

SYLLABI OF B.Ed. (2 Years) (Regular Mode)

(w.e.f. Session 2025-26 Onwards)



**DEPARTMENT OF EDUCATION
IGNTU, AMARKANTAK - 484887(M.P.)**

**Rules and Regulations of B.Ed. (2 Years)
Programme IGNTU, Amarkantak (MP)
w.e.f. the Academic Year 2025-26 onwards**

All the rules and regulations, herein after, specified should be read as a whole for the purpose of interpretation.

I. Admission

A candidate for admission to two years (4 - semesters) B.Ed. Programme has to qualify at the Entrance Test conducted by the NTA/IGNTU, for the concerned academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules and regulations in force in respect of the statutory reservation of seats under various categories of candidates.

II. Curriculum Transaction

Curriculum includes theory, engagement and practicum. Engagement includes seminars, discussions, assignments, case studies, field experience, etc. This curriculum also provides an enriched experience to prepare teachers with professionalism through microteaching, and reflective teaching at the institutional level and 20 weeks (120 days) of internship in the school.

III. Working Hours / Instructional Hours

- a) The B.Ed. programme shall be of a duration of 02 academic years consisting of 04 semesters programme.
- b) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- c) The Department shall work for a minimum of 26 hours in a week.
- d) The minimum attendance of student teachers shall have to be 85% for all course work and practicum, and 95% for school internship.
- e) The timings of the University shall be from
 - i. Forenoon Session: 10:00 A.M. to 01:00 P.M.
 - ii. Afternoon Session: 2:00 P.M. to 5:30 P.M.
- f) Infrastructure, Instructional facilities and Faculty shall be implemented as per NCTE norms, 2014.

IV. Selection of Methods of Teaching

- i. Every candidate is expected to select two methods of teaching under B.Ed. programme. The Method-I shall be based on the subject the candidate has studied in Degree (eligibility) course and also to appear in that subject in the entrance examination.
- ii. Method-II also shall be based on the subject that the candidate studied in Degree (eligibility) course and will be allotted by the Department where the candidate is seeking admission. In case of BCA & BBA candidates, the selection of methodology subject shall be based on their Intermediate (10+2 level) study as per IGNTU norms. In case of English Method-I, selection of second method shall be based on the subject pursued at the Intermediate level. In case of Engineering Graduates, Mathematics and Physical Science are offered as Methodology subjects.

Note:

- i. No candidate is allowed to select two language methods.
- ii. Candidate may select one Language and one Non-language method of teaching or she/ he may select any two Non-language methods under the course.

V. Structure of B.Ed. Programme

The structure of B.Ed. programme is given under three heads Theory, Practicum and Internship. Each category also given with duration, weightage and credits.

STRUCTURE OF B. Ed. PROGRAMME**Semester - I**

Paper Code	Paper Name	Credit	Hours	Marks
B.Ed. -101	Psychology of Child and Development	4 (3+1)	45+30	70+30
B.Ed. -102	Contemporary Indian Education	4 (3+1)	45+30	70+30
B.Ed. -103	Assessment for Learning	4 (3+1)	45+30	70+30
B.Ed. -104	Information and Communication Technology (ICT) in Education	4 (3+1)	45+30	70+30
B.Ed.-105 (EPC)	Reading and Reflecting on Text	2 (1+1)	15+30	35+15
B.Ed.-106 (EPC)	Understanding the Self	2 (1+1)	15+30	35+15
Total		20	390	500

Semester - II

Paper Code	Paper Name	Credit	Hours	Marks
B.Ed. -201	Teaching & Learning	4 (3+1)	45+30	70+30
B.Ed. -202	School Administration, Leadership & Action Research	4 (3+1)	45+30	70+30
B.Ed. -203	Pedagogy - I (Teaching of Physical Sciences / Teaching of Social Sciences)	4 (3+1)	45+30	70+30
B.Ed. -204	Pedagogy - II (Teaching of Biological Sciences / Teaching of Mathematics/ Teaching of Hindi/ Teaching of English)	4 (3+1)	45+30	70+30
B.Ed.-205 (EPC)	Understanding Discipline and Subjects	2 (1+1)	15+30	35+15
B.Ed.-206 (EPC)	Drama and Art in Education	2 (1+1)	15+30	35+15
B.Ed.-207 (EPC)	Teaching Skills and School Observation	2 (1+1)	15+30	35+15
Total		22	435	550

Semester - III

Paper Code	Paper Name	Distribution of Credits		Records	Internal/ External	Total	
		T	P			Marks	Credits
B.Ed. - 301	Pre-Internship: Pedagogy - I	-	1	25	-	25	1
	Pre-Internship: Pedagogy - II	-	1	25	-	25	1
	School Internship (Pedagogy - I) (Teaching of Physical Sciences / Teaching of Social Sciences)	-	6	75	75 (Internal Examination)	150	6
	School Internship (Pedagogy - II) (Teaching of Biological Sciences/ Teaching of Mathematics/ Teaching of Hindi/ Teaching of English)	-	6	75	75 (Internal Examination)	150	6
	School Experiences	-	2	50	-	50	2
	Post-Internship: Pedagogy - I	-	2	25	25 (External Examination)	50	2
	Post-Internship: Pedagogy - II	-	2	25	25 (External Examination)	50	2
B.Ed. - 302 (EPC)	Creating an Inclusive School	1	1	-	50 (35 External + 15 Internal)	50	2
Total		1	21	300	250	550	22

Semester - IV

Paper Code	Paper Name	Credit	Hours	Marks
B.Ed. - 401	Knowledge and Curriculum	4 (3+1)	45+30	70+30
B.Ed. - 402	Gender, School and Society	4 (3+1)	45+30	70+30
B.Ed. - 403	Health, Yoga and Physical Education	4 (3+1)	45+30	70+30
B.Ed. - 404	Environmental Education	4 (3+1)	45+30	70+30
B.Ed. - 405 (EPC)	Language Across the Curriculum	2 (1+1)	15+30	35+15
B.Ed. - 406 (EPC)	Community Engagement and Social Responsibility	2 (1+1)	15+30	35+15
Total		20	390	500
Grand Total (Semester - I + II + III + IV)		84	1230 + Internship	2100

Note: One credit = 15 Lecture hours or 30 Practicum hours.

VI. General Rules for Examination

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by two passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work, etc. The prescribed fee should be submitted to the Head, Department of Education on or before the date fixed for this purpose. The Head, Dept. of Education, after verifying the eligibility of the candidate, shall forward the applications to the Examination Branch of the University.
3. When a candidate's application is found to be in order, the Controller of Examinations shall send, as per the University procedure in practice, the attested Hall Tickets with the photograph of the candidate, to the Head, Dept. of Education. The Head, Dept. of Education will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him/her. The Hall Ticket, thus issued to the candidate shall have to be produced by the candidate by affixing a photograph (attested by the Head, Department of Education) before he/she can be admitted to the premises where the Examination is held.
4. A candidate who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination maybe permitted to appear at the same examination again without putting in any further attendance.
6. A candidate after he/she has been declared successful in an examination shall be given a certificate setting forth the semester/year of the examination, the subjects in which he/she was examined and the class/division/grade in which he/she was placed.
7. No candidate shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for part-time Diploma or Certificate Courses conducted by the University. In other words, no candidate shall be allowed to pursue more than one degree course through regular mode in IGNTU.
8. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination notwithstanding the fact that new subjects may have been introduced or the group of subjects has been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.
9. Whenever a course or a scheme of examination in IGNTU changes, one more examination in the following year shall be conducted according to the old

syllabus/regulations. Candidates not availing themselves of this one chance or failing at this examination shall take the examination thereafter according to the changed syllabus and regulations.

10. Candidates will be allotted to B.Ed. Programme at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time including rules of reservation.
11. Instruction in various subjects shall be provided by the Department of Education as per the scheme of instruction and syllabi prescribed.
12. The programme of instruction, examination and vacation shall be notified by the IGNTU, Amarkantak (MP).
13. The medium of instruction shall be English & Hindi.
14. IGNTU, Amarkantak (MP) examinations shall be held as prescribed in the scheme of the examination.
15. The course of study shall consist of class lectures, tutorials, workshops, school Internship engagement with the field, practicum and record work.
16. The IGNTU, Amarkantak (MP) examination in the theory papers will be a written examination. Besides the written examination, there will be practical examinations in the two methods of teaching opted by the candidate. Practicum is examined by three jury members (one internal and two external examiner) which will be conducted as per the schedule notified by the Controller of Examinations, IGNTU.
17. Head, Department of Education should depute their teachers for examination work as and when assigned by the IGNTU, Amarkantak (MP). Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance/negligence of examination duty shall be treated as violation of the Code of Conduct.

VII. Rules of Attendance

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed. Programme as specified above, has pursued a Regular Course of Study as herein prescribed and fulfilled the conditions laid down for the attendance of students and passed the prescribed teaching examination both in theory and practical.
2. A regular course of study in IGNTU, Amarkantak (MP) means attendance not less than 85% in teaching/instructional period and 95% of attendance during the period of internship of the B.Ed. programme. In special cases, the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Head, based on medical certificate by an authorized medical officer approved by the Head, Department of Education.
3. For the students who are continuously absent for ten days or more, three notices will have served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
4. The students who fail to maintain 40% to 70% of attendance is not eligible for seeking readmission as per IGNTU rules in vogue.

5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the colleges or any other government or quasi-government agency.
6. Attendance shall be reckoned from the date of admission to the course in IGNTU.

VIII. Teaching Faculty as Mentors

Each Staff in the Department of Education will act as a mentor. They will have been trusted the responsibility of Mentorship. who will be responsible for monitoring the overall progress of the student teacher, i.e. attendance, preparation for practicum, Internship and his overall participation in the B.Ed. Programme. Each mentor will be allotted a maximum of 10 student teachers and he/she will take care of his/her progress and participation in the B.Ed. programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student-teachers and conduct of practicum of the B.Ed. programme.

IX. Microteaching, Reflective Teaching and Internship

1. The candidates are expected to complete 7-8 microteaching lessons (choosing any two from different microteaching skills) in each Method before going for Internship.
2. The candidates are expected to take 02 period plans for duration of 20 minutes for their peer group as a part of their Reflective Teaching.
3. The candidates are expected to observe the demonstration lessons undertaken by the Faculty of the college in the school.
4. Every candidate shall have to undergo an internship of 16 weeks in a cooperating school as -Intern. During this period, the candidate shall be attached to a school (within a radius of 10KM of the college) and he/she shall have to undertake duties and responsibilities on par with regular school teacher in all the school activities. During this period, the candidate shall teach 80 period plans covering 40 period plans from each of the methodology subject respectively (40+40) in the school, under the supervision of the trained subject teachers in the school who are referred to here as - Supervising Teachers. During the Internship period, the concerned lecturers of the Colleges of Education will stay in the schools in turns and observe the lessons. Guide & monitor all internship related activities of each student along with the supervising teachers and appraise the student work. A Certificate of satisfactory work by the Head Master of the cooperating school shall be a pre-requisite for the candidate to appear for the final practical examination.
5. The teaching staff of the Colleges of Education will give demonstration lessons in the concerned methodology subjects at the cooperating schools as and when necessary, in addition to the demonstration lessons given at the beginning of Internship, for the of student-teachers.
6. In case, Internship is not completed, the candidate shall appear for the subs examinations in the Final Practical Examination only after completing the Interns seeking fresh admission to B.Ed. in this regard and producing thereafter, certificate completion of internship.
7. The final practical examination of each candidate will be conducted by two examiners internal and one external.
8. The Colleges of Education will have the discretion of not sending candidates for the examination, both in Theory and Practical, in case their Practicum and Record Work satisfactory and those candidates who fail in the University Practical Examination

and Record work also have to seek fresh admission in the subsequent semester(s) to complete Practicum or Record Work as mentioned in the scheme of examination.

9. Internship is of 16 weeks' duration and conducted across four Semesters as per the instruct schedule.
10. All the records shall be written strictly by the candidates in their own handwriting.

Note:

Differently-able students (Hearing impaired; visually impaired & orthopedically impaired): The differently-able students shall complete all the Practicum which includes Internship, Records, EPCs and other field engagement on par with normal students.

XIII. Guidelines for School Head Masters/Head Mistresses

The Head Masters/Mistresses of Cooperating Schools are expected to:

1. Maintain the attendance of B.Ed. student teachers both for the forenoon and afternoon.
2. Give strict instructions to supervisors and monitor the classroom performance of the students and also to record their remarks in the period plan books of the candidates.
3. Instruct all the B.Ed. students to stay in the school from morning first bell to evening last bell.
4. Instruct the B.Ed. students to participate in School Assembly and also to present different value added activities in the assembly session.
5. Assign any activity related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings school management committees (SMCs), field trips, excursions and all of the regular activities of the school and school based research activities.
6. Sign on the practicum and record work carried out by the students in the school.

X. Pattern of Theory Question Papers

There are two Patterns of Theory Examinations (The model papers are given below) -

- A. Theory paper for 70 marks of 03 hours' duration:
Section A - consists of 08 short answer type questions out of which a candidate is expected to answer any 05 questions. Each question carries 5 Marks. Total marks assign for Section - A is 25 marks. Section B - consists of 06 essay type of questions, out of which a candidate is expected to answer any 03 questions in about five pages each. Each question carries 15 Marks. Total marks assign for Section - B is 45 marks.
- B. Theory paper for 35 marks of 90 minutes' duration.
Section A - consists of 06 short answer type questions, out of which a candidate is expected to answer any 04 questions. Each question carries 5 Marks. Total marks assign for Section - A is 20 marks. Section B-consists of 02 Essay type of questions, out of which a candidate is expected to answer any 01 question in about four-five pages each. Each question carries 15 Marks. Total marks assign for Section - B is 15 marks.

MODEL QUESTION PAPER
End-Semester Examination

Course:.....Semester:.....

Paper Name:.....Paper Code:.....

Maximum Marks: 70

Time: 3 Hours

Section – A (5x5 = 25)

Note: Answer any **Five** Questions in about one and half page each from the following **Eight** questions.
 Each question carries **Five** marks.

Q. 1

Q. 2

Q. 3

Q. 4

Q. 5

Q. 6

Q. 7

Q. 8

Section – B (15x3 = 45)

Note: Answer any **Three** Questions in about one and half page. Each question carries **Fifteen** marks.

Q. 9 (a)

OR

Q. 9 (b)

Q. 10 (a)

OR

Q. 10 (b)

Q. 11 (a)

OR

Q. 11 (b)

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiner may give questions from Practicum.

MODEL QUESTION PAPER
End-Semester Examination

Course:.....Semester:.....

Paper Name:.....Paper Code:.....

Maximum Marks: 35

Time: 1 Hr. 30 Min.

Section – A (5 x 4 = 20)

Note: Answer any **Four** Questions in about one and half page each from the following **Six** questions.
 Each question carries **Five** marks.

Q. 1

Q. 2

Q. 3

Q. 4

Q. 5

Q. 6

Section – B (15 x 1 = 15)

Note: Answer any **One** Questions in about one and half page. Each question carries **Fifteen** marks.

Q. 7 (a)

OR

Q. 7 (b)

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiner may give questions from Practicum.

MODEL QUESTION PAPER
Mid-Semester Examination

Course:.....Semester:.....

Paper Name:..... Paper Code:.....

Time: 1 Hours

Maximum Marks: 20 (10X2)

*Note: Answer any **TWO** Questions in about one and half page each from the following **Three** questions. Each question carries **TEN** marks.*

Q. 1

Q. 2

Q. 3

Note:

1. The question paper should cover all the units judiciously.
2. Application type of questions may also be included.
3. Examiner may give questions from Practicum.

XI. Conduct of Practicum Examinations

Each of the Practicum papers (EPCs) has examinations for 35 marks each and final practical examination (final lesson) for 50 marks (25+25). Details of the conduct of examination are given in respective papers.

SEMESTER – I

YEAR	I	B.Ed. - 101	CREDIT	04 (3+1)
SEMESTER	I	PSYCHOLOGY OF CHILD AND DEVELOPMENT	HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none">➤ To understand the process of growth and development and factors influencing them.➤ To understand the dynamics of human development in order to facilitate student trainees' and their students' personal growth.➤ To explain and understand the intellectual, social and emotional changes that occurs during different development stage.➤ To develop the potential for perspective building located in the India socio cultural context.➤ To analyze the implications of understanding human development for teachers.			
Course Content / Syllabus				
Unit - 1	Learner as a Developing Individual <ul style="list-style-type: none">• Concept, meaning and Scope of Educational Psychology.• Issues and basic principles of Human Development.• Concept of Human Development Index (HDI)• Developmental Influences: Development as a resultant of Interaction between Individual potential (Innate, acquired) and external environment (physical, ecological, economic and technological).• Nature and Nurture, continuity and discontinuity issues and maturation.			12 Hrs.
Unit - 2	Growth and Development <ul style="list-style-type: none">• Concept and Meaning of Growth and Development.• Differences between growth and development• Dimensions of Individual Development: physical, cognitive, language, affective, social and moral, their Interrelationship for teachers (relevant ideas of Piaget, Erikson and Kohlberg)• Stages of Development-Processes of growth and development across various stages from infancy to post adolescence.• Importance of studying 'Growth and Development' for a teacher.			12 Hrs.
Unit - 3	Significance of Development, Learning and Cognition <ul style="list-style-type: none">• The scope and contribution of Development and learning.• Meaning of cognition and its role in learning.• Cognitive Process-sensation, perception, attention, memory, concept formation and problem solving in learning.• Socio-cultural Factors influencing cognition and learning.• Facilitating holistic development (for self and society).			12 Hrs.
Unit - 4	Adolescence: Issues and Concern <ul style="list-style-type: none">• Characteristics, need and importance of the study of adolescence.• Realistic and Contextual frames of growing up in adolescence.			12 Hrs.

	<ul style="list-style-type: none"> Issues and Concern: Problems of adjustment, Understanding of emotional disturbance and risk behavior, Identity crises, Parent child conflict, Juvenile Delinquency, Health awareness-personal hygiene, nutrition, disease, prevention and control. Adolescence Education: Role of parent, teacher and school. 	
Unit-5	<i>Stages of Child Development: Implications for Teachers</i> <ul style="list-style-type: none"> Need of understanding child development in the classroom. Problem resulting from lack of understanding of Human Development. Promoting development of all children in the classroom (Positive classroom environment, social and emotional wellbeing of all children; Addressing diversity and equalities). 	12 Hrs.
Mode of Transaction- Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show, etc.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<ol style="list-style-type: none"> Observe the various age group children (Early childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. List down different maladjusted behaviors of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behavior. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers. Development of Question Box activities (can be carried out by student trainees during practice teaching). <ol style="list-style-type: none"> To provide authentic information on physical, physiological and psychological changes and development during adolescence and interpersonal relationship issues pertaining to adolescents. To list down the instances of peer pressure which may have harmful consequences for the students and the ways adopted by them to face or cope with these unfavorable situations (Smoking, injecting drug etc.). Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same. Observe some successful individuals and list down the behavioral characteristics which impress you. Take interview of five low achievers and five high achievers and find out their ways of learning, development of all children in the classroom (Positive classroom environment, social and emotional wellbeing of all children; addressing diversity and equalities). 		

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YEAR	I	B.Ed. - 102	CREDIT	4 (3+1)
SEMESTER	I	CONTEMPORARY INDIAN EDUCATION	HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none">➤ To understand the concept and aims of Education.➤ To develop understanding about the social realities of Indian society and its impact on education.➤ To learn the concepts of social Change and social transformation in relation to education.➤ To know the different values enshrined in the constitution of India and its impact on education.➤ To identify the contemporary issues in education and its educational implications.➤ To understand the historical developments in policy framework related to education.			
Course Content / Syllabus				
Unit - 1	Concept and Aims of Education <ul style="list-style-type: none">• Meaning of Education.• Agencies of Education- Formal, non-formal and informal.• Aims of Education in Contemporary Indian society.• Determinants of Aims of Education.			12 Hrs.
Unit - 2	Social Realities of Indian Society and Education <ul style="list-style-type: none">• Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization (Women, Dalit, Tribal).• Schemes in terms of Caste, Religion, Language, Region and their demands on Education.• Social Stratification: Concept, Forms and Bases of Social Stratification.• Impact of Social Stratification on Education.			12 Hrs.
Unit - 3	Education, Social Change and Social Transformation <ul style="list-style-type: none">• Social change - Meaning, Concept, Factors, Process and role of education in the process of social change.• Social Transformation and its determinants.• Contribution of Indian thinkers on socialization.• Equalization of Educational Opportunities – SC/ST, OBC, Women, Handicapped and religious minorities.			12 Hrs.
Unit - 4	Indian Thinkers and their Contribution to Education <ul style="list-style-type: none">• Swami Vivekananda• Gijubhai• Shree Aurobindo• Rabindranath Tagore• Gopabandhu Das			12 Hrs.
Unit-5	Issues and Policy Framework for Public Education in India <ul style="list-style-type: none">• Constitutional provisions of Education, Value Education• Globalization and Privatization in Education.• Education in Post-Independent India – Significant recommendations of Commissions and Committees.• National Policy on Education – 1986, 1992.			12 Hrs.

	<ul style="list-style-type: none"> • Universalization of Elementary Education - Sarva Shiksha Abhiyan • RTEACT 2009, RMSA, RUSA. 	
Mode of Transaction- Lecture, Discussion, Case Study, Experimental, Problem Solving, Film Show, etc.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<ul style="list-style-type: none"> ❖ Study the impact of Right to Education Act on schools. ❖ Critical Analysis of Different Committees and Commissions on Education. ❖ Study of Educational Process in Private Schools. ❖ Planning and Implementation of Activities – <ol style="list-style-type: none"> a. Eco-Club, b. Instructional material to inculcate values, c. Field visit to vocational institutes to make reports, d. Awareness development about population explosion in rural/slum areas, e. Creating awareness among SC/ST students about various schemes and scholarships available to them, f. Survey of schools to see the implementation of various incentives of government to equalize educational opportunities, g. Preparing a presentation on rich cultural heritage of India. 		
References: <ul style="list-style-type: none"> ▪ Bhatia, K. & Bhatia, B. (1983). <i>The Philosophical and Sociological foundation of Education</i>. New Delhi: Doaba House. ▪ Bhattacharya, S. (2006). <i>Sociological Foundation of Education</i>: Atlantic Publishers. New Delhi ▪ Dhankar, N. (2010). <i>Education in Emerging Indian Society</i>. New Delhi: APH Publishing Corporation. ▪ Dhiman, O. P. (1973). <i>Principles and Techniques of Education</i>. Ludhiana: Sharda Brothers. ▪ Fagerling, I., and Saha, L. J. O. (1989). <i>Education and National Development</i> (2nd Ed.). England: Pergamon Press. ▪ Kakkar, S. B. (1995). <i>Changing Perspectives in Education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. ▪ Mehta D. D. (2009). <i>Education in Emerging Indian Education</i>, Indian Education. Ludhiyana: Tondan Publications, Books Market. ▪ Murthy, S. K. (2009). <i>Philosophical and Sociological Foundation of Education</i>. Ludhiyana: Tondan Publication, Books Market. ▪ Narulla, S. & Naik, J. P. (1964). <i>Student History of Education in India</i>. Mc Millian & Co., of India Pvt. Ltd. ▪ National Policy and Education. (1986). <i>MHRD</i>. New Delhi: Govt. of India. ▪ Pathak, K. R. (2007). <i>Education in the Emerging India</i>. New Delhi: Atlantic Publishers. 		

YEAR	I	B.Ed. - 103 ASSESSMENT FOR LEARNING	CREDIT	4 (3+1)
SEMESTER	I		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none">➤ To understand the concept and aims of Education.➤ To develop understanding about the social realities of Indian society and its impact on education.➤ To learn the concepts of social Change and social transformation in relation to education.➤ To know the different values enshrined in the constitution of India and its impact on education.➤ To identify the contemporary issues in education and its educational implications.➤ To understand the historical developments in policy framework related to education.			
Course Content / Syllabus				
Unit - 1	Educational Testing, Measurement and Evaluation <ul style="list-style-type: none">• Meaning of Testing, Measurement and Evaluation in Education.• Steps of evaluation process.• Characteristics of the evaluation - Comprehensive and continuous.• Formative and summative evaluation.• Norm reference and criterion reference tests.• Uses of Evaluation.• Educational Objectives, Learning outcomes as behavioral changes.• Relationship between educational objectives, learning experiences and evaluation.• Writing educational objectives -different kinds like knowledge.• Understanding, application, skill, affect attributes, behavior terms and level of performance.			12 Hrs.
Unit - 2	Characteristics of Instruments of Evaluation <ul style="list-style-type: none">• Validity-different methods of finding validity.• Reliability - different methods of finding reliability and Objectivity.• Interdependence of validity, reliability and objectivity.• Usability and Norms.			12 Hrs.
Unit - 3	Major Tools of Evaluation and Their Uses <ul style="list-style-type: none">• Paper pencil tests, Oral tests, and performance tests.• Achievement tests: standardized and teacher made tests.• Diagnostics test.• Intelligence tests and aptitude test.• Rating scale, Check list, Anecdotal Records.• Socio-metric techniques.• Interview, Questionnaire and Inventory.			12 Hrs.
Unit - 4	Teacher Made Achievement Tests <ul style="list-style-type: none">• Test items and specific behavioral objectives.• Characteristics of a good test.• Preparation of blue print.			12 Hrs.

	<ul style="list-style-type: none"> • Essay and Objective type tests. • Improving essay type questions. • Different types of objective tests, their characteristics, advantages and disadvantage. 	
Unit-5	Elementary Statistical in Educational Evaluation <ul style="list-style-type: none"> • Raw Scores • Frequency distribution • Graphical representations of grouped data • Measures of central tendency • Fundamentals idea of standard Scores • Correlation: Rank Difference Method 	12 Hrs.
Mode of Transaction- Group discussion, Lecture-cum-discussion, Pair and share, group work, panel discussion, assignments, school visits and sharing if experience.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<ol style="list-style-type: none"> 1. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives. 2. Framing measurable and non-measurable learning outcomes. 3. Determining the objectivity given an answer key. 4. Determining the objectivity of a tool. 5. Finding out the content validity of the given question paper. 6. Designing Rating Scale, Questionnaire, Interview Schedule in a given a topic. 7. Framing different types of questions. 8. Preparation of Blue Print and a question paper. 9. Prepare graphs and use statistics for analysis of test result. 		
References: <ul style="list-style-type: none"> ▪ Ebel, RL and Fresbie, DA (2009) <i>Essentials of Educational Measurement</i>. New Delhi: PHI Learning Pvt. Ltd. ▪ Garrett, H.E. (2008) <i>Statistics in Psychology and Education</i>, Delhi: Surjeet Publication ▪ Gupta, S.K. (1994) <i>Applied statistics for Education</i>, Mittal Publication. ▪ Mehta S. J. and Shah I.K (1982) <i>Educational Evaluation</i>. Ahmedabad: Anand Prakashan (Gujarati). ▪ Rani, P (2004) <i>Educational Measurement and Evaluation</i>, New Delhi Discovery Publication. ▪ Rawat, D.S (1970). <i>Measurement, Evaluation and Statistic in Education</i>, New Delhi, New Raj Book Depot. ▪ Reynolds, CR, Livingston, R.B and Willson, V. (2011) <i>Measurement and Assessment in Education</i>, New Delhi: PHI Learning Pvt. Ltd. ▪ Ten Brink, T.D. (1974) <i>Evaluation- A Practical Guide for Teacher</i>, New York: MC Graw Hill Book Co. ▪ Thorndike R.M (2010) <i>Measurement and Evaluation in Psychology and Education</i>, New Delhi, PHI Learning Pvt. Ltd. 		

YEAR	I	B.Ed. - 104	CREDIT	4 (3+1)
SEMESTER	I	INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION	HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none">➤ Understand the concept and uses of computer in education.➤ Acquire the skills of maintaining computer system for using Microsoft office and Antivirus management.➤ Acquire knowledge about information and communication technology with its educational aims, principles, need and importance.➤ Develop skills in creating teaching and learning resources based on ICT.➤ Elucidate the application of ICT for teaching learning process using the application software for creating documents, database, presentation and other media applications.➤ Appreciate the role of ICT in improving the professional competencies of a teacher and facilitate the process of teaching and learning in the classroom.➤ Develop various skills to use computer technology for sharing of information and ideas through the blogs and chatting groups.➤ Enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and a support to teachers.			
Course Content / Syllabus				
Unit - 1	Applications of ICT in Education <ul style="list-style-type: none">• Concept, Need and Importance of Information and Communication Technology in Education.• Introduction to Computers – Characteristics, Hardware, Software, Input, Output and Storage Devices. Viruses and its Management, Legal and Ethical issues - Copyright, Hacking.• Paradigm shift in Education: ICT content with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure and Educational management.• Uses of ICT in Education. Challenges and Barriers in integrating Information and Communication Technology in school education.			12 Hrs.
Unit - 2	Creation of Digital Resources <ul style="list-style-type: none">• Creation of teaching/learning resources - using Microsoft word, Excel, spreadsheet data base, creating and opening the documents, saving and sharing the documents.• Text: formatting text, inserting tables, charts and picture.• Page layout, printing and presenting slide show/power point presentation.			12 Hrs.
Unit - 3	Integrating ICT with Pedagogical Practices and Educational Resources <ul style="list-style-type: none">• Concept, Need and Importance of Internet in Education.• Features of Web 1.0, Web 2.0 and Web 3.0 technologies,• Search Engines - Concept and uses in Education, Sciences and			12 Hrs.

	<p>social sciences student safety on Internet (Net-safety).</p> <ul style="list-style-type: none"> Facilities available for Communication - e-mail, chat, online conferencing, (Audio-video), Blog, wiki. Internet- forum, News-Groups. E-Learning, Web -based learning and MOOC's (Massive Open Online Courses), Co-operative and Collaborative Learning, Project based Learning, Blended Learning and Flipped Classroom. 	
Unit - 4	<p>New Trends in ICT</p> <ul style="list-style-type: none"> Concept, elements, advantages and limitations of: Virtual Classroom Smart Class rooms Mobile Learning Concept of Cloud Computing. 	12 Hrs.
Unit-5	<p>ICT in Educational Administration</p> <ul style="list-style-type: none"> ICT Infrastructure- automated and ICT managed school process. Learning Management System Human Resource System – timetabling and resource allocation- student's record keeping system and finance system. 	12 Hrs.
Mode of Transaction- Lectures, discussions, assignments, films on educational thinkers.		
<p style="text-align: center;">PRACTICUM (Some of the practicum hours are included in the syllabus hours)</p>		
<p>Any Two of the Following:</p> <ol style="list-style-type: none"> Create a Power point presentation/poster/brochure/flyer on any topic of the Two-year B.Ed. Syllabus/ any topic of School subject and submit in the form of CD and Handouts. Visit any two educational websites and write a critical assessment report about it in MS Word. Prepare your Bio-Data in MS-Word Visit any tribal school and prepare the time-table, student's record and attendance record in MS-Excel. Develop digital video resources (using Camtasia software) and upload to YouTube for educational purpose. 		
MODE OF ASSESSMENT: Written test, Task and assignment.		
<p>References:</p> <ul style="list-style-type: none"> Aggarwal J.C. (1995). <i>Essential Educational Technology Learning Innovations</i>, Vikas Publications. New Delhi. Arulswamy S., Sivakumar P. (2012). <i>Application of ICT in Education</i>, Neelkamal Publication, Hyderabad. Carl Simmons, Hawkins Claire (2009). <i>Teaching ICT</i>, Sage Publications India Pvt. Ltd. Chetan Srivastava (2003). <i>Fundamentals of Information Technology</i>, 2nd Edition, Kalyani Publishers, New Delhi. Denis, Kim, Sen and Morin (2000). <i>Information Technology – The Breaking Wave</i>, Tata McGraw – Hill Publishing Co. Ltd., New Delhi. Hemlata Talsera et.al. (2005). <i>Web Based Learning</i>, Authors Press, New Delhi. Intel Teach to the Future - Version 10.1 Mahesh Verma (2006). <i>Technology in Digital Education</i>, Murari Lal & Sons, New Delhi. Manoj Dash, (2010). <i>ICT in Teacher Development</i>, Neelkamal Publication, Hyderabad. R.C. Mishra (2005). <i>Teaching of Information Technology</i>, APH Publishing corporation. 		

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- Peter Norton's (2000). *Introduction to Computers*, Tata McGraw Hill Publications, New Delhi.
- Roblyer, M.D. (2006). *Integrating Educational Technology into Teaching*, Pearson Prentice-Hall Inc., New Jersey.
- Sampath L, *et al.* (1998). *Introduction to Educational Technology, 4th Edition*, Sterling Publishers Pvt. Ltd., New Delhi.
- Schwatz & Schlitz (2000). *Office 2000*, BPB Publications, New Delhi.

YEAR	I	B.Ed. – 105 (EPC) READING AND REFLECTING ON TEXT	CREDIT	2 (1+1)
SEMESTER	I		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course, the students will be able to: ➤ To enable the students to read and response to a variety of text in different ways. ➤ To develop Meta cognitive awareness. ➤ To develop interest in reading. ➤ To develop reading and writing competencies among students.			
Course Content / Syllabus				
Unit - 1	Reading as a Language Skill			12 Hrs.
	• Reading-Meaning and Process • Reading a variety of texts such as Descriptive, Narrative, Conversations, News Reports, Biographical sketches, Policy Documents, Plays, Stories, Letters, Screenplays, riddles. • Scaffolding: Concept and activities. • Acquisition of Reading Skills.			
Unit - 2	Reflecting in Reading			12 Hrs.
	• Meaning, types and methods of Reflecting on text. • Stages of Reflection in reading tasks - Pre Reading, While Reading and Post Reading. • Benefits of Reflecting on developing teaching philosophy.			
Unit - 3	Developing Writing Skills			12 Hrs.
	• Concept and importance of reflective writing. • Writing different types of texts- Narrative text, Expository, Autobiographical Narratives, Field Notes, and Ethnographies. • Editing and summarizing the written text and recognizing errors as a part of learning process.			
Mode of Transaction- Lectures, discussions, assignments, films on educational thinkers.				
PRACTICUM				
(Some of the practicum hours are included in the syllabus hours)				
Any Two of the Following: 1. Read book, journal article or chapter and write personal responses and summarize. 2. Preparing a Vocabulary book (50 words) with Meanings and Usage. 3. Researching and writing articles on topics of local interest (working to produce a local interest magazine). 4. Conduct debates/discussions on educational policies and documents on them. 5. Preparation of an assignment with various types of letters-Formal and Informal; Applications, corrigendum, Advertisements, Notices, Essay etc.				
References:				
▪ Anderson R.C. (1984). <i>Role of the Readers’s Schema in Comprehension, learning and memory</i> . Psychology Press. ▪ Butler, A and Turbill, J. (1984). <i>Towards Reading-Writing Classroom</i> . New York: Primary English Teaching Association Cornell University ▪ California Yule, G. (2006). <i>The Study of Language</i> . Delhi: Cambridge University Press. ▪ Reading Development Cell, NCERT (2008). ▪ Reading for Meaning. New Delhi: NCERT.				

YEAR	I	B.Ed. – 106 (EPC) UNDERSTANDING THE SELF	CREDIT	2 (1+1)
SEMESTER	I		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none">➤ Gain an understanding of the central concepts in defining “Self and Identity”.➤ Reflect critically on factors that shape the understanding of self.➤ Build an understanding about themselves, <i>i.e.</i> the development of self as a person as well as a teacher➤ Reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher➤ Develop effective communication skills including the ability to listen, observe etc.➤ Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one’s surroundings.➤ Appreciate the critical role of teachers in promoting self and students’ well-being.			
Course Content / Syllabus				
Unit - 1	Conceptual Understanding of Self			12 Hrs.
	<ul style="list-style-type: none">• Meaning, Concept and Importance of self.• Philosophical and Cultural perspectives of self.• Factors affecting self-concept, process of self-concept.• Impact of positive and negative self- concept, trust building, child hood experiences.			
Unit - 2	Development of Professional Self and Ethics			12 Hrs.
	<ul style="list-style-type: none">• Meaning, Concept and Importance of Self.• Philosophical and Cultural perspectives of Self.• Factors affecting self-concept, Process of self-concept.• Impact of positive and negative self-concept, trust building, child hood experiences.			
Unit - 3	Self-Esteem and Self – Efficacy			12 Hrs.
	<ul style="list-style-type: none">• Concept of self-esteem, Maslow theory of self, Carl Rogers’s theory of self, types of self-esteem, improving self-esteem.• Self-efficacy: importance, types and development.• Self-expression of one’s own aspirations, dreams, concerns and struggles in becoming a teacher.			
Mode of Transaction <p>The course will be transacted in workshop mode through individual and group experiential activities such as:</p> <ul style="list-style-type: none">• Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one’s self and identity. Student-teachers to engage in varied forms of self- expression such as poetry, painting and creative movements, humor, aesthetic representations, etc.• Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.• Reflective discussions on films/documentaries where the protagonist				

<p>undergoes trials and finally discovers her/his potential</p> <ul style="list-style-type: none"> • Development of reflective journals/diaries by the student teachers. • Introduction of Yoga, meditation as one of the important components to enhance student-teachers understanding of body and mind.
<p style="text-align: center;">PRACTICUM (Some of the practicum hours are included in the syllabus hours)</p>
<ol style="list-style-type: none"> Developing self-awareness as a teacher (individual/group activity). Exploring the known and unknown self in relation to what one and others know about one self and what others do not know (individual activity). Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations). Reflections on critical moments in the lives of peers (small group activity). Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis). Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity). Group activities involving community participation. Practicing selected Asanas, Pranayam, Meditation and Yogic kriyas as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.
<p>References:</p> <ul style="list-style-type: none"> ▪ Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng/pdf ▪ Bhattacharjee, D.K (Ed). (2010). <i>Psychology and Education V Indian Perspectives</i>, NCERT, New Delhi ▪ Dalal, A. S.(Eds.) (2001). <i>A Greater Psychology: An Introduction to the Psychological thoughts of Sri Aurobindo</i>. Pondicherry, Sri Aurobindo Ashram. ▪ Delors, J. (1996). <i>Learning the Treasure within Twenty First Century Education</i>. UNESCO Education Commission Report. ▪ Goel, D.R. (2005). <i>Quality Concerns in Education</i>. Centre for advanced study in Education, M. S. University of Baroda. ▪ Gulati, S., and Pant, D. (2012). <i>Education for Values in Schools V - A Framework</i>. NCERT, New Delhi. ▪ Krishnamurti, J. (1998) <i>On Self-knowledge</i>. Chennai, Krishnamurti Foundation India. ▪ Krishnamurti, J. (2000). <i>Education and Significance of Life</i>. Chennai, Krishnamurti Foundation India. ▪ Mukunda, K. V. (2009). <i>What did you ask at school today?</i> A handbook of child learning, Harper Collins. ▪ Olson, D. R., and Bruner, J. S. (1996). <i>Folk Psychology and folk pedagogy</i>. In D.R. Olson & N. Torrence (Eds.), <i>The Handbook of Education and Human Development</i> (pp. 9-27), Blackwell.

SEMESTER-II

YEAR	I	B.Ed. – 201 TEACHING AND LEARNING	CREDIT	4 (3+1)
SEMESTER	II		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none">➤ Understand the variables in the teaching –learning process.➤ Explain major approaches of learning➤ Plan instructional process and apply the basic teaching model.➤ Incorporate teaching models➤ Use various skills and competencies in class teaching and management.➤ Appreciate the role of a teacher as leader, organizer, manager and teacher➤ Bridge the gaps between teaching style and learning styles.➤ Explain and use the role of motivation in school performances.			
Course Content / Syllabus				
Unit - 1	Understanding the Learner and the Teaching – Learning Process			12 Hrs.
	<ul style="list-style-type: none">• Characteristics and needs of the learners• Dimensions of differences in Learner-physical, Cognitive, affective, Psychomotor, Socio-culture.• Matching the Teaching Style with the Learning Styles Challenging Learners and Evolving Teachers.• Delineating of Instructional Objectives-cognitive, Affective, psychomotor Skills of Teaching and Learning.• Maxims of Teaching.			
Unit - 2	Approaches to Teaching			12 Hrs.
	<ul style="list-style-type: none">• Nature of Teaching.• Stages and Levels of Teaching.• Various Approaches to Teaching such as: Behaviourist, Cognitivist, Constructivist.• Model of Teaching: Information Processing, Personal Development & Social Development.			
Unit - 3	Learning			12 Hrs.
	<ul style="list-style-type: none">• Meaning, Concept, nature, Process & factors affecting Learning, Gagne's Hierarchy of Learning• Theoretical Bases of Learning and its Implications: Behaviourist Theories: Skinner and Hull, Social Constructivist Approach: Bhandura, Constructivism Approach and Humanistic Approach.			
Unit - 4	Creativity, Intelligence and Attitude			12 Hrs.
	<ul style="list-style-type: none">• Creativity: Concept and definition of creativity nature, process, identification, fostering creativity in school.• Intelligence: The concept of IQ, EQ, and SQ. Types of Intelligence, theories of intelligence Two factor theory, Multifactor theory (PMI) and Guilford`s structure of intellect.• Attitude - Concept, nature, characteristics, formation of attitudes, factors influencing attitudes.			

Unit-5	Motivation and Personality <ul style="list-style-type: none"> • Motivation: Meaning, Nature & Types, Principle & Techniques of Enhancing Learner's Motivation • Content and process theories of motivation and their implications for class room teaching • Techniques of motivating children during classroom teaching transactions • Meaning, definition and determinants of personality. • Types and assessment of personality. 	12 Hrs.
Mode of Transaction- Group discussion, Lecture-cum-discussion, pair and share, group work, panel discussion, assignments, school visits and sharing if experience.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<ol style="list-style-type: none"> 1. Writing instructional objectives in behavioral terms. 2. Recording and Feedback of a lesson. 3. Study of the Teaching Styles of a Teacher. 4. Study of the Learning Styles of the Learners. 5. Presentation of Innovative Teaching. 6. Effective Teaching Scenario building. 		
References: <ul style="list-style-type: none"> ▪ B. K. Passi (1974) <i>Microteaching in teacher education</i>. Centre of Advance Study in Education Benjamin. ▪ S. Bloom et al. (1964) <i>Taxonomy of Educational Objectives</i>. ▪ Longman Group Bruce Joyce (1985) <i>Models of teaching</i> (2nd Ed.) Prentice Hall ▪ Chauhan, S.S (1978) <i>Advanced Educational Psychology</i>, Vikas Publishing House Pvt. Ltd. New Delhi. ▪ <i>Encyclopedia of Modern Methods of Teaching and Learning</i> (Vol. 1-5). ▪ Gavriel Salomon (1981) <i>Communication and Education</i>. Sage publication. ▪ Karthikeyan. C. (2004) <i>A text book on instructional technology</i>, RBSA. ▪ Mangal S.K (1984) <i>Psychological Foundations of Education</i> Ludhiana: Prakash Publishers. ▪ Nayak A. K. (2002) <i>Classroom teaching</i>, A.P.H Publishing House. ▪ Ohles, J. F. (1970) <i>Introduction to Teaching</i>, New York: Random House. ▪ Siddiqui, Mujibul Hasan (2005) <i>Techniques of classroom teaching</i> A.P.H Publishing house. New-Delhi. ▪ Skinner E. C. (1984) <i>Educational Psychology</i>, 4th Edition New Delhi: Prentice Hall of India Pvt. Ltd. India. ▪ Snowman & Baihler (2006). <i>Psychology Applied to teaching</i>. Boston: Houghton Mifflin Company. ▪ Stephens L. M. & Evans, E.D. (1973) <i>Development and Classroom Learning: An Introduction to Educational Psychology</i>, New York: Holt, Rinehart and Winston, Inc. ▪ Tanner, L.N & Lindgren H.C (1971) <i>Classroom Teaching and Learning</i>, New York, Holt, Rinehart and Winston, Inc. 		

YEAR	I	B.Ed. - 202	CREDIT	4 (3+1)
SEMESTER	II	SCHOOL MANAGEMENT, LEADERSHIP AND ACTION RESEARCH	HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none"> ➤ To enable the students, acquire an understanding of concepts, principles and theories of school Management. ➤ To develop the skill of using material resources for school management. ➤ To understand the concept and application of TQM in education. ➤ To enhance the knowledge and skill of students in conducting school activities ➤ To enable students, acquire an understanding of concepts, principles and functions of Leadership, organizational culture and Organizational climate. ➤ To develop a personal paradigm of educational leadership styles and educational team building to meet emerging challenges in education. ➤ To understand and implement the concept of action research and participatory action. 			
Course Content / Syllabus				
Unit - 1	School Management <ul style="list-style-type: none"> • Management: Concept, Roles, skills and functions of management. • TQM: Meaning and Principles. Educational Management-purpose, needs and importance in the context of Educational management. • School Management Concept, principles, purpose and process of school management. • Classroom organization – Meaning and purpose Classroom arrangement different types of seating, Technology integration – smart board, projector, and multimedia. 			12 Hrs.
Unit - 2	Material Resources and School Activities for School Management <ul style="list-style-type: none"> • School Plant, Infrastructural facilities, Preparation of School Budget, sources of Income and Expenditure of school. • School Complex - Meaning, Purpose and Function - Maintenance of School records - Purpose and Types of School Records. • Co-Curricular activities -Meaning, importance and types of Co. curricular activities - Principles of organizing Co-Curricular Activities. • Role of Head master and school management 			12 Hrs.
Unit - 3	Fundamentals of Leadership <ul style="list-style-type: none"> • Leadership – Meaning, Functions of Leadership, Leadership style. • Organizational Culture - Concept and definition, creating an organizational culture and managing an organizational culture-dimensions of organizational culture. • Organizational climate – Meaning, Definition, Dimensions of Organizational climate. 			12 Hrs.
Unit - 4	Leadership in Education			12 Hrs.

	<ul style="list-style-type: none"> • Leadership in educational management - Meaning, definitions and functions of Leadership. • Role of teacher in school management and school administration. • Education Team Building - Concept of teamwork, Characteristics of high performing teams, obstacles to effective teamwork, overcoming obstacles to effective team work. • Team process facilitation - assessing teamwork style. • Mentoring - Process, types and implications for Educational leaders. 	
Unit-5	Action Research <ul style="list-style-type: none"> • Action research - Meaning, Nature and Scope, Types of Action Research • Steps involved in Action Research - Importance of Action research. • Participatory Action Research (PAR) - key concepts of PAR Importance of PAR. • Teacher as researcher, Action research for effective teaching. 	12 Hrs.
Mode of Transaction- Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visits, Presentation.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<ol style="list-style-type: none"> 1. Visit to Schools for practical experience on organizing Co-curricular activities and submit a detailed report. 2. Observe the classrooms in different types of schools & write a report on the classroom arrangement with different resources. 3. Explore & enlist various physical and academic resources essential for an ideal functioning of a school. 4. Visit any smart classroom & write a report on it. 5. Conduct a small survey to analyze different types of leaderships in school 6. Observe any one school complex and write about the resources sharing done and write a brief report about it. 7. Select an organization of your choice, study its organizational culture and write a brief report. 8. Conduct action research and submit the report. 9. Conduct participatory action research and submit the report. 		
References: <ul style="list-style-type: none"> ▪ Banerjee A.K (2005). <i>The Art of Leadership</i>; McGraw Hill Publications ▪ Brent, D, & Burnham, W. (2003). <i>Handbook of Educational Leadership and Management</i>. Pearson Education. ▪ Brown, L., & Tandon, R. (1983). <i>Ideology and political economy in inquiry: Action research and participatory research</i>. Journal of Applied Behavioral Science, 19(3), 277-294. ▪ Chaube, S.P. (2008). <i>A Historical Review of Development of Modern Indian Education</i>. Hyderabad: Neelkamal Publishers. ▪ Cornwall, A., & Jewkes, R. (1995). <i>What is participatory research?</i> Social Science Medicine, 41, (12), 1667-1676. ▪ Dimmock, C, & Allan, W. (2005). <i>Educational Leadership: Culture and Diversity</i>, London: Sage. 		

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- Halpin, A.W. & Croft, D.B. (1963). *The Organizational Climate of School*. Chicago: IL, Midwest Administration Centre, University of Chicago.
- Jharana, M. L. (2007). *Secondary School Education*. New Delhi: Himalaya Publishing House.
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YEAR	I	B.Ed. – 203 (A) PEDAGOGY - I PEDAGOGY OF PHYSICAL SCIENCE	CREDIT	4 (3+1)
SEMESTER	II		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Know the nature, principles and knowledge of Science and its interdisciplinary nature with other subjects.➤ Understand the importance of Teaching Science in schools.➤ Develop their essential skills for effective teaching of science at school level.➤ Develop and translate theoretical perspectives into pedagogical practices. Use various approaches and methods of teaching science at school level.➤ Organize and maintain physical science laboratory and organize the content into plan of action and practice the micro and macro teaching skill.➤ Develop instructional designs such as unit plan and lesson plan for teaching of science.➤ Prepare tools for evaluation of learning outcomes in Science.			
Course Content / Syllabus				
Unit - 1	Nature and Importance of Physical Science			10 Hrs.
	<ul style="list-style-type: none">• Meaning and Nature of Science as a Discipline; Process and Products of Science.• Aims and Values of Teaching Physical science.• Interdisciplinary approach of Physical science with other subjects.• Importance of Science in society and School curriculum.• Interlinking of Science, Society and Technology.			
Unit - 2	Science Education in India			12 Hrs.
	<ul style="list-style-type: none">• Historical development of Science Education in India.• Recommendations of different commissions and committees on science teaching with specific reference to school level instruction.• Path breaking discoveries and landmark development in science. Major projects and curriculum revision/development in physical science at global levels.• Major agencies for the development of physical science in India.• Programs and schemes for the development of science in India.			
Unit - 3	Pedagogical Understanding			12 Hrs.
	<ul style="list-style-type: none">• Instructional objectives of teaching physical science at Secondary School Level.• Writing objectives in behavioral terms based on Bloom, Krathwohl, Simpson <i>et al.</i>• Revised Bloom’s Taxonomy and Higher Order Thinking Skills.• Concept of Pedagogical Content Knowledge (PCK) and its implications in teaching of science.• Paradigm shift in teaching of Physical Science.• Competencies for Teaching of Physical Sciences.			
Unit - 4	Methods and Materials of Teaching Physical Science			14 Hrs.
	<ul style="list-style-type: none">• Integrated Methods - Lecture, Demonstration, Inductive, Deductive,			

	<p>Project, Laboratory, Problem Solving and Constructivist approach, Cooperative learning, Heuristic.</p> <ul style="list-style-type: none"> • Innovative methods: Role Play, Team-Teaching. Brain storming and Models of teaching. • Self-improvised apparatus and Teaching aids in science teaching-meaning, types, significance and steps for effective use of audio-visual aids., Qualities of a good teaching aid. 	
Unit - 5	<p>Planning and Evaluation of Teaching Physical Science</p> <p>Procedures for development and protocols relating to:</p> <ul style="list-style-type: none"> • Science laboratory: Organization and structure of science laboratory, administration, maintenance and safety measures in the lab and first aid kit. • Science library: need & importance along with different activities of library. • Excursion, Science Museums, Science Club, Science Fair, Science Projects. • Planning of Teaching: Year Plan, Unit plan, Lesson plan. • Evaluation: Concept and process of evaluation, Preparation of Scholastic Achievement Test (SAT). 	12 Hrs.
MODE OF TRANSACTION : Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visits, Presentation.		
<p align="center">PRACTICUM</p> <p align="center"><i>(Some of the practicum hours are included in the syllabus hours)</i></p> <p align="center"><i>(Any One of the Following for Internal Assessment)</i></p> <ul style="list-style-type: none"> ❖ Preparation of Lesson/Unit Plan by different methods of teaching. Preparation of at least two working models/ laboratory based projects. ❖ Visit to Regional Science City/ Planetarium/IITR/CSIR and Writing Report. Preparation of multimedia presentation on any content related topic. ❖ Preparation of objective based objective type test items for senior/ secondary level instructions. 		
<p>REFERENCES:</p> <ul style="list-style-type: none"> ▪ Fink, D. L. (2005). Integrated course design. Manhattan, KS: The IDEA Center. Retrieved from http://ideaedu.org/wp-content/uploads/2014/11/Idea_Paper_42.pdf ▪ Kulshreshtha, R.P. (2010): <i>Teaching of Physical Science</i>. Meerut: R. Lall. ▪ Kumar, Amit (2002): <i>Teaching of Physical Sciences</i>, New Delhi: Anmol Publications. ▪ Mangal, S.K. (1997): <i>Teaching of Science</i>, New Delhi: Arya Book Depot. ▪ Nagaraju M.T.V. (Ed.) (2024). <i>Content-cum-Pedagogy of Physical Sciences</i>, Hyderabad: Neelkamal Publications. ▪ Nayak, A.K. (2004). <i>Teaching of Physics</i>. New Delhi: A.P.H. Publishing Corporation. ▪ Panneerselvam, A. & Rajendiran, K. (2005). <i>Teaching of Physical Science</i>. New Delhi: Shantha Publishers. ▪ Radha Mohan (2002): <i>Innovative Physical Science Teaching Methods</i>. Hyderabad: Neelkamal Publications. ▪ Rajasekar, S. (2005). <i>Methods of teaching Physical Science</i>. Neelkamal Publications. ▪ Textbook for B.Ed. Pedagogy of Science (2013): <i>Physical Science Part I & Part II</i>. New Delhi: National Council of Educational Research and Training. 		

YEAR	I	B.Ed. - 203 (B) PEDAGOGY - I PEDAGOGY OF SOCIAL SCIENCE	CREDIT	4 (3+1)
SEMESTER	II		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to:			
	➤ Understand the foundation of teaching Social Science.			
	➤ Familiarize with Resources for teaching/learning Social science.			
	➤ Acquaint with different strategies for teaching Social Science at Secondary and Higher Secondary level.			
	➤ Conduct pedagogical analysis of content for teaching in the classroom.			
	➤ Prepare lesson plans in Social Science for instructional purposes.			
	➤ Acquire skills of analyzing text book in Social Science.			
	➤ Enable students to organize co-curricular activities through the Social Science Club.			
	➤ Acquire competence in preparing tools of evaluation Social Science learning.			
➤ Prepare achievement test in Social Science at Secondary and Higher Secondary level.				
Course Content / Syllabus				
Unit - 1	Nature and Scope of Teaching of Social Science			10 Hrs.
	<ul style="list-style-type: none">• Meaning, Nature and Scope of Social Sciences as a school subject.• Aims and Objectives of teaching Social Sciences at School level.• Values of Teaching Social Sciences.• Taxonomy and behavioral Objectives in Social Sciences.• Relationship of Social Science with other subjects and within the subject.			
Unit - 2	Contents and its Pedagogical Analysis			12 Hrs.
	<ul style="list-style-type: none">• Understanding terminology of Social Sciences: Social structure, Social stratification, Community, State, Region, Market.• Meaning, importance and Steps of Pedagogical Analysis.• Pedagogical Analysis on the following topics: Constitution of India; Physical features of India, Indian Freedom Movement; Democracy in the contemporary world.			
Unit - 3	Approaches and Planning			14 Hrs.
	<ul style="list-style-type: none">• Classroom Processes: Lecture-cum-demonstration method. Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling.• Concept Attainment, Inquiry Training Model.• Lesson planning in Social Sciences: Need and Importance, Basic Elements & its Preparation; Year Plan, Unit plan and lesson plan.			
Unit - 4	Teaching Learning Resources and Process			12 Hrs.
	<ul style="list-style-type: none">• Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking).• Social Science Club- Meaning, Importance and Organization (Club activities, Exhibitions, Field Trips, Quiz Competitions).• Skills of teaching Social Studies: Skill of Explaining. Skill of Illustration with Examples, Skill of Reinforcement, Skill of			

	Questioning and Skill of Stimulus Variation.	
Unit - 5	Evaluation in Teaching of Social Science <ul style="list-style-type: none"> • Meaning, Importance and Types of Evaluation in Social Sciences. • New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System. • Construction of Achievement Test – Concept and Steps. 	12 Hrs.
MODE OF TRANSACTION: Group discussion, Lecture-cum-discussion, pair and share, group work, panel discussion, assignments, school visits and experience.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i> <u>(Any One of the Following for Internal Assessment)</u>		
<ul style="list-style-type: none"> ❖ Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of Social Science. ❖ Make an Observation of a place of historical interest/monument nearer to your residence and prepare a report on it/Prepare a List of Places of Cultural/Historical/Geographical/Economic/Political/Scientific interest of your locality. ❖ Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz programme/Prepare an action plan for Social Science club. ❖ Prepare a list 10 of books/Journals in social sciences with all bibliographic details for purchasing to the classroom library/Prepare a Text book Material for a Particular Topic. ❖ Draw different types of maps of World, India, and locality/Create a comparative timeline of events in India and world of Modern age/prepare a plan based on any one Model of Teaching. ❖ Prepare a sample of Different Types of Test items on different objectives/Select a concept in Social Science prepare a diagnostic test. ❖ Prepare a sample Content analysis/Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th to 10th. 		
Reference: <ul style="list-style-type: none"> ▪ Agarwal, J.C. (1993). <i>Teaching of Social Studies- A Practical Approach</i>, Second Revised Edition, Vikas Publishing House. ▪ Batra, P. (2010). <i>Social Science Learning in Schools: Perspective and Challenges</i>, New Delhi, Sage. ▪ Dhamija, N. (1993). <i>Multimedia Approaches in Teaching Social Studies</i>, New Delhi: Harman Publishing House ▪ Eklavya (1994). <i>Samajik Adhyayan Shikshan: Ek Prayog</i>, Hoshangabad: Eklavya. ▪ George, A. and Madan, A. (2009) <i>Teaching Social Science in Schools</i>, NCERT's New Textbook, New Delhi: Sage ▪ Gupta Rainu (2013). <i>Teaching of Social Science</i>, New Delhi, Doaba Publications. Gupta Rainu (2012) <i>Samajik Vigyan Shikshan</i>, New Delhi: Doaba Publications. ▪ Khan, S. U. (1998). <i>History Teaching-Problems: Prospective and Prospect</i>, New Delhi: Heera Publications ▪ Kochhar, S.K. (1998). <i>Teaching of Social Studies</i>, New Delhi: Sterling Publishers Pvt. Ltd. New Delhi. ▪ NCERT (2006). <i>Position Paper National Focus Group on Teaching of Social Sciences</i>, New Delhi: NCERT ▪ NCERT, <i>Social Science Textbooks for classes VI-X</i>, New Delhi: NCERT. 		

YEAR	I	B.Ed.-204 (A)	CREDIT	4 (3+1)
SEMESTER	II	PEDAGOGY - II	HOURS	75
		PEDAGOGY OF MATHEMATICS	MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Develop insight into the meaning, nature, scope and objectives of mathematics education.➤ Appreciate the role of mathematics in day-to-day life.➤ Understand history, development of mathematics and the contributions of Indian mathematicians to mathematics.➤ Understand aims and objectives of different branches of mathematics.➤ Identify the role of branches of mathematics and their implications on the society.➤ Understand and Practice various methods and approaches of teaching mathematics.➤ Understand the selection, preparation and uses of learning resources.➤ Prepare lesson plan of mathematics teaching.➤ Participate and organize the different co-curricular activities in mathematics.➤ Understand the professional competencies, commitments and expectations of mathematics teacher.			
Course Content / Syllabus				
Unit - 1	Nature and Objectives of Teaching Mathematics <ul style="list-style-type: none">• Meaning, Nature, and Scope of Mathematics; History of Mathematics with special emphasis on teaching of secondary school mathematics.• Aims, Values, and General Objectives of teaching mathematics.• Specific Objectives and teaching points of various content areas in different branches of secondary school mathematics.• Recommendations of various Educational Committees and Commissions as regards to Aims and Objectives of Teaching Mathematics.• Linking Blooms Taxonomy with Academic Standards.• Correlation of Mathematics with other school subjects and with other branches of Mathematics.			12 Hrs.
Unit - 2	Contribution of Indian Mathematics <ul style="list-style-type: none">• Contributions of Indian Mathematicians: (a) Aryabhatta (b) Brahmagupta (c) Bhaskarachary (d) Srinivasan Ramanujan.• Contributions of Western Mathematicians: (a) Euclid; (b) Pythagoras; (c) Rene Descarte.			10 Hrs.
Unit - 3	Methods of Teaching Mathematics <ul style="list-style-type: none">• Approaches of Teaching Mathematics: Classroom approach, Problem-solving approach, Laboratory approach, Computer based approach (CAI, Programmed Learning).• Methods of Teaching Mathematics: Inductive and Deductive; Analytic and Synthetic; Heuristic, Project• Method and Activity Based Teaching.• Techniques of teaching Mathematics: Drill and Practice, Oral work and Written work, Play-way Technique, Assignment and			14 Hrs.

	Homework. <ul style="list-style-type: none"> Methodological issues and variation in area of Mathematics (Algebra, Arithmetic, Geometry, Trigonometry, Probability and Statistics). 	
Unit - 4	Planning for Teaching-Learning Mathematics <ul style="list-style-type: none"> Planning of Instruction: Year Plan, Unit plan, Lesson plan based on Blooms Taxonomy and academic standards. Planning for Effective Instruction: Characteristics of good Instructional Programme, Formation of objectives, Selection of content or Learning material, Designing learning experiences, Preparation of Unit or Lesson Plan. Technology Integrated Lesson - Planning and teaching through usage of digital technology. 	14 Hrs.
Unit - 5	Assessment and Evaluation <ul style="list-style-type: none"> Measurement: Meaning and concept. Evaluation: Need, Concept, Steps and characteristics of Evaluation. Approaches of Evaluation: Formative, Summative, Diagnostic and Remedial. Test: Standard Test and Teacher made Test; Preparation of Scholastic Achievement test. 	10 Hrs.
MODE OF TRANSACTION: Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio-Visual Aid, Action Research, Visit, Group Work and its presentation		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<u>(Any One of the Following for Internal Assessment)</u> <ul style="list-style-type: none"> ❖ Preparation and presentation of lesson plan on any one topic from mathematics text book of 9-12 classes. ❖ Each student has to collect and present history and contributions of one Indian or Western mathematician. ❖ Preparation of T.L.M. for any one topic from classes 9-12 mathematics. ❖ Preparation of power point presentation (PPT) for any one topic from a different branch of mathematics. ❖ Identifying suitable methods/ approaches of teaching different topics from mathematics text of any one class (Inductive/ Deductive/ Analytic/ Synthetic/ Laboratory/ Heuristic/ Project methods and Activity based learning). 		
References: <ul style="list-style-type: none"> Butler and Wren (1960). <i>The Teaching of Secondary Mathematics</i>, Tokyo: McGraw Hill Book Company. Davis, David R. (n.d.). <i>The Teaching of Mathematics</i>. New Delhi: Surjeet Publications. Henderson, K. et al. (1975). <i>Dynamics of Teaching Secondary Mathematics</i>, London: Houghton Mifflin. Krulik and Weise (1975). <i>Teaching Secondary School Mathematics</i>. London: W.B. Saunders. Kuppuswamy Ayyangar, N. (1988). <i>The Teaching of Mathematics in New Education</i>, Bangalore. Mangal, S. K. (1989). <i>Teaching of Mathematics</i>. Ludhiana: Prakash Brothers Publishers. Nagaraju M.T.V. (Ed.) (2018). <i>Mathematical ability, reasoning, and achievement of high school students</i>, LAP LAMBERT: Academic Publishing NCERT (2012). <i>Pedagogy of Mathematics</i>, New Delhi: NCERT Sidhu, K. S. (n. d.). <i>Teaching of Mathematics</i>, Bangalore: Sterling Publishers. Wren (1973). <i>Basic Mathematical concepts</i>, New York: McGraw Hill. 		

YEAR	I	B.Ed. – 204 (B)	CREDIT	4 (3+1)
SEMESTER	II	PEDAGOGY - II	HOURS	75
		PEDAGOGY OF BIOLOGICAL SCIENCE	MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none"> ➤ Develop broad understanding of principles and knowledge used in Biology Science. ➤ Acquire essential skills for practicing Biological Science. ➤ Translate theoretical perspectives into Pedagogical Practices. ➤ Use various approaches and methods of Teaching Life Science. ➤ Formulate instructional designs and lesson plans of Biological Science. ➤ Prepare objective congruent tools for evaluation in Biological Science. 			
Course Content / Syllabus				
Unit - 1	<i>Nature and Importance of Biological Science</i>			10 Hrs.
	<ul style="list-style-type: none"> • Meaning, Nature and Scope of Biological Science; • History of Biological Science, Important discoveries and Inventions in the area of Biology and Zoology. • Significance of Inquiry; Observation and Experimental in Biological Science; its interdisciplinary linkages and societal concerns. • Value development: Intellectual, Utilitarian, Aesthetic, Disciplinary, Scientific, Attitude, and Vocational. 			
Unit - 2	<i>Aims and Objectives of Teaching Biological Science</i>			12 Hrs.
	<ul style="list-style-type: none"> • Aims and objectives of Biological Sciences. • Objectives of teaching Biological Science at Secondary School level. • Acquiring skills to understand processes of studying Biology Ex. Observation, Exploration, Experimental, etc. • Generalization of observations and validation of Knowledge. • Bloom's taxonomy of Educational Objectives. Writing objectives in behavioral terms. 			
Unit - 3	<i>Methods of Teaching Biological Science</i>			14 Hrs.
	<ul style="list-style-type: none"> • Methods - Lecture, Demonstration, Inductive, Deductive, Integrated, Heuristic, Project, Laboratory, Experiential learning, Project Based, Problem Solving and constructivist. • Techniques – Team-Teaching, Computer Assistance Learning. • Effective Use of teaching learning materials such as Charts, Models, Aids etc. 			
Unit - 4	<i>Non-Formal method of Teaching Biological Science</i>			12 Hrs.
	<ul style="list-style-type: none"> • Biology museum, Biology club, Field Trips, Exhibition, Aquarium, Herbarium and Vivarium. • Learning resources from immediate environment. • Preparation of Improvised Learning Resources. • Use of ICT in teaching-learning process of Biological Sciences with computer-aided methods like - Power Point, Multimedia, Simulation, Software, Webinars. • Professional Organisations for Biological Sciences. 			
Unit - 5	<i>Planning and Evaluation</i>			12 Hrs.
	<ul style="list-style-type: none"> • Planning - a) Year Plan; b) Unit plan; c) Lesson plan. • Evaluation- Concept, Types and Process of Evaluation 			

	<ul style="list-style-type: none"> • Preparation of Scholastic Achievement Test (SAT). • Different Methods, approaches and techniques of Evaluation in Biological Science. 	
MODE OF TRANSACTION: Lecture, Lecture cum Discussion, Project Work, Demonstration of Audio- Visual Aid, Action Research, Visits, Presentation.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<u>(Any One of the Following for Internal Assessment)</u>		
<ul style="list-style-type: none"> ➤ Preparation of instructional designs in the form of Lesson/Unit Plan by different methods of teaching. ➤ Preparation of two working models. ➤ Visit to Botanical and Zoological garden and Writing Report. ➤ Preparation of multimedia presentation on any content related topic. ➤ Preparation of the objective based objective type test items in biology at school level. 		
REFERENCES: <ul style="list-style-type: none"> ▪ Agarwal, D. (2001). <i>Modern Methods of Teaching Biological Sciences</i>. New Delhi: Sarup & Sons. ▪ Ahmad, J. (2011). <i>Teaching of Biological Sciences</i>. New Delhi: PHI Learning Pvt. Ltd. ▪ Amin, J. A. (2011). <i>Training science teachers through activities; towards constructivism</i>. USA: Lap –Lambert publishing house. ▪ Agrwal D. D. (2002). <i>Modern Methods of Teaching Biological Sciences</i>, New Delhi: Sorup and Sons. ▪ All NCERT Science Text Books from class IX to XII. ▪ Benjamin, S. Bloom, Ed. (1958). <i>Taxonomy of Educational Objectives-Handbook I - Cognitive Domain</i>. New York: Harcourt Brace & World Inc. ▪ Bhaskara Rao, D. (2000). <i>Teaching of Biological Sciences</i>, Guntur: Nagarjuna Publishers. ▪ Chikara, M. S. and S. Sharma (1985). <i>Teaching of Biological Sciences</i>, Ludhiana: Prakash brothers. ▪ Chunavala, S. (2006). <i>Science Education: A Trend Report</i>. In NCERT (Eds.), <i>Sixth Survey of Educational Research (1993-2000)</i>. New Delhi: NCERT. ▪ Gupta, S. K. (1983). <i>Technology of Science Education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. ▪ Gupta, V. K. (1996). <i>Science and Technology Education: New Thrusts and Recent Trends</i>. Chandigarh: Arun Publishing House. ▪ Hassard, J. (2000). <i>Science as Inquiry</i>. New Jersey: Good Year Books. ▪ Krathwohl, David R., Ed. (1964). <i>Taxonomy of Educational Objectives, Handbook II - Affective Domain</i>. New York: David Mckay. ▪ Kohli, V.K. (2006). <i>How to Teach Science</i>. Ambala: Vivek Publications. ▪ Mohan, Radha (2004). <i>Innovative Science Teaching</i>. New Delhi: Prentice Hall of India. 		

YEAR	I	B.Ed. - 204 (C)	CREDIT	4 (3+1)
SEMESTER	II	PEDAGOGY - II	HOURS	75
		PEDAGOGY OF ENGLISH	MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Describe the nature of English language.➤ Formulate instructional objectives for English language in terms of behavioural outcomes.➤ Select and organize learning experiences according to content and level of students.➤ Use basic language skills as a tool of comprehension.➤ Design appropriate teaching – learning strategy suited to particular content.➤ Use ICT and various teaching aids in teaching of English.➤ Construct achievement tests and diagnostic test for measuring learning outcomes in English language at school level.➤ Use innovative practices.			
Course Content / Syllabus				
Unit - 1	English Language in Educational Context			10 Hrs.
	<ul style="list-style-type: none">• English Language its position in India and Globe.• English as First Language, Second Language, Third Language.• English as an International Language.• Aims and Objectives of Teaching of English at Secondary and Higher Secondary level.• General and Specific Objectives in behavioural terms.• Values of teaching English Language.			
Unit - 2	English Language Pedagogy			14 Hrs.
	<ul style="list-style-type: none">• Specific features of English language in terms of Phonology, Morphology, Syntax and Semantics.• A brief course in phonetics with the help of language laboratory to be conducted on the basis of available resource pool.• Receptive (Listening and Reading) and Productive (Speaking and writing) Skills: Importance and functions.• Methods and Approaches of teaching English: Grammar-cum-Transaction Method, Audio-Lingual and Cognitive Code Method.• English teachers’ role with reference to Pronunciation, Active and Passive Vocabulary.• Spellings: Function and content words.			
Unit - 3	Teaching Learning Materials and Resources			14 Hrs.
	<ul style="list-style-type: none">• Use of ICT in teaching-learning process of English with computer-aided methods like-Power Point, Multimedia, Software etc.• Importance of instructional material and their effective use: Chalk board, Record-Player, Flannel board, Radio, Pictures, Television, Picture cut-out, Film and filmstrips, Charts, Overhead Projector, Tape-recorder.• Text book, reference book and online resources.• Curriculum: Concept, role, significances and approaches.			
Unit - 4	Planning and Procedure			12 Hrs.

	<ul style="list-style-type: none"> Teaching of Prose, Poetry, Novel, Drama, Story, Biography, and Essay. Lesson plan development for teaching of Prose, Poetry, Grammar and Composition. 	
Unit - 5	Evaluation <ul style="list-style-type: none"> Testing Language skills: Listening, Speaking, Reading, Writing. Testing Language components: Pronunciation, Vocabulary, Grammar Achievement tests, diagnostic testing and remedial teaching in English. Preparation of Scholastic Achievement Test. 	10 Hrs.
MODE OF TRANSACTION: Lecture, lecture cum Discussion, project work, Demonstration of Audio-Visual Aids, Action Research, Visit, Group work and its Presentation.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<u>(Any One of the Following for Internal Assessment)</u> <ul style="list-style-type: none"> ❖ Preparation of various teaching aids based on the course content at secondary level. ❖ Developing linguistic profiles of learners (Case study). ❖ Word Formation, Phonetic Transcription, Text book analysis, Book review. ❖ Critical analysis of a poem, essay, prose passages. ❖ Construction of various types of test items. ❖ Construction of achievement and diagnostic tests. ❖ Conducting of Action Research on selected problems. ❖ Development and use of Language laboratory. 		
REFERENCES: <ul style="list-style-type: none"> Agnihotri, R. K. (2009). <i>Language and dialect. Learning curve</i>, 13. Allen, H., & Cambell, R. (1972). <i>Teaching English as second Language</i>, McGraw Hill, New York. Bharthi, T., & Hariprasad, M. (2004). <i>Communicative English</i>, Hyderabad: Neelkamal Publications. Bhatia, K. K. (2006). <i>Teaching and Learning English as a Foreign Language</i>. New Delhi: Kalyani Publishers Brence: <i>The Teaching of English Abroad</i>, Part I, II, III. Bindra, R. (2005). <i>Teaching of English</i>. Jammu: Radha Krishan Anand and Co. Bryne, D. (1988). <i>Teaching Writing Skills</i>, England: Longman. Krishna Swamy (2003). <i>Teaching English: Approaches, Methods and Techniques</i>, New Delhi: Macmillan Publication. Kunwar, N. (2015). 'Right writing' in <i>Indian classroom: learning to be artificial</i>. Language and language teaching. Vol 4, No. 1, Issue 7. Menon, T.K.N. and Patel, M.S.: <i>The teaching of English as a Foreign Language</i>, Baroda: Acharya Book Depot. Sinha, S. (2012). <i>Reading without meaning: The dilemma of Indian classrooms</i>. Language and Language Teaching, 1:1. 22-26. Sachdeva, M. S. (2007). <i>Teaching of English</i>. Patiala: Twenty First Century Publications. Sahu, B. K. (2004). <i>Teaching of English</i>. Ludhiana: Kalyani Publishers. Shaik, M. & Gosh, R.N. (2005). <i>Techniques of Teaching English</i>, Hyderabad: Neelkamal Publications. 		

वर्ष	I	MAEdu - 204 (D) हिन्दी शिक्षण (PEDAGOGY OF HINDI)	क्रेडिट	४ (३+१)
सेमेस्टर	II		घंटे	७५
			अंक	१०० (७०+३०)
पाठ्यक्रम के उद्देश्य:	इस पाठ्यक्रम को पूरा करने पर छात्र सक्षम होंगे : <ul style="list-style-type: none">➤ शिक्षा में भाषा के महत्व को रेखांकित कर सकेंगे।➤ हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।➤ कक्षा के विभिन्न स्तरों पर गद्य, पद्य, व्याकरण, रचना शिक्षण के स्वरूप से परिचित कराना।➤ हिन्दी भाषा का अन्य विधियों विषयों से सह-सम्बन्ध स्पष्ट करना।➤ छात्रों के वास्तविक जीवन से सम्बंधित करके ज्ञान प्राप्त कराना।➤ हिन्दी शिक्षण की प्रमुख पद्धतियों की जानकारी देना।➤ भाषायी कौशलों की जानकारी देना और उनके प्रयोग से परिचित कराना।			
पाठ्यक्रम सामग्री / पाठ्यक्रम				
इकाई – १	हिन्दी शिक्षण-प्रकृति, मित्व एवं उद्देश्य <ul style="list-style-type: none">• भाषा का अर्थ, महत्व एवं प्रकार।• भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन।• देवनागरी लिपि की विशेषताएं एवं सीमाएँ।• हिन्दी की व्याकरणिक व्यवस्था-ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार।• राष्ट्रीय एकता के विकास में हिन्दी की भूमिका।• माध्यमिक उच्चतर माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य।			१२ घंटे
इकाई – २	हिन्दी शिक्षण के कौशल एवं विधियाँ <ul style="list-style-type: none">• हिन्दी शिक्षण के उद्देश्य : ज्ञानात्मक, कौशलात्मक, सौन्दर्यानुभूती प्रकृति एवं सृजनात्मक।• मूलभूत भाषा कौशल - भाषा-श्रवण, वाचन, पाठ और लेखन का परिचय।• हिन्दी शिक्षण में अनुवाद का अर्थ।• गद्य शिक्षण के उद्देश्य एवं विधियाँ।• पद्य शिक्षण के उद्देश्य एवं विधियाँ।• व्याकरण शिक्षण के उद्देश्य एवं विधियाँ।• रचना शिक्षण (मौखिक एवं लिखित) के उद्देश्य एवं विधियाँ।• उच्चारण शिक्षण का महत्व एवं दोष।			१२ घंटे
इकाई – ३	हिन्दी शिक्षण में पाठ योजना <ul style="list-style-type: none">• सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास।• पाठ्य योजना का अर्थ, महत्व एवं विशेषताएं।• पाठ योजना एवं अन्विति योजना-निर्माण।• गद्य, पद्य, व्याकरण की पाठ्य योजना के सोपान।• एक उत्तम पाठ्य योजना का निर्माण।• पाठ योजना के चरण एवं उनके विद्वान्।• वार्षिक योजना एवं इकाई योजना एवं भाषा साहित्य की विभिन्न विद्याओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास।			१२ घंटे
इकाई – ४	साधन एवं सामग्री <ul style="list-style-type: none">• पाठ्य सहगामी कियाओं का स्वरूप, प्रकार एवं भाषाभिव्यक्ति में उनका महत्व।• शिक्षण उपकरणों का सन्दर्भ, महत्व व विकास।			१२ घंटे

	<ul style="list-style-type: none"> हिन्दी शिक्षा में नवाचारी एवं सांसाधनों की आवश्यकता । हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग । भाषा प्रयोगशाला । 	
इकाई - ५	हिन्दी में मूल्यांकन <ul style="list-style-type: none"> हिन्दी शिक्षण व मूल्यांकन की नवीन प्रविधियां, निदानात्मक एवं उपचारात्मक शिक्षण । शैक्षणिक उद्देश्यों का ब्लूम के वर्गीकरण के अनुसार व्याहारपरक उद्देश्य । हिन्दी शिक्षण दृश्य-श्रव्य सहायक साधनों का महत्व । हिन्दी शिक्षण में सतत एवं व्यापक मूल्यांकन । 	१२ घंटे
कार्य सम्पादन प्रणाली : व्याख्यान, पी०पी०टी० एवं समूह वार्तालाप		
प्रायोचगक कार्य (PRACTICUM) <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<u>(आंतरिक मूल्यांकन के लिए निम्नलिखित में से कोई एक)</u> <ul style="list-style-type: none"> ❖ विद्यार्थियों की अचधगम समस्याओं के निदान और समाधान के लिए कियात्मक अनुसन्धान का प्रयोग । ❖ हिन्दी विषय के विद्यार्थियों का एक उपलब्धि परीक्षण का निर्माण करना । ❖ हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं उनके उपयोग की तुलनात्मक समीक्षा । ❖ आदर्श पाठ योजना का निर्माण (गद्य, पद्य व्याकरण) । ❖ अपनी मन पसन्द कविताओं का मूल्यांकन तथा उन पर एक लेख तैयार करना । नोट: उपर्युक्त किये गये प्रायोगिक कार्य का प्रतिवेदन (रिपोर्ट) जमा करना अनिवार्य है ।		
सन्दर्भ ग्रन्थ सूची: <ul style="list-style-type: none"> ■ रामशकल पाण्डेय हिन्दी शिक्षण अग्रवाल पब्लिकेशन आगरा-२ । ■ डा. श्रुतिकान्त पाण्डेय (२०१०) हिन्दी शिक्षण अभिनव आयाम, एक्सिस पब्लिकेशन दरियागंज, नई दिल्ली । ■ उमा मंगल (२००५) हिन्दी शिक्षण आर्य बुक डिपो करोल बाग, नई दिल्ली । ■ शिखा चतुर्वेदी - हिन्दी शिक्षण, आर. लाल बुक डिपो मेरठ । ■ रमन बिहारी लाल-हिन्दी शिक्षण रस्तोगी पब्लिकेशन, मेरठ । ■ शर्मा, डॉ० मार्टीड – हिन्दी शिक्षण सरद पुस्तक भवन इलाहबाद । ■ सुषमा जोशी नवीनतम संस्करण हिन्दी भाषा शिक्षण, आलोक प्रकाशन, लखनऊ । ■ सावित्री सिंह -हिन्दी शिक्षण, इंटर नेशनल पब्लिशिंग हाउस, मेरठ । ■ भाई योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा । ■ निरंजन कुमार सिंह – माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थानी हिन्दी ग्रन्थ अकादमी जयपुर । ■ तिवारी उदय नारायण, हिन्दी भाषा का उद्गम एवं विकास, भारती भंडार, लीडर प्रेस इलाहबाद । ■ भगवत दत्त, भाषा का इतिहास, आत्मा राम एण्ड संस नई दिल्ली-६ । ■ रघुनाथ सफाया- हिन्दी शिक्षण विधि, हरियाणा साहित्य अकादमी, चण्डीगढ़ । ■ अज्ञेय, सच्चिदनंद हीरानंद वात्सयायन (२०१०), वतस्त निधि प्रकाशन माला संवित्ति, सस्ता साहित्य मण्डल प्रकाशन, नई दिल्ली ■ कुमार, कृष्ण (२००४), बचचे की भाषा और अध्यापक, राष्ट्रीय पुरस्कार न्यास, नई दिल्ली कौशिक, जयनारायण । ■ हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़ । ■ Chandra Sekhar, (1965) <i>A New Approach to language teaching</i>, to linguistic circle of Delhi. ■ Bhattacharya Indrajit (1998) <i>An approach to Communication Skills</i>. New Delhi: Dhanapathi Rao & Co. 		

YEAR	I	B.Ed. – 205 (EPC) UNDERSTANDING DISCIPLINES AND SUBJECTS	CREDIT	2 (1+1)
SEMESTER	II		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Analyse and evaluate changes in the perspectives in school curriculum, text books and syllabus on socio-cultural basis.➤ Compare and evaluate the perspective of NCERT on the required changes in knowledge base in school subjects- Mathematics, science, languages and social science.			
Course Content / Syllabus				
Unit - 1	Socio-Cultural Perspectives of Disciplines and School Subjects (Theory of School Content)			06 Hrs.
	<ul style="list-style-type: none">• Evolution of socio-cultural perspectives in school level knowledge base;• Social history of school contents• Emergence of school subjects and disciplines from social, political and intellectual contexts;• History of emergence of methods of methods of teaching;• NCERT Position paper on change in curriculum, syllabus and text books.			
Unit - 2	Changes in Theory of Content in School Education After Independence in India			05 Hrs.
	<ul style="list-style-type: none">• Needed changes in discipline - oriented school textbooks;• Steps needed to redesign text books for school education.• Focus on drawing upon the experiences of children;• Focus on the diverse community background of students;• Focus on natural curiosities of students Focus on learner - centered methods of teaching-constructivist approach.			
Unit - 3	Paradigm Shift in Teaching and Future Trends			05 Hrs.
	<ul style="list-style-type: none">• Paradigm shift in teaching of social science in schools.• Paradigm shift in teaching of science in schools.• Paradigm shift in teaching of Mathematics in schools.• Paradigm shift in teaching of Indian languages in schools.• Application of paradigm shift in present and future scenario.			
MODE OF TRANSACTION: Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation.				
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>				
<ul style="list-style-type: none">❖ Visiting nearby local schools and teach school subjects.❖ Review of NCERT books.				
References: <ul style="list-style-type: none">▪ NCERT (2006). Position paper national focus group on curriculum, syllabus and textbooks. New Delhi: author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf▪ NCERT (2006). Position paper national focus group on teaching of social sciences. New Delhi: Author Retrieved on April 21, 2015 from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.				

pdf

- NCERT (2006). Position paper national focus group on teaching of Indian languages. New Delhi: Author Available from [http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian Languages.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf)
- NCERT (2006). Position paper national focus group on teaching of mathematics. New Delhi: Author Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf
- NCERT (2006). Position paper national focus group on teaching of science. New Delhi: Author. Available from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/science.pdf

YEAR	I	B.Ed. – 206 (EPC) DRAMA AND ART IN EDUCATION	CREDIT	2 (1+1)
SEMESTER	II		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Understand the use of 'drama' as pedagogy.➤ Use 'role play' technique in the teaching learning process.➤ Understand the importance of dramatic way of presentation.➤ Integrate singing method in teaching learning process.➤ Understand various 'dance forms' and their integration in educational practices.➤ Use art of drawing and painting in teaching learning process.➤ Develop creativity through different creative art forms.➤ Understand the efficacy of different art forms in education.			
Course Content / Syllabus				
Unit - 1	Fundamentals of Drama and Music (Gayan and Vadan)			05 Hrs.
	DRAMA <ul style="list-style-type: none">• Drama and its different forms as a tool of learning.• Use of Drama for Educational and social change (Street play, Dramatization of a lesson).• Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation. MUSIC <ul style="list-style-type: none">• Sur, Taal and Laya (Sargam).• Vocal - Folk songs, Poems, Prayers.• Composition of Songs, Poems, Prayers.• Integration of <i>Gayan</i> and <i>Vadan</i> in Educational practices.			
Unit - 2	The Art of Dance			05 Hrs.
	<ul style="list-style-type: none">• Various Dance Forms - Bharat Natyam, Kathakali, Odishi, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances• Integration of Dance in educational practices (Action songs, <i>Nritya Natika</i>).			
Unit - 3	Drawing, Painting and Creative Arts			07 Hrs.
	<ul style="list-style-type: none">• Colours, Strokes and Sketching- understanding of various means and perspectives• Different forms of painting - Worli Art, Madhubani Art, Glass painting, Fabric painting and various forms of painting• Use of Drawing and Painting in Education - Chart making, Poster making, match-stick drawing and other forms• Model making - Clay modeling, Origami, Puppet making• Decorative Art - Rangoli, Ekebana, Wall painting (Mural)• Designing - Computer graphics, CD Cover, Book cover, Collage work• The use of different art forms in Education.			
MODE OF TRANSACTION: Lecture, lecture cum Discussion, Workshop schedule, Slide /Film show, Project work, Demonstration, Visit , Group work and its Presentation.				

PRACTICUM*(Some of the practicum hours are included in the syllabus hours)*

Any one of the following:

- ❖ Develop a script of any lesson in any subject of your choice to perform a Play/Drama.
- ❖ Develop a script for the street play focusing on "Girl's education and Women empowerment".
- ❖ Prepare a script of *Bhavai* based on some Socio-political issues.
- ❖ Prepare a pictorial monograph on "Various folk dance of Gujarat".
- ❖ Prepare a pictorial monograph on "Various Dance forms in India".
- ❖ Prepare a calendar chart on "Various Musical Instruments in India".
- ❖ Develop an Audio CD based on newly composed Poems of Gujarati/Hindi language.
- ❖ Prepare some useful, productive and decorative models out of the waste materials.
- ❖ Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
- ❖ Organize a competition on some Decorative/Performing Art forms in the school during your School Internship programme and prepare a report on it.
- ❖ Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
- ❖ Develop a creative design based on your choice for CD Cover or Book cover.
- ❖ Develop a design or picture based on collage work.

References:

- Nicholson, H. (2009). *Theatre & Education*. London Macmillan Education, UK.
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- Jackson, A., & Vine, C. (2013). *Learning through Theatre: The changing face of Theatre Education*. Routledge, Taylor & Francis Group.
- Kumar, M. (2019). *Drama and Art in Education*. Foundation Publishing House.
- अंकुर, डी. (2000). *रंग कोलाज*. नई दिल्ली : राजकमल प्रकाशन.
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YEAR	I	B.Ed. – 207 (EPC) TEACHING SKILLS AND SCHOOL OBSERVATION	CREDIT	2 (1+1)
SEMESTER	II		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Understand and Practice the different teaching skills to be exhibited during teaching learning process.➤ Understand the know how, when and where to use those skills according to the classroom situation➤ Understand the teacher’s core competencies require for the teachers➤ Understand the dimensions teachers core competencies and how to develop those competencies during his/her professions.			
Course Content / Syllabus				
Unit - 1	Teaching Skills			05 Hrs.
	<ul style="list-style-type: none">• Micro-teaching Concept and types of teaching skills required for teaching; Conventional and innovative (online teaching, smart class etc.)• Need and importance of teaching skills at Secondary level.• Teaching skills for inclusive schools/settings.			
Unit - 2	Core Competency			05 Hrs.
	<ul style="list-style-type: none">• Concept of competency; areas/dimensions of Core competencies for the teachers.• Relevance of core competencies.• Professional development and core competencies to meet the needs of different students in the present scenario.			
Unit - 3	Perspectives of Teaching Skills and Core Competency			07 Hrs.
	<ul style="list-style-type: none">• Critical analysis and suggestions/recommendations of commissions/reports/policies with special references to teaching.• Teaching skills required for children with special needs.• Teaching skill in 21st Century.• Ethical perspectives in Teaching.			
MODE OF TRANSACTION: Discussion, Debate, Seminar, Interactive, Reflective Practices etc.				
PRACTICUM (Some of the practicum hours are included in the syllabus hours)				
Preparation of micro teaching skills lesson plan at least seven in each subject. <ul style="list-style-type: none">❖ Demonstration and Observation of teaching skills.❖ Observation of day to day activities (School observation): Students will observe following and prepare the reports during school observation❖ Observation of Existing School Time Table.❖ Observation of Morning Prayer and Co-Curricular Activities Like Sports/ Cultural/NCC/Scout and Guide/ Recreation/NSS/Picnic and Study Tours/ Debates.❖ Observation of School Library and Labs.❖ Observation of School Building, Boundary, Play Field, Drinking Water Facility, Toilets and Wash Rooms.				
References: <ul style="list-style-type: none">▪ Kumar, K.L. (2008): <i>Educational Technology</i>, New Age International Pvt. Ltd.				

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- Mukhopadhyay, M. (1990): *Educational Technology* - Year Book 1988, All India Association for Educational Technology, New Delhi.
- Mangal S.K. (2000). *Advanced Education Psychology*. New Delhi: Prentice Hall of India (P) Ltd.
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B.Ed. Semester-III

Distribution of Marks and Credits as well as Internal and External Assessment Details

Paper No.	Paper Name	Distribution of Credits		Records	Internal/ External	Total	
		T	P			Marks	Credits
B.Ed. - 301	Pre-Internship: Pedagogy - I	-	1	25	-	25	1
	Pre-Internship: Pedagogy - II	-	1	25	-	25	1
	School Internship (Pedagogy - I) (Teaching of Physical Sciences / Teaching of Social Sciences)	-	6	75	75 (Internal Examination)	150	6
	School Internship (Pedagogy - II) (Teaching of Biological Sciences / Teaching of Mathematics/ Teaching of Hindi/ Teaching of English)	-	6	75	75 (Internal Examination)	150	6
	School Experiences	-	2	50	-	50	2
	Post-Internship: Pedagogy - I	-	2	25	25 (External Examination)	50	2
	Post-Internship: Pedagogy - II	-	2	25	25 (External Examination)	50	2
B.Ed. - 302 (EPC)	Creating an Inclusive School	1	1	-	50 (35 External + 15 Internal)	50	2
Total		1	21	300	250	550	22

Note on School Internship

The whole of third semester comprising of 16 weeks will be devoted to internship related activities and one EPC- Creating an Inclusive School paper.

YEAR	II	B.Ed. – 302 (EPC) CREATING AN INCLUSIVE SCHOOL	CREDIT	2 (1+1)
SEMESTER	III		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course, the students will be able to: <ul style="list-style-type: none">➤ Understand concept, meaning and significance of inclusive education.➤ Distinguish the concepts of Special Education, Integrated Education and Inclusive Education.➤ Analyze critically the needs, problems, causes and educational provisions meant for CWDN.➤ Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.➤ Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers, parents, peers and community.➤ Preparation of teachers for inclusive schools.➤ Identify and utilize existing resources for promoting inclusive practice.			
Course Content / Syllabus				
Unit - 1	Introduction to Inclusive Education			09 Hrs.
	<ul style="list-style-type: none">• Concept of Inclusive Education, Integrated Education and Special Education.• Need, Objectives & Scope of Inclusive Education.• Factors responsible for successful inclusion in the mainstream - future vision.• Definition of disability and inclusion in educational framework.• Threats of psychological problems of disability.• Historical perspectives of inclusive education for children with diverse needs.			
Unit - 2	Types of Children with Diverse Needs (CWDN)			09 Hrs.
	<ul style="list-style-type: none">• Concept, classification, characteristics, causes, problems, identification, classroom management strategies and prevention for children with diverse needs.• Learning disability.• Mental Retardation.• Visual Impairment and Hearing Impairment.• Loco-motor Impairment.			
Unit - 3	Legislative Frameworks and Programmes			09 Hrs.
	<ul style="list-style-type: none">• National Policy on education 1986, 1992 regarding special Education.• Rehabilitation Council of India Act (1992)• Persons with Disabilities Act (1995)• National Policy of Disabilities (2006)• Right of person with Disability Act (2016)• Educational Provisions & Programmes, Aids & Appliances for Special Need Children: Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired.• Institutes and Agencies imparting Rehabilitation			

	<ul style="list-style-type: none"> • Role of parents, peers, teachers and society in rehabilitation of Special Need Children. • Objectives and Functions of National Institutes and International Agencies in Rehabilitation. 	
<p style="text-align: center;">PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i></p>		
<ul style="list-style-type: none"> ❖ Preparation of a status report on education of any category of CWSN. ❖ Report on a visit to school practicing inclusion and identifying learning disabled students. ❖ Write the provisions and promotions of CWSN through RPWD 2016. 		
<p>References:</p> <ul style="list-style-type: none"> ▪ Bartlett, L. D. and Weisentein, G. R. (2003). <i>Successful Inclusion for Educational Leaders</i>. New Jersey Prentice Hall. ▪ Allyn and Bacon Choate, J. S. (1997). <i>Successful Inclusive Teaching</i>. Allyn and Bacon ▪ Daniels, H. (1999). <i>Inclusive Education</i>. London, Kogan. ▪ Deiner, P. L. (1993). <i>Resource for Teaching Children with Diverse Abilities</i>, Florida, Harcourt Brace and Company. ▪ Dessent, T. (1987). <i>Making Ordinary School Special</i>. Jessica Kingsley Pub. ▪ Gargiulo, R. M. <i>Special Education in Contemporary Society: An Introduction to Exceptionality</i>. Belmont Wadsworth. ▪ Gartner, A. & Lipsky, D. D. (1997) <i>Inclusion and School Reform Transferring America's Classrooms</i>, P. H. Brookes Publishers, Baltimore. ▪ Giuliani, G. A. & Pierangelo, R. (2007) <i>Understanding, developing and Writing IEP</i>. Corwin press: Sage Publishers. ▪ Gore, M. C. (2004). <i>Successful Inclusion Strategies for Secondary and Middle School Teachers</i>, Crowin Press, Sage Publications. ▪ Hegarthy, S. & Alur, M. (2002) <i>Education of Children with Special Needs: from Segregation to Inclusion</i>, Corwin Press. Sage Publishers ▪ Karant, P. & Rozario, J. (2003). <i>Learning Disabilities in India</i>. Sage Publications. ▪ Karten, T. J. (2007). <i>More Inclusion Strategies that Work</i>. Corwin Press, Sage Publications. ▪ King- Sears, M. (1994) <i>Curriculum- Based Assessment in Special Education</i>. California, Singular Publications. ▪ Lewis, R. B. & Doorlag, D. (1995) <i>Teaching Special Students in the Mainstream</i>. 4th Ed. New Jersey, Pearson. ▪ McCormick, Sandra. (1999) <i>Instructing Students Who Have Literacy Problems</i>. 3rd Ed. New Jersey, Pearson. ▪ Rayner, S. (2007). <i>Managing Special and Inclusive Education</i>, Sage Publications. ▪ Ryandak, D. L. & Alper, S. (1996) <i>Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting</i>. Boston, Allyn and Bacon Sedlak. ▪ R. A. & Schloss, P. C. (1986). <i>Instructional Methods for Students with Learning and Behaviour Problems</i>. Allyn and Bacon ▪ Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). <i>Exceptional Lives: Special Education in Today's Schools</i>. 2nd Ed. New Jersey Prentice- Hall. Inc. ▪ Vlachou D. A. (1997) <i>Struggles for Inclusive Education: An ethnographic study</i>. Philadelphia, Open Unive. ▪ Westwood P. (2006) <i>Commonsense Methods for Children with Special Educational Needs-Strategies for the Regular Classroom</i>. 4th Ed. London Routledge Falmer- Taylor & Francis Group. 		

SEMESTER – IV

YEAR	II	B.Ed. - 401 KNOWLEDGE AND CURRICULUM	CREDIT	4 (3+1)
SEMESTER	IV		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ To understand the nature of knowledge, and its process of construction.➤ To examine the moral values of the student teachers.➤ To understand the nature and importance of curriculum and its determinants.➤ To understand the development and approaches of curriculum.➤ To develop and apply a framework for studying curriculum documents.			
Course Content / Syllabus				
Unit - 1	Knowledge <ul style="list-style-type: none">• Epistemology, Knowledge - meaning, definitions; Differences between information, knowledge, belief and truth. Knowledge as human endeavor; Curiosity, Practice and Dialogue.• Knowledge construction, Process of Construction of Knowledge. Facets of knowledge.• Views of Mahatma Gandhi, Rabindranath Tagore, Aurobindo and Jiddu Krishnamurthi on Knowledge and Education.			10 Hrs.
Unit - 2	Moral Education <ul style="list-style-type: none">• Morality- meaning, importance; Morality in a multi-cultural, multi religious and democratic society; Moral Education - Meaning and objectives; Moral education and curriculum.• Society, culture and modernity; Industrialization, democracy and ideas of individual autonomy and reason.• Understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar.			14 Hrs.
Unit - 3	Curriculum <ul style="list-style-type: none">• Curriculum-meaning, importance, scope, aims and objectives; concept of core curriculum, hidden curriculum, and spiral curriculum;• Syllabus; text books; Role of teacher in curriculum, syllabus, and text books.• Determinants of curriculum - socio political aspirations, cultural orientations, national priorities, system of governance and power relations, and International contexts.			14 Hrs.
Unit - 4	Curriculum Development and Evaluation <ul style="list-style-type: none">• Curriculum development in terms of Socio-cultural context of students, multi-cultural, multilingual aspects, learner characteristics, teacher's experiences and concerns, and critical issues in the society.• Approaches to Curriculum development - subject centered, environmentalist, behaviorist, competency based, learner centered, and constructivist.• Process of curriculum evaluation and revision; feedback from learners, teachers, community, and administrators.			12 Hrs.
Unit - 5	Curriculum Frameworks			10 Hrs.

	<ul style="list-style-type: none"> Curriculum frame work -meaning, importance, and its purpose. Curriculum visualized at different levels - National level, State level, School level, Class level, and related issues. Curriculum frameworks of NCERT and SCERT; Curriculum frame work and its significance in school education. 	
MODE OF TRANSACTION: Lectures, discussions, assignments, films on educational thinkers		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
<ul style="list-style-type: none"> ❖ Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (Some exemplar themes: 'let us find out about what kind of food we all eat and enjoy.' Or 'what is the nature of our family lives?' or 'what is the difference between a fly and an ant?' or let us find out the rules for use of masculine and feminine gender in Hindi language.) ❖ Comparative study of various curriculum documents. ❖ Prepare a report comparing national curriculum framework, the text books and class room practices in the school in which the student teacher has been interned. To what extent does the class room practice carry out the curricular objectives or the objectives set out in the text books? ❖ Critically analyses various samples of textbooks, children's literature, and teachers' handbooks etc., and how they revise. 		
REFERENCES: <ul style="list-style-type: none"> ▪ Anthony Giddens (2006). Sociology (5th Edition) Cambridge (Chapter on Education). ▪ Christopher Winch and JohnGingell (2005). <i>Philosophy and Education: A Critical Introduction</i>. Routledge. ▪ Christopher Winch, <i>Philosophy and Education Policy</i>, chapter 1&2. ▪ John Dewey, <i>Democracy and Education</i>. ▪ Kohlberg, L. (1963). <i>The development of children's orientations toward a moral order</i>, Vita Humana. ▪ Meighan, R. <i>Hidden Curriculum</i>, in Iram Siraj-Blatchford, A Sociology of Educating, ▪ NCERT (2005). <i>National Curriculum Framework-2005</i>, (Chapter 2) ▪ NCERT (2006). <i>Position Paper, National Focus Group on Curriculum, Syllabus and Text books</i> ▪ NCERT (2007). <i>Position Paper, National Focus Group on Work and Education</i> ▪ NCERT. Relevant sections of 1975, 1988, 2000 and 2005 curriculum documents of NCERT. ▪ Noah Lemos (2007). <i>An Introduction to the Theory of Knowledge</i>. Cambridge. ▪ Paul Hirst (1999). <i>The Demands of Moral Education: Reason, Virtues and Practices</i>. In <i>Education in Morality</i>, edited by J H Halstead and T H Mclaughlin. Routledge. ▪ Robin Barrow (2007). <i>An Introduction to Moral Philosophy and Moral Education</i>. Routledge. ▪ Ryle, G. (1972) 'Can Virtue Be Taught?' in R. E. Dearden, P. Hirst and R. S. Peters (Editors) <i>Education and the Development of Reason</i>, London, Routledge. ▪ Straughan, R. (1982). <i>Can We Teach Children to Be Good?</i>, London, Allen and Unwin. 		

YEAR	II	B.Ed. - 402 GENDER, SCHOOL AND SOCIETY	CREDIT	4 (3+1)
SEMESTER	IV		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Understand the concept of gender roles in society➤ Explain the gender identity and socialization process➤ Identify gender roles in textbooks and curriculum➤ Discuss safety of girls and women at school, home and workplace➤ Understand the representation of gender in various mass media.			
Course Content / Syllabus				
Unit - 1	Gender Roles in Society			10 Hrs.
	<ul style="list-style-type: none">• Gender: Concept and Perspectives• Concept of sex, gender and transgender.• Gender related concepts: patriarchy, feminism, equity and equality, sexuality.• Emergence of gender-specific roles: sociological and psychological perspectives.• Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.			
Unit - 2	Gender Identity and Socialization Process			14 Hrs.
	<ul style="list-style-type: none">• Gender identity and socialization practices in family, school and organization.• Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity.• Actual gender roles and responsibilities assigned in schools and classrooms.• Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines.• Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.			
Unit - 3	Gender and School Curriculum			14 Hrs.
	<ul style="list-style-type: none">• Representation of gender roles in school textbooks and curricula.• Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum.• Developing positive attitude towards opposite genders in schools - gender bias in education - Transgender: providing opportunities for education, employment and life skills• Developing school curriculum for gender equality.• Gender issues in diverse cultural constraints: Teacher's role.			
Unit - 4	Violence On Safety of Girls and Women			12 Hrs.
	<ul style="list-style-type: none">• Safety of girls and women at school, home and workplace - Sexual abuse and violence.• Role of education in preventing various aspects of violence.• Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents.• Constitutional law in protecting of rights of girls and women.• Role of governmental and Non-governmental organization in			

	protection of Girl and women.	
Unit - 5	Mass Media and Gender <ul style="list-style-type: none"> Gender roles in mass media - Gender stereotypes in mass media - gender identity roles Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements Gender equality and language use. 	10 Hrs.
MODE OF TRANSACTION: Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
❖ TASKS AND ASSIGNMENTS: <ol style="list-style-type: none"> 1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society. 2. Prepare a report on child abuse/violation of girl's rights by collecting data from various media resources. 3. Prepare a report on the safety precautions for the girl children in the schools. 		
References: <ul style="list-style-type: none"> ▪ NCERT (2006). <i>Gender Issues in Education</i>. New Delhi: Publications Division. ▪ Kosut, Mary. (2012). <i>Encyclopedia of gender in media</i>. New Delhi: Sage Publications. ▪ Carole Brugeiles & Sylvie Cromer. (2009). <i>Promoting gender equality through textbooks</i>. Paris: UNESCO Publications Division. ▪ Byerly, C. M. (2011). <i>Global report on the status of women in the news media</i>. Washington DC: International Women's Media Foundation. ▪ Fredrick Luic Aldama. (2005). <i>Brown on brown: Chicapola representations of gender, sexuality, and ethnicity</i>. University of Texas Press. ▪ Hurlock, Elizabeth B. (1974). <i>Personality development</i>. New Delhi: McGraw Hill Education. ▪ Jayaraman, Chindai (2016). <i>Understanding the schools</i>. Chennai: Vinodh Publishers. ▪ Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). <i>Discipline, moral regulations and schooling: A social history</i>. New York: Routledge. ▪ Sharma K. K. & Punam Miglani. (2016). <i>Gender, school and society</i>. Patiala: Twenty first century publications. ▪ www.academia.edu. 		

YEAR	II	B.Ed. - 403 HEALTH, YOGA AND PHYSICAL EDUCATION	CREDIT	4 (3+1)
SEMESTER	IV		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Understand the concept of holistic health, its various dimensions and determinants.➤ Develop positive attitude towards health physical education and yoga as individual.➤ Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.➤ Create interest for the practice of yogasanas and meditations.➤ Understand various policies and programmes related to health, physical education and yoga.➤ Help them to understand the process of assessment of health and physical fitness.➤ To be sensitive student teacher about emerging issues such as health and fitness, wellness, technology, environment.			
Course Content / Syllabus				
Unit - 1	Health Education			10 Hrs.
	<ul style="list-style-type: none">• Meaning, Definition, Aims, Objectives and Importance of Health Education.• Concept of health, importance, dimensions.• Health needs of children and adolescents, including differently-abled children.• Understanding of the body system-skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones.			
Unit - 2	Diseases, Food and Nutrition			14 Hrs.
	<ul style="list-style-type: none">• Common health problems and diseases-its causes, prevention and cure Common health problems, diseases -Communicable and non-communicable diseases: its causes, prevention and cure. Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, Diabetes, Obesity. Measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.• Immunization and first aid- at Home, Road, Water, Fire accidents and Snake bite, Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.• Nutrition & Malnutrition, Food and nutrition, food habits, Timing of food, nutrients and their functions, Seasonal foods and festivals, Preservation of food value during cooking, Indigenous and modern ways to persevere food, Shift in food practices and its globalisation, Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.			
Unit - 3	Yoga			14 Hrs.
	<ul style="list-style-type: none">• Concept, need and importance of yoga, History of yoga.• Physical activity guidelines for yoga teaching.• Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each).			

	<ul style="list-style-type: none"> • Kriyas and Pranayams, Meditation. • Do's & Don't of yogic practices. • Role of yogasanas for prevention of common diseases. • Impact of yoga on different body systems. 	
Unit - 4	Physical Education <ul style="list-style-type: none"> • Concept, need and importance of yoga, History of yoga. • Physical activity guidelines for Yoga Teaching. • Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each). • Kriyas and Pranayams, Meditation. • Do's & Don't of yogic practices. • Role of yogasanas for prevention of common diseases. • Impact of yoga on different body systems. 	12 Hrs.
Unit - 5	Games and Sports <ul style="list-style-type: none"> • Physical fitness, Strength, Endurance and flexibility, its components, Sports skills, Indigenous and self-defense activities • Impact of Physical activities, games, sports on different body systems. • Development of Physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health. • Games and sports – Athletics (General physical fitness exercises), Games (lead-up games, relays and major games) rhythmic activities, Gymnastics and their impact on health. • Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; Sports ethics; Sports awards and scholarships, Sport-person ship. 	10 Hrs.
MODE OF TRANSACTION: Lecture, lecture cum Discussion, Workshop schedule, Slide/Film show, Project work, Demonstration, Visit , Group work and its Presentation.		
PRACTICUM <i>(Some of the practicum hours are included in the syllabus hours)</i>		
TASKS AND ASSIGNMENTS: <ul style="list-style-type: none"> ❖ Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., Long jump, Shot put, 4 x 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game. ❖ Organization & Participation of games and sports tournaments ❖ Learning and performing of basic yogic activities, Asanas and Pranayam, Kriyas and Meditation. ❖ Celebration of yoga day, yoga week. 		
PEDAGOGICAL APPROACH: The following methods may be adopted: <ul style="list-style-type: none"> • Interactive discussions, group-work, sharing of experiences, organizing various activities, analyzing various topics by using various charts, photographs and other materials on aspects of health-related issues. • Organizing school health check-ups, referral, practical classes of first aid. 		

- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organization of games and sports and demonstration of yogic activities.

References:

- Bette J., Logsdon & Others. 1977. *Physical Education for Children: A Focus on the Teaching Process*, Lea & Febiger, Philadelphia.
- Deborah A. Wuest, Charles A. Bucher. 2006. *Foundation of Physical Education Exercise Science and Sports*, 15th Edition. Tata McGraw Hill, Pvt. Ltd., New Delhi.
- Gharote M.L. 2004. *Applied Yoga*, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- Jack H. Wilmore, David L. Costill, W. Larry Kenney. 2011. *Physiology of Sports and Exercise*, 5th Edition. Human Kinetics Publication.
- John E. Nixon, Ann E. Jewett. 1980. *An Introduction to Physical Education*, Thomson Learning, 9th Edition, London.
- M.M. Gore. 2007. *Anatomy and Physiology of Yogic Practices*. Motilal Banarsai Dass, New Delhi.
- MDNIY. 2010. *Yoga Teachers Manual for School Teachers*, New Delhi.
- Morarji Desai National Institute of Yoga, - Pranayama, New Delhi.
- NCERT. 2013. Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org www.ncert.nic.in)

YEAR	II	B.Ed. - 404 ENVIRONMENTAL EDUCATION	CREDIT	4 (3+1)
SEMESTER	IV		HOURS	75
			MARKS	100 (70+30)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ To acquire knowledge to student about the concept of Environment and Ecology.➤ To make awareness and create interest of student in Environmental Education.➤ To enable the student-teachers understand about Pollution and its control.➤ To develop a sense of responsibility towards about the Global Environmental problems.➤ To develop reasonable understanding to the need for Conservation of the resources.➤ To develop desirable attitude, values and respect for the environment			
Course Content / Syllabus				
Unit - 1	The Multidisciplinary Nature of Environmental Studies			10 Hrs.
	<ul style="list-style-type: none">• Definition, scope and importance of Environmental Education.• Need for Public awareness.• Renewable and Non-renewable Resources: Natural resources and associated problems in Recourses - Forest, Water, Food, Energy, Mineral, Land.			
Unit - 2	Ecosystems			14 Hrs.
	<ul style="list-style-type: none">• Concept of an ecosystem; Structure and function of an ecosystem.• Producers, consumers and decomposers Energy flow in the ecosystem, Ecological succession.• Food chains, Food webs and Ecological pyramids.• Introduction, Types, Characteristic features, Structure and function of Eco systems - Grass Land, Desert, Forest, Aquatic.			
Unit - 3	Biodiversity and Its Conservation			14 Hrs.
	<ul style="list-style-type: none">• Introduction, definition: Genetic, Species and Ecosystem diversity.• Biodiversity at global, National and local levels and its values• Hot-spots of biodiversity.• Threats to biodiversity: Habitat loss, Poaching of wildlife, Man- wildlife conflicts.• Endangered and Endemic species of India.• Conservation of biodiversity: <i>in-situ</i> and <i>ex-situ</i> conservation of biodiversity.			
Unit - 4	Environmental Pollution			12 Hrs.
	<ul style="list-style-type: none">• Definition, Causes, effects and control measures of (a) Air pollution, (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Thermal pollution (g) Nuclear hazards.• Role of an individual in prevention of pollution. Pollution case studies. Disaster management: Foods, earthquake, cyclone and landslides.			

Unit - 5	Social Concerns and The Environment	10 Hrs.
	<ul style="list-style-type: none"> • Environmental ethics: Issues and possible solutions. • Climate change, Global warming, Acid rain, Ozone layer depletion, Nuclear accidents and holocaust. Case studies. • Air (Prevention and Control of Pollution) Act. • Water (Prevention and Control of Pollution) Act. • Forest Conservation Act. 	
MODE OF TRANSACTION: Lecture, lecture cum Discussion, Workshop schedule, Slide/Film show, Project work, Demonstration, Visit, Group work and its Presentation.		
PRACTICUM		
<i>(Some of the practicum hours are included in the syllabus hours)</i>		
<ul style="list-style-type: none"> ❖ Visit to a local area to document environmental assets - river/forest/grassland/hill/Mountain. ❖ Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. ❖ Study of common plants, insects, birds. ❖ Study of simple ecosystems-pond, river, hill slopes, etc. 		
References: <ul style="list-style-type: none"> ▪ Agarwal, K.C. (2001) <i>Environmental Biology</i>, Nidi Publ. Ltd. Bikaner. ▪ Brunner R.C., (1989) <i>Hazardous Waste Incineration</i>, McGraw Hill Inc. ▪ Clark R.S., <i>Marine Pollution</i>, Clanderson Press Oxford (TB). ▪ Cunningham, W.P. Cooper, T.H. Gorhani, E. & Hepworth, M.T. (2001) <i>Environmental Encyclopedia</i>, Jaico Publ. House, Mumbai. ▪ Gleick, H.P. (1993) <i>Water in crisis</i>, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. ▪ Hawkins R.E., <i>Encyclopedia of Indian Natural History</i>, Bombay Natural History Society, Bombay (R). ▪ Heywood, V.H & Waston, R.T. (1995) <i>Global Biodiversity Assessment</i>. Cambridge Univ. Press, p.p. 1140. ▪ Jadhav, H & Bhosale, V.M. (1995). <i>Environmental Protection and Laws</i>. Himalaya Pub. House, Delhi. ▪ Mckinney, M.L. & School, R.M. (1996). <i>Environmental Science systems & Solutions</i>, Web enhanced edition. p.p. 639. ▪ Miller T.G. Jr. <i>Environmental Science</i>, Wadsworth Publishing Co. (TB). ▪ Odum, E.P. (1971) <i>Fundamentals of Ecology</i>. W.B. Saunders Co. USA, p.p. 574. ▪ Rao M N. & Datta, A.K. (1987) <i>Waste Water treatment</i>. Oxford & IBH Publ. Co. Pvt. Ltd. p.p. 345. ▪ Sharma B.K., (2001) <i>Environmental Chemistry</i>. Goel Publ. House, Meerut. ▪ Survey of the Environment, The Hindu (M). ▪ Townsend C., Harper J, and Michael Begon, <i>Essentials of Ecology</i>, Blackwell Science XI. ▪ Trivedi R.K., <i>Handbook of Environmental Laws</i>, Rules Guidelines, New Delhi. ▪ Trivedi R. K. and P.K. Goel, <i>Introduction to air pollution</i>, Techno-Science Publication. ▪ Wanger K.D., (1998) <i>Environmental Management</i>. W.B. Saunders Co. Philadelphia, USA. 		

YEAR	II	B.Ed. - 405 LANGUAGE ACROSS THE CURRICULUM	CREDIT	2 (1+1)
SEMESTER	IV		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ To understand nature, function and role of language across the curriculum.➤ Understand importance and use of first, second language and acquire the knowledge about communication, types, developing.➤ Know the concept of language.➤ Learn about communicative approach.➤ Understand the ways of integrating speaking with other skills.➤ Understand the nature of classroom discourse and develop strategies for using oral language i.e. discussion, questioning etc.➤ Understand fundamental objectives of language teaching and activities for developing skills on LSRW.➤ Familiarize with the barriers of LSRW skills and activities for the development skills.➤ Understand and appreciate the various activities for developing language skills.			
Course Content / Syllabus				
Unit - 1	Nature and Function of Language			06 Hrs.
	Language – Meaning and Concept. Functions of language: <ul style="list-style-type: none">• Communicative functions of language & its basic assumptions.• Learning language and learning through language.			
Unit - 2	Development of different skills - I			05 Hrs.
	Development of Listening skill: <ul style="list-style-type: none">• Characteristics of good listening material.• Different kind of listening materials and activities. Development of Speaking skill: <ul style="list-style-type: none">• Need and objectives of developing speaking skills,• Techniques of learning speaking skills-conversational/oral skills.• Importance of group work in developing oral work and role of teacher.			
Unit - 3	Development of different skills - II			05 Hrs.
	Development of Reading skill: <ul style="list-style-type: none">• Meaning, need and importance of developing reading skill,• Reading mechanics and process of reading.• Stages of reading, types of reading, reading problems of learners. Development of Writing skill: <ul style="list-style-type: none">• Types of writing skill & writing scripts• Importance and need of developing writing skill,• Characteristics of good handwriting and techniques of improving handwriting.			
PRACTICUM (Some of the practicum hours are included in the syllabus hours)				
❖ Write a report on different languages speaking as per 8 th Schedule and its importance in India.				

- ❖ Write a note on the use of LSRW technique in language development among the students.
- ❖ Study the dialectics in your surroundings, which are not included in the 8th schedule and its importance in Cultural Relevant Pedagogy.
- ❖ What are the learning sources and strategies that you find to make a student as a good communicator.

References:

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YEAR	II	B.Ed. – 406 (EPC) COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY	CREDIT	2 (1+1)
SEMESTER	IV		HOURS	45
			MARKS	50 (35+15)
Course Outcomes:	On Completing of this course the students will be able to: <ul style="list-style-type: none">➤ Gain an understanding of the central concepts in defining Community development.➤ Reflect critically on factors that shape the community.➤ Build an understanding about themselves, i.e. the development of community by a teacher➤ Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher with social responsibility.➤ Develop effective communication skills including the ability to listen, observe etc.➤ Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings.➤ Appreciate the critical role of teachers in promoting wellbeing of the community.			
Course Content / Syllabus				
Unit - 1	Community and its Development <ul style="list-style-type: none">• Concept of community, importance of community.• Factors affecting community. Poverty, Unemployment, Drug abuse etc.• Community development – Key elements, Characteristics, and Process.• Focus area - Economical, Social, Educational, Environmental, Cultural and civics.• Modern Era of Development - Micro Finance Movement; Self-Help Group; Training of Rural Youth for Self-Employment (TRYSEM), Foreign Donors.			06 Hrs.
Unit - 2	Asset Based Community Development (ABCD) <ul style="list-style-type: none">• Concept of ABCD. Importance, Need of ABCD in successful community Building.• Principles of ABCD - Organizing principles, Developmental Tools.• Neighbor-hood Need Map - Its effects, Deriving assets to sustainability of community.• Community Building paradigm - Individual assets, Local resources assets, Associations assets, Differences between the new and old pattern of developments and mobilizing the assets; Teachers as an Asset.			05 Hrs.
Unit - 3	Rural Development and Social Responsibility <ul style="list-style-type: none">• Stages of developments in India - Pre-independent and Post independent rural growth; projects and its outcome.• Panchayat Raj Movement.• Tribal Developments - Conceptualization and definitions, Characteristics, Socio economic conditions; Forest dwellers' rights, Tribal displacement, Eviction, Resettlement and rehabilitation; Major tribal development programmes - Tribal			05 Hrs.

	<p>Area Development Programme; Hill Area Development Programmes (HADP); Tribal Sub-Plans (TSP).</p> <ul style="list-style-type: none"> • Role of voluntary organization in tribal development. • Social Responsibility of Teachers in upbringing the Rural Development. 	
<p>MODE OF TRANSACTION IN THE FIELD:</p> <p>The activities are to be transacted in workshop mode through individual and group experiential activities such as:</p> <ul style="list-style-type: none"> • Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humor, aesthetic representations, etc. • Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation. • Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential. • Development of reflective journals/diaries by the student teachers. 		
<p style="text-align: center;">PRACTICUM</p> <p style="text-align: center;"><i>(Some of the practicum hours are included in the syllabus hours)</i></p>		
<ul style="list-style-type: none"> ❖ Developing self-awareness as a Teacher (individual/group activity). ❖ Exploring Rural Mass of Indian Tribal Community (individual activity). ❖ Reflecting, recording and sharing of critical moments in one's life (individual activity and presentations). ❖ Reflections on critical moments in the lives of the rural people (small group activity). ❖ Dealing with the Rural strengths, weaknesses, opportunities and threats (SWOT analysis). ❖ Exhibiting the Tribal folklore (individual activity). ❖ Group activities involving community participation. 		
<p>References:</p> <ul style="list-style-type: none"> ▪ Desai V. (1988). <i>Rural Development</i>, Vol 1-4. Bombay, Himalaya Publishing House. ▪ Mukherjee Amitava. (2004). <i>Participatory Rural Appraisal - Methods & Applications in Rural Planning</i>. New Delhi, Concept Publishing Company. ▪ Singh Katar. (2009). <i>Rural Development: Principles, Policies and Management</i>. New Delhi, Sage Publication. ▪ UNDP. (2000). <i>Rural Urban Linkages: An Emerging Policy Priority</i>. New York, Bureau for Development Policy. ▪ Sisodia Singh Yatindra. (2005). <i>Functioning of Panchayat Raj System</i>. Jaipur, Rawat Publications. ▪ Devendra Thakur (1994). <i>Tribal life in India</i> (10th Vol.), Deep & Deep Pub., New Delhi. ▪ Babuji, M. (1993). <i>Tribal Development Administration</i>, Kanishka Pub., New Delhi. ▪ Sing & Vyas (1989). <i>Tribal Development</i>. 		