SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT

Course Structure

Bachelor of Education (B.Ed.)
(From Session 2024 onwards)
Department of Education

Complete Ordinance of B.Ed. Course

Course Structure
Semester-I

B.Ed. Program Structure from the academic year 2021 onwards

Course Code	Course	Course Type	L	T	P	Total H	Credit	Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End- Semester Examination on (ESE)/ External Assessment	Total Marks
			Teaching Load Per Week					Marks		
SEMESTER I										
B.Ed-**101**	Childhood and Growing Up	(Core (Theory)	3	0	2	5	4	30	70	100
B.Ed-**102**	Contemporary India and Education		3	0	2	5	4	30	70	100
B.Ed-**103**	Knowledge and Curriculum		3	0	2	5	4	30	70	100
(Select any two of the following from B.Ed. 104 to B.Ed. 107)										
B.Ed-**104**	Action Research	Elective (Theory)	1	0	2	3				
B.Ed-**105**	Environmental Education		2	0	0	2	2X2	15X2	35X2	100
B.Ed-**106**	Peace Education		2	0	0	2				
B. Ed-**107**	Human Rights Education		2	0	0	2				
B. Ed-**108**	Reading and Reflecting on Texts	Courses on Enhancing Professional Capacities (EPC)Theory	1	0	2	3	2	15	35	50
B. Ed-**109**	Development of Language Proficiency for Various Situation (30 Hours)	Compulsory (Practical)	1	0	2	3	2	50		50
B. Ed-**110**	Capability Enhancement Work		2	0	4	6	4	100		100
	Total					32	24	285	315	600

Course Structure B.Ed. Semester-II

Course Code	Course	Course Type	teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total H		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End- Semester Examination on (ESE)/ External Assessment	
**SEMESTER II**									
B. Ed-201	Learning & Teaching	Core (Theory)	3	0	2	5	4	30	70	100
B. Ed-202	Assessment for Learning		3	0	2	5	4	30	70	100
*Pedagogy of School Subject Part-I (Select any one from the following subjects on the basis of UG/PG subject)*									
B. Ed-203	Pedagogy of Physical Science	Elective (Theory)	3	0	2	5	4	30	70	100
B. Ed-204	Pedagogy of Social Science		3	0	2	5				
B.Ed-205	Pedagogy of Computer Science		3	0	2	5				
B.Ed-206	Pedagogy of Home Science		3	0	2	5				
*Pedagogy of School Subject Part-II (Select any one from the following subjects on the basis of UG/PG subject)*									
B.Ed-207	Pedagogy of Mathematics	Elective (Theory)	3	0	2	5	4	30	70	100
B. Ed-208	Pedagogy of English		3	0	2	5				
B.Ed-209	Pedagogy of Hindi		3	0	2	5				
B.Ed-210	Pedagogy of Sanskrit		3	0	2	5				
B.Ed-211	Pedagogy of Biological Science		3	0	2	5				
B.Ed-212	Pedagogy of Commerce		3	0	2	5				
B.Ed-213	Drama and Art in Education	Courses on Enhancing Professional Capacities (EPC) (Theory)	1	0	2	3	2	15	35	50
B.Ed-214	Develop Ethical Management & Evaluation Skills in Teacher Trainees (30 Hours)	Compulsory	1	0	2	3	2	50		50
B.Ed-215	Capability Enhancement Work	Compulsory (Practical)	2	0	4	6	**4**	100		100
	Total					**32**	**24**	**285**	**315**	**600**

| Course Code | Course | Course Type | Teaching Load per week | | | | Credit | Marks | | Total Marks |
			L	T	P	Total H		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on (ESE)/ External Assessment	
							SEMESTER III			
B. Ed-301	School Organization and Management	Compulsory (Theory)	2	0	0	2	2	15	35	50
B. Ed-302	School Leadership		2	0	0	2	2	15	35	50
B. Ed-303	Work Education		2	0	0	2	2	15	35	50
B. Ed 304	School Internship (15 weeks Pedagogical Lesson Plan Workshop Mandatory)	Compulsory (Practical)	1	0	14	15	8	60	140	200
B.Ed-305	Action Research during Internship and in Report Writing and Reflections and consolidation of internship and its Report Writing	Compulsory (Practical)	1	0	6	7	4	100		100
B. Ed-306	Develop Behavioral Modification Strategy in Teacher Trainee (30 Hours)	Compulsory (Practical)	1	0	2	2	2	50		50
B. Ed-307	Capability Enhancement Work	Compulsory (Practical)	2	0	4	6	4	100		100
	Total					**36**	**24**	**355**	**245**	**600**

B.Ed. program Structure (Semester-IV)

Course Code	Course	Course Type	L	T	P	Total H	Credit	Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	Total Marks
			\multicolumn{4}{c}{Teaching Load per week}		\multicolumn{2}{c}{Marks}		
SEMESTER IV										
B.Ed-401	Gender, School and Society	Compulsory (Theory)	3	0	2	5	4	30	70	100
B.Ed-402	Life Style Management		3	0	2	5	4	30	70	100
B. Ed-403	Creative and Inclusive School		3	0	2	5	4	30	70	100
Select any one from the following subjects (B.Ed.-404 to B.Ed. -406)										
B.Ed-404	Computer Education	Elective (Theory)	1	0	2	3				
B. Ed-405	Health, Physical Education & Yoga		1	0	2	3	2	15	35	50
B. Ed-406	Guidance and Counseling		1	0	2	3				
B.Ed-407	Critical Understanding of ICT	Courses on Enhancing Professional Capacities (EPC) (Theory)	1	0	2	3	2	15	35	50
B.Ed-408	Develop System for Value Education in Teacher Trainees (30 Hours)	Compulsory (Practical)	1	0	2	3	2	50		50
B.Ed-409	Scout & Guide		1	0	2	3	2	15	35	50
B.Ed-410	Capability Enhancement Work		2	0	4	6	4	100	-	100
	Total					**33**	**24**	**285**	**315**	**600**

B.Ed. Semester-I

Course Title	Course Code	Credit	Max Marks	External	Internal
Childhood and Growing Up	**B. Ed-101**	**4**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • acquire Knowledge of the Child Development . • understand children of different ages by interacting and observing them in diverse social, economic and cultural context. • analyse childhood, child development and adolescence. • apply theories of Child development. • comprehend the role of contemporary issues like marginalization: Social, class, poverty & gender in child development. • understand the role of the family and the school in the child's development.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the concept of growth & development and characteristics of various stages of growth & development. • Explain the theories of child development and their educational implications. · • Classify the role of family, school, society in child development. • Interpret the impact of social, culture & economic change on child development. • Describe the role of contemporary issues like marginalization: Social, class, poverty & gender in child development. • Describe the role of media in construction and deconstruction of perception & ways of dealing above issues.
Course Contents:	
Unit-I:	**Child Development** • Growth & Development: - Concept, Principles and Factors. • Stages of development with special reference to Childhood and Adolescence. • Adolescents: Understanding their needs and Problems in Indian context.
Unit-II:	**Theories of Child Development** • Theory of Cognitive Development by Piaget: Concept, Stages and its Implications. • Theory of Social & Emotional Development by Erickson: Concept, Stages and its Implications. • Kohlberg theory of Moral Development: Concept, Stages and its Implications. • Freud's psycho analytic theory.
Unit-III:	**Social Context of Development** • Agencies of Socialization: Family, School, Society and their role in Child Development. • Social and Cultural Change and their Impact on child development. • Impact of urbanization and Economic change on child development
Unit-IV:	**Contemporary Issues** • Marginalization with special reference to Gender, Social Class, Poverty. • Impact of marginalization on child development. • Role of media in constructing & deconstructing perceptions & ways of dealing with above issues.
Practicum/ Sessional	**Any one of the following:** • Case-study of an adolescent: Problems and Needs. • Seminar/ Presentation on educational implications of One Learning theory of child development. • Survey report on impact of socio-economic status of a family on child development. • Content Analysis of Media coverage on the following: **a.** Child labor. **b.** Gender bias. **c.** About Disability
Suggested Readings:	• Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited, • Allport, G.W. (1961). *Pattern and Growth in Personality*: New York. • Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing • Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers. • H. Having hurtst, R. et al. (1995). *Society and Education*. Baston: Allyen ad Bacon • H.P. B Wheldall, K. (2006). *Developments in Educational psychology*. New York: Routledge • Kamat, A.R. (1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.

Course Title	Course Code	Credit	Max Marks	External	Internal
Contemporary India and Education	**B. Ed-102**	**4**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Understand that development of education is influenced by socio-political forces of the time. • Analyze the features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses. • Comprehend the contribution of various Committees and Commissions on education set up from time to time in India. • Comprehend the developments of Indian education in the post independent period. • Understand the govt. policies in the context of Universalization of school education.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the development of education is influenced by socio-political forces of the time. • Recall the features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses. • Distinguish the contribution of various Committees and Commissions on education set up from time to time in India. • Explain the developments of Indian education in the post independent period. • Identify the govt. policies in the context of Universalization of school education
Course Contents:	
Unit-I:	**Education in India** • Vedic Period, Buddhist Period and Medieval Period
Unit-II:	**Policy Framework of Education in Pre-Independent Period** • Macaulay's, Minutes (1835), Woods Dispatch (1854), Hunter Commission (1882) and • Indianization of Education, National Education Movement, Lord Curzon Policy (1902), Sadler Commission (1917), Basic Education (1937)
Unit-III:	**Policy Framework of Education in Post-Independent Period** • University Education Commission (1948-49), Secondary Education Commission (1952-53), • Indian Education Commission (1964-66) in the context of Industrialization, National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy, National Knowledge Commission (2007)
Unit-IV:	**Elementary Education** • Universalization (Provision, Enrolment, Retention, Success), Education for all (Sarva Shiksha Abhiyan), • Review of Mid-Day Meal Program, Kasturba Balika Yojna, RTE (2009)

Practicum/ Sessional	**Any one of the following:**
	  i. Revisiting educational policies framed for the education of different sections of the society SC/ST/Minorities/ Women.
	  ii. Prepare a report on problems of secondary education.
	  iii. Review educational policies for vocational education.
	  iv. Review of Policies related to universalization of school education.
	  v. Review of Mid-day meal program
	  vi. Review of Kasturba Balika Yojna

Suggested Readings:	**Suggested Readings:** • Deshpande, S. (2004). *Contemporary India: A sociological view*. New Delhi: penguin. • Dubey, S.C. (2001). *Indian Society,* New Delhi: National Book trust. • Government of India (GOI) (2009). *Right to education Act*. New Delhi: MHRD. • Ghanta, R. & Dash, B. N. (2005). *Foundations of Education,* Hyderabad: Neelkamal Publications. • Kashyap, S.C. (2009). *The constitution of India,* New Delhi: National Book latest edition. • Mishra, B.K. & Mohanty, R.K. (2003). *Trends and issues in India Education,* Meerut: Surya publications. • Ministry of Human Resource Development of India (1986). *National policy on education.* NCERT,1964-1966). Report of the education commission, New Delhi: NCERT. • Rajput, J.S. (1994). *universalization of Elementary Education*, New Delhi: Vikas Publishing House. • Walia, J.S(2014). *Philosophical, Sociological and Economic Bases of Education.* Jalandhar: Ahim Paul Publishers.

Course Title	Course Code	Credit	Max Marks	External	Internal
Knowledge and Curriculum	**B. Ed-103**	**4**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Comprehend the concept of knowledge, education & schooling. • Analyze the views of Indian and western thinkers on schooling, education and curriculum. • Comprehend the concept of socialization, equity and equality, modernity with reference to industrialization, democracy and individual autonomy. • Understand the dimensions of curriculum in reference to Indian Ideology and its impact on school and their relationship with aims of education. • Analyze the determinants of curriculum and explain basic assumption about society, learner and aim of education in relation to curriculum.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the concept of knowledge, education & schooling. • Compare the views of Indian and western thinkers on schooling, education and curriculum. • Describe the concept of socialization, equity and equality, modernity with reference to industrialization, democracy and individual autonomy. • Describe the dimensions of curriculum in reference to Indian Ideology and its impact on school and their relationship with aims of education. • Analyze the determinants of curriculum and explain basic assumption about society, learner and aim of education in relation to curriculum.
Course Contents:	
Unit-I:	**Unit- I: Knowledge, Education and Schooling** • Nature of knowledge: Information, Conception, perception, knowledge and education. • Schooling - Relationship between school and education, • Schooling, education and knowledge as visualized by different Indian thinkers- Vivekananda, Rabindranath Tagore, M. Gandhi, Sri Aurobindo, • Schooling, education and knowledge as visualized by different western thinkers -Rousseau, Froebel, John Dewey, Paulo Freire, ·
Unit-II:	**Social Basis of Education** • Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy. • The role of culture, economy and historical forces in shaping the aims of education.
Unit-III:	**Curriculum Development** • Concept of Curriculum and Syllabus, Dimensions of Curriculum and their relationship with aims of education. • Curriculum at different levels- National, State and School. • Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic. • Understanding the basic assumptions about society, learner and aims of Education in relation to Curriculum
Unit-IV:	**Unit-IV: Curriculum Practices** • Learning experiences and learners: Laboratory work, Field Survey, Group Discussion & practical work. • Nature of learners and their learning process. • Knowledge and ideology in relation to curriculum and text books. • National curriculum framework: Concept need and process of development.
Practicum/ Sessional	**Practicum/ Sessional (Any two of the following):** a) Socio-economic educational survey of nearby village/ urban settings. b) Role of education in empowerment of weaker sections of society. c) To analyze and prepare a report on the present curriculum of UP/ CBSE/ ICSE in the light of various determinants of curriculum development. d) To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism.
Suggested Readings:	**Suggested Readings:** • Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press. • Chomsky, N (1986). *Knowledge of Language*, New York: Prager. • Cole Luella (1950). *A History of Education: Socrates to Montessori*, New York: Holt, Rinehart & Winston

Course Title		Course Code	Credit	Max Marks	External	Internal
Action Research		**B. Ed-104**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Understand the meaning of research and its types. • Analyses the fundamental, applied and action research. • Apply various steps involved in action research in a school. • Apply action research strategy for improving school practices
Course Outcomes	To enable student-teacher to- • Understand the meaning of research and its types. • Analyses the fundamental, applied and action research. • Apply various steps involved in action research in a school. • Apply action research strategy for improving school practices.
Course Contents:	
Unit-I:	• Research: Concept & types. • Difference between traditional (fundamental and applied) research and action research. • Action research for improving class room and school-based programs: specific areas for use of action research-interventions in teaching & learning, co-scholastic areas and organizational climate of a school.
Unit-II:	• Procedure of designing action research-selection of problem, formulation of action hypotheses and developing a suitable design for testing of hypotheses. Evaluation of results in action research and their use.
Unit-III:	• Developing school-based projects for action research: Format of a project and its implementation. • Determining intervention-based effect in terms of pre-post Comparison: precaution needed, formulating an action research-based report for the benefit of other practitioners.
Practicum/ Sessional	**Practicum/ Sessional:** • Prepare a action research report related to any classroom problems
Suggested Readings:	**Suggested Readings:** • Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004. • Johnson, A.P., (2012). A Short Guide to Action Research, 4th edition. Upper Saddle River, NJ: Pearson Education, Inc. • Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. Teacher's College Record, 104 (4), 842-866. • https://education.utah.edu/accreditation/_documents/syllabi/EDU-5491-Professional-Development-Teacher-Research.pdf • McNiff, J. (2016). You and your action research project (4th ed.). New York: Routledge.

Course Title		Course Code	Credit	Max Marks	External	Internal
Environmental Education		B. Ed-105	02 (Elective)	50	35	15
Course Objectives:	To enable student-teacher to- • Understand the meaning, need, scope and objectives of Environmental Education. • Acquire the Knowledge of global environmental problems and explain their related policies. • Comprehend the concept of healthy environment, eco club and its importance. • Apply the knowledge of managing environmental disaster.					
Course Outcomes	After the completion of the course; To enable student-teacher to- • explain the meaning, need, scope and objectives of Environmental Education. • recognize the global environmental problems and explain their related policies. • explain the concept of healthy environment, eco club and its importance. • apply the knowledge of managing environmental disaster.					
Course Contents:						
Unit-I:	• Meaning need and scope of environmental education. • Evolution and development of environmental education. • Objectives of environmental education. • Stock Holm conference, Tbilisi conference and Earth Summit.					
Unit-II:	• Acid rain, Ozone layer depletion effect of urbanization, industrialization and deforestation. • Global warming and Kyoto Conference. • Pollution and its types. • Environmental legislation in India. • Concept of healthy environment • Eco club: Meaning, Characteristics & Importance.					
Unit-III:	• Meaning, types, causes and effects of different disasters. • Managing environmental disaster at community and individual level • Rescue from disaster: Principles governing rescue, rescue process • Relief for disaster: preparatory phase of relief, planning immediate relief, execution of relief.					
Practicum/ Sessional	**Any one of the following:** i. Prepare a scrap file along with suggestions of pupil-teacher related to environmental articles and news. ii. Project report on local environmental problem. iii. Conducting discussion (class level) on disaster management and prepare a report on it.					
Suggested Readings:	• Ali Khan, S.& Sterling, (1998). *Sustainable development education*: Teacher education specification, London, Education for sustainable development Panel. • Allaby, M. (1996) *Basics of Environmental Science*. New York: Routledge. • Aptekar. Lewis (1914). *Environmental Disasters in Global perspective*. New York: G.K. Hall; Toronto: Maxwell Macmillan. • Burton, Ian, Robert W. Kares and Gilbert White (.1993). *The environmental as Hazard*. New York: the Guildford press.					

Course Title	Course Code	Credit	Max Marks	External	Internal
Peace Education	**B. Ed-106**	**02 (Elective)**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Understand the concept, need, aims and objectives of peace education. • Analyze the role of social agencies in promoting peace education. • Analyze the role of religion and great personalities in promoting peace. • Analyze challenges to peace and apply strategies and methods of teaching peace education. • Apply the knowledge of enhancement of peace.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the concept, need, aims and objectives of peace education. • Analyze the role of social agencies in promoting peace education. • analyze the role of religion and great personalities in promoting peace. • Analyze challenges to peace and apply strategies and methods of teaching peace education. • Apply the knowledge of enhancement of peace.
Course Contents:	`
Unit-I:	• Concept and need of Peace Education as a universal value. • Aims and Objectives of Peace Education. • Role of Social Agencies (Family, Religion, Mass Media, Community, School, NGO's, Government Agencies) in promoting peace education. • Current Status of Peace Education at Global Scenario.
Unit-II:	• Role of Religion in propagation of Peace. • Role of Great personalities in promoting Peace (Mother-Teresa, Vivekananda, Gandhi). • Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization. • Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.
Unit-III:	• Positive attitude, interpersonal relations, cooperation, team work and accountability for peace • Civic responsibilities and legislative provisions for peace. • Democracy and Peace, Secularism and Peace, Culture and Peace. • Stress management and peaceful resolution of conflicts.
Practicum/ Sessional	**Any one of the following:** • Prepare a Role Play of Great Personalities who worked/ contributed towards Peace. • Organize an activity in schools to promote Peace. • Write a report on Gandhi and Peace. • Write about the contribution of any two Noble prize winners for Peace. • Prepare an album of Indian Philosophers and write their thoughts on peace.
Suggested Readings:	• Adams.D (Ed) (1997). *UNESCO and a culture of Peace: Promoting a Global Movement*. Paris UNESCO. • Taj. H (2005). *National Concerns and Education*, Neelkamal Publications.pvt.Ltd • Taj.H (2005). *Current challenges in Education*, Neelkamal Publications.pvt.Ltd

Course Title	Course Code	Credit	Max Marks	External	Internal
Human Rights Education	**B. Ed-107**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Comprehend the rights, human rights and human rights education with reference to philosophy, psychology, politics and sociological perspective. • Analyze the approaches to human rights. • Apply the knowledge of emerging concerns in Human Rights. • Understand the role of government, non-government organization, family and self in promotion of Human Rights. • Apply the knowledge of human rights perspective in curriculum, assessment & teaching and learning process.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the rights, human rights and human rights education with reference to philosophy, psychology, politics and sociological perspective. • Analyze the approaches to human rights. • Assess the emerging concerns in Human Rights. • Explain the role of government, non-government organization, family and self in promotion of Human Rights. • Apply the knowledge of human rights perspective in curriculum, assessment & teaching and learning process.
Course Contents:	
Unit-I:	• Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective. • Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument. Understanding Human Rights from policy perspective.
Unit-II:	• Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Collective versus Individual rights. • Methods of Human Rights Research and Human Rights as pedagogy • Critical review of Democracy with reference to Human rights • Indian constitution with reference to Human Rights • Critical review of Human Right in globalized world
Unit-III:	• Understanding Human Rights of Children, Women, Minorities, Dalits, differently abled and Homosexuals. • Role of Government, Non-Government Organizations family and self in promotion of Human Rights. • Human Rights perspective in curriculum, assessment and teaching and learning process.
Practicum/ Sessional	**Practical: (Any one of the following)** • Write an Essay on Human Rights/Child Rights/Women Rights • Role plays/Street Play to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day-to-day life. • Developing an action plan for peace in school and local community/Poster presentation.
Suggested Readings:	**Suggested Readings:** • https://www.uts.edu.au/sites/default/files/HREReportFinal22July.pdf • Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) The Right to be Human, New Delhi: Lancer International • Dennis Altman 2004, 'Sexuality and Globalization', Agenda: Empowering Women for Gender Equity, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd. • Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) Violation of Democratic Rights in India, Bombay: Popular Prakashan • Ellen Messer, 1997, 'Pluralist Approaches to Human Rights', Journal of Anthropological Research, Vol. 53, No. 3, Universal Human Rights versus Cultural Relativity (Autumn, 1997), pp. 293-317: University of New Mexico

Course Title		Course Code	Credit	Max Marks	External	Internal
Reading and Reflecting on Texts (EPC)		**B. Ed-108**	**02**	**50**	**35**	**15**
Course Objectives:	To enable student-teacher to- • Understand the Reading and reflecting of a wide variety of texts • Apply the program and process to write efficiently with a sense of purpose and field notes. • Analyze and synthesis reading and writing skills and Content analysis					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Read and reflect a wide variety of texts • Construct program and process to write efficiently with a sense of purpose and field notes. • Combine and compare reading and writing skills and Content analysis					
Course Contents:						`
Activities	• To read a wide variety of texts, including – Empirical, Conceptual and historical work, Policy documents and studies about schools, teaching, and learning and about different people 's experiences of all of these. • Narrative texts, expository texts from diverse sources, including autobiography, field notes, ethnographies, etc. • Writing efficiently, responding to a text with one's own opinions or writing within the context of others 'ideas. Combining reading and writing skills, reflective skills, Content analysis.					
Practicum/ Sessional	• Summery writing, writing autobiography and field note. Critically analyses activities of their own and of a group during reading, writing and discussion. Pupil Teacher will present a report on entire activities.					
Suggested Readings:	• Reflective Practice: Writing and Professional Development, Gillie Bolton. Sage Publication • Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer, Cambridge University Press. • Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers • Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication. • Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning.					

Compulsory Practical Work Value Aided Course (30 Hours)

B.Ed. (Semester-1)

	Course Code	Credit	Max Marks	External	Internal
Development of Language Proficiency for Various Situations (30Hours)	**B. Ed-109**	**02**	**50**	**-**	**50**
Course Objectives:	To enable student-teacher to- • apply the knowledge of development of languages and its use in personal & professional life. • apply the knowledge of language proficiency and its stages in personal and professional life. • comprehend different environmental conditions for development of language.				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • use the knowledge of development of languages and its use in personal & professional life. • apply the knowledge of language proficiency and its stages in personal and professional life. • explain different environmental conditions for development of language.				
Course Contents:					
Unit-I:	• Language – Concept, nature, characteristics & implications • Types of languages – Mother tongue, Regional Language, State Language & international language • Use of language for various situations – Home, community, school & peer group.				
Unit-II:	• Proficiency in language – Meaning, concept, nature & characteristics. • Stages of language proficiency • Use of language proficiency.				
Unit-III:	• Different environmental situation for language development---home, community, peer group, school, play group.				
Practical: Any two	• Project work – Status of language proficiency around home. • Survey – Situation in teacher-training institution regarding status of language proficiency. • Case Study – Language proficiency in various situations of teacher trainers/teacher trainees.				
Practicum/ Sessional	Any one: • School visit to find out communication problem / Apprehension in students • Assigning assignment on listening skills / speaking skills/ reading skills / writing skills • Organizing debate, discussion, seminar, stage speak, public speak and drama				
Suggested Readings:	**Suggested Readings:** • https://www.ecml.at/Portals/1/mtp4/language_descriptors/documents/language-descriptors-EN.pdf • Pearson, J.C. et.al. (2011). Human Communication (4th edition). New York. McGraw Hill Companies Inc. • Floyed, K. (2009). Interpersonal communication. New York. McGraw Hill Companies Inc.				

Course Title		Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work		**B. Ed-110**	**04**	**100**	**-**	**100**

Course Objectives:	To enable student-teacher to- • To develop team spirit in different situations of practical life. • To enhence writing skill,creativity and learning by doing. • To enhence the ability of expression,sharing new ideas. • To develop the skill of self expression. • To enhence confidance level for sharing their own feelings and point of view.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Knowledge to apply team spirit in different situations of practical life. • Writing skill, creativity, learning by doing • Able to apply the ability of expression, sharing new ideas. • To use the ability of self-expression. • Confidence level for share their own feelings and point of view.
Course Contents:	
Field Tasks	Personality development with emphasis on- Understanding the self-Communication skill including Language Use and improvement of speech.
Project Works	Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon
Assignments	Compulsory B.Ed.-101 To B.Ed-104
Seminar	One Seminar Mandatory
Practicum/ Sessional & Pedagogy	Viva-Voce & Classroom interaction and discussion, Seminar, Workshop, Assignment / project.
Evaluation Scheme	• Field Task- Report : 20 Marks • Project Work & Assignments : 10x4=40 Marks • Seminar & Classroom Presentation : 20 Marks • Viva-Voce : 20 Marks
Suggested Readings:	**Suggested Readings:** • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf • https://www.bc.edu/research/nbetpp/statements/nbr1.pdf • https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online • https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf

B.Ed. Semester-II

Course Title	Course Code	Credit	Max Marks	External	Internal
Learning and Teaching	B.Ed-201	04	100	70	30

Course Objectives:	To enable student-teacher to- • Understand the concept, nature, types of learning and factors affecting learning. • Apply the knowledge of learning strategies & individual differences. • Apply the various theories of learning in teaching-learning environment. • Comprehend the concept features, levels of teaching & its related concepts. • Analyze the various variables of teaching & comprehend social-constructive approach in teaching.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain, concept, nature, types of learning and factors affecting learning. • Apply the knowledge of learning strategies & individual differences. • Use the various theories of learning in teaching-learning environment. • Explain the concept features, levels of teaching & its related concepts. • Compare & list the various variables of teaching & comprehend social-constructive approach in teaching.
Course Contents:	
Unit-I:	• Learning: Concept, Nature, types of learning & Factors influencing learning, • Learning strategies: Co-operative learning, peer-tutoring & collaborative & group learning; Role of Teacher & School in relation to learning strategies. • Individual differences -Types, Causes & Educational implications.
Unit-II:	Theories of Learning: • Connectionism theory (Trial & Error: Thorndike), concept, laws of learning & Educational Implications. • Conditioning theories: Classical conditioning (Pavlov) & Operant Conditioning (Skinner): Concept, characteristics and Educational Implications. • Social constructivist theory (Vygotsky & Bandura): Concept, nature & Educational Implications. • Behavioural & testable components of learning.
Unit-III:	• Teaching: Concept, characteristic, features and levels of teaching. • Related concepts of Teaching (Training, conditioning, instruction & indoctrination) • Variables in the Teaching Process: The Learning task (Instructional Objectives), Learning Behaviours (Entry Behaviours & Learner's characteristics) Teacher Behaviours: (Competence, Personality, Teaching Style). • Social-constructivist approach in teaching (Applications of Bruner, Ausubel & Vygotsky's ideas in teaching).
Unit-IV:	• Phase of Teaching: Pre-active, Interactive and Post-active. • Models of Teaching: Meaning, Need & Elements, Basic Teaching Model (Glaser), Concept Attainment Model (Bruner). • Teaching Strategies: Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching & Enrichment Program
Practicum/ Sessional	• Group Projects: Observation report on Teaching-learning transaction process in School teaching practice. • Seminar/ Presentation on learning theories. • Application of teaching strategies (Brain-Storming, Simulation, Role-playing, Gaming, Remedial teaching) on any current/ social issue. • Case-study on Individual differences.
Suggested Readings:	**Suggested Readings:** • Chauhan, S.S. (2014). "*Innovations in Teaching Learning Process*", Noida: Vikas Publishing House Private Ltd. • Dececco, J.P. (1988) "*The Psychology of Learning and Instruction*", New Delhi: Prentice Hall. • Gagne, R.M. (1977). "*The conditions of learning*", New York, Chicago: Holt, Rinchart and Winston. • Joyce, B. & Weil, M. (1992). "*Models of Teaching*", New Delhi, Prentice Hall. • Kulkarni, S.S. (1986). "*Introduction to Educational Technology*", New Delhi: oxford & IBH • Publishing Company. • Pandey, K.P. (1983). "*Dynamics of Teaching Behaviours*", Ghaziabad: Amitash Parkashan. • Pandey, K.P. (1980). "*A First Course in Instructional Technology*", Delhi: Amitash Parkashan. • Skinner, B.F. (1968). "*The Technology of teaching*", New York: Appleton Century Crofts. • Sharma, R.A. (1991). "*Technology of Teaching*", Meerut: R. Lall Book Depot. • Sharma, S.K. (2005). "*Learning and Teaching: Learning process*", Delhi: Gyan Books Private Ltd.

Course Title	Course Code	Credit	Max Marks	External	Internal
Assessment for Learning	**B.Ed-202**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Understand the concept of assessment and evaluation, purposes & objectives of evaluation & critical review of current evaluation practices. • Comprehend the importance of assessment in continuous and comprehensive manner • Application of the assessment tasks and tools to assess learner's competence and performance • Analyze, manage and interpret assessment data. • Synthesis of the habit of reflecting-on and self-critiquing to improve performance.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: After the completion of the course, pupil-teachers will be able to: • Explain the concept of assessment and evaluation, purposes & objectives of evaluation & critical review of current evaluation practices. • Understand the importance of assessment in continuous and comprehensive manner • Construct the assessment tasks and tools to assess learner's competence and performance • Analyze, manage and interpret assessment data. • Organize the habit of reflecting-on and self-critiquing to improve performance.
Course Contents:	
Unit-I:	• Concept of Assessment & Evaluation**.** • Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties. • Critical review of current evaluation practices: a) Formative and summative evaluation b) Prognostic and diagnostic c) Norm referenced test and Criterion referenced test d) Quantitative and Qualitative aspects & assessment
Unit-II:	• Distinction between assessment of learning, assessment for learning and assessment as learning. • Using assessment feedback for further learning. • Writing different forms of questions – (VSA, SA, ET & objective type, situation based) • Construction of achievement tests- steps, procedure and uses
Unit-III:	• Need of CCE and its importance. • Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale. • Portfolio assessment – meaning, scope & uses; developing & assessing portfolio.
Unit-IV:	• Interpreting student's performance: Descriptive statistics (measures of central tendency & measures of variability, percentages) Graphical representation (Histogram, Frequency Curves) • Role of feedback to stake holders (Students, Parents, Teachers) to improve teaching – learning process, Identifying the strengths & weakness of learners. • Reporting student's performance (Progress reports, cumulative records) profiles and their uses.
Practicum/ Sessional	• Construction of unit test, using table of specifications and administering it to target group and interpreting the result. • Analysis of question papers (teacher made) • Writing self-appraisal/ create portfolio. • Planning and organizing student's portfolio.
Suggested Readings:	**Suggested Readings:** Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin. Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF PHYSICAL SCIENCE	**B.Ed-203**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Understand the concept, nature & Scope of Physical Science. • Comprehend the need, importance, aim and objectives of Teaching Physical Science. • Select suitable approaches, methods, different resources to teach Physical Science. • Understand the importance of planning for Teaching Physical Science. • Application of skill of planning lesson plan based on various approaches.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the concept, nature & Scope of Physical Science. • Explain need, importance, aim and objectives of Teaching Physical Science. • Adopt suitable approaches, methods, different resources to teach Physical Science. • Appreciate the importance of planning for Teaching Physical Science. • Construct lesson plan based on various approaches.
Course Contents:	`
Unit-I:	• Concept, Nature and Scope with reference to Physical Science & its branches. • History of Physical science and contribution of Indian Scientists in the field of Physics & Chemistry. • Need & importance Physical Science in secondary school & its values in the present context. • Correlation of Physical science with other school subjects. • Aim & objectives of Physical Science. • Bloom's Taxonomy of instructional objectives.
Unit-II:	Teaching Skills: - • Skill of Introducing the Lesson • Skill of Illustrate with the help of Examples • Skill of Explaining • Skill of Stimulus Variation • Skill of Black-Board Writing • Concept, Need & Importance of Unit Planning & Lesson Planning
Unit-III:	• Meaning, Principles & Steps of Curriculum construction in Physical Science • Physical Science Laboratory. • Audio-Visual Aids: Chart, Models, Film Strip, Radio, Projectors. • E-learning Resources – Use of Multimedia & Computers, PPT, Internet, Website, Teleconferences. • Improvised Apparatus – Meaning, Importance & Steps • Professional Growth of Physical Science Teacher in Service Program Orientation Program, Refresher Courses, Seminars,

Unit-IV:	• 3Methods of Teaching Physical Science
	   – Lecture-cum-Demonstration
	   – Project Method
	   – Laboratory Method

Practicum/ Sessional	i. Development of Five Demonstration Experiments on the Topics Covered in the Syllabus from Science Test-books at the Lower Secondary Level. ii. Improvisation of Apparatus/Equipment iii. Seminar Presentation on any Topics given in the Syllabus.
Suggested Readings:	**Suggested Readings:** Adams, G.S. (1964). *Measurement & Evaluation in Education, Psychology & Guidance*, New York: Halt, Rinehart & Winston. Aggarwal, J.C. (2005). *Essential of Examination System*. New Delhi: Vikas Publishing House Pvt. Ltd.

Course Title		Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF SOCIAL SCIENCES		**B.Ed-204**	**04**	**100**	**70**	**30**
Course Objectives:	To enable student-teacher to- • Understand the foundation of teaching Social Science. • Acquire the knowledge of resources for teaching/learning social science • Synthesis of co-curricular activities through the Social Science Club. • Apply knowledge of achievement test in Social Science at secondary and higher secondary level. • Apply knowledge of lesson plans in Social Science for instructional purposes.					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the foundation of teaching Social Science. • recognize resources for teaching/learning social science • Construct to organize co-curricular activities through the Social Science Club. • Construct achievement test in Social Science at secondary and higher secondary level. • Construct lesson plans in Social Science for instructional purposes.					
Course Contents:						
Unit-I:	• Meaning, Nature and Scope of Social Sciences as a school subject. • Aims and Objectives of teaching Social Sciences at School level. • Taxonomy and Behavioural objectives in Social Sciences. • Relationship of Social Science with other subjects and within the subject.					
Unit-II:	• Understanding terminology of Social Sciences: Social structure, social stratification, community, state, region, market • Meaning, importance and Steps of Pedagogical Analysis. • Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation					
Unit-III:	• Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum- logical, concentric, spiral, chronological. • Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking.) • 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-IV:	**Approaches and Evaluation in Teaching** • Classroom Processes: Discovery method, Discussion method, Source method, Survey Method, Concept Mapping and Story Telling. Concept Attainment, Inquiry Training Model. • Social Science Club- Meaning, Importance and Organization (Club activities, Exhibitions, Field Trips, Quiz Competitions) • 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.					
Practicum/ Sessional	i. Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science. ii. 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 iii. Conduct a quiz competition in the class on a day of national importance/Prepare questions for a quiz program/Prepare an action plan for social science club iv. 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. v. 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. vi. Prepare a sample of Different Types of Test items on different objectives/ Select a concept in Social Science prepare a diagnostic test vii. Prepare a sample Content analysis /Prepare instructional objectives/Learning Activity/Learning Experience of a Topic from standard 6th or 10th					
Suggested Readings:	**Suggested Readings:** • *Agarwal, J.C. (1993). Teaching of Social Studies- A Practical Approach, Second Revised Edition, Vikas Publishing House.* • Batra, P.(ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, New Delhi, Sage • Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House • Eklavya (1994) *Samajik Adhyayan Shikshan*: Ek Prayog, Hoshangabad: Eklavya. • George, A. and Madan, A. (2009) *Teaching Social Science in Schools*, NCERT's New • Textbook, New Delhi: Sage • Gupta Rainu (2013) *Teaching of Social Science*, New Delhi, Doaba Publications. • Gupta Rainu (2012) *Samajik Vigyan Shikshan*, New Delhi: Doaba Publications.					

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF COMPUTER SCIENCE	**B.Ed.- 205**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Understand the need and importance of computer science as a subject. • Acquire knowledge of aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives. • Application of Pedagogical Analysis of various concepts in computer science. • Comprehend the importance of computer textbooks. • Application of knowledge of skills relating to planning lessons and presenting them effectively.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • explain the need and importance of computer science as a subject. • state and formulate aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives. • perform Pedagogical Analysis of various concepts in computer science. • discuss the importance of computer textbooks. • acquire skills relating to planning lessons and presenting them effectively. `
Course Contents:	
Unit-I:	• Meaning, Nature and Scope of Computer Science. • Significance of Computer Science in school curriculum. • Place of Computer Science at different stages of school. • Aims and Objectives of Teaching Computer Science at different stages of school. • Blooms Taxonomy of educational objectives. • Formulation of specific objectives in al terms.

Unit-II:	• **Content-** Computer System**,** Computer Software**,** Networking**,** MS-Windows**,** MS-Office and Operating System
	• **Pedagogical Analysis:** Following point should be followed for pedagogical analysis:
	    a) Identification of concept.
	    b) Enlisting al outcomes.
	    c) Enlisting activities and experiments.
	    d) Enlisting evaluation techniques.
	• **Lesson Planning:** Concept, Need and Importance of unit planning and lesson planning

Unit-III:	• Development and designing of computer science curriculum. • Development of text-books • Development of self-instructional material • Designing and managing Computer Laboratory. **Teaching Skills-** Skill of Introducing the lesson, Probing Questions, illustration with examples, Stimulus Variations, Skill of Explaining.
Unit-IV:	• **Teaching Methods:** Lecture-cum-Demonstration method, Project method, Computer Assisted Instruction method, Laboratory Method, Mobile learning and Online learning • **Evaluation-** Meaning and importance of evaluation, Types and techniques, Achievement Test, Characteristics of a good test in Computer Science, Preparing, reporting and evaluating the results. Comprehensive and Continuous Evaluation.
Practicum/ Sessional	i. Critical analysis of course content of Computer science of secondary school curriculum. ii. Prepare an achievement test of course content of Computer science of secondary school curriculum. iii. Internet based project: Form a group on internet and share educational information with atleast one link to audio/video material and prepare the project using ppt.
Suggested Readings:	**Suggested Readings:** Agarwal J. C. (2006). *Essential of educational technology, Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd. Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R. Lall Books Depot. Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications. Singh, Arjinder. *Teaching of Computer Education*. Jalandhar: Modern Publisher Sinha, P.K. & Sinha, P. *Computer Fundamentals*, BPB Singh. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF HOME SCIENCE	**B.Ed.- 206**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Comprehend the modern concept, aims, objectives, and scope of Home Science & its correlation with other subject. • apply the knowledge of food & nutrition, childcare, clothing & textile and home management in real life. • apply appropriate teaching methods, learning experiences for teaching of Home Science. • Synthesis the home science curriculum, text books and los cost TLM • Application of various teaching skills and prepare unit plan & lesson plan of home science teaching. • Understand the concept, need, types and importance of evaluation and CCE pattern of evaluation in Home Science.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • explain the modern concept, aims, objectives, and scope of Home Science & its correlation with other subject. • apply the knowledge of food & nutrition, childcare, clothing & textile and home management in real life. • apply appropriate teaching methods, learning experiences for teaching of Home Science. · • develop home science curriculum, text books and los cost TLM • Demonstrate the various teaching skills and prepare unit plan & lesson plan of home science teaching. • discuss the concept, need, types and importance of evaluation and CCE pattern of evaluation in Home Science.

Course Contents:

Unit-I:	• Meaning, definition and modern concept of Home Science • Aims & objectives of Home Science. • Scope of Home Science. • Significance of Home Science in modern school curriculum. • Correlation of Home Science with other school subject.
Unit-II:	• Food, Nutrition & Health • Childcare, Hygiene & Sanitation. • Clothing & Textile • Home Management (Time, Money, Energy) • Importance of planning and principles of budget making.
Unit-III:	• Methods of teaching in Home Science. • Identification and use of various learning resources in home science. • Development of low cost TLM for home science teaching. • Development & designing the curriculum. • Development of text-book. • Planning of space & equipment for Home Science teaching.
Unit-IV:	• Meaning and importance of microteaching, essential, teaching skills. • Bloom's taxonomy, writing objectives in Behavioural teaching. • Meaning and importance of Unit Plan and lesson plan, steps of preparing lesson plan. • Concept, need, types and importance of evaluation • CCE pattern of Evaluation in Home Science.
Practicum/ Sessional	• Make a file of essential equipment's of Home Science Lab. • Make file different types of teaching aids (chart, model, PPT, OHP transparence, article) at school level.
Suggested Readings:	**Suggested Readings:** Chandra, Shah & Joshi. *Fundamental of Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd Dass & Ray. *Teaching of Home Science*, New Delhi: Sterling Publishers Pvt. Ltd Devdass, R. P. *Method of Teaching of Home Science*, New Delhi: NCERT. Devdass, R. P. *Teaching of Home Science in Secondary School*. A handbook of Suggestion for Teachers, New Delhi: NCERT Spafford, I. *Fundamental in Teaching of Home Science*, New York: John Wiley & Sons CBSE (2009); *Teacher's manual on CCE*. New Delhi: CBSE

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF MATHEMATICS	**B.Ed.- 207**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Apply the mathematical ideas from basic axioms. • Apply the mathematics to solve theatrical and applied problems. • Apply the knowledge of computational ability in solving a wide array of mathematical problems. • Comprehend applications of Mathematics in various disciplines and also in society. • Apply the mathematical knowledge to analyze and solve problems.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Derive the mathematical ideas from basic axioms. • Utilize mathematics to solve theatrical and applied problems. • Demonstration a computational ability in solving a wide array of mathematical problems. • Identify applications of Mathematics in various disciplines and also in society. • Use mathematical knowledge to analyze and solve problems.
Course Contents:	`
Unit-I:	• Meaning, nature and scope of mathematics • History of Mathematics and Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam • Relationship of Mathematics with other school subjects • Aims and objectives of Mathematics teaching • Behavioural objectives: meaning and importance of al objectives, writing instructional objectives for teaching of mathematics (Bloom's Taxonomy of Instructional Objectives).
Unit-II:	• Skills of teaching mathematics: Skill of Introduction, Skill of Questioning, Skill of Reinforcement, Skill of Illustration with examples and Skill of Stimulus variation • Lesson planning: Need and importance, steps involved in lesson planning, features of a good lesson plan.
Unit-III:	• Meaning, Importance and Principles of designing a good curriculum of Mathematics • Textbooks: Meaning and importance of textbooks in mathematics, qualities of a good textbook in Mathematics • Applications of ICT in teaching of mathematics • Meaning and importance and preparation of audio-visual aids in teaching mathematics
Unit-IV:	• **Methods of teaching Mathematics** • Lecture cum demonstration method • Analytic-Synthetic • Laboratory • Inductive-Deductive • Problem Solving • Project Method • Evaluation**:** Meaning, importance and types of evaluation**.** • Preparation of diagnostic and achievement test.
Practicum/ Sessional	**Any one of the following** i. Critical study of mathematics text book of secondary school. ii. Prepare any one self-made teaching aid for teaching of Mathematics in secondary school iii. Prepare an achievement test of mathematics iv. Prepare a diagnostic tests of mathematics v. Prepare slides using MS Power point on any one topic of mathematics
Suggested Readings:	**Suggested Readings:** Aggarwal, J. C. (2008). *Teaching of mathematics.* UP: Vikas Publishing House Pvt Ltd. Bagyanathan, D. (2007). Teaching of mathematics. Chennai: Tamil Nadu Text Book Society. Bhatia, K. K. (2001). Foundations of teaching learning process. Ludhiana: Tandon CFAI. (2004). Methodology of teaching mathematics. Hyderabad: ICFAI University Press. Ediger, M., & Bhaskara Rao, D. B. (2004). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House. Ediger, M., & Rao, D.B. (2000). *Teaching mathematics successfully*. New Delhi: Discovery Publishing House.

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF ENGLISH	**B.Ed.- 208**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Apply the knowledge of English language. • Synthesis of linguistic skills among pupils. • Application of the knowledge of pedagogical analysis of the content in English language and develop teaching skills. • Application of aids in teaching of English. • Application of the performance of the students. • Understand and use various teaching methods approaches of English.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Define of English language. • Develop linguistic skills among pupils. • Conduct pedagogical analysis of the content in English language and develop teaching skills. • Make effective use of introduction aids in teaching of English. • Assess the performance of the students. • Explain and use various teaching methods approaches of English.
Course Contents:	
Unit-I:	• Importance of teaching English at National and International Scenario. • Aims and objectives of teaching English • Pedagogical analysis of Prose, Poetry, Grammar, Composition. • Objectives and Lesson Planning.
Unit-II:	• Strategies for developing language skills: Listening and Speaking. • Developing Reading Skills & reading comprehension: Intensive and Extensive Reading, silent and loud reading. • Developing Writing Skills: Characteristics and Techniques for improvement. • Teaching grammar – Deductive and Inductive Approach.
Unit-III:	• Features of English Pronunciation: Stress, intonation. • Co-curricular activities in English classroom: Language games, quiz, debates, group discussions. • Importance of Instructional material and their effective use.
Unit-IV:	• Qualities of a good teacher of English • Difference between measurement and evaluation • Meaning and significance of Comprehensive and continuous evaluation in English. • Development of good test items in English (Objective- type, essay - type and short answer type)

Practicum/ Sessional	**Any one of the following:**
	 i. Preparation of Diagnostic Test, Achievement Test and reading comprehension test.
	 ii. Preparation of Instructional Material:
	     a. Preparing PPT's
	     b. Preparation of Charts and Models
	 iii. Prepare a Remedial program for a child having English Spelling errors.

Suggested Readings:	**Suggested Readings:** • Bansal, R.K. and Harrison. (1972): *Spoken English for Indian*, Madras: Orient Longman Ltd. • Baruag, T.C. (1985): *The English Teacher's Handbook*, New Delhi Starling publishing Pvt.Ltd. • Kochar, Shasi, Rama Chandran Jyothy (2001). *Teaching of English*. New Delhi. • Lado, Robert (1971). *Language Teaching*, New Delhi: Tata McGraw Hill Publishing House Co. Ltd. • Mendonca, Lawrence, (2002). *Applied English Grammar and Composition.* New Delhi: Nav Publications. • NCERT (2005) *Position Paper National Focus Group on Teaching of English*, New Delhi, NCERT. • Paliwal, A.K., (1988): *English Language Teaching*, Jaipur: Surbhi Publication • Rai, Geeta (2009). *Teaching of English,* Meerut: Vinay Rakheja • Sawhney, K.K. & Sharma, K.R. (2004). *Teaching of English,* Jammu: Educational Publishers.

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF HINDI	**B.Ed- 209**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- ● मातृभाषा हिन्दी की प्रकृति एवं महत्व का बोध कर सकेंगे। ● विदेशों में हिन्दी भाषा के महत्व के ज्ञान का प्रयोग कर सकेंगे। ● भाषा के आधारभूत कौशलो के शिक्षण का अभ्यास कर सकेंगे। ● हिन्दी शिक्षण की विभिन्न विधियों का बोध कर सकेंगे। ● मूल्यांकन प्रकिया का संश्लेषण कर सकेंगे। ● पाठ्यक्रम के निर्माण के सिद्धान्तो का ज्ञान प्राप्त सकेंगे।
Course Outcomes	After the completion of the course, pupil-teachers will be able to: ● मातृभाषा हिन्दी की प्रकृति एवं महत्व के बारे में व्याख्या कर सकेंगे। ● विदेशों में हिन्दी भाषा के महत्व को स्पष्ट कर सकेंगे। ● भाषा के आधारभूत कौशलो के शिक्षण का अभ्यास कर सकेंगे। ● हिन्दी शिक्षण की विभिन्न विधियों का वर्गीकरण कर सकेंगे। ● मूल्यांकन प्रकिया को प्रतिपादन कर सकेंगे। ● पाठ्यक्रम के निर्माण के सिद्धान्तो की सूची बना सकेंगे।
Course Contents:	
Unit-I:	● हिन्दी भाषा की भूमिका ● मातृ भाषा हिन्दी का सम्प्रत्ययए प्रकृति एवं क्षेत्र ● संविधान में हिन्दी भाषा की स्थिति एवं वैश्वीकरण के सन्दर्भ में हिन्दी भाषा का महत्व। ● ब्लूम द्वारा निर्धारित उद्देश्य का व्यवहारिक प्रयोग । ● हिन्दी में उच्चारण शिक्षणए अक्षर–विन्यासः– उच्चारण और अक्षर-विन्यास सम्बन्धित त्रुटियों के निवारण एवं संशोधन में भाषायी प्रयोगशाला का महत्व।
Unit-II:	भाषाई कौशल एवं शिक्षा शास्त्रीय विश्लेषणः ● भाषाई कौशल का सामान्य ज्ञानः ● 1, श्रवण कौशल 2, भाषण कौशल 3, पठन कौशल 4. लेखन कौशल इन कौशलों को विकसित करने में सहायक अध्ययन संसाधनों का प्रयोग। विद्यालय पाठ्यचर्या पर आधारित शिक्षा शास्त्रीय विश्लेषणः गद्य और पद्य के किसी दो उपविषयों का शिक्षा शास्त्रीय विश्लेषण (6 से 10 तक के पाठयचर्या से) ● शिक्षा शास्त्रीय विश्लेषण–सम्प्रत्यय की पहचानए उद्देश्य रेखांकनए प्रयोगात्मक क्रियाओ को सूचीबद्ध करनाए मूल्यांकन तकनीक निर्धारण
Unit-III:	● **पाठ योजना का अर्थए महत्वए रूपरेखा एवं निर्माण (कम्प्यूटरीकृत एवं सूचना तकनीकी के सहयोग से)** ● **हिन्दी भाषा शिक्षण की विधियाॅ एवं अभ्यास कार्य।** ● .**गद्य शिक्षण (विभिन्न विधाओं के रूप में)** ● .**पद्य शिक्षण** ● .**व्याकरण शिक्षण** ● **रचना शिक्षण (कहानीए पत्र एवं निबन्ध के रूप में)**
Unit-IV:	● पाठयक्रम निर्माण एवं समीक्षा ● पाठ्य पुस्तक की विशेषताएं एवं माध्यमिक स्तर की हिन्दी पाठ्य पुस्तक की समीक्षा। ● शिक्षार्थी उन्नयन मूल्यांकन (आधुनिक मूल्यांकन तकनीक आधारित) ● प्रश्नपत्र का निर्माण (उद्देश्यवारए प्रश्नवारए प्रकरणवार अंक विभाजन एवं ब्लू प्रिंट का निर्माण तथा प्रश्नपत्र का विश्लेषण।)
Practicum/ Sessional	निम्नलिखित में से किसी एक पर परियोजना कार्य तैयार करे। ● हिन्दी के साहित्यकारों में से किसी एक साहित्यकार की किसी एक विधा का आलोचनात्मक अध्ययन। ● हिन्दी शिक्षण में मनोरंजनात्मक क्रियाओंः शब्द अन्ताक्षरीए दोहा अन्ताक्षरीए प्रहेलिका का आयोजन। ● हिन्दी शिक्षक के लिए वाँछित योग्यताएॅ एवं व्यवसायिक दक्षता और सम्भावित कार्यक्षेत्र का ज्ञान।
Suggested Readings:	● उमा, मंगल. (2008) . हिन्दी शिक्षण, नई दिल्लीः आर्य बुक डिपो ● कश्यप, रेणु. (2001) . 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटनाः जिज्ञासा प्रकाशन, झेलम अपार्टमेंट ● कुमार, योगेश. (2004) . आधुनिक हिन्दी शिक्षण' नई दिल्लीः ए.पी. एच. पब्लिशिंग काॅरपोरेशन ● पाण्डेयए रामशकल. (2004) . 'नूतन हिन्दी शिक्षण' आगराः विनोद पुस्तक मन्दिर ● पारीक, ममता. (2006) . ष्हिन्दी शिक्षण जयपुरः कल्पना पब्लिकेशन्स चाॅदपोल बाजार, ● भाटिया, कैलाशचनद्र एवं मोतीलाल चतुर्वेदी. (2001) . ष्हिन्दी भाषा विकास और स्वरूप' , नई दिल्लीः ग्रंथ अकादमी, ● व्यास भगवतीलाल एवं वेद प्रकाश. (2004) . हिन्दी शिक्षण के नये आयामः आगराः राधा प्रकाशन मन्दिर ● सिंह, निरंजन कुमार. (2006) . ष्माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थानः हिन्दी ग्रन्थ अकादमी, तिलकनगर

Course Title	Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF SANSKRIT	**B.Ed- 210**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • छात्र माध्यमिक स्तर पर संस्कृत-शिक्षण उद्देश्यों का संश्लेषण कर सकेंगे। • संप्रेषण कौशल के महत्व का बोध कर सकेंगे। • संस्कृत शिक्षण की विधियों का प्रयोग अपने शिक्षण में कर सकेंगे। • संस्कृत शिक्षण के लिए अनुदेशात्मक सामग्री को तैयार एवं उसका प्रभावशाली ढंग से प्रयोग करने का कौशल विकसित कर सकेंगे। • विद्यार्थियों को संस्कृत शिक्षण एवं अधिगम के विभिन्न पहलुओं का बोध कर सकेंगे। • संस्कृत शिक्षण में निदानात्मक व उपचारात्मक शिक्षण की भूमिका का प्रयोग कर सकेंगे।
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • छात्र माध्यमिक स्तर पर संस्कृत-शिक्षण उद्देश्यों का प्रतिपादन कर सकेंगे। • संप्रेषण कौशल के महत्व की समझ को विकसित कर सकेंगे। • संस्कृत शिक्षण की विधियों का प्रयोग अपने शिक्षण में कर सकेंगे। • संस्कृत शिक्षण के लिए अनुदेशात्मक सामग्री को तैयार एवं उसका प्रभावशाली ढंग से प्रयोग करने का कौशल विकसित कर सकेंगे। • विद्यार्थियों को संस्कृत शिक्षण एवं अधिगम के विभिन्न पहलुओं की व्याख्या कर सकेंगे। • संस्कृत शिक्षण में निदानात्मक व उपचारात्मक शिक्षण की भूमिका का प्रयोग कर सकेंगे।
Course Contents:	
Unit-I:	• संस्कृत भाषा एवं साहित्य का महत्व व इसका अन्य विषयों से अन्तसंबंध। • संस्कृत भाषा का अन्य भाषाओं से संबंध। • आधुनिक पाठ्यक्रम में संस्कृत का स्थान। • त्रिभाषा सूत्र एवं अन्य शासकीय प्रतिवेदनों का संस्कृत शिक्षण पर प्रभाव। • संस्कृत आयोग के प्रतिवेदन और उसके अनुकरण कार्य पर विमर्श। • संस्कृत भाषा का विश्व भाषाओं के साथ सहसम्बन्ध तथा अध्ययन की प्रासंगिकता। • संस्कृत शिक्षण के लक्ष्य, उद्देश्य और इनका विभाजन।
Unit-II:	• संस्कृत भाषा शिक्षण की परम्परागत और आधुनिक विधियों का परिचय • पाठशाला (सूत्र) विधि • भण्डारकर (व्याकरण अनुवाद) विधि • प्रत्यक्ष एवं मौखिक विधि • संरचनात्मक उपागम • अभिक्रमित अनुदेशन • संस्कृत शिक्षणार्थ सूचना तकनीकी के आधुनिक साधनों का ज्ञान एवं प्रयोग का अभ्यास
Unit-III:	• संस्कृत भाषा की विभिन्न विधाओं का शिक्षण • संस्कृत व्याकरण शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना • संस्कृत पद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना • संस्कृत गद्य शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना • संस्कृत रचना शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना • संस्कृत अनुवाद शिक्षण उद्देश्य, महत्व, प्रक्रिया एवं पाठ योजना • संस्कृत शिक्षण में अभ्यास कार्य नियोजन तथा संशोधन प्रक्रिया
Unit-IV:	• संस्कृत भाषा की पाठ्यसहगामी क्रियाओं-श्लोकोच्चारण, भाषण, अभिनयीकरण, रचना के आयोजन का शिक्षण • संस्कृत में मौखिक कार्य में शुद्धता का महत्व, उच्चारण अशुद्धियों के कारण, प्रकार तथा उपचार • संस्कृत लेखन में अक्षर विन्यास तथा लेखनगत त्रुटियों के कारण, प्रकार तथा उपचार • संस्कृत भाषा शिक्षण के मूल्यांकन की प्राचीन एवं अर्वाचीन विधियों का शिक्षण
Practicum/ Sessional	• छात्राध्यापक संस्कृत मूल्यांकन हेतु माध्यमिक स्तर के पाठ्यक्रम में से वस्तुनिष्ठ लघूत्तरात्मक तथा निबन्धात्मक प्रश्नपत्रों का निर्माण संस्कृत माध्यम में करेंगे। • माध्यमिक स्तर की संस्कृत पाठ्यपुस्तक की समीक्षा करेंगे। • एक पाठ्य पुस्तक के प्रत्येक पाठ से दस-दस शब्दों का पद परिचय पावर प्वाइंट के प्रयोग द्वारा तैयार करेंगे। • कक्षा के सम व विषम अनुक्रमांक वाले छात्र क्रमशः गीता के प्रथम और अन्तिम अध्याय का शास्त्रीय विश्लेषण, व्याख्या और संक्षेपीकरण अपने शब्दों में करेंगे।
Suggested Readings:	**Suggested Readings:** • आप्टे, डी.जी. एवम डोगरे (1980). टीचिंग आफ संस्कृत इन सैकेण्डरी स्कूल, बड़ौदाः आचार्य बुक डिपो। • काले, एम.आर. हायर संस्कृत ग्रामर • गवर्नमैन्ट आफ इण्डियाः रिपोर्ट आफ संस्कृत कमीशन। • पाण्डे, आर.एस. (2000). संस्कृत शिक्षण, आगराः विनोद पुस्तक मन्दिर • पाण्डेय, रामशक्ल, संस्कृत शिक्षण, आगराः विनोद पुस्तक मन्दिर। • मित्तल, सन्तोष, संस्कृत शिक्षण, मेरठः आर लाल बुक डिपो • मिश्र, प्रभाशंकर, संस्कृत-शिक्षण। • बोकिल एवम् पारसनिक, ए न्यू एपरोच टू संस्कृत, पूनाः लोक संग्रह प्रेैस। • सफाया, रघुनाथ, संस्कृत-शिक्षण, चण्डीगढः हरियाणा साहित्य अकादमी • सिंह, एस.डी. एवम् शर्मा (1999). संस्कृत शिक्षण, आगराः राधा प्रकाशन मंडी। • शास्त्री एवम् शास्त्री, संस्कृत शिक्षण, जयपुरः राजस्थान प्रकाशन।

• हुफरेकर, द प्रोब्ल्म ऑफ टीचिंग ऑफ संस्कृत

B.Ed. (Semester-1I)

Course Title		Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF BIOLOGICAL SCIENCE		**B.Ed-211**	**04**	**100**	**70**	**30**
Course Objectives:	To enable student-teacher to- • Understand the Nature & Scope of Biological Science • Apply the Knowledge of the objectives of Teaching biological Science • Apply the Knowledge of the approaches, methods, different resources to teach biological science. • Applying e-resources in teaching biological science. • Application of the knowledge of lesson plan and using various skills of teaching.					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • explain Nature & Scope of Biological Science • State and write the objectives of Teaching biological Science • Use approaches, methods, different resources to teach biological science. • Applying e-resources in teaching biological science. • Preparation of lesson plan and using various skills of teaching.					
Course Contents:						
Unit-I:	• Meaning, Nature and Scope with reference to biological science and its branches. • History of Biological science and contribution of Indian Biologist. • Need and Importance of Biological in secondary schools and its values in the present context. • Correlation of Biological science with other school subject. • Aim and Objectives of Teaching Biological science. • Bloom's Taxonomy of educational objectives. • Formulation of specific objectives in Behavioural terms.					
Unit-II:	• Teaching Skills − Skill of introducing the lesson − Skill of illustration with the help of examples. − Skill of explaining − Skill of stimulus variation − Skill of using black board • Concept, Need Importance & steps of lesson planning.					
Unit-III:	• Meaning, Principles and steps of curriculum construction in Biological Sciences. • Biological Science Laboratory. • Visual Aids: - Chart, Model, Specimen. • E-learning Resources: Use of Multimedia and Computers in Biological Science, PPT, Internet, Website, Teleconferencing. • Professional growth of biological science teacher-in service program, orientation program, refresher courses, seminar.					
Unit-IV:	• Methods of Teaching Biological Science from above; − Lecture cum demonstration method − Project Method − Laboratory method					

Practicum/ Sessional	**Any one of the following**
	   i. Prepare a working model on Biological secondary school standard topics.
	   ii. Collect and preserve any five biological specimen and write a report
	   iii. Critically analyses secondary school state syllabus science text-book.
	   iv. Preparation of Biological science wall magazine in every month
	   A case study of any senior secondary lab and prepare report					

Suggested Readings:	**Suggested Readings:** • Adams G.S., (1964). *Measurement and evaluation in education, psychology and guidance*, New York: Halt, Rinehart and Winston. • Aggarwal, J.C. (2005). *Essentials of examination system*. New Delhi: Vikas Publishing house Pvt. Ltd. • Allen, D.W, and Eve, A.W. (1968). *Microteaching in theory to practices* Vd. 70, pp. 181-185. • Ameetha P (2004). *Methods of Teaching Biological Science*. New Delhi: Neelkamal Publications, • Bloom, B.S. et. Al. (1956). *Taxonomy of Educational objectives: the cognitive domain*, New York: Lagan's Green. • CBSE (2009). *Teacher's manual on CCE.* New Delhi: CBSE.					

- Das, R.C. (1985). *Science teaching in schools*. New Delhi: Sterling Publication Private Ltd.

Course Title		Course Code	Credit	Max Marks	External	Internal
PEDAGOGY OF COMMERCE		**B.Ed. 212**	**04**	**100**	**70**	**30**
Course Objectives:	To enable student-teacher to- • Understand the meaning, nature and scope of commerce. • Acquire the knowledge of aims, objectives and values of teaching commerce. • Application of the content, text-book and curriculum of commerce. • Application of skills of teaching commerce. • Application of the various teaching learning resource and methods.					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain meaning, nature and scope of commerce. • State aims, objectives and values of teaching commerce. • Assess the content, text-book and curriculum of commerce. • Develop skills of teaching commerce. • Use the various teaching learning resource and methods.					
Course Contents:					`	
Unit-I:	• Meaning nature and scope of Accountancy and Business studies. • Aims, Objectives and Values of teaching Commerce. • Need and Importance of Commerce in school curriculum at higher secondary level. • Blooms Taxonomy of Objectives (statement of objectives in al terms). • Relationship of Commerce with other Disciplines.					

Unit-II:	• Development of lesson plan: Utility, steps in lesson planning, qualities of a good lesson plan
	• Skills in Teaching
	   − Skill of Introducing
	   − Skill of Explaining
	   − Skill of Probing Questions
	   − Skills of Illustrating with examples
	   − Skill of Stimulus variation					

Unit-III:	• Commerce curriculum: Principles followed in development of commerce curriculum. Critical appraisal of the existing curriculum in Commerce. Suggestion for improvement • Teaching-learning resources: Meaning, Importance and use of Teaching learning resources • Traditional Instructional Material: Charts, Graphs and Specimens • Mass media: Television, Newspaper, Journals • E- resources: Blog, World wide Web, Social Networking					
Unit-IV:	• Methods of teaching: − Lecture cum Discussion Method − Project Method − E-Tutoring − Role playing • Evaluation: Meaning, Importance, Types and Techniques. • Preparation of Blue print and construction of Achievement Test					

Practicum/ Sessional	Any two of the following:
	  i. Participation in discussion (class level) on any recent development in the area of commerce and prepare a report
	  ii. Make a report on activities performed by a company regarding its social responsibility
	 iii. Make a report of E-Commerce operations of a company
	 iv. Field visit to any one bank, factory, consumer forum) Prepare a report on functions performed					

• **Suggested Readings:**	• Bruce, J.M and Roger Ottewill (2001). *Effective learning & teaching in business and management.* London: Routledge • Chopra, H.K and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers Ludhiana • Dalal, D.C and Dalal V.C (2008). *Teaching of Commerce* (Hindi Version). Patiala: Twenty First Century Publications • Gupta Rainu (2009). *Teaching of Commerce* New Delhi, Shipra Publications • Kaur, Ravdeep (2012). *Teaching of Commerce* Gurusar Sadhar: GBD Publications • Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd. • Monga Vintys (2009). *Teaching of Commerce Patiala*: Twenty first century publications					

Compulsory Theory Paper

Course Title	Course Code	Credit	Max Marks	External	Internal
Drama and Art in Education (EPC)	**B.Ed.- 213**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Apply the knowledge of the role of drama in education. • Comprehend the educational & social change through drama. • Apply the knowledge of art and self-expression for enhancing creativity. • Comprehend the importance and significance of cultural festivals, & street theater and creative art. • Develop aesthetic sensibility in daily life.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Assess the role of drama in education. • Illustrate educational & social change through drama. • Demonstrate art and self-expression for enhancing creativity. • Explain importance and significance of cultural festivals, & street theater and creative art. • Develop aesthetic sensibility in daily life.
Course Contents:	
Unit-I:	• Learning through drama in education. • Role of art in Indian Culture and values. • The place of Art in General Education. • Education and Social Change.
Unit-II:	• Understanding the self and as a form of self-expression for enhancing creativity. • Use of art in teaching learning. • The process of drama as a social experience.
Unit-III:	• Role of exhibitions and fairs for enhancement of artistic sensibility, cultural festivals. • Street theatre, specific aims of creative art. • Development of Aesthetic sensibility& Importance of Aesthetic sense in human life. • Programs organized in institution.
Practicum/ Session	• Visit and report on local culture and art forms and interpret art works, movies and other media, script society. • Lecture cum Demonstration, Workshops, Slide / Film Shows, Project Work, Exhibitions, Presentations, Pictorial Monographs, Demonstrations, Cultural Programs, Literary Fest etc
Suggested Readings:	**Suggested Readings:** • egyankosh.ac.in/handle/123456789/46341 • https://www.nios.ac.in/media/documents/dled/Block1_508.pdf • Doshi, Saryu (Ed.), ―Marg – A Magazine of the Arts – Trends and Transitions in Indian Art‖, Mumbai: Marg Publications, Vol. XXXVI No. 2,1984. 11) • Doshi, Saryu (Ed.), The Performing Arts, Mumbai: Marg Publications, 1982

Value Added Courses (30 hours)

B.Ed. (Semester-1I)

Course Title	Course Code	Credit	Max Marks	External	Internal
Development of Ethical Management and Evaluation Skill in Teacher Trainees	**B.Ed-214**	**02**	**50**	**-**	**50**
Course Objectives:	To enable student-teacher to- • Apply the knowledge of ethical management and its use in teacher training institutions. • Apply the knowledge of evaluation and its techniques in their personal & professional life. • Apply the knowledge of assessment & techniques for ethical management.				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • use the knowledge of ethical management and its use in teacher training institutions. • assess the knowledge of evaluation and its techniques in their personal & professional life. • use the knowledge of assessment & techniques for ethical management.				
Course Contents:					
Unit-I:	• Ethics – Meaning, concept & definition. • Management – Meaning, concept, nature & components. • Ethical management – Meaning, concept, nature, characteristics and components. • Application of ethical management: its use for teacher training institutions. `				
Unit-II:	• Measurement – Meaning, concept, nature & procedure. • Evaluation – Meaning, concept, nature & procedure. • Skills – Meaning and concept • Evaluation techniques.				
Unit-III:	• Measurement techniques for ethical management. • Evaluation technique for performance assessment.				
Practicum/ Sessional	**Any two** • Project work – observation of level of ethics in people around you. • Survey – to prepare an evaluation profile of ethical management in teacher training institution. • Case Studies – ethical management in teacher trainer/teacher trainees.				
Suggested Readings:	**Suggested Readings:** • : http://www.teachersatrisk.com/2008/08/06/a-positive-attittude-is-key-tomaintaining-a-positive-classroom-climate/#sthash.SH3ksvRL.dpu • https://www.researchgate.net/publication/277327585_Ethical_Management_Text_and_Cases • https://ppdf.sciencedirectassets.com/277811/1-s2.0-S1877042815X00437/1-s2.0-S18770428150503223/main.pdf?X-Amz-Security-Token=IQoJb3JpZ2luX2VjEJ%2F%2F%2F%2F%2F%2F%2F%2F%2F% • https://www.oecd.org/education/school/44568106.pdf				

Course Title	Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work	**B.Ed-215**	**04**	**100**	**-**	**100**

Course Objectives:	To enable student-teacher to- • Apply the practical knowledge in teacher learning process • Apply the knowledge of assessment & techniques for grading.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Use the practical knowledge in teacher learning process. • Use the knowledge of assessment & techniques for grading.
Course Contents:	
Field Tasks	• Practice in core teaching skills- Set induction, Explanation, illustrating with examples, Questioning and probing, writing of Behavioural objectives, Lesson planning & Unit planning, Stimulus variation, Reinforcement and feedback, use of teaching aids including Black board writing, Sketching and drawing, Closure
Project Works	• Reading and Reflection of any two of the texts of Indian Educators as opted by The University department /College (Swami Vivekanand, Mahatma Gandhi, Aurobindo, Rabindra Nath Tagore, Gijju Bhai, Madan Mohan Malviya, Acharya Narendra Dev)
Assignments	• Compulsory from course code B. Ed-201 to B. Ed-202
One Seminar Mandatory	• Attend / participated in one seminar (Departmental level/ University Level / National or International)
Viva-Voce	• Viva -Voce will be taken by departmental committee members.
Evaluation Scheme	• Field Task- Report : 20 Marks • Project Work & Assignments : 20 Marks • Assignments : 20 Marks • Seminar & Classroom Presentation : 10 Marks • Viva-Voce : 30 Marks
Suggested Readings:	**Suggested Readings:** • https://www.bc.edu/research/nbetpp/statements/nbr1.pdf • https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online • https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf

B.Ed. Semester-III

Course Title	Course Code	Credit	Max Marks	External	Internal
School Organization and Management (Elective)	**B.Ed-301**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Understand the meaning, concept, scope and functions of educational administration. • Comprehend the principles of Educational Administration of a School. • Acquire the knowledge of school as an organization. • Prepare the schedule of various activity of school management. • Comprehend the problems faced by school management.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Define meaning, concept, scope and functions of educational administration. • Explain the principles of Educational Administration of a School. • Describe school as an organization. • Prepare the schedule of various activity of school management. • Illustrate the problems faced by school management.
Course Contents:	
Unit-I:	• Meaning, Concept, Scope and Functions of Educational Administration • Principles of Educational Administration • Educational Administration and their Advantages and Disadvantages • Role of a Head in a School as a Transformative Leader Analysis of Need and • Organizational Culture in a School to foster a Stress-free Work Environment for the Head, Teachers, Staff and Students
Unit-II:	• The school-its functions and relationship with the society • School building: Design and Components (including Hostels) • School Personnel-Roles and Responsibilities: Headmaster, Teachers, Non-Teaching Staff • School finance – Sources of Income and Items of Expenditure School Budget
Unit-III:	• School Climate: Meaning and Types • Timetable -Principles and Techniques of Time-table preparation • Preparation of a Calendar of Activities of Co-curricular Activities
Unit-IV:	• Problems Faced School Management Issues of Security and Disaster Management • School Discipline in: Concept and Approaches, Self Discipline: Concept and Relevance in a School
Practicum/ Sessional	**(Any one):** • The students to be thoroughly acquainted with the nuances of different types of • registers/records a teacher maintains in a school: Attendance Registers, Marks • Registers, Cumulative Records of CCE (Continuous Comprehensive Evaluation) in particular (Also to include the role of ICT as an Assistive Technology in the same) • A meeting of student –teachers with the Head of the School and other Supervisory cadre • To be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
Suggested Reading	• S.P Sukhia: School Organization and Management • http://www.fimt-ggsipu.org/study/B.Ed116.pdf • http://dsert.kar.nic.in/circulars/position/PlanningAndManagement.pd

Course Title	Course Code	Credit	Max Marks	External	Internal
School Leadership (Elective)	**B.Ed-302**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Comprehend the structures and processes of the Indian Education System. • Acquire the knowledge of the school effectiveness and effective communication and motivational skills. • Analyse the school culture, organization, leadership and management. • Application of the knowledge school leadership and management.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • To explain the structures and processes of the Indian Education System. • To define the school effectiveness and effective communication and motivational skills. • Compare school culture, organization, leadership and management. • Assess the school leadership and management.
Course Contents:	
Unit-I:	• Types of schools within different administration bodies ` • Roles and responsibilities of education functionaries • Governance rules and financial management of different types of school. • Relationships between support organizations (Affiliating, Regulating and • Financing bodies) and the school. • Understanding and interpreting educational policies that impact schools
	• School effectiveness -meaning and its assessment. • Classroom management effective communication and motivational skills. • Learner- centered educational. • Concepts of school culture, organization, leadership and management. • Role of school activities such as assemblies, annual days etc., in the creation of school culture.
Unit-III:	• Administrative and academic leadership • Styles of leadership • Team leadership • Pedagogical leadership • Leadership for motivation and change • Desirable Change in management • Conflict Management
Practicum/ Sessional	**(Any one):** • The students shall be required to study the role of the supervisors and principals in a school. • The students may look at the working of a school and prepare a school improvement plan.
Suggested Readings:	**Suggested Readings:** • The 7 Habits of Highly Effective People, by Stephen R. Covey • Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001. • Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24- 40; 128-1 • Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58. • https://www.cambridgeinternational.org/Images/577385-education-leadership-syllabus-2020-2022.pdf

Course Title	Course Code	Credit	Max Marks	External	Internal
Work Education(Elective)	**B.Ed-303**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Understand the meaning perspective, commissions and policies on work education. • Apply the knowledge of psychological basis of integrating work in education. • Acquire the knowledge of the objectives, methods of teaching work education. • Comprehend need, importance, and classification & admission process – course of study for work education. • Prepare and use various materials on work education.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the meaning perspective, commissions and policies on work education. • Apply the knowledge of psychological basis of integrating work in education. • State and write the objectives, methods of teaching work education. • Explain need importance classification, admission process – course of study for work education. • Prepare and use various materials on work education.
Course Contents:	
Unit-I:	• Meaning and Concept of Nai Talim/Basic Education and debates around it. • Historical perspectives: Macaulay's Education Policy. Gandhi's philosophy of Work Education, Wardha Commission report 1938, its recommendations. • Commissions and Education Policies and their recommendations on Work experience/ Work Education, post-independence: Education Commission1964, Secondary Education Commission 1958, Ishwar bhai Patel Committee report (1977), NPE 1986, POA 1990, NCF 2005 and status.
Unit-II:	• Concept of work and Hands on activities. • Concept of work and rationale for integration of work in Education • Psychological basis for work in education: Dewey, Piaget, Vygotsky • Constructivism and Work Education
Unit-III:	• Essential and Elective Work Education • Techniques/ methods of Teaching work education. • Objectives, Need and Significance and objectives of Work Education • Need and importance-classification, admission process-course of study- organization and administration at state level • Para professional courses – salient features, co–operation
Practicum/ Sessional	**(Any one):** ▪ Integrating ICT: Preparing Posters, newsletter, invitation cards, calendars, ▪ Visiting cards using, MS publisher. Searching visuals through internet search **for** using them as learning aids. ▪ Preparing visual aids and Bulletin Boards related to curricular subject ▪ Preparing creative work for cultural activities in school. ▪ Visits to places of any one of the, NGOs working in the field of Education, Small scale industries / polytechnics /employment exchanges etc.
Suggested Readings:	**Suggested Readings:** • http://cbseacademic.nic.in/web_material/publication/archive/workeducation.pdf • https://www.nios.ac.in/media/documents/dled/Block3_508.pdf • Hastkala Shikshak margadarshak, B.Edse H.B. Chhaya Publishing House Aurangabad

Compulsory Practical Work

Course Title	Course Code	Credit	Max Marks	External	Internal
School Internship	**B.Ed-304**	**10**	**200**	**140**	**60**

Course Objectives:	In the second year, there shall be a minimum of 16 weeks of intensive engagement with the school in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organization and management, the life of a teacher, the needs of the physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the school-mentor, like- • Participating in various 'out-of-class room' activities in school. • Organizing events e.g., cultural activities, debates, games, quiz, essay-competition, drama, etc. • Preparation of School calendar, time-table, assessment schedule, evaluation tools etc. • Preparing a suggested comprehensive plan of action for some aspect of school improvement. School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity. During internship, student-teachers will be provided opportunities to teach in government and private schools with systematic support and feedback from the faculty. During this period, student-teachers will be actively engaged in teaching at school and will participate in day-to-day activities of school.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Active participation in various 'out -of-class room' activities in school. • Apply organizing events e.g. cultural activity debates games Quiz essay competition drama etc • Acquire the skill Preparation of School calendar, time-table, assessment schedule, evaluation tools etc. • Apply preparing a suggested comprehensive plan of action for some aspect of school improvement.

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

Journal (A Diary)	• Student-teachers will maintain a **Journal (A Diary)** in which he/she records one's experiences and observations, etc. daily.
Portfolio	• Student-teachers will maintain a **Portfolio** of all the activities like-details of daily-teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
Lesson Plan	• Student-teachers will **teach at least 30 lessons (Each Teaching Subject)** during internship period**.** These lessons will be observed by their mentors in the school.
Action Research based Project	• Student-teachers will work on an **Action Research based Project** on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.
Evaluation Scheme	**Internal** • Field Task- Report : 20 Marks • **Journal (A Diary)** **: 10** • Portfolio : 10 Marks • **Lesson Plan** (10) : 20 Marks • Action Research based Project : 10 Marks • Viva-Voce : 30 Marks **External** • All Records & Lesson Plan (2x25=50) 25 Marks • TLM=15 Marks • Presentation of Final Lesson Plan=50x2=100 Marks
Suggested Readings:	**Suggested Readings:** • https://journals.plos.org • https://www.smekenseducation.com

Course Title	Course Code	Credit	Max Marks	External	Internal
Action Research	**B.Ed-305**	**04**	**100**	**-**	**100**

Course Objectives:	To enable student-teacher to- • Demonstrated knowledge of, and the ability to use, action research as part of personal professional development • Utilize the knowledge in reflective practice. • Conduct an action research project with strong ties to current educational research.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • solve the student's daily problems • write action research report
Course Contents:	
Unit-I:	• Meaning of action research • Importance of action research • Scope of action research
Unit-II:	• Steps of action research • Action research report writing and presentation
Practical Activity	• Action Research during Internship and its Report Writing. • Reflections and consolidation of internship and its Report Writing
Suggested Readings:	**Suggested Readings:** • Johnson, A.P., (2012). A Short Guide to Action Research, 4th edition. Upper Saddle River, NJ: Pearson Education, Inc. • https://files.eric.ed.gov/fulltext/EJ1134554.pdf • https://rufiismada.files.wordpress.com/2012/02/action_research__doing_qualitative _research_in_educational_settings_11.pdf • https://www.vsointernational.org/sites/default/files/2020-04/vso-cambodia-action-research-guidebook-english.pdf • https://edge.sagepub.com/sites/default/files/Sample%20Action%20Research%20Report%201.pdf

Course Title	Course Code	Credit	Max Marks	External	Internal
Strategies of Behavioural Modification	**B.Ed-306**	**02**	**50**	**-**	**50**

Course Objectives:	To enable student-teacher to- • Apply the knowledge of Behaviour. • Apply the knowledge Behaviour development. • Apply the knowledge of strategies & Behaviour development.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Use the knowledge of behavioural. • Use the knowledge of development. • Apply the knowledge of strategies & Behaviour development.
Course Contents:	
Unit-I:	• Meaning, Concept, nature & characteristics • Types of Behaviour.
Unit-II:	• Stages of Behavioural development, infancy, early childhood, late childhood & adolescence.
Unit-III:	• Psychological techniques • Sociological technique • Philosophical techniques • Religious techniques
Practicum/ Sessional	**Any two** • Project Work – Students will analyze Behavioural strategy of teacher trainer/ teacher trainees. • Survey – Analyze Behaviour of teacher trainer/teacher trainees on the basis of the survey. • Case Studies – Analyze Behaviour modification at different stages of development of teacher trainer/ teacher trainees.
Suggested Readings:	**Suggested Readings:** • https://egyankosh.ac.in/bitstream/123456789/21181/1/Unit-1.pdf • https://www.researchgate.net/publication/326321815_Effectiveness_of__Modification_Strategies_in_School_Going_Children_for_Specific_Classroom_ • http://rehabilitationpsychologist.org/resources/[Raymond_G._Miltenberger]__Modification_ (BookFi.org).pdf

Course Title		Course Code	Credit	Max Marks	External	Internal
Capability Enhancement		**B.Ed-307**	**02**	**100**	**-**	**100**
Course Objectives:	To enable student-teacher to- • To develop knowledge in practical aspects of different situations. • To enhence writing skill,creativity, learning by doing. • To develop team spirit • To enhence the ability of expression,sharing new ideas • To develop the skill of self expression • To enhence confidance level for sharing their own feelings and point of view					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Apply the knowledge in practical aspect of different situation. • Become more practical and creative writer • Used to work in team spirit. • Express and share his /her new ideas • Justify his/her point of view					
Course Contents:						
Field Tasks	Community related tasks assignment by the faculty.					
Project Works	One Project related to the 3rd Semester courses.					
Assignments	Compulsory B.Ed.-301 To B.Ed-303					
Seminar	One Seminar Mandatory					
Practicum/ Sessional & Pedagogy	Viva-Voce & Classroom interaction and discussion, Seminar, Workshop, Assignment / project.					
Evaluation Scheme	• Field Task- Report : 20 Marks • Project Work & Assignments : 20 Marks • Assignments (core Courses) : 20 Marks • Seminar & Classroom Presentation : 10 Marks • Viva-Voce : 30 Marks					
Suggested Readings:	**Suggested Readings:** • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf • https://www.bc.edu/research/nbetpp/statements/nbr1.pdf • https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online • https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf					

B.Ed. Semester-IV

Course Title	Course Code	Credit	Max Marks	External	Internal
GENDER, SCHOOL AND SOCIETY	**B.Ed-401**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Understand the concept of Gender and Gendered roles issues in society. • Analyze the role of education, school, peers, teachers, curriculum and text books in bringing up gender equalities. • Analyze and respond about gender and sexuality, sexual harassment, abuse and safety at school and home. • Comprehend the social construction of gender.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the concept of Gender and Gendered roles issues in society. • Describe and compare the role of education, school, peers, teachers, curriculum and text books in bringing up gender equalities. • Analyze and respond about gender and sexuality, sexual harassment, abuse and safety at school and home. • Explain the social construction of gender.
Course Contents:	
Unit-I:	• Meaning of gender equality, need & importance • Paradigm shift from women studies from gender studies: Socialization and gender.
Unit-II:	• Concept of gender: Issue of muscularity and familiarity • Equity and equality: Psychological and sociological perspective • Awareness about sexual abuse.
Unit-III:	• Gender Inequality in School: School curriculum, Text book, classroom processes, and student teacher interaction • Safety at school, home & beyond.
Unit-IV:	• Philosophical and sociological theories of gender • Gender identity, family, media gender role and stereo types • Social construction of gender during late childhood and adolescence
Practicum/ Sessional	**Any one of the following** i. Identify at least two students (Boys/Girls) having gender bias attitude and develop strategies for gender sensitization. ii. Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines.
Suggested Readings:	**Suggested Readings:** Bordia, A. (2007). *Education for gender equity*: The Lok Jumbish experience, p 313-329 Chatterji, S. A. (1993). *The Indian Women in perspective*, New Delhi: Vikas Publishing Devendra, K. (1994). *Changing status of women in India*, New Delhi: Vikas Publishing House Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME Ruhela, S. (1988). *Understanding the Indian Women today*; Delhi: Indian Publishers Distributors Thakur, H. K. (1988). *Women and Development planning* (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

Course Title	Course Code	Credit	Max Marks	External	Internal
LIFE STYLE MANAGEMENT	**B.Ed-402**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Acquire the knowledge of the basic requirements of life, views, values and goal of ideal life. • Comprehend the Behaviour skills and their relationship with positive mental attitude & creative potential. • Analyze the different dimensions of personality and value for physical well-being, intellectual strength and polity of thought and action. • apply different personality skills to improve self-awareness, creative excellence & emotional intelligence.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Recognize basic requirements of life, views, values and goal of ideal life. • Identify Behaviour skills and their relationship with positive mental attitude & creative potential. • Compare and list different dimensions of personality and value for physical well-being, intellectual strength and polity of thought and action. • Apply different personality skills to improve self-awareness, creative excellence & emotional intelligence.
Course Contents:	
Unit-I:	• Daily routine • View of life • Goal and ideal of life • Values and commitment
Unit-II:	• Self-evaluation • Creative potentials • Positive mental attitude • Behaviour skills and relationship
Unit-III:	• Physical, Mental, Emotional, Spiritual • Physical well-being Intellectual strength, Emotional maturity, Purity of thought and action
Unit-IV:	• Self-assessment techniques, Adjustment skills, Creative reading and writing skills • Self-awareness, Self-confidence, Creative excellence, Emotional intelligence • Inner health, Spiritual insight, Devotion to duty, Life of integrity
Practicum/ Sessional	• Diary writing • Swadhyay (self-study) • Meditation • Creative writing • Self-presentation • Critical analysis of any theme of the course content in about eight to ten pages
Suggested Readings:	**Suggested Readings:** • Sharma, A.C. Interdisciplinary Approaches in Environmental Education • A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf

Course Title	Course Code	Credit	Max Marks	External	Internal
CREATING AN INCLUSIVE SCHOOL	**B.Ed-403**	**04**	**100**	**70**	**30**

Course Objectives:	To enable student-teacher to- • Understand the concept of special integrated & inclusive education. • apply the knowledge of barriers to learning and participation of disabled children. • Analyze the role of various components for promoting inclusive practice. • Comprehend the conventions & schemes for disabled & provision for inclusion in the National Policy on Education 1986. • apply the knowledge of various trends of promoting inclusive education.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Explain the concept of special integrated & inclusive education. • Apply the knowledge of barriers to learning and participation of disabled children. • Compare the role of various components for promoting inclusive practice. • Explain the conventions & schemes for disabled & provision for inclusion in the·National Policy on Education 1986. • Apply the knowledge of various trends of promoting inclusive education.
Course Contents:	
Unit-I:	• Concept of special education, integrated education & inclusive education. • Inclusive education – its philosophy, policies & practices • Identification of the barriers to learning and participation of disabled children.
Unit-II:	• School readiness and support services for inclusive education. • Teacher competencies, role of class teachers and resource teachers in inclusive education. • Guidance and counseling in inclusive education. • Individual Educational Program (IEP) and use of emerging technologies.
Unit-III:	• Inclusion – definition and its provision in the National Policy of education, 1986. • UN convention on the Rights of the child, 1989 and United Nations Convention on the Rights of the persons with disabilities, 2006. • Scheme of Inclusive Education for the disabled at Secondary School (IEDSS, 2009)
Unit-IV:	• Inclusive practices in classroom for all. • Responding to special needs by curricular adaptations and TLM. • Teaching-learning strategies in inclusive education, co-operative learning, peer-tutoring, social learning, multisensory learning.
Practicum/ Sessional	To visit learning institutions to identify the barriers to learning and participation, report on role of NGO, school survey on inclusion, conduct awareness program for parents for identification of disability among their children.
Suggested Readings:	**Suggested Readings:** • Alur Mithu and Michael Bach, (2009), *The Journey for Inclusive Education in The Indian Sub-Continent.* UK: Routledge • Dettmer, p., Dyck, N.and Thurston, L.P. (1999). Consultation collaboration and teamwork for students with special needs, Needham Heyats, M.a Allyn &Bacon • Epstein, C. (1984) *Special Children in Regular Classrooms.* Virginia: Reston Publishing Company, Inc • Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton. • UNESCO. (2009) Policy guidelines on inclusion in education UNESCO

Course Title	Course Code	Credit	Max Marks	External	Internal
COMPUTER EDUCATION (Elective)	**B.Ed-404**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to-
	• Understand the knowledge of computers, its accessories and software.
	• Application of the skills of operating a computer in multifarious activities pertaining to teaching
	• Comprehend the features of MS Office and their operations
	• Application of the skill in using MS-Word, Power points and Spread sheets.
	• Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
	• Apply CAI/CML packages on optional subjects and use them in class room instruction.
	• Application of the skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies
Course Outcomes	After the completion of the course, pupil-teachers will be able to:
	• Develop knowledge of computers, its accessories and software.
	• Develop the skills of operating a computer in multifarious activities pertaining to teaching
	• Explain features of MS Office and their operations
	• Develop skill in using MS-Word, Power points and Spread sheets.
	• Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
	• Apply CAI/CML packages on optional subjects and use them in class room instruction.
	• Develop skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies
Course Contents:	
Unit-I:	• Meaning and definition of computer • Historical perspective • Computer generations and its classification • Block diagram of a computer Peripherals, and working of a computer
Unit-II:	• Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc. • Output devices: monitor, printers (line, serial, dot matrix, inkjet, and laser). • Primary storage devices: RAM, ROM and its types. • Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB)
Unit-III:	• Ms-Windows • Ms-Word • Spreadsheet • Power Point • Internet
Unit-IV:	• Computer application in educational institutions- • Academic activities • Administrative activities • Co-curricular activities • Examination work • Research activities • Library • Class room teaching
Practicum/ Sessional	• Develop computer-based learning packages in science/mathematics/social science/language • Survey /Project on any related problem • Critical analysis of any theme of the course content in about eight to ten pages
Suggested Readings:	**Suggested Readings:** • Ahmad, J., Ahmad, M.S. and Khan, A. (2012), Computer Applications in Education, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7 • Manoj Kumar Dash (2010). ICT in teacher development, Neel Kamal Publications: New Delhi. • MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi • CEMCA (2014). Technology Tools for Teachers, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.

Course Title	Course Code	Credit	Max Marks	External	Internal
HEALTH, PHYSICAL EDUCATION AND YOGA (Elective)	**B.Ed-405**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Understand the concept of Health, Yoga and Physical Education along with their roles for a healthy Individual. • Application of the knowledge of basis of Diet and Nutrition. • Application of the knowledge of means to protect pollution and Global Warming. • Application of the knowledge of the value of correct posture and physical fitness. • Apply various ways and means for the safety and security of the child.
Course Outcome	After the completion of the course, pupil-teachers will be able to: • Explain the concept of Health, Yoga and Physical Education along with their roles for a healthy Individual. • List and choose the basis of Diet and Nutrition. • Construct ways and means to protect pollution and Global Warming. • Assess the value of correct posture and physical fitness. • Apply various ways and means for the safety and security of the child.
Course Contents:	
Unit-I:	• Concept of Health and factors affecting Health • Concept and types of Yoga. • Physical Education and its objectives. • Role of School and society in developing a healthy individual through the programs of Health, Yoga and Physical Education.
Unit-II:	• Diet, Food, nutrition • Balanced diet, its functions and components. • Types of food according to Yogis and Yogic Diet • Malnutrition –causes and prevention
Unit-III:	• Communicable diseases- modes, Prevention and control. • First Aid in case of Wounds, Hemorrhages, Fracture, Dislocations, Sprain, Strain and Bites • Health Hazards • Pollution: Types, causes and prevention • Water conservation, management and recycling • Global warming
Unit-IV:	• Personal and Environmental Hygiene. • Postural deformities and their Management through Yogic and other exercises • Physical Fitness –Elements, importance.
Practicum/ Sessional	• Prepare a Medical report of a school student. • Report of common first aid emergencies in school. • Performing & reporting any five advance yoga asanas.
Suggested Readings:	**Suggested Readings:** • Anderson, C.R. *Your guide to health*. • Bucher, C.A. (1964) *Foundations of Physical Education, New York: Mosby and company.* • Catharine Ross Benjamin Careless, Robert, J. Cousino (2009). *Modern Nutrition in health and diseases.* Holmes, A.C. *Health in developing countries.* • Kang Gurpreet Singh & Deol Nishan Singh. (2013). *An Introduction to Health and Physical Education,* 21st century publications, India. • Piper, B. (1999). *Diet and Nutrition: A guide for students and practitioners*.

Course Title	Course Code	Credit	Max Marks	External	Internal
GUIDANCE AND COUNSELING (Elective)	**B.Ed-406**	**02**	**50**	**35**	**15**

Course Objectives:	To enable student-teacher to- • Understand the concepts of guidance and counseling. • Acquire the knowledge of the educational, vocational and personal guidance. • Comprehend the need of assessing an individual. • Application of the knowledge of organization of guidance services in the schools.
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • explain the concepts of guidance and counseling. • describe educational, vocational and personal guidance. • explain the need of assessing an individual. • assess organization of guidance services in the schools.
Course Contents:	
Unit-I:	• Meaning, Nature, Scope and assumptions. • Principles of Guidance, Need of guidance • Types of Guidance: Educational, Vocational and Personal Guidance (Meaning, Need and Importance, Objectives) • Basis of Guidance: Educational, Sociological • Functions of Guidance.
Unit-II:	• Concept of Counseling, Need & Importance of Counseling • Meaning and characteristics of counseling. • Process of Counseling • Technique of guidance: Directive, Non-Directive and Elective • Schools of Counseling. • Directive and non-directive counseling.
Unit-III:	• Types of Guidance services • Role of School personnel in organizing guidance services • Role of Teacher as a counselor.
Practicum/ Sessional	**Any one of the following** i. Make a study of a guidance center. Prepare a report. ii. Prepare a cumulative record card of a student studying at secondary level. iii. Prepare a report on the guidance services organized by school personnel.
Suggested Readings:	**Suggested Readings:** • Bhatia K.K (2002). *Principles of Guidance and counseling*, Ludhiana: Kalyani Publishers. • Gibren, R.h and Mitchell, M.H (2003). *Introduction to counseling and guidance*, New Delhi: Pearson Education. • Pandey, K.P (2000). *Educational and Vocational Guidance in India*, Varanasi: Vishwa Vidyalaya Prakashan. • Robinson (2005). *Principles and Procedures in Students counseling*, New York: Harper & Row.

Course Title		Course Code	Credit	Max Marks	External	Internal
Critical Understanding of ICT *(EPC)*		B.Ed-407	02	50	35	15
Course Objectives:	To enable student-teacher to-					
	● Understand the knowledge of computers, its accessories and software.					
	● Application of the knowledge of the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.					
	● Application of the knowledge of skill in using MS-Word, Power points and Spread sheets.					
	● Application of the knowledge of skill in accessing world wide web and Internet and global accessing of information.					
	● Application of the knowledge of effective use of ICT tools and relevant software applications for specific purpose in teaching learning process.					
Course Outcomes	After the completion of the course, pupil-teachers will be able to:					
	● Develop knowledge of computers, its accessories and software.					
	● Develop the skills of operating a computer in multifarious activities and integrate technology into classroom teaching learning strategies.					
	● Develop skill in using MS-Word, Power points and Spread sheets.					
	● Develop skill in accessing world wide web and Internet and global accessing of information.					
	● Select and use of effective ICT tools and relevant software applications for specific purpose in teaching learning process.					
Course Contents:						
Unit-I:	● **ICT:** ICT in Education: Meaning, Scope, advantages and limitation. Role of information technology in 'construction of knowledge'. Edu-SAT, Gyan Darsan & Teleconferencing					
	● **Computer Fundamentals:** Basic anatomy, types and applications, Input-Output devices, Storage devices.					
	● **MS-Windows**: Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.					
	● **MS Word:** Concept of word processing, Entering Text, Selecting and Inserting text, editing text, making paragraph, getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.					
	● **MS Excel:** Basics of Spreadsheet, creating and saving a worksheet, Manipulation of cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter.					
	● **MS Power point:** Basics of power point, creating a presentation, the slide manager, preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.					
Unit-II:	**Internet:** the world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, handle attachments, Meaning & Characteristics – model, Off-line and On-line Learning, E-Learning -Use and Importance of Chat, E-library, Discussion Forum, e- journals, e-reading and blogs					
Unit-III:	● LCD Projector					
	● T.V.					
	● Camera					
	● Interactive Boards					
	● CD/DVD Player					
	● Over-head Projector					
Practicum/ Sessional	Preparation and presentation of power point presentation / developing transparencies. Prepare and Submit an E-assignment. Create a group in a social network of the class.					
	Hands On Training:					
	i. Administrative use – Letter correspondence and E-Mail					
	ii. Construction of a Portfolio and Question paper of teaching subjects					
	iii. Creating learning materials – handouts					
	iv. Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.					
	v. Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.					
	vi. Students' progress record – Tabulation and graphical representation of results of an academic test.					
	vii. Multimedia presentation on a topic relevant to the Optional Subjects					
	viii. Prepare transparencies on a topic relevant to the Optional Subjects					
	A softcopy of above activities should be presented at the time of external examination**.**					
Suggested Readings:	**Suggested Readings:**					
	● Copestake, S. (2004). Excel 2002. New Delhi: Dream Tech Press.					
	● Hahn, H. (1998). The internet- completes reference. New Delhi: Tata McGrow Hill Publication.					
	● Intel Education & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.					
	● Leon, A. M. (2001). Computer for everyone. New Delhi: Vikas Publishing house.					
	● Petzold, C. (1998). Programming windows. USA: Microsoft Press.					
	● Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.					

Course Title		Course Code	Credit	Max Marks	External	Internal
Development of system for the Value Education in the Teacher Trainees		**B.Ed-408**	**02**	**50**	**-**	**50**
Course Objectives:	To enable student-teacher to- • Apply the knowledge of values in practical life. • Apply the knowledge of value education for inculcating values in his/her students. • Apply the knowledge of development of values in Indian Society.					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Apply the knowledge of values in various situations. • Apply the knowledge of value education for inculcating values in his/her students. • Apply the knowledge of development of values in Indian Society.					
Course Contents:						
Unit-I:	• Value – Meaning, concepts, nature & characteristics. • Types of values. • Use of values in human life.					
Unit-II:	• Types of values educations, concept, nature & characteristics. • Role of different types of values in human life. • Strategies for the development of value education.					
Unit-III:	• To develop values in India Society. • Social System – Concept, nature and characteristics • Social Sub-System – Concept, nature and characteristics • Functions of social system in India.					
Practicum/ Sessional	• Project work – To prepare project on festivals and values included in India. • Survey – To enhance value inculcated programs. • Case Studies – Integration of code of ethics of various religious.					
Suggested Readings:	**Suggested Readings:** • http://cbseacademic.nic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf • http://syllabus.b-u.ac.in/syl_college/ug_ve.pdf • https://www.dypiemr.ac.in/images/value-added-courses/vac/Content-for-Value-Education.pdf • https://ncert.nic.in/pdf/publication/otherpublications/Framework_educationCOMPLETEBOOK.pdf					

Compulsory Practical Work

B.Ed. (Semester-1V)

Course Title		Course Code	Credit	Max Marks	External	Internal
Scout and Guide		**B.Ed-409**	**02**	**50**	**35**	**15**
Course Objectives:	To enable student-teacher to- • Characterization of feeling of dignity of labor. • Organize the students as self-reliant • Characterization of the physical, mental & spiritual powers.					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Develop two feeling of dignity of labor. • Make students self-reliant • Develop the physical, mental & spiritual powers.					

Course Contents:

This is an international program to develop social-sensitivity and to make students dutiful towards the nation & the world so that they may serve the humanity Develop the characteristics of good citizenship.

Practicum/ Sessional	**Activities** This can be achieved through organizing a scouting camp of 6-7 days to impart training in- • First-aid against fracture, snake bite position, electric current, etc. • Using safety-measures against fire, chemicals, electrical equipments, etc. • Using compass & maps. • Using different types of knots • Different types of physical exercise etc.
Evaluation	• NSS Report, • Viva-Voce
Suggested Readings:	• Aggarwal, J.C. (1995). *Essentials of Educational Psychology*, New Delhi: Vikas Publishing House Private Limited, • Allport, G.W. (1961). *Pattern and Growth in Personality*: New York. • Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing • Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers. • H. Havighurtst, R. et al. (1995). *Society and Education*. Baston: Allyen ad Bacon • H.P.BWheldall, K. (2006). *Developments in Educational psychology*. New York: Routledge • Kamat, A.R.(1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.

Course Title		Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work		B.Ed-410	04	100	-	100
Course Objectives:	To enable student-teacher to- • To enhence the skill of learning by doing. • To develop community related work with team spirit • To understand the skill of self expression • To apply project work in practical aspect of life.					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: • Apply the skill of learning by doing. • Use to do community related work with team spirit • Apply the skill of self-expression. • Use to do project work in practical aspect of life.					
Course Contents:						
Field Tasks	Community Work.					
Project Works	Intelligent use of ICT and development of power point presentation including improvisation of teaching aids and gadgets					
Assignments	Compulsory B.Ed-401 to B.Ed.- 403					
Seminar Mandatory	One seminar mandatory					
Evaluation Scheme	• Field Task- Report : 20 Marks • Project Work : 20 Marks • Assignments : 20 Marks • Seminar & Classroom Presentation : 10 Marks • Viva-Voce : 30 Marks					
Suggested Readings:	**Suggested Readings:** • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf • https://www.bc.edu/research/nbetpp/statements/nbr1.pdf • https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online • https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf					