



Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Shubham Tyagi		
Course Title: Contemporary India and Education	Credits - 6	
Course Code: E -101	Core Compulsory – CC1	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <ul style="list-style-type: none"> • Understand that development of education is influenced by socio-political forces of the time. • Acquire the knowledge of features of education in ancient, medieval and pre-Independent period in India with their strengths and weaknesses. • Understand the contribution of various Committees and Commissions on education set up from time to time in the economic development of India. • Appreciate the developments of Indian Education in the Post Independent Period. 		
Unit / Class Section	Topics	No. of Lectures: 180
I (Class Section A)	Education in India Vedic Period, Buddhist Period and Medieval Period.	28
II (Class Section A)	Policy Framework of Education in Pre-Independent Period Macaulay's, Minutes (1835), Woods Despatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhale Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sergeant Report (1944) :	28
III (Class Section A)	Policy Framework of Education in Post-Independent Period • University Education Commission (1948-49) • Secondary Education Commission (1952-53) • Indian Education Commission (1964-66) in the context of Industrialization • National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy. • National Curriculum Framework -2005.	34
IV (Class Section B)	Elementary Education Universalization of Education (Provision, Enrolment, Retention, Success). •Wastage & Stagnation. •Education for all (Sarva Shiksha Abhiyan). •Minimum Level of Learning (MLL). Review of Mid-Day Meal Programme. • Kasturba Balika Yojna. RTE (2009).	30


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


V (Class Section B)	Secondary Education •Expansion & Differentiation of Curricula between boys and girls • Discrimination of Curricula • Vocationalization of Education	30
VI (Class Section B)	Current Issues •University Autonomy, Privatisation of Education, Commercialization of Education. •Medium of Schooling- Three Language Formula. Population Education	30
Suggested Readings:		
<ul style="list-style-type: none"> ● Contemporary India and Education – Dr. Soti Shivendra Chandra, Dr. Amit Sharma, Dr. R.K. Singh ● Contemporary India and Education – Dr. A.B. Bhatnagar, Dr. Anurag Bhatnagar, Dr. Neeru Bhatnagar ● Contemporary India and Education – Prof. Raman Behari Lal, Smt Sunita Palod ● समकालीन भारत और शिक्षा - रमन बिहारी लाल, सुनीता फ्लोड ● सम सामयिक भारत एवं शिक्षा - ए.बी. भटनागर एवं अनुराग भटनागर ● समकालीन भारत और शिक्षा - प्रो. गिरीश पचौरी 		
Continuous Evaluation Methods: Assignment and Presentations		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department - Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Shubham Tyagi		
Course Title: Hindi	Credits - 6	
Course Code: E - 201	Core Compulsory – PC -1 & PC -2	
Max. Marks: 20+ 80 = 100	Theory	
<p>Course Outcome:</p> <p>To enable student-teachers to-</p> <ul style="list-style-type: none">• Understand about the nature and characteristics of a language and mother tongue and the use of language.• Practice the required skill and their interlinks for mastering a language.• Understand the various approaches for planning for successful language teaching.• Understand the Approaches for teaching different aspects of language.• Understand the Aids and other similar available material that could be used for teaching language.• Practice the technique of obtaining feedback for self-evaluation and evaluation of students' success in learning and using the language.		
Unit / Class Section	Topics	No. of Lectures: 180
I (Class Section A)	भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा । <ul style="list-style-type: none">• भाषा का अर्थ, प्रकृति एवं भाषा अधिगम के सिद्धान्त।• मातृभाषा और राष्ट्रभाषा के रूप में हिन्दी का महत्त्व । मातृभाषा, राष्ट्रभाषा एवं विदेशी भाषा के रूप में हिन्दी शिक्षण ।	28
II (Class Section A)	हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य जूनियर तथा माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य(Aims)एवं लक्ष्य (Objectives)	28


Incharge
Department of Education
R.G (P.G) College,
Meerut


<p>III (Class Section A)</p>	<p>भाषायी कौशल - शिक्षण, उद्देश्य एवं प्रक्रिया ।</p> <ul style="list-style-type: none"> • श्रवण कौशल - अर्थ उद्देश्य एवं विकास हेतु उपाय । • वाचन कौशल -अर्थ, उद्देश्य एवं विकास हेतु उपाय । • पठन कौशल -अर्थ, उद्देश्य एवं विकास हेतु उपाय । • लेखन कौशल -अर्थ, उद्देश्य एवं विकास हेतु उपाय । <p>सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठ योजना का निर्माण –(i)प्रस्तावना कौशल,(ii) प्रश्न कौशल,(iii) व्याख्या कौशल, (iv) पुनर्बलन कौशल,(v)उद्दीपन परिवर्तन कौशल ।</p>	<p>35</p>
<p>IV (Class Section B)</p>	<p>हिन्दी साहित्य की विधाएँ एवं उनका शिक्षण</p> <ul style="list-style-type: none"> • पाठयोजना एवं इकाई योजना का अर्थ उद्देश्य एवं निर्माण । • हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन - (अ) गद्य-गहन पाठ एवं द्रुत पाठ (ब) पद्य(स) व्याकरण (द) रचना शिक्षण <p>हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता ।</p>	<p>29</p>
<p>V (Class Section B)</p>	<p>हिन्दी में दक्षता विकसित करने वाले घटक</p> <p>हिन्दी शिक्षण में सहायक शैक्षणिक तकनीकी, आई0सी0टी0 एवं अन्य उपकरणों का प्रयोग ।पत्रिकाएँ, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावर पॉइन्ट, प्रस्तुतिकरण, मृदु उपागम आदि ।</p>	<p>29</p>
<p>VI (Class Section B)</p>	<p>परीक्षण एवं मूल्यांकन</p> <ul style="list-style-type: none"> • हिन्दी में मूल्यांकन सतत एवं समग्र • हिन्दी में अच्छे परीक्षण की विशेषताएँ एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघु उत्तरीय, निबन्धात्मक) • हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न-पत्र का निर्माण। • उपचारात्मक एवं निदानात्मक शिक्षण <p>क्रियात्मक अनुसंधान</p>	<p>30</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • हिन्दी शिक्षण - डॉ शिखा चतुर्वेदी • हिन्दी शिक्षण - रमन बिहारी लाल 		
<p>Continuous Evaluation Methods: Assignment and Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department - Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Shubham Tyagi		
Course Title: Sanskrit	Credits - 6	
Course Code: E -203	Core Compulsory – PC1& PC3	
Max. Marks: 80+20 = 100	Theory	
<p>Course Outcome: To enable student-teachers to-</p> <ul style="list-style-type: none">• Understand about the nature and characteristics of a language and mother tongue and the use of language.• Practice the required skill and their interlinks for mastering a language.• Understand the various approaches for planning for successful language teaching.• Understand the Approaches for teaching different aspects of language.• Understand the Aids and other similar available material that could be used for teaching language.• Practice the technique of obtaining feedback for self-evaluation and evaluation of students' success in learning and using the language.		
Unit / Class Section	Topics	No. of Lectures: 180
I (Class Section A)	भाषा - स्वरूप प्रकृति एवं महत्व - (अ) भाषा की उत्पत्तु, विकास एवं परिनिष्ठित परिभाषा । (ब) भाषा के विविध रूप । (स) भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्या । (द) भाषा की प्रकृति । (य) भाषा सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं साहित्यिक महत्व ।	29
II (Class Section A)	संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य । (अ) संस्कृत का प्रारम्भिक व्याकरण - पुरुष, वचन, शब्द रूप, धातुरूप सन्धि, समास, उपसर्ग प्रत्यय। (ब) संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान एवं सूत्र, आभ्यन्तर एवं बाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि - भेद । (स) भाषायी कौशल - उच्चारण, वाचन श्रवण, बोध एवं अभिव्यञ्जन, सभी कौशलों के शिक्षण उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार । (द) कौशलों में दक्षता प्राप्ति हेतु पाठ्येत्तर क्रियाएँ ।	28


Incharge
Department of Education
R.G (P.G) College,
Meerut


III (Class Section A)	संस्कृत साहित्य की विधाएँ एवं उनका शिक्षण । (अ) साहित्य की विभिन्न विधाएँ, अवर माध्यमिक एवं उच्च माध्यमिक स्तर पर उनके शिक्षण-उद्देश्य, ब्लूम द्वारा दिया गया वर्गीकरण । (ब) संस्कृत शिक्षण की सामान्य विधियाँ । (स) संस्कृत - गद्य, पद्य, वयाकरण, रचना, नाटक, द्रुतपाठ एवं निबन्ध - शिक्षण की विधियाँ एवं उद्देश्य । (द) पाठ - योजना के विभिन्न प्रकार एवं उनकी निर्माण - प्रक्रिया । (य) संस्कृत, वर्तनों से सम्बन्धित छात्रों की सामान्य त्रुटियाँ, उनके कारण एवं निवारण।	35
IV (Class Section B)	संस्कृत पाठ्यक्रम एवं पाठ्य - पुस्तकें । (अ) पाठ्यक्रम से तात्पर्य उसकी आवश्यकता, आधार, पाठ्यक्रम निर्माण के सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ । (ब) उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन । (स) पाठ्य - पुस्तक का मूल प्रत्यय, पाठ्य - पुस्तक निर्माण के सिद्धान्त, पाठ्य - पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया । (द) उत्तर प्रदेश के विद्यालयी संस्कृत पाठ्यक्रम व शिक्षण हेतु चयनित पाठ्य - पुस्तकों का मूल्यांकन । (य) अच्छी संस्कृत पाठ्य - पुस्तक की विशेषताएँ ।	29
V (Class Section B)	संस्कृत भाषा में मूल्यांकन । (अ) मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन । (ब) परीक्षणों / मूल्यांकन की प्राचीन एवं नवीन विधियाँ । (स) उद्देश्य केन्द्रित परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना के समय ध्यान रखने योग्य सावधानियाँ । (द) अच्छे परीक्षणों की विशेषताएँ । (य) विभिन्न संस्कृत विद्याओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार ।	29
VI (Class Section B)	संस्कृत शिक्षण में दक्षता के प्रभावी घटक । (अ) संस्कृत अध्यापक की विशेषताएँ । (ब) संस्कृत - कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण । (स) संस्कृत शिक्षण में पाठ्य - सहगामी क्रियाएँ । (द) संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण । (य) संस्कृत शिक्षण - गृह कार्य के प्रकार एवं महत्व । (क) क्रियात्मक अनुसन्धान एवं संस्कृत शिक्षण में उसकी उपयोगिता ।	30
Suggested Readings:		
<ul style="list-style-type: none"> ● संस्कृत शिक्षण - डा. सन्तोष मिश्र ● संस्कृत शिक्षण - रेनु सिंह 		
Continuous Evaluation Methods: Assignment and Presentations		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department -

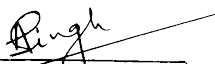
Programme: B.Ed.	Year: IInd	Semester: N.A
Name of Faculty: Dr. Shubham Tyagi		
Course Title: GENDER,SCHOOL AND SOCIET	Credits - 3	
Course Code: 302	Core Compulsory – CC6	
Max. Marks: 10 + 40 = 50	Theory	
<p>Course Outcome:</p> <p>To enable students-teachers to :</p> <ul style="list-style-type: none">•Sensitize the future teachers towards basic understanding of various key concepts of gender studies.•Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.•Help them understand the contribution of women in social, economic & political development of the society.•Apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.		
Unit	Topics	No. of Lectures:
		110
I	<p>Gender Issues :Key Concepts</p> <ul style="list-style-type: none">•Gender, sex, sexuality, 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.	20


Incharge
Department of Education
R.G (P.G) College,
Meerut

II	<p>Gender Inequality in the Schools</p> <ul style="list-style-type: none"> •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 	24
III	<p>Women in Indian Society</p> <ul style="list-style-type: none"> •Situational analysis of women in India society (focus on sex ratio pattern, education, health, work participation violence against women). Women's access to and participation in formal and non-formal education (gender bias in enrolment, curriculum content, dropouts). •Participation of women in planning and decision making. •Human Right and Empowerment of women. 	22
IV	<p>Theories on Gender and Education : In Indian Context</p> <ul style="list-style-type: none"> • Socialisation theory. •Gender difference theory. •Structural theory •Deconstructive theory. 	21


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

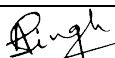
V (Class Section B)	Gender, Sexuality, Sexual Harassment and Abuse <ul style="list-style-type: none"> •Linkage and differences between reproductive rights and sexual rights. •Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) •Sites of conflict : social and emotional •Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions. •Agencies perpetuating violence : family, school, work place and media (print and electronic) •Institutions redressing sexual harassment and abuse. 	23
Suggested Readings: <ul style="list-style-type: none"> ● Gender School and Society – Dr. Girish Pachouri ● Gender School and Society – Deepti Johari ● Gender School and Society – Dr. Parul Sharma, Dr. Nisha Singh 		
Continuous Evaluation Methods: Assignment and Presentations		


Incharge
Department of Education
R.G (P.G) College,
Meerut


Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Shivani Tyagi		
Course Title: Contemporary India and Education	Credits - 6	
Course Code: E -101	Core Compulsory – CC1	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <ul style="list-style-type: none">• Understand that development of education is influenced by socio-political forces of the time.• Acquire the knowledge of features of education in ancient, medieval and pre-Independent period in India with their strengths and weaknesses.• Understand the contribution of various Committees and Commissions on education set up from time to time in the economic development of India.• Appreciate the developments of Indian Education in the Post Independent Period.		
Unit / Class Section	Topics	No. of Lectures: 180
I (Class Section A)	Education in India Vedic Period, Buddhist Period and Medieval Period.	28
II (Class Section A)	Policy Framework of Education in Pre-Independent Period Macaulay's, Minutes (1835), Woods Despatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhale Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sergeant Report (1944) :	28


Incharge
Department of Education
R.G (P.G) College,
Meerut


<p>III (Class Section A)</p>	<p>Policy Framework of Education in Post-Independent Period</p> <ul style="list-style-type: none"> • University Education Commission (1948-49) • Secondary Education Commission (1952-53) • Indian Education Commission (1964-66) in the context of Industrialization • National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy. • National Curriculum Framework -2005. 	<p>34</p>
<p>IV (Class Section B)</p>	<p>Elementary Education</p> <p>Universalization of Education (Provision, Enrolment, Retention, Success).</p> <ul style="list-style-type: none"> •Wastage & Stagnation. •Education for all (Sarva Shiksha Abhiyan). •Minimum Level of Learning (MLL). Review of Mid-Day Meal Programme. • Kasturba Balika Yojna. RTE (2009). 	<p>30</p>
<p>V (Class Section B)</p>	<p>Secondary Education</p> <ul style="list-style-type: none"> •Expansion & Differentiation of Curricula between boys and girls • Discrimination of Curricula • Vocationalization of Education 	<p>30</p>
<p>VI (Class Section B)</p>	<p>Current Issues</p> <ul style="list-style-type: none"> •University Autonomy, Privatisation of Education, Commercialization of Education. •Medium of Schooling- Three Language Formula. <p>Population Education</p>	<p>30</p>


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

Suggested Readings:

- Contemporary India and Education – Dr. Soti Shivendra Chandra, Dr. Amit Sharma, Dr. R.K. Singh
- Contemporary India and Education – Dr. A.B. Bhatnagar, Dr. Anurag Bhatnagar, Dr. Neeru Bhatnagar
- Contemporary India and Education – Prof. Raman Behari Lal, Smt Sunita Palod
- समकालीन भारत और शिक्षा - रमन बिहारी लाल, सुनीता फ्लोड
- सम सामयिक भारत एवं शिक्षा - ए.बी. भटनागर एवं अनुराग भटनागर
- समकालीन भारत और शिक्षा - प्रो. गिरीश पचौरी


Continuous Evaluation Methods: Assignment and Presentations


Incharge
Department of Education
R.G (P.G) College,
Meerut


Curriculum Teaching Plan

Department - Department of Education


Programme: B.Ed.	Year: IInd	Semester: N.A
Name of Faculty: Dr. Shivani Tyagi		
Course Title: KNOWLEDGE, LANGUAGE & CURRICULUM	Credits -3	
Course Code: E - 303	Core Compulsory – CC7	
Max. Marks: 10 + 40 = 50	Theory	
Course Outcome: To enable students teacher : <ul style="list-style-type: none">•To examine the Epistemological basic of education•To understand the concept and principles of curriculum development To understand the formulation of new curriculum <ul style="list-style-type: none">•To develop the ability to read & comprehend•To develop writing skill		
Unit	Topics	No. of Lectures: 110


Incharge
Department of Education
R.G (P.G) College,
Meerut

I	<p>Knowledge</p> <ul style="list-style-type: none"> •Epistemology – meaning, philosophical basic of knowledge according to Indian & Western Philosophy •Knowledge – Nature and sources, validity of knowledge •Differences between knowledge and skill, Teaching and Training, Knowledge and Information, reason and belief •Chronological review on knowledge generation, myth based faith and logical based knowledge, various structures of society and knowledge patterns and their relationship 	23
II	<p>Language and Reading Comprehension</p> <ul style="list-style-type: none"> •Need & Importance •Types of reading : skimming & scanning •Strategies for effective reading, mechanism for reading, loud reading, silent reading. •Schema Theory of reading 	21
III	<p>Developing Writing skills</p> <ul style="list-style-type: none"> •Need & Importance •Making - Reading writing connection •Process & strategies of writing for children, mechanism of writing, Note Making, Summarising •Analysing Children’s writing. 	22
IV	<p>Curriculum & Development</p> <ul style="list-style-type: none"> •Meaning & concept of curriculum syllabus & units. •Curriculum development – meaning, concept stages in the process of curriculum Development 	20


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


V	<p>Determinants of curriculum</p> <ul style="list-style-type: none"> •Philosophical Foundation of curriculum development in view of different schools of philosophy •Social & Political forces, Cultures and Cultural roots of curriculum, sociology of curriculum •Model of curriculum Development : Hilda Taba’s Model •Core Curriculum, Activity Curriculum, Interdisciplinary Curriculum. 	24
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● ज्ञान भाषा एवं पाठ्यचर्या - ए.बी. भटनागर, अनुराग भटनागर, नीरू भटनागर ● ज्ञान भाषा एवं पाठ्यक्रम - शिवपाल सिंह रुपन जैन ● ज्ञान भाषा एवं पाठ्यचर्या - संगीता श्रीवास्तव ● ज्ञान भाषा एवं पाठ्यचर्या - प्रो. गिरीश पचौरी ● Knowledge and Curriculum – Ram Kishore Singh, Amit Kr. Bharti ● Knowledge Language and Curriculum – Dr. Soti Shivendra Chandra, Dr Prabhat Shukla 		
<p>Continuous Evaluation Methods: Assignment and Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

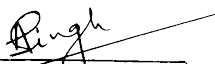
Curriculum Teaching Plan

Department - Department of Education

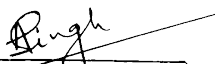
Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Shivani Tyagi		
Course Title: Pedagogy of Social Science	Credits - 6	
Course Code: E - 204	Core Compulsory – PC-2	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <p>To enable the student teacher to-</p> <ul style="list-style-type: none">•Understand 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.		
Unit / Class Section	Topics	No. of Lectures: 180


Incharge
Department of Education
R.G (P.G) College,
Meerut

<p>I (Class Section B)</p>	<p>Nature and Scope of Social Sciences</p> <ul style="list-style-type: none"> •Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them. •Rational for including these area in school curriculum. •Instructional objectives of Teaching Social Sciences at Secondary level. 	<p>32</p>
<p>II (Class Section B)</p>	<p>Methodology for Social Science Pedagogy</p> <ul style="list-style-type: none"> • Strategies for teaching Social Science in terms of specifics methods like Lecture, Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and Supervised Study, Tutorials. • Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black Writing etc. • Selecting and using teaching aids: Chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: Slide projectors, Film Projectors, Overhead projectors, epidiascope. 	<p>32</p>
<p>III (Class Section B)</p>	<p>Content Analysis and Lesson Planning</p> <ul style="list-style-type: none"> •Content analysis •Unit Planning •Lesson Planning. 	<p>30</p>
<p>IV (Class Section B)</p>	<p>Curriculum and Text-Books</p> <ul style="list-style-type: none"> •Place of social Studies in Secondary School Curriculum. Principles of Curriculum Construction for Social science. •Characteristics of good text-book, Evaluation of Social Science Textbooks 	<p>28</p>


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


<p>V (Class Section B)</p>	<p>Social Science Teacher and co-curricular activities</p> <ul style="list-style-type: none"> •Qualities of Social Science teacher •Principles of organizing co-curricular activities. •Formation and management of Social Science clubs. •Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript magazine. •Using Community Resources •Organizing field trips •Social Science Room 	<p>30</p>
<p>VI (Class Section B)</p>	<p>Transaction mode and Evaluation</p> <ul style="list-style-type: none"> •Objectives of evaluation in social science. •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 . 	<p>28</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● सामाजिक विज्ञान शिक्षण - डा. राजेन्द्र सिंह तोमर ● सामाजिक अध्ययन शिक्षण का शिक्षाशास्त्र - डा. मोहनलाल आर्य, भूपेन्द्र कौर, डा. महेन्द्र प्रसाद पाण्डेय, राज कुमारी गोला ● Pedagogy of School Subject Social Sciences – Dr. R.A. Sharma, Shikha Chaturvedi ● Pedagogy of School Subject Social Sciences – Gurvinder Kour, Vijay Kumar Gupta, Nisha Singh ● Pedagogy of School Subject Social Sciences – Ravi Kant 		
<p>Continuous Evaluation Methods: Assignments & Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: Ist Year	Semester: N.A
Name of Faculty: Dr. Seema Gupta		
Course Title: Growing up as a Learner	Credits - 6	
Course Code: E - 103	Core Compulsory – CC-3	
Max. Marks: 20 + 80= 100	Theory	
<p>Course Outcome:</p> <ul style="list-style-type: none"> ● Acquire the basic principles of psychology of learners. ● Understands learner characteristics and implications for teaching-learning. ● Understand learner’s mental health problems & choose appropriate strategies to cope with such problems. ● Apply various psychological principles and approaches to learning. ● Appreciate the role of psychology in the teaching-learning process. 		
Unit / Class Section	Topics	No. of Lectures: 180
I (Class Section A/B)	Psychology and learner <ul style="list-style-type: none"> •Psychology – Its meaning, Nature & scope. •Educational Psychology – Meaning, Scope and its relevance for teachers, teaching and learning. •Individual Differences-Concept and Nature. •Exceptional Children-Mentally retarded, Backward, Delinquent, Gifted & Slow learner. 	30
II (Class Section A/B)	Human Development <ul style="list-style-type: none"> •Concept & Stages of Development – Infancy, Childhood, Adolescence •Types of Development- Physical, Cognitive social, Emotional, moral with reference to Piaget. 	28
III (Class Section A/B)	Learning and Motivation <ul style="list-style-type: none"> •Concept & Theories of Learning and its Implications – Thorndike, Pavlov, Kohler, Skinner, Lewis. •Factors affecting Learning. •Motivation- Concept, Sources and its Importance for teaching-learning process. 	32
IV (Class Section A/B)	Mental Health <ul style="list-style-type: none"> •Concepts & Factors affecting Mental Health, ways of improving Mental Health. •Adjustment & ways for reducing Maladjustment, Defense mechanism. 	28


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


V (Class Section A/B)	Personality •Concept, Dimensions & Theories of personality- psycho-analytic, Trait, Type •Measurement of personality-projective techniques, etc.	30
VI (Class Section A/B)	Intelligence & Creativity •Intelligence-Meaning, Nature & Types of Intelligence with reference to multiple Intelligence, Emotional Intelligence & Social Intelligence. •Theories of Intelligence- Two-factor, Multi-factor, Group factor and Three-dimensional Guilford model. •Measurement of Intelligence. •Creativity – Meaning, Nature and Measurement, Techniques for fostering creativity.	32
Suggested Readings: <ul style="list-style-type: none"> ● Growing up as a Learner – Raman Bihari Lal & Palod ● Growing up as a Learner – Dr. Monika Uppal, Dr. Sarita Sahay ● Growing up as a Learner – Girish Pachauri 		
Continuous Evaluation Methods: Assignment and Presentations		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department - Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Seema Gupta		
Course Title: Pedagogy of Mathamatics	Credits - 6	
Course Code: E - 205	Pedagogy Course Compulsory	
Max. Marks: 20+ 80 = 100	Theory	
<p>Course Outcome:</p> <ul style="list-style-type: none">• Understand and appreciate the uses and significance of mathematics in daily life• Learn successfully various approaches of teaching mathematics and to use them judiciously.• Know the methods of planning instruction for the classroom.• Prepare curricular activities as per the needs.• Appreciate and organize activities to develop aesthetics of mathematics.• Obtain feedback both about teaching as well as students learning.		
Unit	Topics	No. of Lectures:
		180
I	Entering into the Discipline <ul style="list-style-type: none">•Meaning & nature of mathemtics, Use & Significance of Mathematics.•Contribution of some great mathematicians - Aryabhata, Bhaskaracharya, Ramanujam, Euclid, Pythagorus & Rene Decarte.	28
II	Aims and Objectives of Mathematics Teaching <ul style="list-style-type: none">•Aims and objectives of teaching mathematics at secondary and senior secondary levels.•Taxonomy of Educational Objectives.•Objectives of teaching mathematics in terms of behaviour outcomes.	28


Incharge
Department of Education
R.G (P.G) College,
Meerut


III	<p>Methodology for Mathematics Teaching</p> <ul style="list-style-type: none"> •Methods of Teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving, Heuristics, Project & Laboratory Method. •Techniques of Teaching: Oral, Written, Drill, Home-Assignment, Supervised study. •Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Board Writing etc. 	40
IV	<p>Developing Unit Plan, Lesson Plan and Material Aids</p> <ul style="list-style-type: none"> •Unit plan – Meaning and purpose of unit plan. •Lesson plan - Meaning, purpose and Performa of lesson plan and its rationality. •Teaching –Aids importance and classification. •Developing/preparing low cost improvised teaching aids, relevant to local ethos. •Application of computer in teaching of Mathematics. 	32
V	<p>Development of Curriculum, Text Book and Activities of Mathematics</p> <ul style="list-style-type: none"> •Principles and rationale of curriculum development, organizing the syllabi both logically and psychologically according to the age groups of children. •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 	28
VI	<p>Evaluation in Mathematics</p> <ul style="list-style-type: none"> •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). •Preparation of an Achievement test. • Diagnostic testing and Remedial Teaching. 	24


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

Suggested Readings:

- गणित शिक्षण - डॉ. ए. के. कुलश्रेष्ठ
- गणित शिक्षण - डॉ. ए. बी. भटनागर
- गणित शिक्षण - उन्नति विशनोई
- Pedagogy of School Subject Mathematics – Dr. A.K. Kulshreshtha

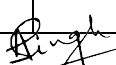
Continuous Evaluation Methods: Assignment and Presentations


Incharge
Department of Education
R.G (P.G) College,
Meerut


Curriculum Teaching Plan

Department - Department of Education

Programme: B.Ed.	Year: IInd	Semester: N.A
Name of Faculty: Dr. Seema Gupta		
Course Title: ASSESSMENT FOR LEARNING	Credits - 3	
Course Code: E -401	Core Compulsory PC - 4	
Max. Marks: 10 + 40 = 50	Theory	
<p>Course Outcome:</p> <ul style="list-style-type: none">• Become cognizant of key concepts such as measurement & evaluation, assessment, test examination, formative & summative evaluation etc.• Be exposed to different kinds of assessment that aid student learning.• Have an idea of new trends in evaluation.• Learn the different characteristics of standardize test-Reliability, validity, Norms, etc.• Relate & use statistics in educational setting		
Unit / Class Section	Topics	No. of Lectures:
		110
I (Class Section A/B)	Measurement, Assessment and Evaluation •Concept of Measurement, Assessment & Evaluation, Test Assessment, Examination, Formative & Summative Evaluation, Continuous and Comprehensive Evaluation •New Trends: Open Book Examination, Grading, CGPA (Cumulative Grade Point Average), CBCS (Choice Based Cried System). • Distinction between 'Assessment for Learning' & 'Assessment of Learning'	22
II (Class Section A/B)	Assessment Tools •Quantitative & Qualitative Tools. •Constructing an Achievement Test- Preparation of Blue-Print, Item-Analysis and Try out.	23


Incharge
Department of Education
R.G (P.G) College,
Meerut


III (Class Section A/B)	Standardization of Measuring Instrument Objectivity •Reliability •Validity and •Norms.	21
IV (Class Section A/B)	Data and Measures of Central Tendencies •Data: Meaning & Types of data, Frequency Distribution, Graphic Representation, Percentage. •Measures of Central Tendencies – Mean, Median & Mode.	22
V (Class Section A/B)	Measures of Variability & Correlation •Range, Quartile Deviation, Standard Deviation, Percentile •Correlation: Meaning and Types, Calculation of correlation by Spearman Rank- order method.	22
Suggested Readings:		
<ul style="list-style-type: none"> • Assessment for Learning – A.B. Bhatnagar • Adhigam ke liye Aklan – Bipin, Asthana • Assessment for Learning – Seema Vishnoi & Renu Chaturvedi • Adhigam ke liye Aklan - Lal & Palod 		
Continuous Evaluation Methods: Assignment and Presentations		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department – Department of Education


Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr Arti Sharma		
Course Title: TEACHER, TEACHING AND TECHNOLOGY	Credits - 6	
Course Code: E - 104	Core Compulsory – CC-4	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <p>To enable student-teachers to-</p> <ul style="list-style-type: none">•Acquire theoretical basis of educational technology and to develop awareness about recent developments in the areas of educational technology.•Equip them with various technologies to apply for improving instructional practices•Develop teaching skill required for effective instructional and institutional management.•Manage teaching and learning effectively and efficiently.•Identify and implement instructional strategies in different situations.		
Unit / Class Section	Topics	No. of Lectures:
		180
I (Class Section - A / B)	Technology and Teaching <ul style="list-style-type: none">•Educational Technology-meaning, concept & types-hardware, software, systems approach•Types of Educational Technology-Teaching technology, Instructional technology, Behavioural technology, Information and Communication Technology.	28


Incharge
Department of Education
R.G (P.G) College,
Meerut

<p style="text-align: center;">II</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Task of Teaching</p> <ul style="list-style-type: none"> •Phases of Teaching and its Operations-Pre-active, Inter-active & Post-active. •Levels of Teaching-Memory, Understanding & Reflective. 	29
<p style="text-align: center;">III</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Teaching Aids & Teaching</p> <ul style="list-style-type: none"> •Teaching Aids-Meaning, Need, Types- Projected, Non-projected & Electronic. • Edgar Dale’s Cone of experience •Audio-visual Equipments-OHP, Radio, Television, Computer, LCD Projector, etc. •Use of New Technologies – Tele-conferencing (Face to Face Distance mode of Education) Language Laboratory, e-mail, internet, Smart classes, CAI, etc. 	30
<p style="text-align: center;">IV</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Management of Learning and Teaching</p> <ul style="list-style-type: none"> •Planning •Organising •Leading •Controlling 	35
<p style="text-align: center;">V</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Strategies of Teaching & Modification of Teacher Behaviour</p> <ul style="list-style-type: none"> •Concept & classification of different Teaching Strategies- Lecture, Demonstration, Heurism, Discovery, Project, Assignment, Tutorial Group, Brain-Storming, Role Playing, Team Teaching. •Modification of Teacher Behavior <ul style="list-style-type: none"> -Micro Teaching with special reference to components of various teaching skills like - Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc. -Simulation Teaching, T-Group Training, Action Research, 	29


Incharge
Department of Education
R.G (P.G) College,
Meerut

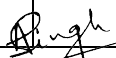
<p>VI (Class Section - A / B)</p>	<p>Professional Development of Teachers</p> <ul style="list-style-type: none"> •Teacher Evaluation, Teacher Autonomy, Teacher Accountability, Code of Ethics for Teachers. •Strategies for professional development of Teachers. 	<p>29</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● Foundation of Educational Technology – Dr. S.P. Kulshrestha & A.L. Kulshrestha ● Teacher, Teaching and Technology – A.B. Bhatnagar & Anurag Bhatnagar ● शिक्षक, शिक्षण और तकनीकी – डॉ. गिरीश पचौरी ● शिक्षक, शिक्षण और तकनीकी – डॉ. आर.ए. शर्मा, डॉ शिखा चतुर्वेदी 		
<p>Continuous Evaluation Methods: Task and Assignments and Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

Curriculum Teaching Plan


Department - Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Arti Sharma		
Course Title: PEDAGOGY OF COMMERCE	Credits - 6	
Course Code: E - 210	Core Compulsory - PC -1	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <p>To enable the student- teachers to-</p> <ul style="list-style-type: none"> •Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy •Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy •Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy •Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques •Develop interests in learning recent developments in Commerce and Accountancy •Develop a desirable positive attitude towards the teaching of Commerce and Accountancy. 		
Unit / Class Section	Topics	No. of Lectures:
		180
I (Class Section - A / B)	<p>Concept, Aims and Objectives of Commerce Teaching</p> <ul style="list-style-type: none"> •Meaning and scope of Commerce as a subject, Historical development of commerce education in India. •Place of commerce in Indian school Curriculum •Aims and Objectives of Commerce. •Instructional Objectives -meaning, importance and specification of instructional objectives in behavioural terms (with respect to Bloom's Taxonomy). •Objectives of Commerce education at High school and Intermediate levels (vocational & academic). 	28


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

<p>II (Class Section - A / B)</p>	<p>Methods and Techniques of Commerce Teaching</p> <ul style="list-style-type: none"> •Various Methods of teaching Commerce-Lecture and discussion methods, Project method, Heuristics, Problem solving method etc. •Techniques of Commerce teaching-questioning & demonstration. •Approaches of book-keeping teaching (journal approach, ledger approach, cash-book & equation approach). •Plans of commercial practice teaching (rotation, office model, battery and co-operative plan). •Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation, Explaining, Black-Writing etc. •Use of ICT in Teaching-Learning process of Commerce with computer-aided methods like-Power Point, Simulation, Softwares, Webinars etc 	<p>35</p>
<p>III (Class Section - A / B)</p>	<p>Teaching Aids and Text Books of Commerce Teaching</p> <ul style="list-style-type: none"> •Teaching aids in Commerce •Co-curricular activities in Commerce. •Commerce Room •Text book of Commerce teaching 	<p>30</p>
<p>IV (Class Section - A / B)</p>	<p>Content Analysis and Lesson Planning</p> <ul style="list-style-type: none"> •Content Analysis •Unit Plan and Resource Plan •Lesson Planning 	<p>29</p>
<p>V (Class Section - A / B)</p>	<p>Curriculum, Correlation with other Subjects, Commerce Teacher</p> <ul style="list-style-type: none"> •Curriculum in Commerce (i) Principles of curriculum construction (ii) Critical evaluation of High School syllabus. •Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlation with Maths, Geography & Economics. •Commerce teaching (i) Profile of a good Commerce teacher (ii) Professional growth of a Commerce teacher. 	<p>29</p>


<p>VI</p> <p>(Class Section - A / B)</p>	<p>Evaluation in Commerce.</p> <ul style="list-style-type: none"> •Concept, scope and importance of evaluation. •Tools and Techniques of evaluation and characteristics of a good test. •Construction and administration of an achievement test. •Diagnostic testing and Remedial teaching 	<p>29</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● वाणिज्य शिक्षण - डॉ बी.एल. शर्मा, इम्तियाज मंसूरी ● Pedagogy of School Subject Commerce – Dr. R.P. Singh, Imtiyaj Mansoori ● Pedagogy of School Subject Commerce – Soti Shivendra Chandra 		
<p>Continuous Evaluation Methods: Task and Assignments and Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department - Department of Education

Programme: B.Ed.	Year: IInd	Semester: N.A
Name of Faculty: Dr. Arti Sharma		
Course Title: EDUCATIONAL ADMINISTRATION AND MANAGEMENT	Credits - 3	
Course Code: E - 501	Core Compulsory – PC - 4	
Max. Marks: 10 + 40 = 50	Theory	
<p>Course O To enable student-teachers to-</p> <ul style="list-style-type: none">•Acquaint the student teaches with the concept and concerns of educational administration.•Develop an understanding of the role of the headmaster and the teacher in school management.•Enable the students to understand to concept at importance of communication and its possible barriers in educational administration. •Enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.•Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation utcome:		
Unit / Class Section	Topics	No. of Lectures:
		110
I (Class Section - A / B)	Concept of Educational Administration and Management <ul style="list-style-type: none">•Nature, objectives and scope of Educational Administration.•Concept of Educational Management, Human beings as inputs, process and product inputs.	20


Incharge
Department of Education
R.G (P.G) College,
Meerut


<p style="text-align: center;">II</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Basic functions of administration</p> <ul style="list-style-type: none"> •Planning, Organizing, Directing and Controlling. •Maintenance of discipline, control management. •Co-ordination and growth development. •Supervision and inspection, defects in the present supervision and inspection. 	25
<p style="text-align: center;">III</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Communication in Educational administration :</p> <ul style="list-style-type: none"> •Role of communication in effective management and administration. •Methods of communication. •Barriers of communication in educational administration. •Overcoming barriers to communication. 	20
<p style="text-align: center;">IV</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Management of schools :</p> <ul style="list-style-type: none"> •Role of headmaster in planning of school activities, approaches to management-manpower approach, cost benefit approach, social demand approach, social justice approach. •Role of the headmaster in monitoring, supervision and evaluation. •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 programmes. •Role of teachers in school management and administration. 	20
<p style="text-align: center;">V</p> <p style="text-align: center;">(Class Section - A / B)</p>	<p>Educational administration in the state :</p> <ul style="list-style-type: none"> •The administrative structure in the field of education in the state. •Control of school education in the state a critical analysis: <ul style="list-style-type: none"> -Functions of the state government in relation to secondary and higher secondary schools. - Functions of the board of secondary education in controlling secondary schools. -Problems of secondary school administration in government schools. 	25


Incharge
Department of Education
R.G (P.G) College,
Meerut

Suggested Readings:

- शिक्षा प्रशासन एवं प्रबन्धन - डॉ. मोहन लाल आर्य
- शैक्षिक प्रशासन एवं प्रबन्धन - डॉ. ए.बी. भटनागर
- शैक्षिक प्रशासन एवं प्रबन्धन - डॉ. गया सिंह
- Educational Administration & Management – Dr. R.A. Sharma


Continuous Evaluation Methods: Task and Assignments and Presentations


Incharge
Department of Education
R.G (P.G) College,
Meerut


Curriculum Teaching Plan

Department – Department of Education


Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Anupma Singh		
Course Title: PEDAGOGY OF BIOLOGICAL SCIENCES	Credits -6	
Course Code: E-207	Core Compulsory- Pedagogy	
Max. Marks: 80 (Ex) + 20 (In) = 100	Theory	
Course Outcome: To enable the Student-teachers to- <ul style="list-style-type: none">•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.		
Unit / Class Section (All Science Students)	Topics	No. of Lectures: 180
I	Nature, concepts and importance <ul style="list-style-type: none">•History and nature of biological science.•Importance of biological science for environment, health and peace.•Interdisciplinary linkage of biological science and other school subjects.•Value of biology in our lives.•Four Indian eminent biologists and their discoveries.	28


Incharge
Department of Education
R.G (P.G) College,
Meerut

II	<p>Objectives of Biology Teaching</p> <ul style="list-style-type: none"> •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 	29
III	<p>Exploring learning</p> <ul style="list-style-type: none"> •Inductive and deductive approach. Different methods and techniques of teaching biology. •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 Science with computer-aided methods like-Power Point, Simulation, Webinars etc. •Micro-teaching skills- Intoduction, Explaining, Probing questioning, Illustration and stimulus variaton etc. 	34
IV	<p>Content Analysis and Lesson Planning</p> <p>Content analysis, pedagogical analysis of content (Taking an example of any one topic of Biological science). Following points should be followed for pedagogical analysis –</p> <ul style="list-style-type: none"> -Identification of minor and major concepts. - Listing behavioral outcomes. -Listing activity and experiments. -Listing evaluation procedure. <ul style="list-style-type: none"> •Developing unit plans and lesson plans. 	30


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


V	<p>Learner centered school curriculum.</p> <ul style="list-style-type: none"> •Principles of development of biological science curriculum. Trends in science curriculum. •Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX and X classes. •Importance and type of teaching aids. Use of audiovisual aids and improvised apparatus in teaching biology, biology laboratory. •Biology museum, biology club, field trips, aquarium herbarium and vivarium exhibition. 	29
VI	<p>Concept of evaluation and measurement</p> <ul style="list-style-type: none"> •Meaning and nature of evaluation and measurement. •Tools and techniques of evaluation in biological science. •Characteristics of a good test-reliability, validity, usability and norms of a test. •Essay type, Short answer and objective type tests, Their Merits and demerits. •Concept of formative, summative and diagnostic test. • Construction of Achievement test. •Diagnostic testing and Remedial teaching. 	30
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● Teaching of Biological Science – Jasim Ahmad ● Techniques of Teaching Biological Science – Dr. P. Ameeta ● Microteaching – A. Ram Babu, Prof. S. Dandapani ● Modern Science Teaching – R.C. Sharma 		
<p>Continuous Evaluation Methods: Assignments & Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department – Department of Education


Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Anupma Singh		
Course Title: PEDAGOGY OF PHYSICAL SCIENCE	Credits-6	
Course Code: 206	Core Compulsory -Pedagogy	
Max. Marks: 80 (Ex) + 20 (In) = 100	Theory	
Course Outcome: To enable the Student teachers to- <ul style="list-style-type: none">•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.<ul style="list-style-type: none">•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.		
Unit / Class Section (All Science Students)	Topics	No. of Lectures: 180
I	Concept, Nature and Importance <ul style="list-style-type: none">•Meaning and nature of physical science, Path tracking discoveries and land mark development in science, Impact of science on modern communities, Globalization and Science.•Justification for including science as a subject in school curriculum, Eminent Indian and world Scientists - an introduction, Professions in the area of science.	28


Incharge
Department of Education
R.G (P.G) College,
Meerut

II	<p>Aims and Objectives of Teaching Physical Science</p> <ul style="list-style-type: none"> •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 behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary. 	29
III	<p>Methodology of Teaching Physical Science</p> <ul style="list-style-type: none"> •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 Science with computer-aided methods like-Power Point, Multimedia, Simulation, Webinars etc. 	33
IV	<p>Curriculum & Instructional Material Development</p> <ul style="list-style-type: none"> •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. 	28


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


V	<p>Content Analysis and Lesson Planning</p> <ul style="list-style-type: none"> •Content analysis, pedagogical analysis of content (Taking an example of any one topic of physical science). Following points should be followed for pedagogical analysis – <ul style="list-style-type: none"> -Identification of minor and major concepts. -Listing behavioral outcomes. -Listing activity and experiments. -Listing evaluation procedure. •Developing unit plans and lesson plans. 	32
VI	<p>Evaluation in Science Teaching</p> <ul style="list-style-type: none"> •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. 	30
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● भौतिक विज्ञान शिक्षण - गजब सिंह, अवनीन्द्र शील ● Pedagogy of Physical Sciences – N. Venkat Rao, Dr. Ch. Ramulu ● Innovative Science Teaching - Radhan Mohan ● Microteaching – A. Ram Babu, Prof. S. Dandapani ● Modern Science Teaching – R.C. Sharma 		
<p>Continuous Evaluation Methods: Assignments & Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Anuja Agrawal		
Course Title: Growing up as a Learner	Credits - 6	
Course Code: 103	Core Compulsory - 3	
Max. Marks: 20 + 80 = 100	Theory	
Course Outcome: <ul style="list-style-type: none">● Acquire the basic principles of psychology of learners.● Understands learner characteristics and implications for teaching-learning.● Understand learner's mental health problems & choose appropriate strategies to cope with such problems.● Apply various psychological principles and approaches to learning.● Appreciate the role of psychology in the teaching-learning process.		
Unit / Class Section	Topics	No. of Lectures: 180
I (Class Section A / B)	Psychology and learner <ul style="list-style-type: none">•Psychology – Its meaning, Nature & scope.•Educational Psychology – Meaning, Scope and its relevance for teachers, teaching and learning.•Individual Differences-Concept and Nature.•Exceptional Children-Mentally retarded, Backward, Delinquent, Gifted & Slow learner.	30
II (Class Section A/ B)	Human Development <ul style="list-style-type: none">•Concept & Stages of Development – Infancy, Childhood, Adolescence•Types of Development- Physical, Cognitive social, Emotional, moral with reference to Piaget.	35


Incharge
Department of Education
R.G (P.G) College,
Meerut


<p>III (Class Section A /B)</p>	<p>Learning and Motivation</p> <ul style="list-style-type: none"> •Concept & Theories of Learning and its Implications – Thorndike, Pavlov, Kohler, Skinner, Lewis. •Factors affecting Learning. •Motivation- Concept, Sources and its Importance for teaching-learning process. 	<p>30</p>
<p>IV (Class Section A /B)</p>	<p>Mental Health</p> <ul style="list-style-type: none"> •Concepts & Factors affecting Mental Health, ways of improving Mental Health. •Adjustment & ways for reducing Maladjustment, Defense mechanism. 	<p>28</p>
<p>V (Class Section A / B)</p>	<p>Personality</p> <ul style="list-style-type: none"> •Concept, Dimensions & Theories of personality- psycho-analytic, Trait, Type •Measurement of personality-projective techniques, etc. 	<p>29</p>
<p>VI (Class Section A/B)</p>	<p>Intelligence & Creativity</p> <ul style="list-style-type: none"> •Intelligence-Meaning, Nature & Types of Intelligence with reference to multiple Intelligence, Emotional Intelligence & Social Intelligence. •Theories of Intelligence- Two-factor, Multi-factor, Group factor and Three-dimensional Guilford model. •Measurement of Intelligence. •Creativity – Meaning, Nature and Measurement, Techniques for fostering creativity. 	<p>29</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● Growing up as a Learner – Raman Bahari Lal & Palod ● Growing up as a Learner – Dr. Monika Uppal, Dr. Sarita Sahay ● Growing up as a Learner – Girish Pachauri 		
<p>Continuous Evaluation Methods: Assignment and Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

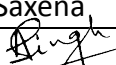
Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Anuja Agrawal		
Course Title: PEDAGOGY OF HOME SCIENCE	Credits - 6	
Course Code: 209	Core Compulsory - PC-1 & PC-2	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <p>To enable the student- teachers to-</p> <ul style="list-style-type: none">•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.<ul style="list-style-type: none">•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.		
Unit / Class Section	Topics	No. of Lectures:
		180
I	<p>Concepts</p> <ul style="list-style-type: none">•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.	28


Incharge
Department of Education
R.G (P.G) College,
Meerut


II	Pedagogical Analysis <ul style="list-style-type: none"> •Foods, Nutrition and Health •Child Care. •Fiber and Fabric. •Home Management-Importance of planning, principles of budget making. •Hygiene and sanitation. 	29
III	Methods of Teaching <ul style="list-style-type: none"> •Method of teaching as applied to Home Science (a) Teacher centred methods-lecture, demonstration (b) Child centred method-laboratory, project, assignment, discussion. •Micro-teaching skills-Intoduction, Explaining, Probing Questioning, Illustration, stimulus variaton ,etc. •Use of ICT in Teaching-Learning process of Home Science with computer-aided methods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc. 	30
IV	Content Analysis and Lesson Planing <ul style="list-style-type: none"> •Content analysis, pedagogical analysis of content (Taking an example of any one topic of Home science). Following points should be followed for pedagogical analysis – <ul style="list-style-type: none"> -Identification of minor and major concepts. -Listing behavioral outcomes. -Listing activity and experiments. -Listing evaluation procedure. •Developing unit plans and lesson plans. 	35
V	Equipments of Teaching <ul style="list-style-type: none"> •Development and designing of curriculum. •Teaching aids-classification and importance. •Development of text books. •Planning of space and equipment for Home Science laboratory. 	29
VI	Evaluation <ul style="list-style-type: none"> •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. 	29
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● गृह विज्ञान शिक्षण - डॉ. सुरक्षा बंसल ● गृह विज्ञान शिक्षण - डॉ. महिमा गुप्ता ● Pedagogy of School Subject Subject Home Science – B.L. Sharma, B.M. Saxena 		
<p>Continuous Evaluation Methods: Assignment and Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: IInd	Semester: N.A
Name of Faculty: Dr. Anuja Agrawal		
Course Title: ENVIRONMENT EDUCATION	Credits - 3	
Course Code: 503	Core Compulsory - PC-4	
Max. Marks: 10 + 40 = 50	Theory	
Course Outcome: To enable student-teachers to- <ul style="list-style-type: none">•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.		
Unit / Class Section	Topics	No. of Lectures: 110
I (Class Section A/B)	Basic Concept and Nature of Environment <ul style="list-style-type: none">• Meaning, scope and nature of environment. Natural and Man-made Environment.•Ecosystem-Structure, function and its components.•Energy flow in Ecosystem-Food chains, Food webs and Ecological pyramids.	20



Incharge
Department of Education
R.G (P.G) College,
Meerut

<p>II (Class Section A/B)</p>	<p>Natural Recourses and Associated Problems</p> <ul style="list-style-type: none"> •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 & 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. 	<p>25</p>
<p>III (Class Section A/B)</p>	<p>Biodiversity and its conservation</p> <ul style="list-style-type: none"> •Meaning and values of Biodiversity, India as a Mega diversity Nation. •Threats to Biodiversity-habitat loss, poaching of wild life, man-wildlife conflicts. •Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature. 	<p>25</p>
<p>IV (Class Section A/B)</p>	<p>Environment Issues and Its Preventive Measures</p> <ul style="list-style-type: none"> •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 Land slides. 	<p>20</p>
<p>V (Class Section A/B)</p>	<p>Environment Management</p> <ul style="list-style-type: none"> •Programmes of Environmental Education for attitude changes among the children. •Environmental Ethics and Values. •Environmental Acts, Rule and Regulations. •Role of school in environmental conservation and sustainable development. 	<p>20</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● पर्यावरण शिक्षा - शिल्पी शर्मा, संध्या वाष्णीय ● पर्यावरण शिक्षा - डॉ. ए.बी. भटनागर ● Environmental Education – Dr. A.B. Bhatnagar, Dr. Anurag Bhatnagar, 		
<p>Continuous Evaluation Methods: Assignment and Presentations</p>		

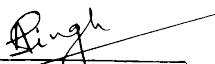
Curriculum Teaching Plan

Department – Department of Education

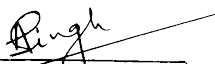
Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr Meenakshi Jain		
Course Title: PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION	Credits - 6	
Course Code: E - 102	Core Compulsory – CC2	
Max. Marks: 20 + 80 =100	Theory	
<p>Course Outcome:</p> <p>To enable student-teacher to-</p> <ul style="list-style-type: none">•Answer three basic questions-what ? why & How of the Education.•Develop an understanding of contribution of Indian & Western philosopher.•Build their own view about different Indian Religion and respect them.•Describe the role of Education in desirable social change and socio-economic development.• Transform one-self and society to empower people to assure responsibilities for creating sustainable future.		
Unit / Class Section	Topics	No. of Lectures: 180


Incharge
Department of Education
R.G (P.G) College,
Meerut

<p>I (Class Section B)</p>	<p>Education and knowledge</p> <ul style="list-style-type: none"> • Education – meaning, nature and modes-formal, Informal and Nonformal • Purposes of Education-Individual Development or social Transformation • Knowledge-meaning and ways of knowing, • Forms of knowledge-Local & universal, concrete & Abstract, Theoretical & Practical, Contextual & Textual, School & out-of-school. 	<p>32</p>
<p>II (Class Section B)</p>	<p>Education and Philosophy</p> <ul style="list-style-type: none"> • Philosophy of Education-meaning and significance in the context of Aims of Education, Curriculum, methods of Teaching & discipline etc. <p>CCS University, Meerut/B.Ed.(Two Year) Syllabus/Session 2019-21 Onwards 13</p> <ul style="list-style-type: none"> • Major schools of thoughts and their Impact of an Education. <p>(i) Idealism , Naturalism, Realism, Pragmatism and Humanism. (ii) Sankhya ,Yoga &Advaita Philosophy.</p>	<p>32</p>
<p>III (Class Section B)</p>	<p>Education and Society</p> <ul style="list-style-type: none"> • Educational Sociology – meaning & nature & socialization of the child. • Education as a means of social change and social welfare • Education as a means of Human Resource Development & Economical Development. • Meaning of a new social order and modernization of Education 	<p>30</p>
<p>IV (Class Section A)</p>	<p>Educational Thoughts : Indian & Western Thinkers</p> <ul style="list-style-type: none"> • MK Gandhi ,Tagore, Aurobindo, Vivekanand, Giju Bhai. • Aristotle, Socrates, Plato, Rousseau, Dewey, Froebel, Montessori. 	<p>28</p>


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


V (Class Section A)	Education and Values <ul style="list-style-type: none"> • Values – Meaning, Nature & Types. • Source of values – The Constitution of India, Democracy, Secularism, etc., Fundamental Rights & Duties, Directive principles, Constitutional provisions for Education. • Education for peace – Issues of National & International conflicts, social injustice, communal conflicts harmony, Individual Alienation, Role of Individuals in making peace : A way of life. 	30
VI (Class Section A)	Education for National Integration <ul style="list-style-type: none"> • National Integration – meaning & Need, Role of Teacher, Institutions & Cultural Heitage, Regional expectation and aspiration. • Role of celebration of Indian Festivals 	28
Suggested Readings: <ul style="list-style-type: none"> ● Philosophical and Sociological Perspective of Education – Raman Behari Lal ● Philosophical and Sociological Perspective of Education – Girish Pachauri ● Philosophical and Sociological Perspective of Education – Dr. A. B. Bhatnagar, Dr. Anurag Bhatnagar ● Philosophical and Sociological Perspectives of Education – Poonam Madan, RamShakal Pandey 		
Continuous Evaluation Methods: Assignments & Presentations		


Incharge
Department of Education
R.G (P.G) College,
Meerut

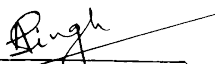
Curriculum Teaching Plan

Department – Department of Education

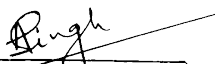
Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Meenakshi Jain		
Course Title: Pedagogy of Social Science	Credits - 6	
Course Code: E - 204	Core Compulsory – PC-2	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <p>To enable the student teacher to-</p> <ul style="list-style-type: none">•Understand 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.		
Unit / Class Section	Topics	No. of Lectures: 180


Incharge
Department of Education
R.G (P.G) College,
Meerut

<p>I (Class Section A)</p>	<p>Nature and Scope of Social Sciences</p> <ul style="list-style-type: none"> •Social sciences and social studies: Course subjects of social sciences - History, Civics, Geography and Economics, inter-relationship between them. •Rational for including these area in school curriculum. •Instructional objectives of Teaching Social Sciences at Secondary level. 	<p>32</p>
<p>II (Class Section A)</p>	<p>Methodology for Social Science Pedagogy</p> <ul style="list-style-type: none"> • Strategies for teaching Social Science in terms of specifics methods like Lecture, Question-Answer, Group Discussion, Project and Source Methods, Socialized Recitation and Supervised Study, Tutorials. • Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black Writing etc. • Selecting and using teaching aids: Chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: Slide projectors, Film Projectors, Overhead projectors, epidiascope. 	<p>32</p>
<p>III (Class Section A)</p>	<p>Content Analysis and Lesson Planning</p> <ul style="list-style-type: none"> •Content analysis •Unit Planning •Lesson Planning. 	<p>30</p>
<p>IV (Class Section A)</p>	<p>Curriculum and Text-Books</p> <ul style="list-style-type: none"> •Place of social Studies in Secondary School Curriculum. Principles of Curriculum Construction for Social science. •Characteristics of good text-book, Evaluation of Social Science Textbooks 	<p>28</p>


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


<p>V</p> <p>(Class Section A)</p>	<p>Social Science Teacher and co-curricular activities</p> <ul style="list-style-type: none"> •Qualities of Social Science teacher •Principles of organizing co-curricular activities. •Formation and management of Social Science clubs. •Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscript magazine. •Using Community Resources •Organizing field trips •Social Science Room 	<p>30</p>
<p>VI</p> <p>(Class Section A)</p>	<p>Transaction mode and Evaluation</p> <ul style="list-style-type: none"> •Objectives of evaluation in social science. •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 . 	<p>28</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● सामाजिक विज्ञान शिक्षण - डा. राजेन्द्र सिंह तोमर ● सामाजिक अध्ययन शिक्षण का शिक्षाशास्त्र - डा. मोहनलाल आर्य, भूपेन्द्र कौर, डा. महेन्द्र प्रसाद पाण्डेय, राज कुमारी गोला ● Pedagogy of School Subject Social Sciences – Dr. R.A. Sharma, Shikha Chaturvedi ● Pedagogy of School Subject Social Sciences – Gurvinder Kour, Vijay Kumar Gupta, Nisha Singh ● Pedagogy of School Subject Social Sciences – Ravi Kant 		
<p>Continuous Evaluation Methods: Assignments & Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

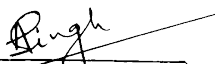
Curriculum Teaching Plan

Department – Department of Education


Programme: B.Ed.	Year: IInd	Semester: N.A
Name of Faculty: Dr. Meenakshi Jain		
Course Title: Critating an Inclusive School	Credits - 3	
Course Code: E - 301	Core Compulsory – CC5	
Max. Marks: 10 + 40 = 50	Theory	
<p>Course Outcome:</p> <p>To enable student-teachers to :</p> <ul style="list-style-type: none">•Understand inclusive education- concept and nature.•Understand the global and national commitments towards the education of children with diverse needs•Prepare condusive teaching learning environment in inclusive schools.•Identify and utilize existing resources for promoting Inclusive practice.		
Unit / Class Section	Topics	No. of Lectures: 110


Incharge
Department of Education
R.G (P.G) College,
Meerut

<p>I (Class Section A +B)</p>	<p>Introduction to Inclusive Education</p> <ul style="list-style-type: none"> •Defination, concept needs 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. 	<p>23</p>
<p>II (Class Section A +B)</p>	<p>Children with Diverse Needs</p> <ul style="list-style-type: none"> •Defination and characteristics of children with divers 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 belonging to other marginal groups. •Role of teachers for meeting these diverse needs of learners 	<p>22</p>
<p>III (Class Section A +B)</p>	<p>Inclusive Education and its Practices</p> <ul style="list-style-type: none"> •Inclusive instructional design and collaborative instruction for inclusion. •Differentiating Instruction – peer tutoring and peer mediated instruction and interventions, co-opertive 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 & inclusive education. 	<p>22</p>


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


<p>IV (Class Section A +B)</p>	<p>Inclusive Schools</p> <ul style="list-style-type: none"> •Infrastructural facilities for an Inclusive school •An ideal inclusive school •Role of inclusive school in modern times. •Inclusive classroom managements 	<p>21</p>
<p>V (Class Section A +B)</p>	<p>Teachers Role in Inclusive Education</p> <ul style="list-style-type: none"> •Qualities of an Inclusive teacher •Teachers role in shaping Inclusive class room. •Inclusive teacher-educator in facilitating inclusive education. •Guidance and conseling for inclusive teachers, students and principals •Training programme for Inclusive teachers. 	<p>22</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ● समावेशी शिक्षा - यतीन्द्र ठाकुर ● समावेशी विद्यालयों का सृजन - शिखा चतुर्वेदी ● Fundamentals of Special Education – Dr. R.A. Sharma ● Creating an Inclusive – K.P. Singh, Satyaveer Singh 		
<p>Continuous Evaluation Methods: Assignments & Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: IInd	Semester: N.A
Name of Faculty: Dr. Seema Agarwal		
Course Title: ASSESSMENT FOR LEARNING	Credits - 3	
Course Code: E -401	Core Compulsory PC - 3	
Max. Marks: 10 + 40 = 50	Theory	
<p>Course Outcome:</p> <ul style="list-style-type: none">• Become cognizant of key concepts such as measurement & evaluation, assessment, test examination, formative & summative evaluation etc.• Be exposed to different kinds of assessment that aid student learning.• Have an idea of new trends in evaluation.• Learn the different characteristics of standardize test-Reliability, validity, Norms, etc.• Relate & use statistics in educational setting		
Unit / Class Section	Topics	No. of Lectures: 110
I (Class Section A)	Measurement, Assessment and Evaluation •Concept of Measurement, Assessment & Evaluation, Test Assessment, Examination, Formative & Summative Evaluation, Continuous and Comprehensive Evaluation •New Trends: Open Book Examination, Grading, CGPA (Cumulative Grade Point Average), CBCS (Choice Based Cried System). • Distinction between 'Assessment for Learning' & 'Assessment of Learning'	22
II (Class Section A)	Assessment Tools •Quantitative & Qualitative Tools. •Constructing an Achievement Test- Preparation of Blue-Print, Item-Analysis and Try out.	23


Incharge
Department of Education
R.G (P.G) College,
Meerut


III (Class Section A)	Standardization of Measuring Instrument Objectivity •Reliability •Validity and •Norms.	21
IV (Class Section B)	Data and Measures of Central Tendencies •Data: Meaning & Types of data, Frequency Distribution, Graphic Representation, Percentage. •Measures of Central Tendencies – Mean, Median & Mode.	22
V (Class Section B)	Measures of Variability & Correlation •Range, Quartile Deviation, Standard Deviation, Percentile •Correlation: Meaning and Types, Calculation of correlation by Spearman Rank- order method.	22
Suggested Readings:		
<ul style="list-style-type: none"> • Assessment for Learning – A.B. Bhatnagar • Adhigam ke liye Aklan – Bipin, Asthana • Assessment for Learning – Seema Vishnoi & Renu Chaturvedi • Adhigam ke liye Aklan - Lal & Palod 		
Continuous Evaluation Methods: Assignment and Presentations		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut


Curriculum Teaching Plan

Department – Department of Education

Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr Seema Agarwal		
Course Title: PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION	Credits - 6	
Course Code: E - 102	Core Compulsory – CC2	
Max. Marks: 20 + 80 =100	Theory	
<p>Course Outcome:</p> <p>To enable student-teacher to-</p> <ul style="list-style-type: none">•Answer three basic questions-what ? why & How of the Education.•Develop an understanding of contribution of Indian & Western philosopher.•Build their own view about different Indian Religion and respect them.•Describe the role of Education in desirable social change and socio-economic development.• Transform one-self and society to empower people to assure responsibilities for creating sustainable future.		
Unit / Class Section	Topics	No. of Lectures: 180
I (Class Section A)	Education and knowledge <ul style="list-style-type: none">• Education – meaning, nature and modes-formal, Informal and Nonformal• Purposes of Education-Individual Development or social Transformation• Knowledge-meaning and ways of knowing,• Forms of knowledge-Local & universal, concrete & Abstract, Theoretical & Practical, Contextual & Textual, School & out-of-school.	32


Incharge
Department of Education
R.G (P.G) College,
Meerut


<p>II (Class Section A)</p>	<p>Education and Philosophy</p> <ul style="list-style-type: none"> • Philosophy of Education-meaning and significance in the context of Aims of Education, Curriculum, methods of Teaching & discipline etc. <p>CCS University, Meerut/B.Ed.(Two Year) Syllabus/Session 2019-21 Onwards</p> <p>13</p> <ul style="list-style-type: none"> • Major schools of thoughts and their Impact of an Education. <p>(i) Idealism , Naturalism, Realism, Pragmatism and Humanism. (ii) Sankhya ,Yoga &Advaita Philosophy.</p>	<p>32</p>
<p>III (Class Section A)</p>	<p>Education and Society</p> <ul style="list-style-type: none"> • Educational Sociology – meaning & nature & socialization of the child. • Education as a means of social change and social welfare • Education as a means of Human Resource Development & Economical Development. • Meaning of a new social order and modernization of Education 	<p>30</p>
<p>IV (Class Section B)</p>	<p>Educational Thoughts : Indian & Western Thinkers</p> <ul style="list-style-type: none"> • MK Gandhi ,Tagore, Aurobindo, Vivekanand, Giju Bhai. • Aristotle, Socrates, Plato, Rousseau, Dewey, Froebel, Montessori. 	<p>28</p>
<p>V (Class Section B)</p>	<p>Education and Values</p> <ul style="list-style-type: none"> • Values – Meaning, Nature & Types. • Source of values – The Constitution of India, Democracy, Secularism, etc., Fundamental Rights & Duties, Directive principles, Constitutional provisions for Education. • Education for peace – Issues of National & International conflicts, social injustice, communal conflicts harmony, Individual Alienation, Role of Individuals in making peace : A way of life. 	<p>30</p>
<p>VI (Class Section B)</p>	<p>Education for National Integration</p> <ul style="list-style-type: none"> • National Integration – meaning & Need, Role of Teacher, Institutions & Cultural Heitage, Regional expectation and aspiration. • Role of celebration of Indian Festivals 	<p>28</p>


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut

Suggested Readings:

- Philosophical and Sociological Perspective of Education – Raman Behari Lal
- Philosophical and Sociological Perspective of Education – Girish Pachauri
- Philosophical and Sociological Perspective of Education – Dr. A. B. Bhatnagar, Dr. Anurag Bhatnagar
- Philosophical and Sociological Perspectives of Education – Poonam Madan, RamShakal Pandey


Continuous Evaluation Methods: Assignments & Presentations


Incharge
Department of Education
R.G (P.G) College,
Meerut


Curriculum Teaching Plan

Department – Department of Education


Programme: B.Ed.	Year: Ist	Semester: N.A
Name of Faculty: Dr. Seema Agarwal		
Course Title: Pedagogy of English	Credits - 6	
Course Code: E - 202	Core Compulsory PC - 1	
Max. Marks: 20 + 80 = 100	Theory	
<p>Course Outcome:</p> <ul style="list-style-type: none">• Understand about the nature and characteristics of a language and mother tongue and the use of language.• Practice the required skill and their interlinks for mastering a language.• Understand the various approaches for planning for successful language teaching.• Understand the Approaches for teaching different aspects of language.• Understand the Aids and other similar available material that could be used for teaching language.• Practice the technique of obtaining feedback for self-evaluation and evaluation of students' success in learning and using the language.		
Unit	Topics	No. of Lectures:
		180
I	Background to the Study of English <ul style="list-style-type: none">• Role of English in the present day; Position of English in the Indian school curriculum in the context of the three language formula.• English as a second Language.• Functions of language.• Linguistic principles.• Aims and objectives of teaching of English at Junior and Secondary level.	30


Incharge
Department of Education
R.G (P.G) College,
Meerut

II	<p>Content and pedagogical analysis</p> <ul style="list-style-type: none"> • Teaching of prose, poetry, composition and grammar. • Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and composition and grammar. • Preparation of micro lessons based on the following skills : <ul style="list-style-type: none"> (i) Introduction. (ii) Questioning. (iii) Explaining (iv) Illustration (v) Stimulus variation 	32
III	<p>Methods of Teaching and Skills of Teaching</p> <ul style="list-style-type: none"> • Difference between Method and Approach of teaching English, Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method. • Various Approaches of teaching English; Structural Approach, Communicative Approach, Holistic Approach & Linguistic communicative approach. • Development of following linguistic skills <ul style="list-style-type: none"> (i) Listening and understanding (ii) Speaking (iii) Reading (iv) Writing 	32
IV	<p>Unit and Lesson Planing</p> <ul style="list-style-type: none"> • Unit Planning • Lesson Planning; concept importance & preparation <ul style="list-style-type: none"> (a) Prose, its importance, planning and teaching (b) Grammar, its importance, planning and teaching (c) Composition, its importance, planning and teaching (d) Poetry, its importance, planning and teaching. 	30
V	<p>Teaching Aids and Text-Books</p> <ul style="list-style-type: none"> • Importance of Instructional material and their Effective use. • Use of following aids : <ul style="list-style-type: none"> (i) Chalk board (vii) Record-Player (linguaphones) (ii) Flannel board (viii) Radio (iii) Pictures. (ix) Television (iv) Picture cut-out (x) Film and filmstrips (v) Charts (xi) Overhead Projector (vi) Tape-recorder. (xii) Language laboratory • Qualities of a Good English Text-Book 	28


Incharge
Department of Education
R.G (P.G) College,
Meerut

VI	<p>Evaluation in English</p> <ul style="list-style-type: none"> • Basic principles of testing English, Tools and Techniques of Evaluation. • The Meaning and Significance of Comprehensive and Continuous Evaluation in English. • Development of good test items in English (objectives type, short answer type, essay type). • Construction of an achievement test • Diagnostic testing & Remedial teaching in English. 	28
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Teaching of English – Dr. Geeta Rai • Teaching English in India – Abha Rani Bisht • Pedagogy of School Subject English – R.A. Mittal, S.K. Lenka • Methods of Teaching English – Dr. Shaikh Mowla 		
<p>Continuous Evaluation Methods: Assignments & Presentations</p>		


 Incharge
 Department of Education
 R.G (P.G) College,
 Meerut