

**Study & Evaluation Scheme**

**of**

**Two-Year Bachelor of Education**

**(B.Ed.)**

**[w.e.f Session 2020-21 & onwards]**

**As per N.C.T.E Regulation 2014**



**आईएफटीएम विश्वविद्यालय, मुरादाबाद, उत्तर प्रदेश**

**IFTM University, Moradabad, Uttar Pradesh**

**NAAC ACCREDITED**

**IFTM UNIVERSITY**

**N.H.-24, Lodhipur Rajput, Delhi Road, Moradabad, Uttar Pradesh-244102**

**E-mail Id : [info@iftmuniversity.ac.in](mailto:info@iftmuniversity.ac.in)**

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### **Study & Evaluation Scheme of Bachelor of Education [Session 2020-2021]**

<b>Programme:</b>	<b>- Bachelor of Education</b>
<b>Course Level:</b>	<b>- Degree</b>
<b>Duration:</b>	<b>- Two years (four semesters) Full Time</b>
<b>Medium of Instruction:</b>	<b>- English / Hindi</b>
<b>Minimum Required Attendance</b>	<b>- 90%</b>
<b>Maximum Credits</b>	<b>-56</b>

## PROGRAMME OUTCOME FOR B. Ed.

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop-

**Teaching competency:** Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

**Pedagogical skills:** Applying teaching skills and dealing with classroom problems.

**Teaching through Non-conventional Modes:** Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

**Integration of Artificial Intelligence in Education:** Transform the educational landscape by providing open access to quality, value based and socially relevant education to all by harnessing the disruptive potential of AI.

**Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

**Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

**Sensitivity towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.

**Content Analysis:** Analyse the text-books and syllabus.

**Effective Citizen Ethics:** Understand different values, morality, social-service and accept responsibility for the society.

**Self-directed Learning:** Preparing scripts for seminars, lesson plans and online content.

**Social Resilience:** Understand about social entities and enable to tolerate absorb, cope up with adverse conditions of life.

**Physical Development:** Practice yoga, self-defence, sports and scouting-guiding.

**Team Work:** Enable to work as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

**Evaluation of theory Papers:**

	Internal	External	Total
<b>Full Course</b>	30	70	100
<b>Half Course</b>	15	35	50

**Internal Evaluation of theory:**

	<b>Class Test I</b>	<b>Class Test II</b>	<b>Class Test III</b>	<b>Assignment (s)</b>	<b>Others activities (including attendance)</b>	<b>Total</b>
	Best two out of the three					
<b>Full Course</b>	10	10	10	05	05	30
<b>Half Course</b>	05	05	05	02.5	02.5	15

**Duration of Examination:**

<b>Internal</b>	<b>External</b>	<b>Practical</b>
1 hr	3 hrs	3 hrs

## **Note for Paper Setters:**

### **Full Course**

Time: 3 Hours

Maximum Marks: 70

#### **Types of Questions**

1. MCQ type question
2. Long Answer Type question

20 Questions x 1 Marks=20.  
5 Questions x 10 Marks = 50

**Total = 70**

### **Half Course**

Time: 1 and ½ Hour

Maximum Marks: 35

#### **Types of Questions**

1. MCQ type question
2. Long Answer Type question

10 Questions x 1 Marks = 10  
5 Questions x 5 Marks = 25

**Total = 35**

#### **1.1 Eligibility and Admission :**

- (i) Candidates with at least 50% marks either in the Bachelor's Degree and/or Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics with 50% marks or any other qualification equivalent thereto of this or any other University/deemed university recognized by UGC, may be admitted for the degree of Bachelor of Education. Relaxation in percentage of marks shall be given to S.C./S.T. and O.B.C. students as per U.P. Government norms. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.
- (ii) Rules of reservation shall apply to all admissions as per U.P. Government/University norms.

#### **1.2 Obligation of Admitted Candidates :**

- (i) Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills to be detailed hereinafter.
- (ii) Every admitted candidate shall be required to undertake field work, assignments, school internship etc. as given in the course.
- (iii) As far attendance is concerned the rules of NCTE/University shall prevail.

#### **1.3 The Mode of Examination :**

- (i) The mode of examination is semester system as per the decision of the University.
- (ii) Students shall be allowed to appear for Back/Improvement examination in four papers only in a semester.
- (iii) A candidate can complete B.Ed. course in a maximum of Four years from the date of admission in the course.

## Course Structure:

S.N	Courses	Course Code	Name of the Course	Credit	Maximum Marks		Total
					Internal	External	
<b>Semester – I</b>							
1	<b>I</b>	BEdTC111	Childhood and Growing Up	4	30	70	100
2	<b>II</b>	BEdTC112	Contemporary India & Education	4	30	70	100
3	<b>III</b>	BEdTC113	Language across the Curriculum	2	15	35	50
4	<b>IV</b>	BEdTC114	Understanding Discipline & Subject	2	15	35	50
<b>Practicum</b>							
5		<b>EPC1</b>	Reading and Reflecting on Texts	2	50	--	50
<b>Total</b>							<b>350</b>
<b>Semester- II</b>							
6	<b>V</b>	BEdTC211	Pedagogy of School Subject-I	2	15	35	50
7	<b>VI</b>	to BEdTC220	Pedagogy of School Subject-II	2	15	35	50
<b>Pedagogy of school subjects (select any Two)</b>							
		BEdTC211	Pedagogy of Hindi-Part-I				
		BEdTC212	Pedagogy of English-Part-I				
		BEdTC213	Pedagogy of Sanskrit-Part-I				
		BEdTC214	Pedagogy of Commerce-Part-I				
		BEdTC215	Pedagogy of Computer-Part-I				
		BEdTC216	Pedagogy of Home Science-Part-I				
		BEdTC217	Pedagogy of Social Science-Part-I				
		BEdTC218	Pedagogy of Physical Science-Part-I				
		BEdTC219	Pedagogy of Biological Science-Part-I				
		BEdTC220	Pedagogy of Mathematics-Part-I				
8	<b>VII</b>	BEdTC221	Learning and Teaching	4	30	70	100
9	<b>VIII</b>	BEdTC222	Assessment for Learning	4	30	70	100
10	<b>IX</b>	BEdTC223	Knowledge and Curriculum-Part-I	2	15	35	50
<b>Total</b>							<b>350</b>
<b>Total First Year</b>							
<b>700</b>							<b>700</b>
		UDM*	Disaster Management	3	30	70	<b>100</b>
<b>Semester- III</b>							
11	<b>X</b>	BEdTC311	Pedagogy of School Subject-I	2	15	35	50
12	<b>XI</b>	to BEdTC320	Pedagogy of School Subject-II	2	15	35	50
<b>Pedagogy of school subjects(same subject as chosen under course VIII &amp; IX)</b>							
		BEdTC311	Pedagogy of Hindi-Part-II				
		BEdTC312	Pedagogy of English-Part-II				
		BEdTC313	Pedagogy of Sanskrit -Part-II				
		BEdTC314	Pedagogy of Commerce -Part-II				
		BEdTC315	Pedagogy of Computer-Part-II				
		BEdTC316	Pedagogy of Home Science-Part-II				
		BEdTC317	Pedagogy of Social Science-Part-II				
		BEdTC318	Pedagogy of Physical Science-Part-II				
		BEdTC319	Pedagogy of Biological Science-Part-II				

		BEdTC320	Pedagogy of Mathematics -Part-II				
* Disaster Management is non-credit paper. Clearing the paper is mandatory for the students. But marks will not be count with total course marks.							
<b>Practicum</b>							
13		BEdPC321	Engagement with the Field (School)	2	50	--	50
14		BEdPC322	School Internship and Assessment of Practice Teaching in Selected Subjects.	8	50	150	200
			<b>Total</b>				<b>350</b>
<b>Semester- IV</b>							
15	<b>XII</b>	BEdTC411	Gender, School and Society	2	15	35	50
16	<b>XIII</b>	BEdTC412	Knowledge and Curriculum Part-II	2	15	35	50
17	<b>XIV</b>	BEdTC413	Creating an Inclusive School	2	15	35	50
18	<b>XV</b>		<b>Optional Papers</b> (Select any One)	2	15	35	50
		BEdTC414	Educational Administration and Management				
		BEdTC415	Health and Physical Education				
		BEdTC416	Guidance and Counselling				
		BEdTC417	Environmental Education				
		BEdTC418	Value Education				
19		<b>EPC2</b>	Drama and Art in Education	2	50	--	50
20		<b>EPC3</b>	Critical Understating of ICT	2	50	--	50
21		<b>EPC4</b>	Understanding the Self	2	50	--	50
			<b>Total</b>				<b>350</b>
			<b>First Year</b>				<b>700</b>
			<b>Second Year</b>				<b>700</b>
			<b>Grand Total</b>				<b>1400</b>

**Note:-**

1. Evaluation of all the Four EPCs (Enhancing Professional Capacities) will be done by the members of Teaching Staff of the Department.
2. Certain Guidelines for the preparation of EPC file/ documents are as under:
  - (i). The Report/ Review should be hand written (A4 size) and Spiral binding.
  - (ii). The cover page of the file should be:

# IFTM University, Moradabad

Department of B.Ed.

Session: 20\*\* - 20\*\*

Name of EPC: .....

Name of Activities: .....

Name of Source Person: .....

Name of Teacher In charge: .....

Name of the Student: .....

## **Practical/Field Engagement:**

There shall be school engagement of four weeks in the I & II semester spread over several days throughout the year. School engagement and practical shall be evaluated as follows:-

S.N.	Activities	Marks		Total
		Internal	External	
1	Observation of school daily activities and preparation of the report	10	--	10
2	Observation of school Teaching and Preparation of Report	10	--	10
3	Evaluation of Teaching Skills ( Through Microteaching)	30	--	30
	<b>Total</b>			<b>50</b>

## **Practical/Internship:**

There shall be field work of 16 weeks in the Third semester out of which school internship shall be of 15 weeks. Out of these 15 weeks, 01 week shall be devoted to the observation of subject teaching in the school. Next 06 weeks shall be devoted for teaching of subject lesson with daily lesson plan. 25 lessons each shall be taught at Upper Primary and Secondary levels. During next 6 weeks students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 week shall be devoted to post teaching activities. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like

- Participating in various 'out-of-class room' activities in school.
- Organizing events e.g., cultural activities, debates, games, quiz, essay-competition, drama, etc.



- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.

It is important that the student-teachers will consolidate and reflect on their teaching experience during the school-internship.

- Student-teachers will maintain a **Journal (A Diary)** in which he/she records one's experiences and observations, etc. daily.
- Student-teachers will maintain a **Portfolio** of all the activities like-details of daily-teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- Student-teachers will **teach at least 25 lessons** during internship period. These lessons will be observed by their mentors in the school.
- Student-teachers will work on an **Action Research based Project** on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

## Final Presentation

At the end of School-Internship each student-teacher will be expected to present

- **The Journal** – Containing day-to-day report about different activities, like-teaching, events, etc. mentioned above.
- **The Portfolio** - Containing evidences (proof) of different activities and events in the form of different photographs, etc.
- **The Project Report** -Containing the data, analysis and interpretation based on Action Research conducted by him/her.

Activities during this period shall be evaluated as follows:-

S.N.	Activities	Marks		Total
		Internal	External	
1	The Journal	05	--	05
2	The Portfolio	05	--	05
3	Action Research	05	--	05
4	Criticism Lesson (2)	15	--	15
5	Preparation of teaching aids/Improvisation of apparatus	05	--	05
6	Administration and analysis of results of achievement test	05	---	05
7	Peer Observation	10	--	10
8	Final Teaching Exam	--	150	150
	<b>Total</b>	<b>50</b>	<b>150</b>	<b>200</b>

## **1.5 Conduct of Examinations :**

- (i) The examination for two year B.Ed. shall be held semester wise.
- (ii) A candidate shall be eligible to appear in the examination who has pursued the prescribed course of studies in the department and has completed all the activities related to field engagement as prescribed for each semester.
- (iii) The examination at the end of the course shall be both in theory and practical/Field engagement. A candidate shall be required to pass theory and practical/field work examinations separately.
- (iv) To pass in theory and practical/field engagement, a candidate must obtain 35% marks in each theory paper and 45% in the aggregate of theory papers. In practical/field engagement pass percentage shall be 50%.
- (v) There shall be separate divisions in theory and practical/field engagement. However, no division shall be awarded in the first year. Only Pass/Fail shall be given in the first year. Divisions shall be awarded on the basis of examination of all the four semesters (both years).
- (vi) Classification of results (Theory as well as Practical's/Field engagement) –In the examinations of theory and practical courses a candidate shall be declared to have passed B.Ed. Examination in the divisions as detailed here under:
  - I- Division: 60% or above marks.
  - II- Division: 50% or above but less than 60% marks.
  - III- Division: 45% or above but less than 50% marks.
- (vii) A candidate shall be promoted to second year (Third Semester) only when he/she has passed first year (First and Second Semesters).
- (viii) In each academic session, the candidate can appear in back/improvement exam in four papers only.
- (ix) A student of B.Ed. course, who has completed all the desired activities/internal tests/attendance etc. throughout the semester but could not appear in the examination or appeared in the examination but failed in more than four papers, may be allowed to appear in the examination of next semester as an ex-student. The internal marks received in previous semester shall be carried over.
- (x) In case of any obscurity, the general provision of the university shall prevail.
- (xi) Mark sheet and Degrees shall be awarded as Bachelor of Education.

# SEMESTER - I

Course-I:BEdTC111; Childhood and Growing Up

Course-II:BEdTC112; Contemporary India & Education

Course-III: BEdTC113; Language across the Curriculum

Course-IV: BEdTC114; Understanding Discipline & Subject

EPCI: Reading and Reflecting on Texts

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester - I**  
**BEdTC111; Childhood and Growing Up**

**Course Objectives :**

**Objectives of this course are to:**

- Understand the meaning of Psychology
- Identify the importance of educational psychology
- Explain the human development process
- Discuss the cognitive development factors
- Provide information to find the answer of following questions:
- What is theory of childhood development?
- Why should one be educated?
- Where education should be given?
- What are the difference between growth and development?

**Course Content:**

**Unit I: Introduction to Concept and Process of Childhood Development:**

- Meaning of Childhood development, Principle of development
- Study of development during Infancy, Childhood, Adolescence and adulthood period.
- Procedure for study the Children-Observation, Interview, PLA Technique, Case Study, Anthropometric measurement, and Sociometry.

**Unit II: Theories of Childhood Development and their Significance:**

- Erikson's Psychosocial Theory,
- Piaget's Cognitive Theory,
- Bandura's social Learning Theory

**Unit III: Childhood and Adolescence:**

- Defining Childhood and Adolescence as a distinct stage.
- Adolescence special feature and significance.
- Characteristics and developmental task of Childhood and Adolescence.
- Socialization of Childhood and Adolescence in different culture.
- Role of media in the lives of adolescents with special reference to use of internet (Social networking sites, emails, browsing).

**Unit IV: Family School and Community:**

- The Family-Meaning, function of the family, the family as a social system. Cultural Influences of family.

- School –Meaning and Function of school, Teacher student interaction, peer relation and its importance. Cultural value of peer groups.
- Community- Meaning and Function of Community, case study of a community-linked programme local/national/international

**Field Work/Assignments: (Opt any one):**

- Case profile of a child or a adolescent with behaviour difficulties.
- Interview with children/parent/community(any one)
- Visit and survey of delinquent centre(Bal Sudhar Ghar)

**Course Outcomes :**

**After completing this course students will be able to :**

- Familiarise the students with steps and principles of life structure.
- Have advanced knowledge of developmental processes and principles.
- Study different method of understand child.
- Understand the specific features of childhood and adolescence as distinct stages of development.
- Understand the need for theory in childhood development.
- Understand practical application of theory.
- Understand multicultural families with diverse forms of child rearing and parent child relationships.
- Create awareness about children and families living in difficult circumstances.
- Have awareness of the current issues confronting adolescents.
- Develop awareness of constitutional provisions and legislations for children.

**References:**

- Bhatnagar, S.: Shiksha Manovigyan, Agra, Legal Book Depart.
- Gupta, S.P: Uchchar Shiksha Manovigyan, Allahabad, Sharda Pustak Bhavan.
- Jayaswal, S.R.: Shiksha Manovigyan, Applied Publishars.
- Mathur, S.S.: ShikshaManovigyan, Agra, Vinod PustakMandir.
- Pathak, P.D.: Shiksha Manovigyan, Agra, Vinod Pustak Mandir.
- Saraswat, Malti: Shiksha Manovigyan, Alok Publisharas.
- Saraswathi, T. S.: Culture, Socialization and Human Development, New Delhi,SagePublication,1993
- Sharma, N. (1999). Understanding Adolescence. New Delhi: National Book Trust.
- Yadav, C.P. (2008).Policies and Legislation for Children in India. New Delhi: Anmol Publications Pvt. Ltd.

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- [www.learningclassesonline.com](http://www.learningclassesonline.com)
- <http://www.ignouhelp.in/ignou-bed-study-material-in-hindi>
- <https://www.ncertbooks.guru/b-ed-books/>
- <https://onlinecourses.swayam2.ac.in/>

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester - I**  
**BEEdTC112; Contemporary India & Education**

**Course Objectives:**

**Objectives of this course are to:**

- Understand concept of education.
- Understand the national goals according to Indian Constitution.
- Understand the history of education according time and place.
- Explain the diversity of Indian society.
- Develop understanding of classroom in social context.
- Develop understanding of policy frameworks for public education.
- Understand issues of contemporary Indian society.

**Course Content:**

**Unit I: Education in India:**

- Vedic Period, Buddhist Period and Medieval Period

**Unit II: Education for Transformation:**

- Different forms of diversity and inequality and implication for education - Religion, caste and tribe; sex, class and others
- Education and economic development, education and scientific development, education and socialism, education and secularism, Role of equality in social change.

**Unit III: Policy Frameworks for Public Education:**

- Language policy: Colonial debates on school language, Constitutional provisions, three language formula, multilingual education
- Commission and policies: Recommendations of Indian Education Commission, Education 1986 and its review (G.O.I., 1992), National curriculum framework for school education 2005.

**Unit IV: Issues and concerns in education:**

- Right to Education, Sarva Shiksha Abhiyan, Integrated child development scheme, Mid-day meal, Role of National Commission on Protection of Child Right
- Meaning and Concept of liberalization, globalization and privatization and its impact on education, national and social integration, vocationalization of education and skill development.

**Practicum/Field work: (Any one of the following):**

- (i) Survey report on marginalized group

- (ii) Observe mid-day meal of a school and assess its nutritive and social integrative value
- (iii) Conduct an awareness programme for Child's Rights with community

## **Course Outcomes:**

**After completing this course students will be able to:**

- Have understanding of the historical and socio-economic trends of Indian society in order to be able to appreciate the interrelatedness of education with society.
- Develop critical understanding of the diversity and heritage of Indian society.
- Examine inequalities that plague Indian society and challenges of achieving social justice.
- Understand the relationship between Indian condition and Education for addressing equity, quality justice and inclusion.
- Build a robust vision of a school, community and society from a liberal, humane perspective.
- Understand various policies related to Elementary Education and issues related to them.

## **References:**

- Agnihotri, R. (1994): *Adhunik Bhartiya Shikha Samasyaye aor Samadhan*, Jaipur Rajasthan Hindi Growth Academy.
- Anand, C.L. *et al* (1983). *The teacher and education in emerging Indian society*, New Delhi : NCERT.
- Chaube S.P. & Akhilesh: *Landmark in modern Indian Education*, New Delhi, Vikas publishing house.
- Mohan, J (1994): *Indian education in the emerging society*, New Delhi, sterling publishers.
- Pandey, R. (2014-15) : *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad.
- Pathak, P.D. & Tyagi, G.S.D. (1994) : *Principle of Education*, Vinod Pustak Mandir, Agra.
- Saxena, N.R.S. (2010). *Principles of education*, Meerut: International Publishing House.
- Sharma, R.A. (2013) : *Philosophical and Sociological Foundation of Education*, Lal Book Depot, Meerut.

## **Websites:**

- [www.learningclassesonline.com](http://www.learningclassesonline.com)
- <http://www.ignouhelp.in/ignou-bed-study-material-in-hindi>



- <https://www.ncertbooks.guru/b-ed-books>
- <https://onlinecourses.swyam2.ac.in>
- <https://www.classcentral.com/course/swyam-contemporary-india-and-education-13960>

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester - I**

**BEdTC113;Language across the Curriculum**

**Course Objectives:**

**Objectives of this course are to:**

- Develop sensitivity to the language diversity existing in the classroom.
- Understand nature of classroom discourse and develop strategies for using oral language in the classroom.
- Develop listening and speaking ability.
- Understand interplay of language and society.
- Prepare background for sound reading.
- Understand multilingualism in the class.

**Course Content:**

**Unit I: Language and Society:**

Relationship between language and society: identity, power and discrimination  
Multilinguism. Differential status of Indian classroom language, dialects v/s standard language.

**Unit II: Language Development and Acquisition:**

Theories of language development and its implementation in teaching, Psychological basis of language. Language acquisition: stages, language and thought, Language acquisition and cognitive development.

**Unit III: Classroom Discourse:**

Classroom discourse: meaning, nature and medium, Importance and elements of oral language. Strategies for using oral language: Discussion and questioning as tools for learning, Role of teacher in classroom discourse.

**Unit IV: Reading, Listening and Speaking:**

Need and importance, Types of reading: Skimming and scanning, strategies for effective reading: loud and silent readings, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation, Speech defects – lisp, slurring, stuttering and stammering and role of teacher in their resolution.

**Practicum/Assignment: Any one of the following:**

- i. Identification of speech defects of primary level students and making a remedial strategy for its resolution

- ii. Critical analysis of any book written for children

### **Course Outcomes:**

#### **After learning it student teachers will be able to:**

- Explain the meaning of 'Language across the Curriculum'.
- Identify the attributes of a lesson with the goal of 'Language across the Curriculum'.
- Justify the importance of 'Language across the Curriculum' in the total context of the curriculum.
- Enlist the advantages of considering and applying the idea of 'Language across the Curriculum' in the school/college context.
- State the aims of 'Language across the Curriculum' approach.

### **References:**

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K.Heugh, A. Seigruhn & P.Pluddemann (Eds.) *Multilingual education for South Africa*, Heinemann Educational Books.
- Anderson, R.C. (1984). Role of reader's schema in comprehension, learning and memory. In R.C. Anderson *et al. (eds) Learning to read in American schools: Basal readers and content texts*. Psychology Press.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of deficit theory in classrooms, - *The Reading Teacher*, 670-674.
- Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
- NCERT (2006). Position paper: National Focus Group on teaching of Indian language (NCF-2005). New Delhi: NCERT.
- Sinha, S. (2000). Acquiring literacy in schools. *Seminar*, 38-42.
- Thwaite, A. and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32(1), 38.

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- <https://onlinecourses.swayam2.ac.in>
- <https://rm.coe.int/16805a31b0>
- <http://www.uou.ac.in/sites/default/files/bed17/CPS>

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester - I**  
**BEEdTC114; Understanding Discipline & Subjects**

**Course Objectives:**

**Objectives of this course are to:**

- Enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
- Enable the student-teachers to know the paradigm shifts in the nature of disciplines.
- Know the history of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Enable student -teacher to critically evaluate the knowledge from a broad range of disciplines.

**Course Content:**

**Unit I: Disciplinary Knowledge:**

- Meaning, definition and nature of discipline. Role of disciplinary knowledge in overall scheme of school curriculum.
- History of the teaching of different disciplinary areas like Language, Math, Social Science and Science.
- Paradigm shift in the nature of discipline.

**Unit II: Syllabus and Content in Disciplinary Areas:**

- Meaning, definition and nature of Syllabus in different disciplinary areas.
- **Theory of content :**
  - Selection criteria of contents in the syllabus, Sequencing and transformation of the contents in the syllabus for construction of learners own knowledge through it.
  - Criteria of inclusion and exclusion of subject area from the school curriculum.

**Unit III: Notion of the Disciplinary Doctrine:**

- Discipline oriented vs. learner oriented school subject, School subject as the tool of social reconstruction and national development.

**Unit IV: Designing of Discipline and Subject:**

- Concept of curriculum, syllabus and text book, designing of curriculum, syllabus and text book, criteria of selection of good text books, magazine and journals, importance of practical, community and intuitive knowledge in the design of school subject.

### **Practicum/ Field Work (any one from the following) :**

- Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
- Debate on criteria of inclusion or exclusion of subject area in school curriculum.

### **Course Outcomes:**

#### **After completing this course student will be able to:**

- Explain the concept of knowledge and its division.
- Differentiate between knowledge and information.
- Explain the sources, ways and processes of acquisition of knowledge.
- Describe the categorization of knowledge.
- Explain the concept of a discipline and its formation with a knowledge base.
- Discuss the characteristics of a discipline.
- Discuss the implications of knowledge on teaching and learning.

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- Sharma, R.A.: Shaksha Takniki.

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – I**  
**EPCI: Reading and Reflecting on Texts**

**Course Objective:**

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

**Course Activities:**

Student-teachers are expected to sit in the library regularly and to review at least 03-books of different categories in about 500 words each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.

**Course Outcomes:**

**After completing this course students will be able to :**

- Develop study – habits, develop skill of reading & writing and develop skill of summarization.
- Develop skill of note-taking.
- Develop the reading capacity.
- Develop the creative ability, logical ability, analytical power, thinking skill and reading skill.
- Develop the methods and approaches about reading.
- Know the measurement and evaluation of reading.
- Understand the co-relation among different subject.
- Know the diagnostic and remedial of reading.
- Be motivated to writing on different topic and to be aware of difficulties or Reading and writing.

- Develop the interest in reading and writing.
- Be motivate for discussion in small groups by reading and writing.
- Learn to care for books.
- Learn to use reading and writing work done in classroom.
- Be motivated to bring essential changes in their lifestyle because of best type of reading and writing.

### **References:**

- Hue, Edmund B. (1908): The psychology and pedagogy of Reading, The Macmillon co. New York.
- Ross D. Bondy, E. & Kyle D. (1993): Reflective teaching for student empowerment: Elementary curriculum and methods New York: Macmullan.
- Schon, D. A. (1983): the reflective practitioner, How professionals think in action. New York.

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# SEMESTER - II

Course-V & VI: **BEdTC211- 220**; Pedagogy of School Subject Part-1  
[1and 2]

Course-VII: **BEdTC221**; Learning and Teaching

Course-VIII: **BEdTC222**; Assessment for Learning

Course-IX: **BEdTC223**; Knowledge and Curriculum Part-1



**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester –II**  
**BEdTC211; fgluh f'k{k.k&iV&1**

**Course Objectives:**

**Objectives of this course are to:**

- 1- Hkk'kk vksj ml ds fofo/k : i ka l s Nk=k/; ki dka dks voxr djukA
- 2- Hkk'kk; h dksky , oa izdf r l smlga voxr djukA
- 3- ekrHkk'kk dk egRo] mnas'; ka , oa i k B; Øe ea ml ds LFkku l s voxr djukA
- 4- fgluh Hkk'kk f'k{k.k dh uohu i ) fr; ka l s Nk=ka dks voxr djukA
- 5- okpu , oa y[ ku f'k{k.k fof/k; ka l s Nk=ka dks voxr djukA
- 6- eV; ka du dh fofHku fof/k; ka l s voxr djukA

**fo'k; dh : ij\$kk %**

**; fuV1 %Hkk'kk dk Lo: ij izdfuk , oafgluh Hk'KA**

- Hkk'kk dk vFkz izdfuk , oa Hkk'kk vf/kxe ds fl }kurA
- ekrHkk'kk vksj jk"V" Hkk'kk ds: i ea fgluh dk egRoA
- ekrHkk'kk] jk"VHkk'kk , oafonskh Hkk'kk ds: i ea fgluh f'k{k.k.kA
- fgluh f'k{k.k ds l keku; mnas'; A

**; fuV 2 %fglüh dk Hk'k foKku , oami ; ksrkA**

- fgluh /ofu foKku] ml ds fofHku vaxA
- fgluh : i foKku] oxhdj.k , oafuezk i fØ; kA
- fgluh okD; foKku] izdkj , oa i Hkko fuezk i fØ; kA
- fojke fpgu , oamudk mfpr iz ; kxA

**; fuV 3 %Hkk'kk; h dksky&f'k{k.k] mnas'; , oa i fØ; kA**

- Jo.k dksky& vFkz mnas'; , oa f'k{k.k fØ; k, A
- Okpu dksky&vFkz mnas'; , oa f'k{k.k fØ; k, A
- i Bu dksky& vFkz mnas'; , oafodkl grqmik; A
- y[ ku dksky& vFkz mnas'; , oa f'k{k.k fØ; k, A

- I ¼e f'k{k.k dk Lo: i ,oa fuEu dk\$kyka ds fodkl grq I ¼e i kB; kst uk dk fuekZk&
- v- iLrkouk dk\$kyA
- c- i' u dk\$kyA
- l - 0; k[; k dk\$kyA
- n- mnñhi u ifjorZu dk\$kyA

### **Course Outcomes:**

**After completing this course students will be able to :**

- भाषा अर्जन की प्रक्रिया एवं प्रकृति का उल्लेख कर सकेंगे।
- मातृभाषा की मूल अवधारणा स्पष्ट कर सकेंगे।
- भाषा के ज्ञानात्मक, सौंदर्यबोधात्मक, सृजनात्मक, अभिरुचियात्मक, तथा अभिवृत्तात्मक कौशलो का वर्णन कर सकेंगे।
- हिंदी भाषा के भाषिक तत्वों का बोध कर सकेंगे।
- भाषा कौशलो का विकास कर सकेंगे।
- विभिन्न विधाओं से अवगत हो सकेंगे तथा तदनुसार पाठयोजना का निर्माण कर सकेंगे।
- हिंदी शिक्षण में सहायक सामग्री के महत्व एवं उपयोग का विवेचन कर सकेंगे।

### **References:**

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- Chaturvedi, S. (2001) : Hindi Teaching, R. Lal Book Depot, Meerut
- Kumar, Y. (2004) : Modern Hindi Teaching, A.P.H. Publishing Corporation, New Delhi
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- Sharma, P.P. & Gupta, M. (2007): Hindi Teaching, Sahityagar Prakashak, Jaipur.
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester –II**  
**BEdTC212:Pedagogy of English- Part-1**

**Course Objectives:**

**Objectives of this course are to:**

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language.
- The importance teaching aids and other technological devices used for language teaching.
- Evaluation and testing techniques for obtaining feedback.

**Course Content:**

**UNIT – I: Teaching of English as a Second Language:**

- General characteristics of a language.
- Principles of language teaching.
- Nature of English language.

**UNIT – II: Role of English as second language in India:**

- Its place in the school curriculum.
- Aims and objectives of teaching English as a second language.
- Teaching of English Vocabulary necessary for a second language learner.
- Developing skills of Aural Comprehension and Speaking.
- Teaching the mechanics of Reading and Writing.

**UNIT –III: Methods of teaching English as a second language:**

- Translation Method.
- Direct Method.
- Structural Approach.
- Bilingual Method.
- Communicative Approach.

**Course Outcomes:**

**After completing this course students will be able to:**

- Develop an understanding of the aims of teaching English at the upper primary level.

- Enlist the learning outcomes of teaching English at upper primary level.
- Identify various kinds of learners (slow, average and bright) in a class of English teaching.
- Develop an understanding of the importance of classroom management in a class of English teaching.
- Know about various methods and approaches of teaching English at upper primary level.
- Know about various methods of evaluation for different skills of English language.
- Know about various online resources for teaching English.
- Comprehend the need and importance of remedial teaching in English at upper primary level.

### **References:**

- Bindra, R. : Teaching of English.
- Chadha , Dr. S.C.: Teaching of English .
- Pandey, K.P. & Amita: The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi, (1998).
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester –II**  
**BEdTC-213: I ðr f'k{k.k- Hkx-1**

**v/; ; u dsmġs; %**

bl ikB; Øe ds v/; ; u l s Nk=ka e%

- I ðr Hkk'kk dh egÜkk dk Kku fodfl r glxkA
- I ðr Hkk'kk f'k{k.k dsmġs; ; ka dk Kku fodfl r glxkA
- I ðr f'k{k.k dh fof/k; ka dh tkudkjh fodfl r glxkA
- I ðr Hkk'kk dseW; ka du dh {kerk dk fodkl glxkA

**fo'k; dh : ij{k %**

**; fuV 1% Hk'kk & Lo: ij idfr , oaegRo**

- Hkk'kk dh mRi fÜk] fodkl , oa ifjuf'Br ifjHkk'kkA
- Hkk'kk dsfofo/k : iA
- Hkkjrh; Hkk'kkvka ea I ðr dk LFkku , oaf=Hkk'kk l # dh 0; k[; kA
- Hkk'kk dh idfrA
- Hkk'kk l h[kus ds fl ) kUr rFkk orëku ifji{; ea I ðr dk l kldfrd , oa l kfgR; d egRoA

**; fuV 2% I ðr eaHk'kkxr dSky , oaf'k{k.k mnas; ; A**

- I ðr dk ikjfeHkd 0; kdj.k&iq "k] opu] 'kCn : ij /kkrq i l fu/k] l ekl ] mil xZ iR; ; A
- I ðr Hkk'kk dh /ofu; k] muds mPpkj .k LFkku ½Point of articulation½ , oa l #] vkH; Urj , oackg; iz Ru] l e; , oadky l smRi l u /ofu&HkA
- Hkk'kk; h dSky & mPpkj .k] okpu Jo.k] cksk , oafHkO; Utu] l Hk dSkyka ds f'k{k.k mnas; ; ] fof/k; k] dSkyka l sl EcfU/kr nksk] dkj .k vkj mi pkjA
- dSkyka ea n{krk i kflr grq i kB; ðkj fØ; k; A

**; fuV 3% I ðr l kfgR; dh fo/kk, a , oamudk f'k{k.kA**

- l kfgR; dh fofHku fo/kk, j voj ek/; fed , oamPp ek/; fed Lrj ij muds f'k{k.k&mnas; ; ] Cye }kj k fn; k x; k oxhðj .kA

- I ĩdr f'k{k.k dh I keku; fof/k; kA
- I ĩdr&x | ] i | ] 0; kdj .k] jpuv] ukVd] nri kB , oafucl/k&f'k{k.k dh fof/k; k; , oa mnas; A
- i kB ; kst uk ds fofHku i zkj , oamudh fuelzk&i fØ; kA
- I ĩdr] orZuh I s I EcfU/kr Nk=ka dh I keku; =fV; k] muds djk .k , oafujkdj .kA

### **Course Outcomes:**

**After completing this course students will be able to:**

- Develop an understanding of the nature of language system.
- Understand the role and importance of Sanskrit and its cultural background.
- Know the place of Sanskrit in curriculum.
- Understand about the methods of teaching Sanskrit.
- Understand and apply the action research in classroom.
- Construct the Diagnostic test and provide remedial teaching to the students.
- Develop skills of making teaching learning process experiential and joyful

### **I mHzi qrd**

- Apte, D.G. & Dongre, P. K.: Teaching of Sanskrit in Secondary Schools.
- Report of the Sanskrit Commission: Govt. of India, 1955.
- dQkkgk] dØ, I 0 % I ĩdr f'k{k.k] xksolln i zkj'ku] y[kheij] [khjh
- i k.Ms] vkj0, I 0 % I ĩdr f'k{k.k] foukn i qrd efnj vkxj
- pks; ch0, u0 % I ĩdr f'k{k.k] fof/k] m0i0 fgluh I ĩFkk] y[kuÅ
- feUky] I rksk % I ĩdr f'k{k.k] vkj0 yky cpl fmi k; ejB

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEdTC214: Pedagogy of Commerce- Part-1**

**Course Objectives:**

**Objectives of this course are to:**

- Appreciate the need for learning Commerce.
- Develop the understanding of principles of developing commerce curriculum.
- Develop the skills needed for classroom teaching of commerce and using its teaching methodology.
- Acquire the ability to prepare and teach the lesson plans for classroom instructions.
- Develop the ability to organize co-curricular activities and use community resources for promoting commerce learning.
- Acquire the ability to develop instructional support material for commerce teaching.

**Course Content:**

**UNIT – I:**

- Concept and nature of commerce teaching.
- Need and significance of teaching commerce.
- Correlation and differentiation of commerce with other subjects like economics, statistics and accountancy.
- Aims and objectives of teaching commerce at different levels.

**UNIT – II:**

- Principles of curriculum construction in commerce.
- Approaches to organize commerce curriculum in terms of concentric correlation and integration approaches.

**UNIT – III:**

- Importance of instructional strategies in teaching commerce.
- Strategies of teaching commerce.
- Methods of teaching commerce – Lecture, Lecture cum Discussion, Project method and Team teaching.

## **Course Outcomes:**

**After completing this course the student teacher will be able to:**

- Acquire knowledge of the terms and concepts used in Commerce and Accountancy.
- Understand principles of Curriculum and commerce education.
- Apply the knowledge in teaching higher secondary Commerce and Accountancy.
- Develop skills in preparing commerce curriculum.
- Develop interests in learning recent developments in Commerce and Accountancy.
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

## **References:**

- Dame, J.F. & A.R. Brinknan: Guidance in Business Education, South Western Pub. Co.
- NCERT: Teacher's Guide in Book Keeping and Accounting, New Delhi.
- Rai, B.C.: Commerce Teaching, Lucknow Prakashan Kendra.
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- Tripathi, S.: Teaching Methods, New Delhi: Radha Publications.
- Tyagi, G.D.: *Vanijya Shikshan*, Agra, Agarwal Publications.

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEEdTC215:Pedagogy of Computer Science- Part-1**

**Course Objectives:**

**Objectives of this course are to:**

- Develop a broad understanding of the principles and procedures used in computer science education.
- Develop their skills necessary for preparing instructional accessories.
- Know the methods of planning instruction for the classroom.
- Learn successfully various methods of teaching computer science and use them judiciously.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

**Course Content :**

**Unit I:**

- Need and importance of computer in education, significance of teaching
- Computer in secondary/senior secondary schools.
- Objectives based teaching of computer science-
  - General objectives of teaching computer science.
  - Classification of educational objectives (Bloom's taxonomy).
  - Statement of specific objectives in behavior terms.

**Unit II:**

- Co-operative Learning Approach, Demonstration-cum-Discussion Method.
- Personalized Instruction
- System Approach
- Multimedia Approach.

**Unit III:**

- Importance of lesson planning.
- Importance, Preparation and use of Teaching Aids.
- Organizing a computer Laboratory.
- Based assignment given by subject teacher.

**Course Outcomes:**

**After completing this course the student teacher will be able to:**

- Enable the student teachers acquire knowledge on Fundamentals of Computer.
- Acquaint the student teachers with the aim of teaching computer science at various levels

- Help the student's teachers in acquiring skills relating to planning lessons and presenting them effectively.
- Familiarise the student teachers with the various methods of Teaching Computer Science.
- Understand the Computer Science curriculum and various approaches.
- Make the student teachers aware of the use of various instructional materials and aids in Teaching of Computer Science.
- Enable the student teachers acquire knowledge on Computer Evaluation.

## References:

- Agarwal V.B.: Computer Science for Class XII
- Goel, Hemant Kumar "Teaching of Computer Science" R.Lal Book Depot, Meerut.
- Hunt, Jaggi, Raja Raman, V.: (1986) "Computer Science for class XII' fundamentals of computer : PHI Publications.
- Sharma, A.H.: Computer Science for Class XI and XII.
- vjkj] jat uk] ^f'k{k es dEl; Wj , oa l pkj dkskyka dk i D , oa fodkl \*\*]vxoky i fcyd\$ku] vkxjka
- xks y] gaur dek] ^dEl; Wj foKku f'k{k.k\* vkj yky cp fMi k\$ ejBA
- xks y] gaur dek] dEl; Wj f'k{k} vkj yky cp fMi k\$ ejBA
- ; kno] d0d0] ^dEl; Wj f'k{k\*\* vxoky i fcyd\$ku] ] vkxjka

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- <http://www.senthilcollegeedu.com/Pedagogy%20of%20Computer%20science.pdf>
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEEdTC216:Pedagogy of Home Science- Part-1**

**Course Objectives:**

**Objectives of this course are to:**

- Understand the nature and scope of Home Science.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.
- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
- Understand the various methods and techniques that can be employed in the teaching of Home Science.
- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.
- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

**Course Contents:**

**Unit I: Concepts**

- The concept of home science: meaning and components; place of home science in secondary education
- Job opportunities in home science
- Aims and objectives of teaching of home Science
- Correlation of home science with other school subjects

**Unit II: Pedagogical Analysis**

- Foods, nutrition and health
- Child care
- Fiber and fabric
- Home management-importance of planning, principles of budget making
- Hygiene and sanitation

**Unit III: Methods of Teaching**

- Method of teaching as applied to home science
- Teacher centered methods-lecture, demonstration
- Child centered method-laboratory, project, assignment, discussion
- Micro-teaching skills-Introduction, Explaining, Probing Questioning, Illustration, Stimulus variation, Blackboard writing, etc.
- Use of ICT in teaching-learning process of home science with computer-aided methods like-Power Point, Multimedia, Simulation, Software's, Webinars etc.

**Course Outcomes:**

**After completing this course the student teacher will be able to:**

- Develop an understanding of nature and methods of teaching of Home Science.

- Understand the role and importance of home science teacher.
- Know the place of Home Science and curriculum.
- Develop the skill of making lesson interesting.
- Critically evaluate the existing curriculum and give suggestions for the improvement.
- Develop the skill of making lesson plan based on experiential learning.
- State the principles governing curriculum construction

### **References:**

- Bloom, B.S. Taxonomy of Educational objectives, Mckay Co. New York.
- Chandra, A., Introduction to Home Science (2<sup>nd</sup> revised edition) Metropolitan, New Delhi.
- Das, R.R. & Ray, B., Teaching of Home Science, Sterling Publications Pvt. Ltd., New Delhi.
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEdTC217: Pedagogy of Social Science-Part-1**

**Course Objectives:**

The objectives of this course are to:

- Understand the concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Acquire skill in teaching social sciences.
- Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
- Acquire the ability to develop instructional support materials.

**Course Contents:**

**Unit I: Nature and Scope of Social Sciences**

- Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them
- Rational for including these areas in school curriculum
- Instructional objectives of teaching social sciences at secondary level

**Unit II: Curriculum of Social Sciences:**

- Curriculum its meaning and definitions
- Evolution of Social Science Curriculum in the context of independent India,
- Process of curriculum development in social science
- Critical appraisal of existing social science curriculum at secondary level of education.

**Unit III: Principles, Maxims, Methods and Techniques of Teaching Social Science:**

- Principles and maxims of class-room teaching of social science.
- Teaching methods : meaning, definition
- Modern and traditional Methods of teaching social science
- Techniques of teaching : meaning, definition

- Different techniques of teaching social science

### **Course Outcomes:**

**After completing this course the student teacher will be able to:**

- Understand the concept and value of Social Sciences as an individual integrated or interdisciplinary area.
- Develop an eco-friendly relationship for saving the natural resources and preservation of nature.
- Develop awareness towards social concerns and social issues.
- Acquire the basic knowledge of objectives and skills to be developed by teaching social science
- Develop skills of making teaching learning process experiential and joyful.

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**IFTM University, Moradabad**

**Bachelor of Education (B.Ed.)**

**Programme**

**Semester – II**

**BEdTC218:Pedagogy of Physical Science- Part-1**

**Course Objectives:**

**The objectives of this course are to:**

- Develop a broad understanding of the principles and procedures used in modern physical science education.
- Develop their essential skill for practicing modern physical science education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

**Course Content:**

**Unit I: Nature of Science :**

- Science as a domain of enquiry, as a process of constructing knowledge, Science as a interdisciplinary area of learning. Facts, concepts, principles, law and theories – their characteristics in content of Science (Citing example of each). Contribution of Eminent Scientist; Issac Newton, Dalton, Albert Einestien, Graham Bell, J.C. Bose, C.V. Raman, Vikram Sarabhai, H.J. Bhabha, D.S. Kothari.

**Unit II: Aims and Objectives of Teaching Physical Science**

- General aims and objectives of teaching physical science at secondary and senior secondary school stage, instructional objectives with special emphasis on Bloom's taxonomy
- Concept of entering and terminal behaviour, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary.

**Unit III: Methodology of Teaching Physical Science**

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project, Laboratory, Problem Solving
- Techniques – Team-Teaching, Computer Assistance Teaching

- Excursion, science – museums, science – club, science – fair, science projects
- Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black Board-Writing etc.
- Use of ICT in teaching-learning process of physical sciences with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.

### **Course Outcomes:**

**After completing this course students will be able to :**

- Understand the nature and characteristics of language of mathematics and its correlation with science and other subjects.
- State the need and importance of evaluation.
- State the aims and objectives of teaching mathematics.
- Understand the various methods and techniques of teaching mathematics.
- Develop an ability to understand various methods of evaluation of students' performance in mathematics.
- Develop skills of making teaching learning process experiential and joyful

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- Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
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- Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
- Norman Herr : The source book for teaching Science (e-book/print) Wiley Publication
- Pandey, Shashi Kiran : Science teaching, Vani Prakashan, New Delhi
- Pathak, R.P. : Teaching skills, Pearson Publication, New Delhi
- Rawat, D.C. : Teaching of Science, Vinod Pustak, Agra
- Siddiqui, N.N. & Siddiqui, M.N. : Teaching of Science, Doaba House, New Delhi
- Singh, R. : Teaching methods in schools, Commonwealth Publication, Delhi
- Sood, J.K. : Teaching of Physical Science, Agarwal Publication, Agra
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEEdTC219; Pedagogy of Biological Science-Part-1**

**Course Objectives:**

**The objectives of this course are to:**

- Develop broad understanding of principles and knowledge used in biology science.
- Develop their essential skills for practicing biological science.
- Know various approaches and methods of teaching life science.
- Lesson planning of biological science properly.
- Prepare tools for evaluation in biological sciences.

**Course Contents:**

**Unit I: Nature, Concepts and Importance**

- History and nature of biological sciences
- Importance of biological science for environment, health and peace
- Interdisciplinary linkage of biological science and other school subjects
- Value of biological sciences in our lives
- Four Indian eminent biologists and their discoveries

**Unit II: Objectives of Teaching Biological Sciences**

- General aims and objectives of teaching biology difference between aims and objectives, Bloom's taxonomy of educational objectives
- Writing objectives in terms of learning outcomes (Behavioural term) for different levels of school teaching VIII, IX and X classes-RCEM approach of writing objectives

**Unit III: Exploring learning**

- Inductive and deductive approach, different methods and techniques of teaching biological sciences
- Teacher centered approaches-lecture, demonstration, lecture cum demonstration
- Child centered approach-project method, heuristic problem solving, assignment
- Use of ICT in teaching-learning process of biological sciences with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc.
- Micro-teaching skills- Introduction, Explaining, Probing questioning, Illustration, Stimulus variation, Blackboard writing etc.
- Analysis of content, preparing unit plan, lesson plan

**Course Outcomes:**

**After completing this course students will be able to :**

- Develop an understanding of the nature of biology.
- Understand the role and importance of biology.
- Identify the place of Biology in curriculum.

- Recall and understand about the methods of teaching biology.
- State the importance of evaluation.
- Implement the action research in classroom teaching further in their teaching.
- Understand the importance of audio visual aids and further use them in classroom.
- Develop skills of making teaching learning process experiential and joyful

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- Aggarwal, D. D. (2008): *Modern Method of Teaching Biology*, Karanpaper Books. New Delhi
- K.Yadav : “Teaching of Life Sciences.”
- Kulshreshtha, Dr. S.C.; Teaching of biology.
- Mangal S. K. (1992): *Teaching of science*, New Delhi: Arya Book Depot,
- Sharma, R.C. (2006). *Modern Science Teaching* .New Delhi: Dhanpat Rai Publications.
- Shukla, Dr. S.C.;Teaching of biology.
- Yadav Seema and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications
- Yadav, M.S. (2003) *Teaching of Science*. New Delhi: Anmol Publications

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEEdTC220: Pedagogy of Mathematics -Part-1**

**Course Objectives:**

**The objectives of this course are to:**

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches to mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organize the library in it as per the needs.
- Appreciate and organize activities to develop aesthetics of mathematics.
- Obtain feedback both about teaching as well as student's learning.

**Course Content**

**Unit I: Entering into the Discipline**

- Meaning and nature of mathematics, use and significance of mathematics
- Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujam, Euclid, Pythagorus, Rene Decarte.
- Aims and objectives of teaching mathematics at secondary and senior secondary levels
- Objectives of teaching mathematics in terms of behaviour of outcomes.

**Unit II: Methodology for Mathematics Teaching**

- Methods of teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method.
- Techniques of teaching: Oral, Written, Drill, Home-Assignment, Supervised study, and programmed learning technique.
- Micro teaching skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Blackboard Writing etc.
- Use of ICT in teaching-learning process of mathematics with computer-aided methods like-Power Point, Multimedia, Simulation, Software's, Webinars etc.

**Unit III: Developing Lesson Plan, Unit Plan and Material Aids**

- Lesson plan - meaning, purpose and Performa of lesson plan and its rationality
- Unit plan – meaning and purpose of unit plan

- Teaching –aids importance and classification
- Developing/preparing low cost improvised teaching aids, relevant to local ethos
- Application of computer in teaching of mathematics

### **Course Outcomes:**

**After completing this course students will be able to:**

- Develop skills of making teaching learning process experiential and joyful.
- Understand the nature and characteristics of language of mathematics and its correlation with science and other subjects.
- State the need and importance of evaluation.
- State the aims and objectives of teaching mathematics.
- Understand the various methods and techniques of teaching mathematics.
- Develop an ability to understand various methods of evaluation of students' performance in mathematics.

### **References:**

- Kulshrestha, A. K.: Teaching of Mathematics.
- Maheshwari, B.K.: Teaching of Mathematics.
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### **Websites:**

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- [www.pinterest.com](http://www.pinterest.com)>pin

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEdTC221; Learning and Teaching**

**Course Objectives:**

**The objectives of this course are to:**

- Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social constructivist theories
- Understand the individual differences in cognitive abilities among the learners and decide the teaching-learning strategies appropriate to the needs of the learners
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers
- Be acquainted with group dynamics and various roles of the teachers in teaching learning process
- Understand the nuances of professionalism and be encouraged to develop competencies to act as professionals
- Comprehend the parameters of effective teaching so as to demonstrate his/her skills at different phases of instruction.

**Course Content:**

**Unit- I: Process of Learning:**

- Nature of Learning : Meaning, Definitions, Characteristics
- Types of Learning : Facts, concepts, skills, generalizations, principles, rules, values, beliefs, attitudes
- Factors affecting Teaching and Learning: maturation, attention, interest, fatigue, rewards and punishment.

**Unit -II: Approaches to Learning:**

- Introduction to learning – concept and importance
- Behavioural: trial and error, conditioning (classical and operant) and social learning
- Cognitive (insightful and information processing model)
- Constructivism: concept, planning and development of learning experiences(Vygostky, Piagetand Bruner, etc.)

**Unit III: Nature of Learner**

- Intelligence meaning nature and theories of intelligence (two factor theory and Thurston’s group factor theory) ,Emotional intelligence, measurement of intelligence and application of intelligence tests
- Personality: meaning, nature, types and trait theories of personality, assessment of personality.
- Learning styles: concept, types and implication for learning.
- Thinking, Imagination, Remembering, forgetting: meaning, concept, types and factors, influencing to learning.

## **Unit -IV: Teaching as a Complex Activity:**

- Concept of Teaching: meaning, definition, characteristics, forms
- Phases of Teaching: pre active, inter active, post active
- Levels of Teaching: memory, understanding, reflective
- Basic teaching skills and competencies
- Strategies and techniques of teaching

## **Course Outcomes:**

### **After completing this course students will be able to:**

- Understand the psychological and socio-cultural dimensions of Individual differences.
- Know and understand the individual differences based on range of cognitive abilities.
- Explain the concept of learning and factors influencing learning.
- Understand the theories of learning of Skinner, Piaget and Vygotsky in relation to their educational implications.
- Evaluate teaching as a complex activity and its types, Maxims, Strategies, Methods, Techniques and Skills.
- Develop an understanding of the modalities of Teaching and Instruction.
- Critically analyse teaching as a profession and role of teacher.

## **References:**

- Bhatnagar, S: Educational Psychology, Agra, Legal Book Depot.
- Kundu, C.L. and Tutoo, D.N. (2000) Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Kuppaswamy, B. (1998) *Advanced Educational Psychology* New Delhi Sterling Publishers.
- Mangal, S.K. (1998) - *Advanced Educational Psychology*, Prentice hall of India, New Delhi.
- Mathur, S.S.: Educational Psychology, Agra, Vinod Pustak Mandir.
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEdTC-222; Assessment for Learning**

**Course Objectives:**

**The objectives of this course are to:**

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm).
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination; be exposed to different kinds and forms of assessment that aid student learning.
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately.
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

**Course Content:**

**Unit -I: Concepts, meaning and overview of assessment & evaluation:**

Concepts and meaning of assessment, examination, Testing, Measurement and Evaluation, Need and importance of Assessment, Perspective on assessment and evaluation of learning in a constructivist paradigm, critical review of current evaluation practices and their assumptions about learning and development, commercialization of assessment

**Unit -II: Approaches to assessment:**

Formative, summative, grading, continuous and comprehensive evaluation. Realistic, comprehensive and dynamic assessment procedures. Kinds of tasks: projects, assignments, performances. Observation of learning processes by self, by peers, by teacher. Self-assessment and peer –assessment, constructing portfolios,

**Unit -III: Assessment Tools:**

Assessment tools and their characteristics, constructions of assessment tools; achievement test, diagnostic test & its application. Quantitative and qualitative aspects of assessment: appropriate tools for each. Procedures for measurement of non-cognitive aspects

**Unit IV: Elementary Statistics:**

Statistics- meaning and its use in education. Collection, Classification and tabulation of data. Calculation and uses- Central tendencies (mean, median and mode) and variability (quartile deviation and standard deviation). Correlation (rank difference; meaning, use and calculation).

## **Course Outcomes:**

**After completing this course students will be able to:**

- Understand the concept of Assessment and learning.
- Differentiate between assessment, measurement, evaluation and testing.
- Seek relationship among assessment for learning, curriculum, pedagogy and role of Teacher-assessment.
- Explore practical strategies for implementing Assessment for Learning in the context of holistic development.
- Understand various issues and concerns related to Assessment for Learning.
- Apply various statistical techniques to analyse the data regarding students' various aspects in the classroom.

## **References:**

- Bloom & Krathwohl: Taxonomy of Educational Objectives Handbook II, 1964
- Columbus, Ohio: Charles E. Merrill, 1960
- Dick & Hagerty: Topics in Measurement, Reliability and Validity; McGraw Hill, 1971
- Ebel, R. L.: Essentials of Educational Measurement; Prentice Hall, New Jersey, 3<sup>rd</sup> Ed. 1979
- Lyman, H.B.: Test Scores and What They Mean – Prentice hall, Engle Wood, 1963
- Sharma, R.A.: Mapan Evam Mulyankan
- Soti, S.S : Educational Mental and Measurement
- Tuckman, B.W.: Measuring Educational Outcomes \_ Harcourt Bruce, New York, 1975
- Wood, D.A.: Test Construction : Development and Interpretation of Achievement Test

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – II**  
**BEdTC223; Knowledge and Curriculum- Part-1**

**Course Objectives:**

The objectives of this course are to:

- Explain determinants of curriculum.
- Explain the contribution of great educators in the field of education.
- Understand epistemological and social basis of education.
- Understand the concept of curriculum and knowledge.
- Able to differentiate curriculum framework, curriculum and syllabus.

**Course Content:**

**Unit -I: Knowledge Generation and Child-centred Education:**

- Chronological review of knowledge generation : Myth based, faith based, logic based and scientific concepts of : Knowledge and skill, teaching and training, reason and belief
- Forms of knowledge : Concrete and abstract, local and universal, theoretical and practical, school and out of school
- Concept of child centered education : Activity, discovery, dialogue with reference to Gandhi and Tagore, Dewey, Plato, Freire, Bubar.

**Unit- II: Concept of Curriculum:**

- Meaning and Nature of curriculum, its need in schools, competency based curriculum
- Concept of curriculum framework, curriculum and syllabus
- Significance of core curriculum in Indian context, meaning and concerns of hidden curriculum
- How the syllabus is translated into textbooks
- Curriculum visualized at national, state, school and class level.

**Unit -III: Curriculum Determinants and Curriculum Development:**

- Broad determinants of curriculum making (at the nation and state level) : national priorities, socio-political-cultural-geographical-economic diversities, international contexts
- Considerations in curriculum development : (at the school level) – structure at disciplines, socio cultural context of students (multicultural and multilingual) learner characteristics, relevance and teachers experiences, specificity of educational objectives, issue like gender differences and inclusiveness.
- Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.

## **Practicum/Field work : Select Any one of the following :**

- (ii) Critical evaluation of textbooks at secondary level of the subject concerned of student teacher
- (iii) Preparation of list of social issues in the nearby area of the school and its representation in school curriculum

## **Course Outcomes:**

**After completing this course students will be able to:**

- Bring the meaning of knowledge.
- Define the curriculum.
- Differentiate the curriculum from syllabus.
- Discuss the foundations of curriculum.
- Explain the forms of knowledge.
- Explain the nature and scope of curriculum.
- Identify the ways of acquiring knowledge.
- Understand the different modes education.

## **References:**

- Chandra, Anil (2003). *Basic Curriculum Theory: Research and Reform*. Book Enclave, Jaipur
- Pathak, A.(2013). Social implications of schooling: knowledge, pedagogy and consciousness. Aakar books
- Sharma, R.A. (2002). *Managing Curriculum*. Surya Publication, Agra
- Srivastava, N. (1998). Competency based vocational Curriculum. Creche and Preschool Management, NCERT, New Delhi.
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- <http://www.uou.ac.in/sites/default/files/bed17/PE-3.pdf>

# SEMESTER - III

Course-X & XI:BE<sub>Ed</sub>TC311–320; Pedagogy of School Subject Part- II  
[1 and 2]

## **Practicum:**

1. Engagement with the Field (School).
2. School Internship Report.
3. Assessment of Practice Teaching in Selected Subjects.

**IFTM University, Moradabad  
Bachelor of Education (B.Ed.)  
Programme  
Semester – III**

**BEEdTC311; fglh f'k{k.k – Hkx-II**

**Course Objectives:**

The objectives of this course are to:

- Hkk'kk vks ml ds fofo/k : i ka l s Nk=k/; ki dka dks voxr djukA
- Hkk'kk; h dks'ky , oa idfr l s mlga voxr djukA
- ekrHkk'kk dk egRo] mnas'; ka , oa i kB; Øe ea ml ds LFku l s voxr djukA
- fglh Hkk'kk f'k{k.k dh uohu i ) fr; ka l s Nk=ka dks voxr djukA
- okpu , oa ys[ku f'k{k.k fof/k; ka l s Nk=ka dks voxr djukA
- eW; ka du dh fofHku fof/k; ka l s voxr djukA

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- v- x | & xgu i kB , oa nq i kB
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- mi pkj kRed , oa funkukRed f" k{k.k

### Course Outcomes:

After completing this course students will be able to:

- भाषा अर्जन की प्रक्रिया एवं प्रकृति का उल्लेख कर सकेंगे।
- मातृभाषा की मूल अवधारणा स्पष्ट कर सकेंगे।
- भाषा के ज्ञानात्मक, सौंदर्यबोधात्मक, सृजनात्मक, अभिरुचियात्मक, तथा अभिवृत्तात्मक कौशलो का वर्णन कर सकेंगे।
- हिंदी भाषा के भाषिक तत्वों का बोध कर सकेंगे।
- भाषा कौशलो का विकास कर सकेंगे।
- विभिन्न विधाओं से अवगत हो सकेंगे तथा तदानुसार पाठ योजना का निर्माण कर सकेंगे।
- हिंदी शिक्षण में सहायक सामग्री के महत्व एवं उपयोग का विवेचन कर सकेंगे।

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEEdTC312: Pedagogy of English -Part-II**

**Course Objectives:**

**The objectives of this course are to:**

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language.
- The importance teaching aids and other technological devices used for language teaching.
- Evaluation and testing techniques for obtaining feedback.

**Course Content**

**UNIT – IV: Teaching and Lesson-Planning of various Aspects of English:**

- Prose.
- Poetry.
- Grammar.
- Composition.
- Structures.

**UNIT – V: Audio - Visual and Technological Aids:**

- Need and importance.
- Types and purpose.
- Technological aids as Language Laboratory, CAI.

**UNIT – VI: Testing and evaluation:**

- Concept of Testing and evaluation.
- Need and Importance of testing in English.
- Types of Tests - oral, Written and skill testing.

**Course Outcomes:**

**After completing this course students will be able to:**

- Develop an understanding of the aims of teaching English at the upper primary level.
- Enlist the learning outcomes of teaching English at upper primary level.
- Identify various kinds of learners (slow, average and bright) in a class of English teaching.
- Develop an understanding of the importance of classroom management in a class of English teaching.
- Know about various methods and approaches of teaching English at upper primary level.

- Know about various methods of evaluation for different skills of English language.
- Know about various online resources for teaching English.
- Comprehend the need and importance of remedial teaching in English at upper primary level.

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEdTC-313: I ðir f"kk.k & Hkx-II**

**Course Objectives:**

The objectives of this course are to:

- I ðir Hk"kk dh egÙkk dk Kku fodfl r gkxkA
- I ðir Hk"kk f"kk.k dsm]s; ka dk Kku fodfl r gkxkA
- I ðir f"kk.k dh fof/k; ka dh tkudkjh fodfl r gkxhA
- I ðir Hk"kk dseW; ka du dh {kerk dk fodfl gkxkA

**fo'k; dh : ij{k%**

**; fuV 4 % I ðir ikB; Øe , oaiB; iqrda**

- ikB; Øe lsrkRi; Zml dh vko"; drk] vk/kkj] ikB; Øe fuekZk ds fl }kUr] ikB; Øe fuekZk ds l e; /; ku j [kus; kx; I ko/kkfu; kA
- mÙkj ins'k ea voj , oamPp ek;/ fed Lrj ds I ðir f"kk.k ikB; Øe dh l eh{k , oaeW; ka duA
- ikB; iqrda dk ey iR; ;] ikB; iqrda fuekZk ds fl )kUr] ikB; iqrda ds eW; ka du , oap; u dh ifØ; kA
- mÙkj ins'k ds fo|ky; h I ðir ikB; Øe o f"kk.k grq p; fur ikB; iqrda dk eW; ka duA
- vPNh I ðir ikB; iqrda dh fo"kskrk, A

**; fuV 5 % I ðir Hk"kk eaeW; ka duA**

- eW; ka du dk iR; ;] vko"; drk , oaijEijkxr , oavk/kfuud eW; ka duA
- ijh{k.k@eW; ka du dh ikphu , oauohu fof/k; kA
- mnas'; dsUnr %Objective Centred% ijh{k.k dh fuekZk ifØ; k rFkk ijh{k.k jpuk ds l e; /; ku j [kus; kx; I ko/kkfu; kA
- vPNs ijh{k.k dh fo"kskrk, A
- fofHku I ðir fo|kvka ds eW; ka du grq ijh{k.k , oamuds izdkjA

**; fuV 6 % I ðir f"kk.k ean{rk ds iHoh ?Wda**

- I ðir v/; ki d dh fo"kskrk, A
- I ðir &d{k] f"kk.k l kexh ds izdkj] rduhdh mi dj .kA
- I ðir f"kk.k ea ikB; I gxkeh fØ; k, A
- I ðir eafunkurRed , oami pjkrRed f"kk.k kA
- I ðir f"kk.k & xg dk; Z ds izdkj , oagRoA
- fØ; kRed vuq U/kku , oal ðir f"kk.k eam dh mi ; ksrkA

## **Course Outcomes:**

**After completing this course students will be able to:**

- Develop an understanding of the nature of language system.
- Understand the role and importance of Sanskrit and its cultural background.
- Know the place of Sanskrit in curriculum.
- Understand about the methods of teaching Sanskrit.
- Understand and apply the action research in classroom.
- Construct the Diagnostic test and provide remedial teaching to the students.
- Develop skills of making teaching learning process experiential and joyful

## **References:**

- Apte, D.G. & Dongre, P.K.: Teaching of Sanskrit in Secondary Schools.
- Report of the Sanskrit Commission: Govt. of India, 1955.
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- संस्कृत शिक्षण विधियां यथा [संस्कृत] [संस्कृत]
- [संस्कृत] [संस्कृत] अध्याय 'संस्कृत' शिक्षण विधियां यथा [संस्कृत] [संस्कृत]
- [संस्कृत] [संस्कृत] अध्याय 'संस्कृत' शिक्षण विधियां यथा [संस्कृत] [संस्कृत]

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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEdTC314: Pedagogy of Commerce -Part-II**

**Course Objectives:**

The objectives of this course are to:

- Appreciate the need for learning Commerce.
- Develop the understanding of principles of developing commerce curriculum.
- Develop the skills needed for classroom teaching of commerce and using its teaching methodology.
- Acquire the ability to prepare and teach the lesson plans for classroom instructions.
- Develop the ability to organize co-curricular activities and use community resources for promoting commerce learning.
- Acquire the ability to develop instructional support material for commerce teaching.

**Course Content:**

**UNIT – IV:**

- Teaching commerce with reference to lesson planning.
  - Lesson planning.
  - Unit planning.
- Microteaching of developing the skills of Introduction, Explanation, Questioning, Stimulus variation and providing illustration with examples.

**UNIT – V:**

- Arranging, organizing, planning, executing and reporting of field trips in commerce teaching.
- Organizing commerce clubs and thought provoking programmes like quizzes.

**UNIT – VI:**

- Purpose of Evaluation in Commerce.
- Salient feature of summative and formative evaluation.
- Question preparation and objectivity in essay type examinations of commerce.
- Preparation of unit tests.

**Course Outcomes:**

**After completing this course students will be able to:**

- acquire knowledge of the terms and concepts used in Commerce and Accountancy
- understand principles of Curriculum and commerce education
- apply the knowledge in teaching higher secondary Commerce and Accountancy
- develop skills in preparing commerce curriculum,
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy

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- Dame, J.F. & A.R. Brinknan : Guidance in Business Education, South Western Pub. Co.
- NCERT: Teacher's Guide in Book Keeping and Accounting, New Delhi.
- Rai, B.C.: Commerce Teaching, Lucknow Prakashan Kendra.
- Rao, S.: Teaching of Commerce, New Delhi: Anmol Publications.
- Siddiqui, M.H.: Excellence of Teaching, Asia Publication House, New Delhi.
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- Singh, Rampal & Prithvi Singh: Vanijya Shikshan, Agra: Vinod Pustak Mandir.
- Singh, Y.K: Teaching of Commerce, New Delhi: A.P.H. Publishing House
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEdTC315: Pedagogy of Computer Science- Part-II**

**Course Objectives:**

**The objectives of this course are to:**

- Develop a broad understanding of the principles and procedures used in computer science education.
- Develop their skills necessary for preparing international accessories.
- Know the methods of planning instruction for the classroom.
- Learn successfully various methods of teaching computer science and use them judiciously.
- Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives.

**Course Content:**

**Unit IV: Unit Planning, Lesson Planning and Teaching Aids**

- Meaning and definition of unit plan and lesson plan
- Importance and steps of planning a lesson.
- Need, Importance, preparation and using of teaching aids in computer science
- Organization of computer laboratory

**Unit V: Basic Processes in Computer Science**

- Basic programming
- Data representation
- Computer organization
- Operating environment
- Computer network

**Unit VI: Evaluation in Computer Science**

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science
- Development of test items objective type, short answer type, essay type
- Preparation of an achievement test
- Analysis and interpretation of test results
- Diagnostic testing and remedial teaching

**Course Outcomes:**

**After completing this course students will be able to:**

- Enable the student teachers acquire knowledge on Fundamentals of Computer.
- acquaint the student teachers with the aim of teaching computer science at various levels

- Help the student's teachers in acquiring skills relating to planning lessons and presenting them effectively.
- Familiarise the student teachers with the various methods of Teaching Computer Science.
- Understand the Computer Science curriculum and various approaches.
- Make the student teachers aware of the use of various instructional materials and aids in Teaching of Computer Science.
- Enable the student teachers acquire knowledge on Computer Evaluation.

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- Agarwal V.B.: Computer Science for Class XII
- Goel, Hemant Kumar: "Teaching of Computer Science" R. Lal Book Depot, Meerut.
- Hunt, Jaggi, Raja Raman V: (1986) "Computer Science for class XII' fundamentals of computer: PHI Publications.
- Sharma, A.H.: Computer Science for Class XI and XII.
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEdTC316:Pedagogy of Home Science-Part-II**

**Course Objectives:**

**The objectives of this course are to:**

- Understand the nature and scope of Home Science.
- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.
- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
- Understand the various methods and techniques that can be employed in the teaching of Home Science.
- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.
- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

**Course Contents:**

**Unit -IV: Home Science Curriculum**

- Characteristics of learner.
- Principles of development of curriculum for Home Science.
- Important points for curriculum construction in Home Science.
- Status of Home Science curriculum in secondary education

**Unit -V: Equipments of Teaching**

- Development and designing of curriculum
- Teaching aids-classification and importance
- Concept of Unit and lesson plan, preparation of unit and lesson plan
- Development of text books
- Planning of space and equipment for home science laboratory

**Unit -VI: Evaluation**

- Evaluation in home science-meaning and importance of evaluation
- Characteristics of a good evaluation device
- Comprehensive and continuous evaluation
- Evaluation devices-written, oral, observation, practical work, assignment
- Diagnostic testing and remedial teaching.

**Course Outcomes:**

**After completing this course students will be able to:**

- Develop an understanding of nature and methods of teaching of Home Science.

- Understand the role and importance of home science teacher.
- Know the place of Home Science and curriculum.
- Develop the skill of making lesson interesting.
- Critically evaluate the existing curriculum and give suggestions for the improvement.
- Develop the skill of making lesson plan based on experiential learning.
- State the principles governing curriculum construction

### **References:**

- Bloom, B.S.: Taxonomy of Educational objectives, Mckay Co. New York.
- Chandra, A.: Introduction to Home Science (2<sup>nd</sup> revised edition) Metropolitan, New Delhi.
- Das, R.R. & Ray, B.: Teaching of Home Science, Sterling Publications Pvt. Ltd., New Delhi.
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEdTC317:Pedagogy of Social Science-Part-II**

**Course Objectives:**

**The objectives of this course are to:**

- Understand the concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Acquire skill in teaching social sciences.
- Acquire knowledge of various evaluation procedures and to device effective evaluation tools.
- Acquire the ability to develop instructional support materials.

**Course Contents:**

**Unit -IV: Teaching Aids in the Teaching of Social Science**

- Importance of teaching aids,
- Different kinds of teaching aids: Traditional and modern teaching aids of teaching of social science
- Preparation of teaching aids
- Use of teaching aids in the class room situations.
- Application of ICT in the Social Science Classroom.

**Unit -V: Lesson Planning in Social Science**

- Meaning, needs, importance of lesson planning in social science
- Different approaches of lesson planning in social science
- Preparation of lesson plan in social science.

**Unit -VI: Transaction mode and Evaluation**

- Objectives of evaluation in social science, developing a blueprint – objective, content, items
- Essay type, short answer type and objective type question in social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test in social science
- Continuous evaluation using feedback for improvement of teaching and learning in social science
- Diagnostic testing and remedial teaching.

## **Course Outcomes:**

**After completing this course students will be able to:**

- Understand the concept and value of Social Sciences as an individual integrated or interdisciplinary area.
- Develop an eco-friendly relationship for saving the natural resources and preservation of nature.
- Develop awareness towards social concerns and social issues.
- Acquire the basic knowledge of objectives and skills to be developed by teaching social science
- Develop skills of making teaching learning process experiential and joyful.

## **References:**

- Chauhan, S.S.: Innovations in Teaching Learning Process, Vikash Publication House, New Delhi.
- Gurmeet Singh: Teaching of Social Science.
- Siddiqui, M.H.: Excellence of Teaching, Ashish Publication House, New Delhi.
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEEdTC318: Pedagogy of Physical Science-Part-II**

**Course Objectives:**

**The objectives of this course are to:**

- Develop a broad understanding of the principles and procedures used in modern physical science education.
- Develop their essential skill for practicing modern physical science education.
- Develop their skills necessary for preparing international accessories.
- Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

**Course Content:**

**Unit -IV: Curriculum and Instructional Material Development**

- Meaning, definition and principles of curriculum construction and its types
- Curriculum organization using procedure like concentric, topical, process and integrated approaches, adaptation of the curriculum according to the local needs and the availability of local resources.
- Development of physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- Current trends in science curriculum.
- Preparation, selection and use of teaching aids
- Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

**Unit -V: Content Analysis and Lesson Planning**

- Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis –
- Identification of minor and major concepts
- Listing behavioral outcomes
- Listing activity and experiments
- Listing evaluation procedure
- Developing unit plans and lesson plans

**Unit -VI: Evaluation in Physical Science Teaching**

- Evaluation: meaning and needs, formative and summative evaluation
- Process of development of tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- Diagnostic testing and remedial teaching
- Preparation of achievement test, development of improvised apparatus

## **Course Outcomes:**

**After completing this course students will be able to:**

- Understand the nature and characteristics of language of mathematics and its correlation with science and other subjects.
- State the need and importance of evaluation.
- State the aims and objectives of teaching mathematics.
- Understand the various methods and techniques of teaching mathematics.
- Develop an ability to understand various methods of evaluation of students' performance in mathematics.
- Develop skills of making teaching learning process experiential and joyful

## **References:**

- Bennett, Jeffrey : on teaching Science (print/e-book) Big Kid Science Publication
- Chauhan S.S. : Innovation in teaching, Vikas Publication, New Delhi
- Das, R.C. : Science teaching in schools, Sterling Publication, New Delhi
- Kulshrestha, S.P. : Teaching of Physical Science, R.Lal Book Depot, Meerut
- Norman Herr : The source book for teaching Science (e-book/print) Wiley Publication
- Pandey, Shashi Kiran : Science teaching, Vani Prakashan, New Delhi
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEdTC319:Pedagogy of Biological Science-Part-II**

**Course Objectives:**

**The objectives of this course are to:**

- Develop broad understanding of principles and knowledge used in biology science.
- Develop their essential skills for practicing biological science.
- Know various approaches and methods of teaching life science.
- Lesson planning of biological science properly.
- Prepare tools for evaluation in biological sciences.

**Course Contents:**

**UNIT – IV:**

Curriculum and resource utilization: Principles for designing a Biology curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Biology; record writing for Biology projects.

**UNIT – V:**

Curricular accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio-video support material, etc. – their critical evaluation from the point of view of teaching biology.

**UNIT – VI:**

Evaluating outcomes of biology teaching: Merits and limitations of different item formats for assessing learning outcomes of biology teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try-out, item analysis and selection of items suitable for formative and summative evaluation. Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

**Course Outcomes:**

**After completing this course students will be able to:**

- Develop an understanding of the nature of biology.
- Understand the role and importance of biology.
- Identify the place of Biology in curriculum.
- Recall and understand about the methods of teaching biology.
- State the importance of evaluation.
- Implement the action research in classroom teaching further in their teaching.

- Understand the importance of audio visual aids and further use them in classroom.
- Develop skills of making teaching learning process experiential and joyful.

### **References:**

- Agarwal D.D. (2002): *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons.
- Agarwal, D. D. (2008): *Modern Method of Teaching Biology*, Karan paper Books. New Delhi.
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**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – III**  
**BEdTC320:Pedagogy of Mathematics-Part-II**

**Course Objectives:**

**The objectives of this course are to:**

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches to mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organize the library in it as per the needs.
- Appreciate and organize activities to develop aesthetics of mathematics.
- Obtain feedback both about teaching as well as student's learning.

**Course Content**

**UNIT – IV:**

- Using mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, magic squares, word search etc., developing a math's laboratory.
- Learning about the short cuts mentioned in Vedic mathematics.

**Unit - V:**

- Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children
- Planning activities and methods of developing the substitute/ alternative material to the prescribed syllabus for completing it in due course of time
- Organization of mathematics laboratory
- Text book of mathematics- qualities of a good text book of mathematics
- Using mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics
- Development of maths laboratory

**Unit -VI:**

- Meaning and needs of evaluation.
- Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioral development
- Comprehensive and continuous evaluation (C.C.E.) in mathematics
- Development of test item (short answer and objective type)
- Diagnostic testing and remedial teaching
- Preparation of an achievement test

## **Course Outcomes:**

**After completing this course students will be able to:**

- Develop skills of making teaching learning process experiential and joyful.
- Understand the nature and characteristics of language of mathematics and its correlation with science and other subjects.
- State the need and importance of evaluation.
- State the aims and objectives of teaching mathematics.
- Understand the various methods and techniques of teaching mathematics.
- Develop an ability to understand various methods of evaluation of students' performance in mathematics.

## **References:**

- Kulshrestha, A.K. :Teaching of mathematics.
- Maheshwari, B.K.:Teaching of mathematics.
- Shukla, S.C. :Teaching of mathematics.

## **Websites:**

- <https://www.youtube.com/watch?v=3xWDOUILLWs>
- <https://hi.wikipedia.org/wiki>
- [www.vkmaheshwari.com](http://www.vkmaheshwari.com)
- [www.pinterest.com](http://www.pinterest.com)>pin



**IFTM University, Moradabad  
Bachelor of Education (B.Ed.)  
Programme  
Semester – III**

**Practicum:**

**There shall be field work of 16 weeks in the Third semester out of which:-**

1. Engagement with field 01 week (School) [will be engaged with school according to their time table.]
2. Observation of school teaching in the school 01 week.
3. Teaching of Subjects Lessons with daily Lesson Plan- 06 weeks (25 Lessons will be taught in each subjects.
4. Will carry out the school duties as a normal teacher- 06 weeks.
5. Post teaching activities in the school- 02 weeks.

**Engagement with the Field (BEdPC321)**

**Course Objectives:**

**The objectives of this course are to:**

- Developing social and personal skills.
- Developing observation and perception skills.
- Adding relevance and meaning to learning.
- Providing first-hand real-world experiences.
- Enhancing motivation and interest in the subject.

**School Internship and Practice Teaching Assessment (BEdPC322)**

**Course Objectives:**

**The objectives of this course are to:**

- Understanding the Internship School and the community around.
- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers.

- Observation of classroom teaching of peer student-teachers.
- Preparation of case study of the internship school and the innovative activities that the school undertakes.
- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- Teaching as a substitute teacher.
- Mobilisation and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organisation of remedial teaching.
- Undertake case study of a child.
- Undertake action research project on at least one problem area of schooling.
- Community work, community survey etc.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- Writing a term paper on a selected theme.

### **Course Outcomes:**

#### **After completing this course students will be able to:**

- Develop a comprehensive and critical understanding on diversities, disabilities, marginalization and inclusive education.
- Understand obstacles to learning due to discriminatory practices with respect to curriculum, teaching approaches, school organization, and various social and cultural factors.
- Implicit and explicit structures in our schools that act as a hindrance in including all students.
- Deliver pedagogies, curricula and assessments suitable to various inequalities, diversities and disabilities in Indian classroom.
- Develop an understanding of Technicality of Teaching roles.
- Curriculum Analysis helped in planning for classes.
- Involve and interact with the school activities and were accountable for the same.
- Understand the psycho-social needs of children.

# SEMESTER - IV

Course-XII: **BEdTC411**; Gender, School and Society

Course- XIII: **BEdTC412**; Knowledge and Curriculum Part-II

Course- XIV: **BEdTC413**; Creating an Inclusive School

Course- XV: **BEdTC414-418**; Optional Papers (Select any One)

- 1- **BEdTC414** Educational Administration and Management
- 2- **BEdTC415** Health and Physical Education
- 3- **BEdTC416** Guidance and Counselling
- 4- **BEdTC417** Environmental Education
- 5- **BEdTC418** Value Education

EPC2 Drama and Art in Education

EPC3 Critical Understanding of ICT

EPC4 Understanding the Self

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – IV**  
**BEdTC411; Gender, School and Society**

**Course Objectives:**

**The objectives of this course are to:**

- Understand the basic terms, concepts used gender study.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop and awareness and sensitivity.
- Learn about gender issues in school, curriculum, textual material across disciplines, pedagogical process and gender.
- Understand to gradual paradigm shift from women studies to gender studies.

**Course Content:**

**UNIT I: Gender Issues: Key Concepts**

- Gender, patriarchy, masculinity and feminism – in cross cultural perspectives
- Gender bias, gender stereotyping and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region

**UNIT II: Gender Inequality in the Schools**

- In the structure of knowledge.
- In the development of curriculum, gender and hidden curriculum.
- Gender in text and context (text books inter sectionality with other disciplines, classroom processes including pedagogy)
- In the class room
- In the management of school
- Teachers as agent of change

**UNIT IV: Theories on Gender and Education: In Indian Context**

- Socialization theory
- Gender difference theory
- Structural theory
- Deconstructive theory

**Course Outcomes:**

**After completing the course students will be able to:**

- Understand the importance of universalisation of Secondary Education and the constitutional provisions for realising it.
- Understand the issues related to gender in education in Indian society.

- Examine the issues and concerns related to universalisation of Secondary Education.
- Analyse the strategies used for realising you eat and the outcomes of their implementation.
- Identify the various causes for inequality in school.
- Realise the importance of right to education and the provisions made for realising it.
- Understand what is the meaning of gender.
- Explain the difference between sex and gender.
- Comprehend some of the key concepts of gender studies which encourage critical thinking.

**References:**

- Chandra, Karuna: Structures and Idiologies, Sociolization and education of the girl.
- Kumar, K.: Political agenda of education, New Delhi.

**Websites:**

- <http://egyankosh.ac.in/handle/123456789/46084>
- <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf>

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – IV**  
**BEdTC412; Knowledge and Curriculum Part- II**

**Course Objectives:**

**The objectives of this course are to:**

- Explain determinants of curriculum.
- Explain the contribution of great educators in the field of education.
- Understand epistemological and social basis of education.
- Understand the concept of curriculum and knowledge.
- Able to differentiate curriculum framework, curriculum and syllabus.

**Course Content:**

**Unit- IV:School: The site of curriculum engagement**

- Role of school administration (organisation) in development of curriculum
- Available infrastructure, curricular sets and resources
- Library, laboratory, school playground, neighbourhood etc.
- Role of external agencies in providing curriculum supports to teachers within schools, local regional and national level

**Unit -V: Curriculum implementation and renewal**

- Operationalizing curriculum into learning situations
  - Teacher's role in generating dynamic curricular experiences through:
    - a. Flexible interpretation of curricular aims
    - b. Varied learning experiences
      - Selection and development of learning resources
        - a. Textbooks
        - b. Teaching learning materials
        - c. Resources outside the school (local environment, community and media)
- Appropriate review and renewal of aims and process.
- Process of curriculum evaluation and revision.
- Feedback from learners, teachers, community and administration.
- Observable incongruence's and correspondence between expectations and actual achievements.

**Unit-VI: Sociological Bases of Education:**

- Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy

- Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education.
- Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.

### **Course Outcomes:**

#### **After completing the course students will be able to:**

- Bring the meaning of knowledge.
- Identify the ways of acquiring knowledge.
- Explain the forms of knowledge.
- Understand the different modes education.
- Define the curriculum.
- Explain the nature and scope of curriculum.
- Differentiate the curriculum from syllabus.
- Discuss the foundations of curriculum.

### **References:**

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- JhokLro] , l 0, l 0 , oap rø h] , e0th0 2010½ i kB; p; kZ vkj f" k{k.k fof/k; k t; i g % f" k{k k i d k"ku
- Chandra, Anil: (2003):*Basic Curriculum Theory: Research and Reform*. Book Enclave, Jaipur
- Letha, Ram Mohan: (2009):*Curriculum, instruction and evaluation*, Agra : Agarwal Publication
- Sharma, R.A.: (2002):*Managing Curriculum*. Surya Publication, Agra
- Srivastava, N.: (1998): *Competency based vocational Curriculum*. Creche and Preschool Management, NCERT, Nerw Delhi.

### **Websites:**

- <http://egyankosh.ac.in/handle/123456789/46084>
- <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/>

**IFTM University, Moradabad**  
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**Programme**  
**Semester – IV**  
**BEEdTC413; Creating an Inclusive School**

**Course Objectives:**

**The objectives of this course are to:**

- Understand the concept and nature of inclusive education
- Understand the global and national commitments towards the education of children with diverse needs.
- Prepare conducive teaching learning environment in inclusive schools.
- Identify and utilize existing resources for promoting inclusive practices.

**Course Contents:**

**Unit- I: Introduction to Inclusive Education**

- Definition, concept need and importance of inclusive education
- Historical perspectives on education of children with diverse needs
- Difference between special education, integrated education and inclusive education
- Policies and legislations for inclusive education and rehabilitation, government scheme and provisions

**Unit- II: Children with Diverse Needs**

- Definition and characteristics of children with diverse needs
- Sensory (hearing, visual and physically challenged)
- Intellectual (gifted, talented and mentally challenged)
- Developmental disabilities (autism, cerebral palsy, learning disabilities)
- Social and emotional problems
- Scholastic backwardness, under achievement, slow learners
- Children with special health problems
- Environmental / ecological difficulties
- Children belonging to other marginal groups
- Role of teachers for meeting the diverse needs of learners

**Unit -III: Inclusive Education and its Practices**

- Inclusive instructional design and collaborative instruction for inclusion.
- Differentiating instruction – peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self regulated learning
- Inclusive instruction strategies at school level- remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement
- E-learning, web based learning and inclusive education.



## **Course Outcomes:**

**After completing the course students will be able to:**

- Identify specific identities that exist beyond the superficial. Examples of this would be cultural background, socio-economic status, country of origin.
- Discuss possible impacts of a person's self-defined identity on his/her learning or on his/her ability to teach diverse students.
- Recognize examples of unconscious bias, both in themselves and in others.

## **References:**

- Bist, Abha Rani: Vishishtha Balak, Agra, Vinod Pustak Mandir.
- Bhargava, Mahesh: Vishishtha balak – Unki shiksha evam punarvash, Lucknow, Vedant Publisher.
- Das, M.: Education Of Exceptional Children, New Delhi, Atlantic Publishers.
- Kundu, C.L.(2000): Status Of Disability In India, New Delhi.

## **Websites:**

- <https://www.mgkvp.ac.in/Uploads/Lectures/15/696.pdf>
- <http://egyankosh.ac.in/handle/123456789/46059>

## **Course- XV: Optional Papers (Select any One)**

**BEdTC414** Educational Administration and Management

**BEdTC415** Health and Physical Education

**BEdTC416** Guidance and Counselling

**BEdTC417** Environmental Education

**BEdTC418** Value Education

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – IV**  
**BEEdTC414: Educational Administration and Management**

**Course Objectives:**

**The objectives of this course are to:**

- To understand the concept and concerns of educational administration.
- To understand the role of the headmaster and the teacher in school management.
- To understand the concept and importance of communication and its possible barriers in educational administration.
- To critically analyze the administrative scenario in relation to the functioning of the other secondary schools of the area.
- To explain the scientific practices of educational management and keep him/her to apply it in work situation.

**Course Content:**

**Unit- 1:**

- Conceptual framework: concept of educational administration
- Concept of educational management, human beings as inputs, process and products
- Total quality management- concept and its significance to school

**Unit -2:**

- Role and functions of headmaster/teacher: basic functions of administration planning, organizing directing and controlling
- Maintenance of disciplines, control management
- Supervision and inspection, defects in the present supervision and inspection
- Scope of educational supervision
- Types of supervision
- Providing guidance, leadership function

**Unit -3:**

- Management of schools: role of headmaster in planning of school activities, approaches to management manpower approach, cost benefit approach, social demand approach, social justice approach

- Delegation of authority and accountability
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.  
Role of the headmaster in creating resources and managing financial matters.  
Optimum use of available resources for growth and development of the school.  
Staff development programs.
- Role of teachers in school management and administration
- Teacher as a successful classroom manager

### **Course Outcomes:**

**After completing the course students will be able to:**

- Understand the conceptual framework of management and administration of India.
- Differentiate between Management, Administration and Organization.
- Use and apply this knowledge in the world of work.

### **References:**

- M.L. Mittal :Education administration & management.
- S.S. Mathur :Education administration & management.
- M.K. Das :Education administration & management. 2014. New Delhi: New Age International (P) Ltd.

### **Websites:**

- [https://ddceutkal.ac.in/Syllabus/MA\\_Education/Paper\\_8.pdf](https://ddceutkal.ac.in/Syllabus/MA_Education/Paper_8.pdf)
- <http://egyankosh.ac.in/handle/123456789/49329>

**IFTM University, Moradabad**  
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**Programme**  
**Semester – IV**

**BEdTC415: Health and Physical Education**

**Course Objectives:**

**The objectives of this course are to:**

- Introduce the student teacher with the concept of holistic health and various dimension and determinants of health.
- Acquaint them to school health programmed its importance.
- Sensitize the student teacher towards physical fitness & its importance.
- Help them acquire the skills for assessment of physical fitness.
- Introduce them to the philosophical bases of Yoga.
- Understand the process of stress management through Yoga education.

**Course Contents:**

**Unit -I: Health**

- Introduction, definition and meaning of health
- Dimensions of health
- Determinants of health
- Importance of balance diet
- School health programme and role of teacher in development of health.

**Unit -II: Physical Education**

- Introduction, definition and meaning of physical education
- Objectives of physical education.
- Scope of physical education and allied areas in physical education
- Need and importance of physical education in different level of school

**Unit -III: Physical Fitness**

- Definition, meaning type and factors of physical fitness
- Factors affecting physical fitness
- Benefits of physical fitness
- Importance of physical activities at school level
- Assessment of physical fitness

## **Course Outcomes:**

**After completing the course students will be able to:**

- Describe the need and importance of health Education for schools.
- Identify issues related to poor health of students.
- Take appropriate decisions and adopt measures for good health of students.
- Contribute actively in the prevention of infections and their related diseases.

## **References:**

- K.R. Dubey: Manual of Physical Training.
- Kundson: A text book of gymnastic.

## **Websites:**

- <https://www.youtube.com/watch?v=k-npAX6zQpQ>
- <https://www.youtube.com/watch?v=9eF25A08DgQ>
- <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/HEALTH%20AND%20PHYSICAL%20EDUCATION.pdf>

**IFTM University, Moradabad**  
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**Semester – IV**

**BEdTC416: Guidance and Counselling**

**Course Objectives:**

**The objectives of this course are to:**

- Develop the understanding of the need and importance of career information for e-pupils.
- Identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- Know about the importance of developing the right attitudes and values at every stage of education.

**Course Content:**

**Unit- 1:**

- Meaning and concept of guidance
- Types- educational, vocational and personal; needs and principles. Counselling-need function and types

**Unit -2:**

- Meaning of career and career information, components of career information
- Occupational information, information about education and opportunity and personal social information

**Unit -3:**

- Aims to study career information at different school levels
- Career information: sources, method of collection, classification and filling up of information and evaluation of the information
- Information about education and training opportunities for primary, elementary and secondary levels of school
- Personal social information at every school level
- Setting up of a career resource centre, its major importance.

## **Course Outcomes:**

**After completing the course students will be able to:**

- Understand the needs to address the children with diversities in classroom.
- Identify the causes for classifying various diversities.
- Acquainted about the policies and programmes for inclusive children.
- Differentiate between disability and inclusion.
- Specify the implementation of inclusion to normalise the children with diversities.
- Apply supportive services to children the diversities in mainstream and provide them guidance and counselling for better adjustment in society.
- Apply software on assistive devices in inclusive schools.

## **References:**

- Agarwal, J.C. :Educational & vocational guidance & counselling.
- Oberoi, S.C. : Career information in career guidance.
- Oberoi, S.C. : Educational & vocational guidance and counselling.

## **Websites:**

- <https://www.learningclassesonline.com/2019/09/guidance-and-counseling-in-hindi.html>
- <https://www.slideshare.net/babithadevu/notes-guidance-counseling>



**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – IV**  
**BEdTC417: Environmental Education**

**Course Objectives:**

**The objectives of this course are to:**

- Enable the student teacher understand about the concept of environmental education.
- Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
- Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
- Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature.
- Enable the students to understand about the various measures available to conserve the environment for sustaining the development

**Course Contents:**

**Unit -I: Basic Concept and Nature of Environment**

- Meaning, scope and nature of environment, natural and man-made environment
- Ecosystem-structure, function and components.
- Energy flow in ecosystem-food chains, food webs and ecological pyramids.
- Introduction and characteristic feature of-forest, grass land, desert and aquatic ecosystem.

**Unit -II: Natural Recourses and Associated Problems**

- Forest recourses – use and overexploitation. Deforestation-cause, effects and remedy
- Water recourses- use and overexploitation of surface and ground water, rain water harvesting and watershed management.
- Mineral recourses-use, exploitation and conservation, effect of mining on man and environment
- Food recourses- world food problems-changes caused by agriculture and overgrazing, effect of modern agriculture, fertilizers, pesticides, water logging and salinity.

- Energy recourses- growing energy need renewable and non-renewable energy sources, conservation and alternate energy sources.

### **Unit -III: Environment Issues and Its Preventive Measures**

- Causes and effects of environmental hazard, global and local environmental pollution and its remedies, Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution
- Climate change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.
- Natural disasters-Flood, Earthquake, Cyclone and Landslides.

### **Course Outcomes:**

#### **After completing this course students will be able to:**

- Understand the concept of environment.
- Understand the concept of environmental crisis and Management.
- Understand the nature, need and importance of environmental education.
- Know about the natural disasters.
- Identify and correlate the role of International organisations in the management of environment.

### **References:**

- Kaushik, A. and Kaushik, C.P.: (2004). *Perspectives in Environmental Studies*, New Age International (P) Ltd. Publishers, New Delhi pp. 260.
- Ramakrishnan, P.S. :(2001). *Ecology and Sustainable Development*, National Book Trust, New Delhi, pp. 198.
- Sharma, P.D.: (2001). *Ecology and Environment*, Rajson Printers, New Delhi, pp. 660.
- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P. :(1994). *Source Book on Environmental Education for Elementary Teacher Educators*, NIEPA, New Delhi, pp. 278.

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- [https://en.wikipedia.org/wiki/Environmental\\_education](https://en.wikipedia.org/wiki/Environmental_education)
- <https://www.epa.gov/education/what-environmental-education>

**IFTM University, Moradabad  
Bachelor of Education (B.Ed.)  
Programme  
Semester – IV**

**BEEdTC418: Value Education**

**Course Objectives:**

**The objectives of this course are to:**

- Nature and sources of values in education.
- Classification of values into various types.
- Moral and religious evils leading to faithlessness and irreverence.

**Course Contents:**

**Unit -I:**

Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.

**Unit –II:**

Classification of values into various types, material, social, moral and spiritual values; status of value, how can these be realized through education.

**Unit –III:**

Corresponding to values there are evils or dis-values – material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

**Unit –IV:**

Development of values as a personal and life-long process – teaching of values as an integral part of education.

**Course Outcomes:**

**After completing this course students will be able to:**

- Acquire basic knowledge and conceptual understanding of interdisciplinary theme on environment, peace, health, quality life and values.
- Understand man- nature relation, life-support system, healthhappiness- harmony, oneness of life, harmony with social and natural environment.
- Reflect on world around them, analyze the relationships underlying that and enrich life.

- Understand structures and perspective to notice continuity of life and values which underpin them.
- Enrich capacity to introspect as a means to develop self/self-awareness;

### **References:**

- Ahuja, R.: (2000). Value oriented education in India. In Modi, R. (Ed.), Human values and social change. Jaipur: Rawat Publications.
- Luther: (2001). Values and ethics in school education. New Delhi : Tata - MC Graw Hill Publishing Co.
- Muckhopadhyay. (2004). Value education in higher education. New Delhi: Viva Books.
- Raths, E.L.: et al., (1996). Values and teaching. Arnherst: Merrill Books, Inc., 38-39.
- Ruhela: (Ed.) (2000). Values in modern Indian educational thought. New Delhi: Indian Publishers and Distributors.
- Saraf: (1999). Education in human in Values. New Delhi: Vikas Publications.
- Satrapathy: (2004). Value system. New Delhi: Dominant Publishers.

### **Websites:**

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- [https://en.wikipedia.org/wiki/Values\\_education](https://en.wikipedia.org/wiki/Values_education)
- <https://gradeup.co/ugc-net-study-notes-on-value-education-i>

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**  
**Semester – IV**  
**EPCII: Drama and Art in Education**

**Course Objectives:**

**The objectives of this course are to:**

- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labor
- To nurture children's creativity and aesthetic sensibilities.

**Activities:**

An artist or artisan may be invited to organize a workshop on Art &Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories-

- Paper meshing
- Pot Decoration
- Wall hanging
- Paper cutting
- Flower making
- Candle Making
- Stitching
- Knitting
- Embroidery
- Soft toys making
- Paper framing
- Weaving or printing of textiles
- Making of poster
- Making of Rangoli
- Making of Puppets etc.

**Course Outcomes:**

**After completing this course students will be able to:**

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, Debate etc.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Understand the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

**IFTM University, Moradabad**  
**Bachelor of Education (B.Ed.)**  
**Programme**

**Semester – IV**

**EPC III: Critical Understanding of ICT**

**Course Objectives:**

**The objectives of this course are to:**

- Have a basic familiarity with computers.
- Understand & appreciate ICT as an effective learning tool for learners.
- Understand ICT as an enormous functional support to teachers.

**Activities:**

Student-teachers will be asked to prepare a report on any three of the following:

- Use of radio and audio media in script writing, story-telling, etc.
- Use of TV & video in education.
- Use of newspaper in education.
- Functional knowledge of operating computers- word processing, power point, excel, etc.
- Effective browsing of the internet for selecting relevant information.
- Downloading relevant material.
- Competencies in developing software.
- Developing PPT slide show for classroom use.
- Use of available software or CDs with LCD projection for subject learning interactions.
- Generating demonstrations using computer software.

**Course Outcomes:**

**After completing this course students will be able to:**

- Develop an understanding of the concept of Computer and its components.
- Develop an understanding of the concept of ICT and its components
- Use ICT in the classrooms in line with educational aims and principles.
- Explore ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning.
- Understand the evolution and impact of ICTs on society and in the education system.
- Understand the advantages and dangers of the internet, the new 'virtual world'.
- Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.

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**Semester – IV**  
**EPCIV: Understanding the Self**

**Objectives:**

**The objectives of this course are to:**

- Develop a holistic and integrated understanding of the human self and personality
- Develop the skills of personal growth
- Develop social relational sensitivity and effective communication skills

**Activities:**

Performing and report writing on any two of the following:

- Interaction with minimum 10 children from class or community regarding his/her educational aspirations and problems
- Dreams, problems and aspirations of a group
- Debate on important educational /social/local issues to understand the hidden beliefs and prejudices
- Presentation /narration of life stories of the students/children in group
- Organizing minimum five activities of yoga/physical exercises/warm up exercises/cool down exercises
- Self-written poems/stories and anecdotes
- Sharing of childhood experiences in peer group.

**Course Outcomes:**

**After completing this course students will be able to:**

- Develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
- Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
- Develop social relational sensitivity.
- Develop effective communication skills, including the ability to listen and observe
- Develop a holistic and integrated understanding of the human being and personality
- Build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- Inculcation of Self Reflection.

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Programme**

**w.e.f. Session 2020-21**

Audit Course:

<b>S.N.</b>	<b>Course Code</b>	<b>Course Name</b>
1.	UDM	Disaster Management

**Note:** Course of Disaster Management is mandatory to study as an audit paper in the 2<sup>nd</sup> Semester.



**IFTM University, Moradabad**  
**Disaster Management (UDM)**  
**Programme: Bachelor of Education (B.Ed.)**  
**(w.e.f. July, 2019)**

**Credit: 3**

**Course Objectives:**

**The objectives of this course are to:**

- To provide students an understanding to the concepts and aspects of disaster and its relationship with development.
- To ensure awareness of Disaster Risk Reduction (DRR) approaches among students.
- To assist students develop ability to respond to their environment with potential response to disaster.

**UNIT I: Introduction to Disasters**

**(12Sessions)**

- Definition: Disaster, Hazard, Vulnerability, Resilience, Risks
- Types of disasters – Earthquake, Landslide, Flood, Drought, Fire, campus shooting, bomb threat, terrorist incidence and financial emergency etc.
- Causes and Impacts including social, economic, political, environmental, health, psychosocial, etc. Differential impacts- in terms of caste, class, gender, age, location, disability.
- Global trends in disasters: urban disasters, pandemics, complex emergencies, Climate change- Dos and Don'ts during various types of Disasters.

**UNIT II: Approaches to Disaster Risk Reduction**

**(10 Sessions)**

- Disaster life cycle – its analysis, phases, culture of safety, prevention, mitigation and preparedness
- Community based DRR (Disaster Risk Reduction), Structural-non-structural measures,
- Roles and responsibilities of community: Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), States, Centre, and other stakeholders

**UNIT III: Inter-Relationship between Disasters and Development**

**(08 Sessions)**

- Factors affecting Vulnerabilities, impact of Development projects such as dams, embankments, changes in Land-use etc.
- Climate Change Adaptation- IPCC Scenario and Scenarios in the context of India – Relevance of indigenous knowledge, appropriate technology and local resources.
- Role of international co-operations in Disaster Management

**UNIT IV: Disaster Risk Management in India**

**(08 Sessions)**

- Hazard and Vulnerability profile of India. Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management
- Institutional arrangements (Mitigation, Response and Preparedness, Disaster Management Act and Policy – Other related policies, plans, programmes and legislation
- Role of GIS and Information Technology Components in Preparedness, Risk Assessment, Response and Recovery Phases of Disaster – Disaster Damage Assessment.

## UNIT V: Disaster Management: Applications, Case Studies and Field Works (07 Sessions)

The project /fieldwork is meant for students to understand vulnerabilities and to work on reducing disaster risks and to build a culture of safety. Projects must be conceived creatively based on the geographic location and hazard profile of the region where the college is located. A few ideas or suggestions are discussed below.

Several governmental initiatives require Urban Local Bodies (ULBs) and Panchayati Raj Institutions (PRIs) to be pro active in preparing DM plans and community based disaster preparedness plans. Information on these would be available with the district collector or Municipal corporations.

Teachers could ask students to explore and map disaster prone areas, vulnerable sites, vulnerability of people (specific groups) and resources. The students along with teacher could work on ways of addressing these vulnerabilities, preparing plans and consultation with local administration or NGOs.

Students could conduct mock drills in schools, colleges or hospitals. They could also work on school safety, safety of college buildings, training in first aid.

Other examples could be- identifying how a large dam, road/ highway or an embankment or the location of an industry affects local environment and resources or how displacement of large sections of people creates severe vulnerabilities may be mapped by student project work.

The suggested topics for Project work for student could be as follows:

- Monitoring and evaluation plan for disaster response
- Low cost Home based water purification methods
- Planning Nutrition intervention programmes
- Safety tips before during and after earthquake, cyclone, floods and fire accidents.
- MockDrills
- Major disasters in India
- Disaster Management in India
- Flood affected areas and damages in India
- Heat waves in India
- Earth quakes in India
- Historical Tsunamis in India
- Nuclear emergence
- Traffic accidents in India
- Train Accidents
- Major disease outbreak
- Disaster management structure in India
- Precaution, mitigation of disaster in India
- Warning system in India to prevent disaster
- Bhopal gas tragedy
- Kutch earth quake
- Tsunami (2004)
- Kosi Calamity 2008
- Mayapuri radiation exposure Delhi (2010)
- Mock exercises

**Any field works related to disaster management.**

**Learning Outcomes:** The students will be able to identify the nature and causes of disaster. Also the students will be able to apply the disaster risk reduction mechanism.

**Teaching Resources:** Emphasis will be on interactive teaching learning methods. Tools could be Range of Films- documentaries and feature films related to disasters and their impacts and on vulnerabilities of people are available which a teacher could choose with care and screen. This could form a basis for classroom discussion.

### **Course Outcomes:**

The outcomes of this course are to make aware students towards road safety, fire extinguishers, chemical safety and disaster management. To make students know using first aid in different situations – sinking, heart attack, heat stroke, snake and insect bite. Understand cyber security and issues related to it.

### **References:**

- Alexander, David: Introduction in 'Confronting Catastrophe', Oxford University Press
- Bhattacharya, Tushar: "Disaster Science and Management", McGraw Hill India Education Pvt. Ltd., . ISBN-10: 1259007367, ISBN-13: 978-1259007361]
- Blaikie, P, Cannon T, Davis I, Wisner, B.: 1997. At Risk Natural Hazards, Peoples' Vulnerability and Disasters, Routledge.
- Carter, Nick.: Disaster Management: A Disaster Manager's Handbook. Asian Development Bank, Manila Philippines.
- Cuny, F.: Development and Disasters, Oxford University Press. Document on World Summit on Sustainable Development .
- Damon P. Coppola: Introduction to International Disaster Management, Butterworth-Heinemann,
- Govt. of India: Disaster Management Act 2005, Government of India, New Delhi. Government of India, 2009.
- Gupta Anil K, Sreeja S. Nair.: Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi
- Kapur Anu Vulnerable India: A Geographical Study of Disasters, IIAS and Sage Publishers, New Delhi.
- Modh, Satish : Introduction to Disaster Management, Macmillan Publisher India Ltd
- Singhal, J.P.: "Disaster Management", Laxmi Publications. ISBN-10: 9380386427 ISBN-13: 978-9380386423
- Special Issue on Psychosocial Aspects of Disasters, Volume 63, Issue 2, April.
- Sreeja S. Nair: Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi Indian Journal of Social Work .

### **Websites:**

1. <http://nidm.gov.in/>
2. <http://nidmssp.in>
3. <http://www.drishtiiias.com/upsc-exam-gs-resources-COMMUNITY-BASED-DISASTER-MANAGEMENT>

**Note: Latest editions of all the suggested readings must be used.**

