

- ✚ Nature and concept of teaching Importance of Economics/Geography
- ✚ Aims and objectives of teaching Economics. Writing objectives in behavioral terms.
- ✚ Correlation in teaching of Economics/Geography.
- ✚ Importance of Economics/Geography as a discipline at secondary level.

Unit-II

- ✚ Methods of teaching Economics/Geography
- ✚ Teaching aids in Economics/Geography.
- ✚ Qualities of Economics/Geography teachers and role in society.
- ✚ Text book of Economics/Geography

Unit-III

- ✚ Acquisition of knowledge of Economics/Geography: Need of demand and supply, Solar system, Atmosphere and climate.
- ✚ Use of media Economics/Geography teaching
- ✚ Devices and technique of Economics/Geography.
- ✚ Organization of Economics/Geography lab/room.



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Unit-IV

- ✚ Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom).
- ✚ Organisation of field trips and excursion.
- ✚ Remedial and diagnostic teaching
- ✚ Evaluation techniques and construction of model question paper.

Practicum:

- Comparison between Economic Development of India with any other country.
- Case study of functioning of a particular branch of any nationalized bank.
- Visit a factory and prepare a report on its financial functioning.

Suggested Readings:

- Tyagi, Teaching of Economics
- Agrawal S. K., Teaching of Economics
- Agarwal Manju, 'Consumer Education', (2013) Study Material for Secondary Level Economics' – NIOS, Delhi.
- Agarwal, Manju, Arora, N. (2014), 'Concept Learning in Economics, at Secondary Level: A Curricular Dimension'. A report of National Seminar on Economic Curriculum in Schools.
- Emerging Trends and Challenges, NCERT, (Follow the link – <http://www.ncert.nic.in/departments/nie/dess/publication/nonprint/seminars.pdf>).
- Agarwal, Manju (2012), "Planning for Effective Economics Teaching: Teaching economics in India- A Teachers' Handbook' NCERT Delhi.
- Agarwal Manju (2012) 'Teaching a Topic of Indian Economy using Unit Plan Approach'.
- Teaching Economics in India - A Teacher's Handbook, NCERT Delhi Follow the link http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teachingeconomics-in-india.pdf.
- Agarwal Manju (2011), 'Economics as a Social Science' National Seminar on Economics in Schools. NCERT (Follow the link http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teachingeconomics-in-india.pdf).
- Hutchings, A N S. Assistant Masters Association 1971. Teaching of Economics in Secondary schools
- Katty R Fox (2010), "Children making a difference : Developing Awareness of Poverty Through Service Learning". The Social Studies', Vol. 101, Issue 1, 2010.
- 8. Lutz, Mark A, 1999, Economics for the Common Good-Two Centuries of Social Economic Thought in the Humanistic Tradition, Routledge: London.
- Thomas Misco and James Shiveley (2010): 'Seeing the Forest Through the Trees : Some Renewed Thinking on Dispositions Specific to Social Studies Education', The Social



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- Studies, Vol. 101, Issue 3, May/June 2010, Routledge, Taylor and Francis Group.
- Shiva Vandana; Kester Kevin, Jain Shreya (2007): *The Young Ecologist Initiative, Water*
- *Manual, Lesson Plans for Building Earth Democracy'*. Pub. by Navdanyas, Research Foundation for Science Technology and Environment
- Kochhar, s. K. (1986). *Methods and techniques of teaching*. New delhi: sterling publishers pvt. Ltd.
- Trigg, R. (1985) *Understanding geography*. New york: basics black well
- Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation
- Singh, Y. K. (2009). *Teaching of history: Modern methods*. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). *Teaching elementary social studies*. New Delhi: Atlantic Publishers.
- Siddiqui, M.H. (2009). *Teaching of Geography*. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.
- Aggarwal. (2008). *Teaching of social studies: A practical approach* .(4th ed). UP: Vikas Publishing House Pvt Ltd.
- Aggarwal. J. C. (2008). *Principles, methods & techniques of teaching*. UP: Vikas Publishing House Pvt Ltd.
- Chauhan, S. S. (2008). *Innovations in teaching learning process*. UP: Vikas Publishing House Pvt Ltd.
- Siddiqui, M. H. (2008). *Models of teaching*. New Delhi: APH Publishing Corporation.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books
- Depot. Siddiqui, M. H. (2007). *Models of teaching*. New Delhi: APH Publishing Corporation.
- Mangal, S. k., & Mangal, S. (2005). *Essentials of educational technology and management*. Meerut: loyal book depot.
- Joyce., & Well., (2004). *Models of teaching*. U.K: Prentice hall of India.
- Leshin, C. (1992). *Instructional design strategies and tactics*. NJ: Education Technology Publications.



Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Compulsory Paper- II
Subject Knowledge & Pedagogy of School Subjects- Science
Code: B.Ed-306 (III)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives

Student teacher will be able to:

- Understand general and instructional objectives of teaching.
- Understand the importance and place of teaching science in schools .
- Know various methods of teaching.
- Prepare lesson plans properly.
- Select and organize learning experiences according to content and level of students.
- Develop the use of various teaching aids.
- Evaluate the content of textbooks.
- Develop the skills of diagnostic and remedial teaching.
- Develop the skill of making working models related to physics and chemistry.
- Awareness of content of class VI to X

Unit- I

- ✚ Meaning, Nature and scope of Science, Scientific attitude and Scientific Method
- ✚ Place in school curriculum
- ✚ Aims and objective of teaching Science.
- ✚ Correlation in teaching of science

Unit- II

- ✚ Methods of teaching Science
- ✚ Aids in Science teaching: Principle ,Types and Uses
- ✚ Science Laboratory: Important and types
- ✚ Textbook of science: Features of a good science text book ,Science library and kits

Unit-III

- ✚ Science Curriculum : Principal and reforms
- ✚ Acquisition of Scientific Knowledge: Matter, Air,Water and pressure
- ✚ Science Teacher: Qualities and responsibilities.
- ✚ Science Text Book, Science library and
- ✚ Science laboratory: Needs,Important and type.



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Unit-IV

- ✚ Organisation of Outdoor and indoor scientific activities : Excursion, and scientific hobbies.
- ✚ Planning of unit and lesson plans and various types of lesson
- ✚ Aids in Science teaching: Principle and importance
- ✚ Lesson planning in Science: Preparation of unit and lesson plan Remedial and Diagnostic teaching.,
- ✚ Evaluation in Science teaching: Criteria of good test and suggestion for reforms

Practicum

- Science Quiz/ Scientific games.
- Visit to Regional Science Centre/ Planetarium and Writing Report.
- Making of two working models and organizing science exhibition.

Suggested Reading

- Narendra Vaidya- Science Teaching.
- S.M. Agarwal- Science Teaching.
- NCERT Text Books- Classes 6-10th.
- Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text book of Science of ClassX, New Delhi: NCERT.
- 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.
- Liversidge T., Cochrane M., Ke rfoot B. and Thomas J. (2009). Teaching Science
- Developing as a Reflected Secondary Teacher. New Delhi: SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.
- Davar ,M.(2012). Teaching of Science. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep and Deep Pub.
- Washten, Nathan S. (1967). Teaching Science Creatively. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools. Boston: Allen and Becon.
- Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation



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Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II

Compulsory Paper- II

Subject Knowledge & Pedagogy of School Subjects-Home-Science

Code: B.Ed-306 (IV)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives

The Pupil teacher will be able-

- To know about the Home Science and its Scope.
- To understand about its various functional aspects.
- To provide practical knowledge of its content to be skilled.
- To apply acquired Knowledge in our daily life activities.

Unit I

- ✚ Concept, Meaning and Component of Home Science. Place of Home Science in school curriculum and its role and application in our daily life.
- ✚ Aim and objectives of Home Science teaching, writing objective in behavioral terms.
- ✚ Development of syllabus and evaluation devices for Home Science.
- ✚ Concept of Home Science Laboratory, having various defined areas for different activities.
- ✚ Skills required for an efficient Home Science teacher.

Unit II

- ✚ Methods and approaches of teaching Home Science- Discussion, Demonstration, Laboratory, Project Field trip etc. and role of practical in Home Science
- ✚ Type of teaching aids used in Home Science and its impact on teaching learning.
- ✚ Various types of lesson planning used for Home Science teaching.
- ✚ Diagnostic and remedial teaching.

Unit III

- ✚ Concept of balanced Diet and its Nutrients.
- ✚ Concept of common disease and its prevention.
- ✚ Concept of Health and Hygiene and its importance in our daily life.
- ✚ Concept of child growth and Development and basic saving practices.
- ✚ General awareness of application of Home Science in our daily life working.



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Unit IV

- ✚ Concept of Interior Decoration and Utility of waste products.
- ✚ Concept about basic fibres and its maintenance.
- ✚ Concept of basic stitches, used in different embroideries.
- ✚ Concept of interior decoration and its role in our life to be peaceful and healthy.
- ✚ Concept of dying and printing.

Practical Work

- Developing different types of teaching Aids.
- Project work based on demonstration.

Suggested Readings:

- Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives:*
- *The Classification of Educational Goals*, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) *Examples of Teaching Method*, Chicago, Second Printing, Chicago, Rand McNally & Co.
- Chandra A. (1995) *Fundamentals of Teaching Home Science*, ND: Sterling publishers.
- Dale Edgar (1962), *Audio Visual Methods in Teaching*, revised edition, Hold, Rivehart and Winston, New York.
- Das, R.R. & Ray B. (1989) *Teaching of Home Science*, ND: Sterling Publishers.
- Devdas R.P. (1976). *Teaching Home Science*, AI Council for Teaching Science.
- Hall & Paolucci (1968), *Teaching Home Economics*, NY: Wiley Eastern P. Ltd.



Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Compulsory Paper-III
School Management and Hygiene
Code: B.Ed-307

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives:

The Pupil teacher will be able to:

- Understand the nature of school as an organization, its components and dimensions.
- Know teacher's roles and responsibilities with respect to academic and co curricular activities and understand his place and position in the school.
- Know the components of classroom climate and to help them to understand their effect on pupil's development.
- Understand the importance of good health and positive attitude towards exercise and health.

Unit- I

- ✚ Meaning of school Management and school Organization, Differences between the two.
- ✚ School Time-Table- Meaning, Types, Need and Importance
- ✚ School Building- Characteristics of a good School Building, Basic requirement, Types and maintenance
- ✚ School Hostel- Building, Hostel Warden- Qualities and Duties

Unit- II

- ✚ School Library- Concept, Types, Need and Importance. Qualities and role of Librarian School
- ✚ Principal- Qualities and Qualifications, Role, Duties and Professional skills.
- ✚ Teacher- Qualities, Role, Duties and Essential Management skills, Role of Teachers in curricular and co-curricular activities.
- ✚ School Discipline- Concept, types, Need, importance and methods of maintaining Discipline, Community and School Development- Role of Community, Parents in school development as PTA

Unit- III

- ✚ Educational Administration: Meaning, Need and Importance.
- ✚ Educational Administration at the centre and its organisation.
- ✚ Administration of Education at State level
- ✚ Problems of Educational Administration in India



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Unit- IV

- ✚ Health and Hygiene: Meaning and its need schools Need of physical exercises and Yoga
- ✚ First Aid: Meaning, Need and Importance on schools
- ✚ Mid Day Meal: Concept, its need and effect on performance
- ✚ Some Common and emerging Diseases, Dengue, their prevention and role of principal, teachers, students and parents

Practicum:

- Preparation of time table- teacher wise, class wise, subject wise
- Health and medical checkup facilities provided in schools
- identification of discipline problems in different type of schools

Suggested Readings:

- Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
- Agrawal, A. and Godbole, A.: Shaikshik Prashasan , Prabandhan and swasthya shiksha, Alok Prakashan, 2009.
- Armstrong, M. : Management Processes and Functions, London Short, Run Press 1990.
- Cnand Tara, Prakash Ravi : Advanced Educational Administration, New Delhi Kanishka Publishers.
- Craig, M.W. : Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.
- Davito, A.J. : Communicology : An Introduction 16th Study of communication, New York Harper & Row Publishers, 1978 .
- Koochhar, S.K. : Secondary School Administration, Sterling Publishers\ Pvt. Ltd. 1991.
- Mukherjee, S.N.: School Administration and Function in India, J.C. Shah Acharya Book Dept., 1963,
- Padmanabhan, C.B. : Educational Financing and Structural Adjustment, Policies in India, New Delhi, Common wealth Publishers.
- Rangnathan, S.R. The Organisation of Libraries, third edition, Oxford University Press.
- Singh, Amarjit : Classroom Management, New Delhi: A Reflective Perspective, Kanishka Publishers



Department of Education
Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Optional Paper-I
Inclusive Education
Code: 308(A)

Credit: 4 (No. of Lectures: 64)

M.M: 70+30(Ext. +Int.)

Objectives:

The Pupil teacher will be able:

- To make them aware with the classification of special children
- To acquaint them with the various methodologies of dealing with the children with special needs.
- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- To make them able to identify and understand the problems of socially disadvantaged children
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education
- To develop capacity of student- teachers for creating an inclusive School
- To appreciate various inclusive practices to promote Inclusion in the classroom

Unit- I

- ✚ Inclusive Education – Meaning, Concept, need importance.
- ✚ Aims and Objective of inclusive Education
- ✚ History and development of Inclusive Education.
- ✚ National Policy with reference to disabled.

Unit- II

- ✚ Special Children: meaning concept and definition, types of Special Children.
- ✚ Physically impaired: Meaning and Characteristic, Identification and teaching strategies,
- ✚ Visually impaired: Meaning and Characteristic, types, causes and problem
- ✚ Speech and Hearing impaired: Meaning and Characteristic, Identification, types causes and problem and teaching strategies

Unit-III

- ✚ Mentally Retarded: meaning and concept, types and Characteristic
- ✚ Gifted children: Meaning, characteristics, identification, problems and strategies for instruction
- ✚ Creative children: Meaning, characteristics, identification, problems and strategies for instruction
- ✚ Learning disabled: Meaning, characteristics, identification, problems and strategies for



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instruction

Unit- IV

- ✚ Inclusive Education Vs Special Education
- ✚ Parents and Teacher's Attitude towards Inclusive Education ,
- ✚ Community Awareness towards Inclusive Education
- ✚ Strategies for inclusion.

Practicum:

- Case study of a child with special needs
- Visit to a special school. (Report writing)
- Assignment

Suggested Readings:

- Exceptional children : K.C. Panda
- Exceptional child : D.N. Dash
- Exceptional child : Chint Mani kar
- Fundamental principles of special education : Dr. R.A. Sharma
- Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Blackurst & Berdine (1981), Introduction to Special Education
- Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999) .Inclusive Education, London: Kogan.
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.



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Courses for Bachelor of Education (2021-2024)

B.Ed. Semester- II
Optional Paper-II
Computer Education
Code: B.Ed-308 (B)

M.M: 70+30(Ext. +Int.)

Credit: 4 (No. of Lectures: 64)

Objectives:

- To acquaint students with basic elements of computers and its use in education.
- To acquaint them with various types of educational software packages.
- To prepare students for using the computers for educational purposes.
- To acquaint them with information technology and Internet.

Unit – I

- ✚ Computer: Meaning, Characteristics, Classification
- ✚ History of Computer
- ✚ Hardware Components of Computer: Input Devices, Processing Device, Output Devices
- ✚ Educational Applications of Computer

Unit- II-

- ✚ Computer Software: Meaning, Characteristics, Classification
- ✚ System Software and Application Software
- ✚ Word Processing Software and Presentation Software
- ✚ Educational Application of Computer Software

Unit –III

- ✚ Programmed learning: meaning, importance
- ✚ Types of Programmed learning
- ✚ Computer Assisted Instruction: Definition , Advantages, Delimitations, Modes,
- ✚ Personalized system of instruction: meaning , definition and characteristics, Advantages, Delimitations



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Unit – IV

- ✚ Open Educational Resources (OER)
- ✚ Internet: History, Working, Characteristics, Tools and Services of Internet
- ✚ Educational Implication of various web Technologies: Email, Messenger, Social-Networking
- ✚ Cyber Crime and Cyber Ethics

PRACTICUM

- Opening internet account.
- Accessing desired web sites.
- Downloading from net.
- Sending and receiving electronic messages.
- Collection of required information from net.
- Writing essay /notes in comp/students profile
- Preparing report card in comp.
- Preparing a lesson plan in comp.
- Collecting and presenting specific information from internet.
- Sending and receiving assignment through his/her e-mail account.

Suggested Readings

- Agrawal, Vinod C.(1996) Pedagogy of computer literacy: An Indian experience, Concept; New Delhi
- Bansal, S.K. (2002):Fundamentals of Information Technology: Aph Publishing Cooperation: New Delhi
- Dangwal Kiran L.: (2004) Computers in Teaching and Learning:Shre Vinod Pustak Manir, Agra
- Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Lucknow
- Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra
- Ignou (2001): Computers in Education (Block-1) B.Ed: Self instructional study material: New Delhi



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- Jain V.K.(1990) Computer for Beginners :Pustak Mahal, Khari Boali, New Delhi
- Johnes, Ann (1984) Computer Assisted Learning in Distance Education, Croom-Helm, London.
- Kirkire, P.L., Bhargava,V. and Bhargava, R (2002) : Educating and Learning through Computer : H.P. Bhargava Book house : Agra.
- Malik Utpal & Prasad S.N.(1995): Computer Literacy: National Council of Educational research And Training: New Delhi.
- Rajaraman (1991) Fundamentals of Computers: Printics – Hall of India Private Limited,
- Verma R. & Sharma S. (2003) Modern Ternds in Teaching Technology: Anmol Publication Pvt. Ltd.: New Delhi



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Courses for Bachelor of Education (2021-2024)

B.Ed. Semester II

Field Work-C

C-Field Work

M.M.100

1. Content Analysis of Text book'
2. Library Visit and Report Writing.
3. Skill based simulation teaching lessons- 10 Lessons

D-Professional Development

Grade A to D

1. Classes on Personality Development and life skills.
2. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening.