



Red FIRST SEM-

Contemporary India & Education

EDUC-II



Unit

Sub-Unit

Unit - I

Concept of Education and philosophy.

- a) - Education - meaning nature and scope.
- b) Philosophy - meaning and nature.
- c) Interrelation between philosophy and education
- d) Educational Thinkers and their contribution in developing Principles of education Pestalozzi, John Dewey, Froebel - The Play Way - method, Montessori, The didactic apparatus, Mahatma Gandhi, Sri Aurobindo - Man making education, Maulana Abul Kalam Azad, Dr Babasaheb Ambedkar, A.P.J. Abul Kalam and Mahatma Phule

Unit II and

Unit II -

2) Education in India during the pre-Independence Era.

- a) Education during the vedic, Buddhist and Medieval period reference to objectives, charastosa stiz, method of teaching, literature, subject taught, centers, merits and limitations
- b) Education during the British pre Independence Era -



Objective of Teaching

Method of Teaching

Sign.

Explain about the relationship between philosophy education & implication of philosophy on education

Lectures
can
Discussion

20

1) Anglicist and orientalist controversy on education in India.

— 11 —

20

2) Macaulay Minutes.

3) Woods Dispatch

4) Indian Education commission -

Hunter commission 1882

5) Movement for National Education

6) Wardha scheme of Education

— 11 —



Unit - 3)

Sub unit

iii) Education in India during the post-Independence period

- 1) Kothari Commission
- 2) National Education policy 1986, Revised NEP-1992
- 3) National Knowledge Commission - 2005
- 4) National Curriculum Framework - 2009
- 5) Sarva-Shiksha Abhiyan
- 6) Rashtriya Ucha Shiksha Abhiyan - RUSA.

Unit IV

Social Diversity and Universalization of Education.

- a) Concept of Social Diversity: types of diversity with respect to regions, languages, religions, caste tribes etc.
- b) Indian contribution - preamble constitutional articles related to education, fundamental rights & directives principles of states policy
- c) Constitutional values related to aims of Education.
- d) Impediments in the way to achieve universalization of Education.
- e) Achieving a Learning Society: distance education, continuing education



Objective of Teaching

Method of Teaching

marks

Show the contribution of various major committees and commissions on education set up from time to time.

Lectures & Discussion on the topic

20

Tell that the development of education is influenced by socio-political forces of the time.

Lectures discussion, etc.

20

Answer



B.ed. FIRST SEMESTER

EPC - I

ENHANCING PROFESSIONAL CAPACITIES
CRITICAL UNDERSTANDING OF ILT



Unit	Sub - Unit
Unit - I Understanding and integration of ICT in Education.	a. Concept and nature of ICT b. Application of ICT in education i) Teaching - Learning ii Evaluation iii) Administration iv) Research. e) Publication c. Challenges and barriers to the integration of ICT in Indian schools.
Unit - II Agencies promoting ICT.	a) National Mission of education through ICT (NMEICT) Sakshat portal. b) NPTEL, NKN, INFLIBNET, VLE c) Legal and ethical issues in use of ICT - Hacking, violation of copyright, Netiquettes, Plagiarism.
Unit - III - ICT supported Advanced Teaching Strategies.	a) Smart classrooms - Nature, feature - Advantages. b - online learning resources c. Library e learning c. Video conferencing Webinars



Object of teaching

Method of teaching

Marks

Sign

understand the concept,
need and importance of ICT
and its application in
education.

Lectures
Method,

10

understand the efforts
of the Govt. in promoting
education through ICT.

discussion

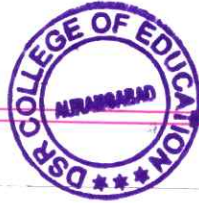
10

understand ICT based
teaching-learning strate
gies & resources.

Lectures,

10

Cont



B.ed. FIRST SEMESTER

EPC-II

Enhancing professional Capacities. yoga
and Health education



Unit	Sub-unit
Unit - I Introduction to yoga	a) yoga - meaning, importance, need & principles of yoga & healthy living. b) History of yoga as a discipline. c) Types of yoga. d) Rajayoga & Hata yoga - introductory part, its importance.
Unit - II Introduction to yoga practices.	a) Understanding Asthanga Yoga of Patanjali - Introduction, meaning of various Ashtangas, importance of Asthanga yoga, Benefit of yoga to mankind. b) Asana's method and Kriya's Bandha - classification, importance and benefits. c. Suryanamaskar - Introduction and its benefits to human body. d. process of Inhaling & Exhaling, importance and practice. e. pranayam - Types, Importance and benefits. f. meditation process in Patanjali's sutra.



Objective of Teaching

Method of Teaching

Marks

Signature

understand the
importance of yoga &
health.

10

understand the
meaning of yoga &
yogic practices.

10

Continued



unit

sub-unit

unit - III
Yoga and Health

- a) Concept of Health and Diet - importance of vitamins, minerals, fibres and micronutrients to human body.
- b) Sources of vitamins, minerals, fibres and micronutrients
- d) integrated approach of yoga for Health & Stress Management.



Objective of Teaching Method of Teaching

Notes

Sign.

understand the
practice of Asana
pranayama and
meditation

Lectures
discussion

10

C. V. M.



B.ed. FIRST SEM-

EDUCC-III

Language Across the curriculum.



Unit

sub unit

Unit - I

Knowing language across the curriculum, challenges and strategies for multilingual classrooms

- a) Language across the curriculum meaning, scope and significance
- b) Language as a determinant of access, a tool for communication in variety context and across different disciplines.
- c) Creating sensitivity to the language diversity.
- d) challenges and issue in multilingual classrooms.
- e) strategies for multilingual classroom - role play, discussion, debates, questioning, illustration and other pedagogic communication strategies.

Unit - II

Acquisition of Language skills

- a) Listening skills. Developing pronunciation by Phonic Drills Developing vocabulary by listening to the language of new words in different context and meaning
- b) i) Reading and writing.
i) Relationship between Reading and writing
ii) oral and silent Reading of Expository texts. Strategic comprehension pre-Reading and post Reading activity.



Objective of Teaching	Method of Teaching	marks	Sign
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develop Sensitivity and competency teachers catering to a multilingual audience in school.	lecture	20	
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understand the nature and structure of language.	discussion	20	Cr. more
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BED, SECOND SEMESTER

EDUCC-IV

Assessment for Learning



Unit

Sub-unit

Unit - I
Fundamentals of
Assessment

a) Perspective of Assessment:

• Assessment for learning, Assessment of learning and Assessment as learning.

b) Types of assessment: meaning and feature, formative, summative and diagnostic.

c) Continuous comprehensive evaluation meaning, need, characteristics, implementation, procedure and problem.

d) Taxonomy of Education objectives Revised Bloom's taxonomy and R.H. Dave)

e) Learning Experience (Types and Sources)

f) Use of ICT in Assessment and Evaluation.



Objective of teaching	Method of Teaching	Marks	Sign
1) Understand fundamentals Teachers to.	discussion lectures	20	C. V. M. M.



Unit

Sub - Unit

Unit - II

Tools and Techniques
of assessment

a) Norm reference assessment
and criterion referenced
assessment.

b) - Characteristics of good test
reliability, validity,
objectivity, discrimination
power usability and adequacy

c) Tools & techniques of Assessment.
Quantitative, written, oral
and practical types of question
- Short long marks covering
all three domain of learning
cognitive, affective and
psychomotor.

d) Tools & technique of Assessment -
Qualitative observation techniques
scale and checklist reporting
technique interview and questionnaire
projective techniques, sociometric
technique Sociogram, and games
Who writing diary and thematic
appreciation test. TAT. Draw a picture.



Objective of teaching	Method of Teaching	Marks	Sign
Get acquainted with various tools and techniques of assessment	Lectures & Discussion	20	C. V. V. V.



Unit

Sub Unit

Unit - IIIrd.
Statistical method
and interpretation
of data.

- a) Need and importance of statistic in assessment.
- b) Tabulation of data, Graphical representation of data - Histogram, frequency polygon and Pie - diagram.
- c) Measures of central tendency mean, mode and Median (Characteristics, limitations application and computation).
- d) Measures of Variability - Range, quartile deviation and Standard deviation (Characteristics, limitations application and computation).
- e) Percentile and Percentile rank (Characteristics, limitation, application and computation).

Unit - IV
Statistical method
and Action Research

- a) Meaning and interpretation test score - raw, standard scores Z scores and T scores.
- b) Coefficient of correlation by using Spearman's Rank Difference method and its interpretation.



Objective of teaching	Method of teaching	marks	Sign
develop skill and competencies for use of assessment tools.	discussion lectures.	20	C. V. M.



mb - ~~24~~

- c) Normal probability curve (properties and uses).
- d) Action Research - meaning, concept, nature proposal
- e) Action Research - Report writing.



BEd.

III Sem

EDUCC - VIII B

Pedagogy of school subject.

Mathematics.

Unit	Sub unit
Unit I	a) Principles of curriculum construction
School Curriculum	b) Present curriculum & syllabus. (Sec. & Higher secondary)
Text book	c) Characteristics of Textbook d) Analysis of maths Textbook.

Unit II	a) Qualities of good mathematic teacher.
Professional develop. of mathematics teacher & planning for T. & L. of mathematics.	b) Content knowledge & professional develop. of mathematic teacher. c) Content cum methodology, - meaning, concept & str of maths & content analysis. d) SE Model.



Objectives of Teaching

Method
of
Teaching

Marks

Sign

To understand the principles of good curriculum of maths.

Lecture
~~20~~
method.

20

Q

- To develop qualities of maths teacher for prof. develop.

Lecture
method 20

Q



B.Ed

IIIrd SEMESTER

LEARNING AND TEACHING

UNIT PLAN



B.Ed

IIIrd SEMESTER

LEARNING AND TEACHING

UNIT PLAN



unit

sub unit

unit - I

understanding the Learner

a) psychology of diversified learner: - Dimensions of difference in psychological attribute cognition

b) understanding learners from the perspective of multiple intelligences & focus Gardner's Theory of multiple intelligences with a focus

c) Implications for Tg-Lg in the light of changing concept of intelligence, including emotional intelligence social intelligence.

d) Difference in learners based on or predominant lg style and types of lg styles.

e) understanding differences based on range of cognitive abilities lg difficulties, slow learner, dyslexia, intellectual deficiency.

unit - II

understanding Learning and Learning Strategies

a) Meaning and factors of learning

b) Perspectives on Human Lg

i) Pavlov

ii) Thorndike

iii) Skinner

c) Role of teacher in Tg-Lg situation as negotiator, facilitator, negotiator

Objectives of Learning Methods of Teaching Marks Sign.

To develop an understanding about differential learning needs of the learner with regard to abilities, lg styles socio-cultural difference, language and lg difficulties

Lecture + discussion method

20



Gain an understanding of different theoretical perspectives of learning including the constructivist perspective

Individual group assignment

20



Self study

Presentation



unit III

Learning in
"Constructivist"
perspective

Constructivist approach of
Learning and its educational
Implications

- a) 5E Model
- b) Bruner (cognitive constructivism)
- c) Vygotsky's social constructivism
- d) Piaget's Meaningful
Verbal Lg Theory
- e) Tg as a facilitator for
construction of knowledge
and Lg as transmission of
knowledge
- (i) experiential Lg and reflection
- (ii) Social mediation
- (iv) Cognitive negotiability
- (v) Situated Lg & Cognitive
apprenticeship
- 5) Meta-cognition

unit IV

Teaching as
a
profession

- a) Meaning of Tg with respect to
practice, activity & performance
- b) Tg as a complex activity
- c) Reflective Tg to enhance Lg
- d) Tg as profession
- e) professional development
of teachers
- f) Teacher autonomy and
accountability
- g) Teacher aptitude and
Attitude and Mental
health for professional
efficacy



Objective of Learning

Methodology of Tg

Marks signs.

Develop awareness
of the different
contexts of Lg.

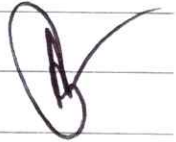
→ Gain an understanding
of different theoretical
perspectives of Learning
including the
Constructivist
perspectives.

Lecture cum

discussion
method

Project method

20



Develop understanding
about the
concept of
teaching from
various
perspectives.

Self-study

Presentation

Project method

Seminar
presentation

20





B. Ed

Third Semester

ED VCC - VIII A

Pedagogy of school subject-English

unit Plan.

Unit I

Language Acquisition and Teaching of Grammar, Comprehension & Vocabulary.

1. Listening - concept, significance, activities & Method to develop listening
2. Speaking - concept, significance, activities and methods to develop speaking.
3. Reading - concept, method type -
4. Writing - types of composition
5. Method of Teaching grammar and Comprehension
6. Teaching of vocabulary in context.

Unit II

Language, Literature and -Acquisition & professional development of an English Teacher.

1. Language, Literature and English Language
2. Understanding different forms of literature, literature in the school curriculum.
3. Translation importance & relevance of media. need translation as a creative activity.
4. Qualities of an English Teacher
5. Professional growth of English teacher
6. Concept of 5E model and its importance



Objective of Learning

Methods of
Tg

Mark

Syn.

To develop language
acquisition skills

20

A ✓

Enrich the knowledge
of Eng. Language
for professional
development.

Lecture +

discussion
method

group discussion

get acquainted
w essential aspects
of Eng. grammar
comprehension
& vocabulary

Individual

group assignment

Self study

20

B ✓

get acquainted
w language,
literature &
Aesthetics

Presentation

Project method
and
seminar
presentation



B.Ed IV
Semester
Gender, School.
&
Society

Unit	Subj unit
Unit Gender Issues: key concepts	a) Gender :- meaning, differentiation and difference between gender and sex b) Gender related term concepts, equality & equity. c) Influence of family, caste, religion, culture, religion d) Gender-based violence meaning, forms and types

Unit - II Gender issue & Role of Education and Constitution	a) Role of schools, peers, Teacher, curriculum, books & Gender issue b) Gender bias in Education Teacher and parent role to combat gender bias c) Role of institutions redressing sexual harassment & sexual abuse d) Constitutional and legal provision protect women and protection
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Objective of Learning	Method of Teaching	Marks	Sign
* To understand the Concept of gender	Method Lecture +	20	B
* To know the Influence of family, cast & religion	Group Discussion		
* To know the Gender issue face by schools, Teachers, & curriculum.	Lecture method +	20	B
* To understand the Role of Institution for reducing sexual treatment	Group Discussion		



B.Ed
IV Semester

Creative An Inclusive
Classroom



Unit

Sub unit

Unit - I

Understanding
Inclusive
Education
&
Inclusive
practices

- concept of inclusive -
visually imainted learning
- Types of inclusion in
schools individualized
- Understanding Diversity
i) physical disabilities - visually
ii) Intellectual - mentally challenged
& creative children
iii) learning disabilities -
dyslexia, dysgraphia -
- Socially - free
environment -
- Pedagogical strategies,
peer tutoring, buddy system
- Barriers - free environment

Unit - II

Government
policy,
perspective &
Support
Services of
Inclusive
Education

- National policy of Edⁿ NEP
2020
- Rehabilitation Council of
India Act - 1992
- Samva Shiksha Abhiyan
(SSA - 2000)
- RMISA (Rashtriya madhyamik
Samva Shiksha Abhiyan - 2009)
- Persons with disabilities
Act (RPWD - Act 2016)
- The Right of Person Rule 2019 - 2016
- Support services - special
needs
- Classroom management and
organization



Page No.:

Date: / /

	Objective of Learning	Method of Teaching	Mark	Sign
*	understanding the nature, causes, disabilities and barriers	Lecture method +	20	B
*	To know the concept of inclusive education	Group Discussion		
*	To know the Government Policy. Supported to Education	Lecture method +	20	B
*	To understand the different types of Act Related to PWD.	Group Discussion		



B. Ed.

IV - Semester

Environmental
Education



Page No.:

Date. / /

Unit

Sub unit

Unit-I

Nature of
Environmental
Education

- a) Environmental - meaning
Biotic and Abiotic
- b) Definition, Scope and
importance of Environment
Education
- I) objective of Environmental
Education
- J) Factors of Environment
Atmosphere - Biosphere

Unit-II

Environmental
Hazards and
Global atmosphere
change

- a) Nature of Hazards -
Earthquake - Flood
- b) Manmade hazards - soil
erosion, pollution of ocean
- c) Impact of Environmental.
life physical, psychological
social & economic.
- d) Biodiversity - meaning -
Definition, structure &
function
- e) Conservation of Biodiversity
Ex-situ & In situ.

Unit-III

Education
for Sustainable
Development

- a) Sustainable Development
meaning, need & Sustainable
- b) Sustainable environment
- c) ecosystem - meaning and its
types - (Genetic, Species)
- e) Conservation of Biodiversity -



Page No.:

Date: / /

Objective of Learning

Method of Teaching

Marks

Sign

* To understanding the meaning of Environment.

Lecture Method

20

* To know the objective of Environment of Education

+ Group Discussion

* To know the Nature of Hazard -

Lecture method

20

* To understand the Global atmosphere

+ Group Discussion

* To understand the Sustainable Development

Lecture method

20

* To know the ecosystem and type of Genetic

+ Group Discussion



Page No.:

Date: / /

Unit

Sub Unit

Unit - IV

Role of School,
Teacher, and Law
in Environmental
Education

a) Co-Relation of Environmental
education with school
subject

b) Role of teacher in
Environmental education

c) Integrating environmental
education

etc) Law of conservation and
protection : Environmental
protection Act, wild life
protection Act

	Objective of Learning	Method of Teaching	Mark	Sig
*	To know the co- relation of Environmental education	Lecture Method +		B
*	To understand the Role of teacher in Environmental Education	Group & Discussion		

B.ed first year

I semester

EDUCC - I

Childhood and Growing up.

Unit

Sub Unit

Unit I

Growth & Development and its theoretical perspective of Development

① Growth and Development - meaning and Differences

② Principles of Development - Relationship between development and learning

③ Factors influencing Growth and Development: Innate and acquired for environment

④ Nature and Nurture

⑤ Stages of Development: with focus on various stages from infancy to post adolescence.

⑥ Theories: Jean Piaget (Cognitive Development), Lawrence Kohlberg (Moral Development), Level of Learning - Gagne.

Unit II

Understanding Childhood and Adolescence: Socio-Cultural perspective

① Characteristics of Childhood: Stage with reference to physical, mental, emotional and social and moral dimensions

② Childhood and Growing up in the context of - Marginalization

Objective of Teaching	Method of Teaching	Marks	Sign
Reflecting on the role of Socio-culture Context in Shaping human development especially with respect to Indian Context.	Lecture and Discussions	20	

Unit	Sub unit	Objective of Teaching	Method of Teaching	Darks Sign
Unit II	Stereotyping, Issues and Implications of Changing family structures and parenting on growing up with respect to Attachment and bonding, Childhood in difficult-circumstances. Characteristics of Adolescence Children with reference to physical, Mental, Emotional Social and Moral dimensions Issues and Concern of adolescent children - problem of adjustment, understanding of emotional disturbances and risk behavior, Identity Crisis, Parent child conflict, Drug addiction and Abuse, Bullying, Juvenile delinquency, child abuse.	Situate child development in Socio-Culture Context.	Brain Streaming Method	20
Unit III Personality of child and Motivation	Personality - Meaning, definition Development of Personality			

Unit	Sub Unit	Objective of Teaching	Method of Teaching	Marks	Sign
Unit 1	⑥ Role of family, school and society. ⑦ Carl Jung's trait approach of personality, significance of Freud approach of personality. ⑧ Role of teacher in development of personality of the child. ⑨ Motivation - meaning, def. types and sources. ⑩ Maslow's Theory of motivation and its implications.	Understanding individual differences among the learners	Bleended Teaching	20	
Unit 1v	Individual differences, Group Dynamics and Role Media	⑪ Individual differences - Concept, meaning types Inter and intra individual differences. ⑫ Group Dynamic Concept Meaning types. Inter and Intra Personal relation ⑬ Role of teacher to Facilitate the various			

Unit	Sub Unit	Objectives of teaching	Methods of teaching	Mark	Sign
Unit IV	The various aspects of involved differences. ① Influences of mobile addiction - and social networking on development of child ② Role of teacher in resolving problem with respect to social media and peer relation.	Understanding Cognitive processes and effective processes in learners.	Lecture Method	20.	

EDUC-II - Contemporary India & Education.

Unit	Sub Unit	Objectives of Teaching	Methods of Teaching	Marks	Sign
Unit I Concept of Education and Philosophy.	① Education - Meaning, Nature and Scope. ② Philosophy - Meaning and Nature ③ Interrelation between Philosophy and Education ④ Educational thinkers and their contribution in developing principles of education Pestalozzi, John Dewey, Froebel - The play-way method - Montessori Ssari - the didactic apparatus Mahatma Gandhi, Swami Vivekananda - Man making Education, Maulana Abul Kalam Azad, Dr. Babasaheb Ambedkar. Dr. A.P.J Abdul Kalam and Mahatma Phule.	all the contribution of great educators to the field of education Relationship between Philosophy & Education & implications of Philosophy on Education	Lecture - Cam-Diss Cassian method.	20	
Unit II Education in India during the pre-Independent Era.	① Education during the vedic Buddhist and Medieval period with reference to objectives, characteristics. method of teaching literature				

End unit	Sub Unit	Objectives of teaching	Methods of teaching	Marks	Sign
Unit - II	Subjects taught, Centres merits and limitations. ⑥ Education during the British period pre-Independence - Era 1) Anglicist and orientalist Controversy on Education in India 2) Macaulay's minutes 3) Wood Dispatch 4) India Education Commission - 1882 5) Hunter Commission 1882 6) Movement for National Education - 7) Wardha Scheme of Education.	Contribution of great educators to the field of education	Brain storming Method.	20	
Unit - III	Education in India during the Post-Independent period. 1) Kothari Commission. 2) National Education Policy 1986, Revised NEP in 1992 3) National Knowledge Commission - 2005				

Unit	Sub Unit	Objective of teaching	Methods of Teaching	Mark	Signa
Unit - 4. Social Diversity and utilisation of Education	4) National Curriculum Frame Work - 2009 5) Sarva-Shiksha Abhiyan- 6) Rashtriya Ucha Shiksha Abhiyan - RSA	Explain the development in indian education in post-independence era.	Lectures Seminar Grouping Project	20	

B ed IInd semester

EDUCC-IV

KNOWLEDGE AND CURRICULAM.

Unit

Sub-unit

Unit - I

Knowledge and
Knowing

a) concept of knowledge meaning and Importance

b) Genesis of knowledge: Sensory Experience, Reasoning, Verbal testimony of authority, institution, Experimental, Revelation.

c) process of construction of knowledge given by Jean Piaget, Jerome Bruner and Vygotsky.

d) Knowledge according to Buddhist Jain and Islamic Philosophy

e) Knowledge according to Socrates Plato and John Locke.

f) Differences between information and knowledge, Belief and Reason.

Unit - II

Sources and kinds
of knowledge.
Facts of knowledge

a) facets of knowledge, local and universal, Theoretical and practical contextual, school and out of school, with an example on industry special attribute of school knowledge

b) kinds of knowledge, Indigenous knowledge, Disciplinary knowledge, Global knowledge

Objective of Teaching	Method of Teaching	Marks	Sign.
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Understand epistemological and social basis of edu.
to equip them to consciously decide about the educational and pedagogical practices with increased awareness and clarity.

discussion
lectures

20

The basic concept and process of curriculum Planning, preparation of syllabi and development of text books at different levels.

Lectures.

20

Unit

Sub-Unit

Unit III

Concept and
Approaches of
Curriculum.

- a) Meaning, Nature, concept and importance of Curriculum.
- b) Concept of core curriculum, hidden curriculum and spiral curriculum school knowledge its reflection in form of curriculum, syllabus and textbooks
- c) Curriculum framework, curriculum and syllabus its significance in school education.
- d) - Curriculum visualised at different levels national, state, school class related issues.
- e) Approaches and type to Curriculum developed: subject centered and behaviorist competency based to curriculum.
- f) - process of making curriculum Teachers role in developing Curriculum Transacting Curriculum and in generating dynamic Curriculum experience.

Objective of teaching	Method of teaching	marks	Sign.
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The basic concepts and process of curriculum

Lectures

20

Planning, preparation of syllabi, and development discussing of text books at different levels.

unit

Sub-unit

unit - IV

Models of
Curriculum
Development

a) Curriculum in Idealism, realism, naturalism and pragmatism.

b) Sociological, psychological, scientific, and cognitive determinants of curriculum

c) Role of teacher in selection and development of learning resources

d) Role of teachers in development implementation and research of curriculum.

e) process of Curriculum Evaluation and Revision.

f) Technical and scientific approach
Tyler's model, Hilda Taba's model, Saylor and Alexander model, Nicholls and Nicholls cyclic model of Curriculum development

g) Non-technical and non scientific approaches. Franklin Bobbit, Philip W. Jackson views on the model of Curriculum development.

Objective of Teaching	Method of Teaching	marks	Sign.
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Analyze text book and related educational materials in the context of aims and objectives of education and learning outcome.	Lectures	20	
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B.Ed. Third Semester.

Pedagogy of School

Subject

History.

Unit

Sub Unit

Objective of Learning

Method of Teaching

Mark

Sign.

Curriculum Syllabus and
Text book of History.

② Curriculum and Syllabus -
Meaning Concept and
Difference.

③ Importance and organization
of relevant curriculum.

④ Curriculum of Secondary
and higher Secondary level.

⑤ Syllabus of Secondary and
higher education.

⑥ Characteristics of a good
text book of history.

⑦ A critical study of a first
book of history with
reference to curriculum
syllabus and characteristic.

History Teacher and Content
curriculum methodology.

⑧ Qualities of a good
history teacher.

⑨ Professional growth of
history teacher.

⑩ Content knowledge enrichment
of history teacher.

⑪ IE Model Concept

⑫ Economic and Social Religion
Freedom movement.

⑬ World Peace movement
Election Process

① Make the structure
of History subject.

② Learning experiences and
instructional materials teaching
and write teaching history.

③ Techniques of teaching
history

Lesson

20

Discussion.

[Signature]

Lesson

20

Discussion

[Signature]

B-Ed. Third Semester

Pedagogy Of School

Subject -

Science

Subject: Science
Teacher: Mr. Ravi

Unit

Sub Unit

Objective of learning.

Method of Teaching.

Marks.

Sign.

1. Techniques and D
Strategies of Teaching
Science and learning
resources in Science.

Approaches and Strategies of teaching
Expository approach, experiential
learning, concept mapping.

Preparing learners for lifelong learning
stimulating creativity and curiosity
Science by using various learning
resources like text book, Field Trip,
Science club, Science Exhibition.

Role of Science teacher in facilitation
science learning with the help of ICT
tools and social networking sites.

5E Model Concept and importance.

Enable pupil to explore lecture
various ways of teaching
science through using
various resources of science.

Pupil to gain insight into
content of school science
text book.

Learner to make use of
ICT tools in learning of
science.

Acquaint pupil teacher
on techniques to enhance
own professional development.

20.

2. Content transaction and Professional development - teaching
professional Development as a profession need for presence
of science teachers.

Professional development of science
teachers through peer interaction,
reading, attending training.
Ecosystem and its types,
force and motion and work done
Thermodynamics.