



**MADHYANCHAL**  
PROFESSIONAL UNIVERSITY  
BHOPAL



# FACULTY OF EDUCATION

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

**COURSE OUTCOMES (COs)**

## CHILDHOOD & GROWING-UP

B.Ed. I Sem (Bed101)

### Course Outcomes

CO 1. Identify the role of Heredity and Environment in teaching learning process.

CO 2. Explain the impact of media on childhood and growing up.

CO 3. Explain the role of social contact on childhood and growing up.

CO 4. Describe individual differences of learner.

CO 5. Differentiate general and inclusive students needs of learning.

CO 6. Explain the concept and need of inclusive education.

CO 7. Identify the special needs of the students with different disability.

CO 8. Define the diversity in the learning style.

### Mapping with COs- POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>
CO <sub>1</sub>	2	3	2	2	2	3
CO <sub>2</sub>	2	3	1	2	3	3
CO <sub>3</sub>	3	3	2	2	3	3
CO <sub>4</sub>	3	3	2	2	3	2
CO <sub>5</sub>	3	2	3	2	3	3

Grade: Strong -3

Moderate-2

Weak -1

# CONTEMPORARY INDIA & EDUCATION

B.Ed. I Sem (Bed102)

## Course Outcomes

At the end of this course the student- teacher should be able to

CO1. Understand the concept and aims of education and recognize the types and functions Agencies of Education .

CO2. Appreciate the role of education in handling the issues in contemporary India.

CO3. Understand the process of social change and obstacles in social change.

CO4. Make an attempt to bring social change through the process of education.

CO5. Identify the limitations of social change and apply the principles of education in social context.

CO6. Recognize the gender sensibility, issues related to gender in school.

CO7. Identify the challenging gender inequalities in school and make attempt to establish positive attitude towards gender equality.

CO8. Compare Liberalization, privatization, Globalization in context with modern India.

CO9. To understand the concept of Education Act 2009 and its feature the RashtryaUcchatarShikshaAbhiyaan .

CO10. Appreciate the contribution of great educationalist

## Mapping with COs- POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	1	3	1	2	2	1	1
CO <sub>2</sub>	1	2	1	2	3	1	3
CO <sub>3</sub>	1	1	1	2	1	1	3
CO <sub>4</sub>	1	1	2	2	3	2	2
CO <sub>5</sub>	1	2	1	2	1	1	2

Grade: Strong -3

Moderate-2

Weak -1

## PSYCHOLOGY OF LEARNER, LEARNING & TEACHING

B.Ed. I Sem (B.Ed. 103)

### Course Outcomes

At the end of this course the student –teacher should be able to

CO1. Recognize the concept & types of learning.

CO2. Appreciate the idea of learning as construction of knowledge.

CO3. Realize the connection between learning in school & outside the school.

CO4. Apply the theories of learning in learning process.

CO5. Identify different theories of learning.

CO6. Appreciate the concept of mind map & concept map in learning process.

CO7. Acquaint with different approaches of learning that support learning.

CO8. Apply Maxims, levels & functions of teaching in teaching learning process.

CO9. Implement methods & models of teaching in teaching learning.

CO10. Acknowledge that teaching is a profession.

### Mapping with COs -POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	1	2	2	2	1	2	1
CO <sub>2</sub>	2	2	1	2	2	3	3
CO <sub>3</sub>	3	1	2	2	2	2	2
CO <sub>4</sub>	3	1	2	2	1	1	2
CO <sub>5</sub>	3	1	3	2	2	3	2

Grade: Strong -3

Moderate-2

Weak -1

## ASSESSMENT FOR LEARNING

**B.Ed. I Sem (Bed104)**

### Course Outcomes

At the end of this course the student-teacher should be able to:

CO1. Explain the psychological basis of Learning.

CO2. Appreciate the contribution of the theories of Learning.

CO3. Explain the changing concept of Learner and Learning.

CO4. Identify and explain the models of Teaching and their utility in the Teaching-learning process.

CO5. Analyze the Theories of learning and their utility in the Teaching learning process.

CO6. Recognize the framework of the process of learning.

CO7. Visualize multiple dimension and stage of learner's development.

### Mapping with COs-POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	1	1	2	2	2	3	3
CO <sub>2</sub>	1	3	1	2	1	2	1
CO <sub>3</sub>	2	3	2	2	3	3	1
CO <sub>4</sub>	1	2	2	2	1	2	2
CO <sub>5</sub>	3	2	3	2	3	3	2

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## READING & REFLECTION ON TEXT

B.Ed. I Sem (BED100E1)

### Course Outcomes

At the end of this course the student-teacher should be able to:

CO1.The students able to understand the meanings of modern pedagogy.

CO2.Students are able to understand the messages contained in the reflective writings.

CO3.Students are able to work out their implications for improving the modern pedagogy and its concerns.

CO4.The students able to understand reflective writings and reading.

### Mapping with COs-POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	1	1	2	2	1	3	3
CO <sub>2</sub>	2	3	1	2	3	3	2
CO <sub>3</sub>	1	3	2	2	2	3	3
CO <sub>4</sub>	3	2	2	2	3	2	1
CO <sub>5</sub>	2	2	3	2	1	2	1

2) Grade: Strong -3

Moderate-2

Weak -1

## ARTS & AESTHETIC IN EDUCATION

### B.Ed. I Sem (BED100E2)

#### Course Outcomes

At the end of this course the student-teacher should be able to:

CO1.The students able to understand use and understand the utility of graphic arts and their relevance for developing the aesthetic sense.

CO2.The students able to understand the difference between education in arts and arts in education.

CO3. The students able to understandIdentification of different performing Arts forms and artists, dance, music and musical instrument, theatre, puppetry, etc.

CO4. The students able to understandKnowledge of the Indian Craft Traditions and its relevance in education.

CO5.The students able to understandIndian festivals and its artistic significance.

CO 6. Appreciate the multiculturalism dueIndian diversity.

#### Mapping with COs- POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	2	3	2	1	2	1	3
CO <sub>2</sub>	2	2	1	2	3	1	1
CO <sub>3</sub>	3	3	2	1	3	3	3
CO <sub>4</sub>	1	3	2	2	1	2	1
CO <sub>5</sub>	3	2	2	2	3	3	1

3) Grade: Strong -3

Moderate-2

Weak -1

## YOGA & PHYSICAL EDUCATION

B.Ed. I Sem (BED100E3)

### Course Outcomes

Cos 1. Recognizes the importance of physical exercises, games.

Cos 2. Recognizes the importance of yoga and suryanamaskar, sports.

Cos 3. Recognizes the importance of physical and mental health.

Cos 4. Applies yoga in day today life.

Cos 5. Applies physical exercises in daily life.

Cos 6. Applies mental health in daily life

### Mapping with POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	2	2	2	2	2	3	3
CO <sub>2</sub>	1	3	1	2	3	3	2
CO <sub>3</sub>	3	2	2	2	3	3	3
CO <sub>4</sub>	1	3	2	2	1	2	1
CO <sub>5</sub>	1	2	3	1	1	1	2

1) Grade: Strong -3

Moderate-2

Weak -1





**MADHYANCHAL**  
PROFESSIONAL UNIVERSITY

**COS**

**EDUCATION**  
**II SEMESTER**

# KNOWLEDGE AND CURRICULUM

B.Ed. II Sem (BED 201)

## Course Outcomes

At the end of this course the student teacher should be able to

Cos 1. Understand the sources and generation of knowledge .

Cos 2. Understand the inter-relationship between knowledge, information and skill in the present social context.

Cos 3. Understand the dimensions of curriculum development.

Cos 4. Comprehend the concept and relevance of multilingualism in the Indian context.

Cos5.Realize the context and relevance of language in learning .

Cos 6. Become familiar with the strategies for developing language skills.

## Mapping with COs- POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>
CO <sub>1</sub>	2	3	1	2	2	2
CO <sub>2</sub>	1	2	2	2	3	1
CO <sub>3</sub>	1	2	1	2	1	1
CO <sub>4</sub>	1	2	2	1	1	2
CO <sub>5</sub>	2	1	3	2	1	1

Grade: Strong -3

Moderate-2

Weak -1

# EDUCATIONAL TECHNOLOGY & ICT

B.Ed. II Sem (BED 202)

## Course Outcomes

At the end of this course the student teacher should be able to

Cos 1. Develop effective use of information and communication technology in classroom teaching

Cos 2. Develop capabilities to access Internet.

Cos 3. Acquaint with basic techniques and knowledge required for computer applications.

Cos 4. Create awareness of cyber laws and ethics.

Cos 5. Explain importance of ICT at secondary & higher secondary level.

Cos 6. Analyze the textbook & content of ICT at secondary & higher secondary level.

Cos 7. Acquire the competencies of ICT teacher.

## Mapping with COs- POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	1	3	1	2	2	2	1
CO <sub>2</sub>	1	2	1	2	3	1	3
CO <sub>3</sub>	2	2	3	2	1	2	1
CO <sub>4</sub>	1	2	2	1	2	2	2
CO <sub>5</sub>	3	1	3	2	1	1	2

Grade: Strong -3

Moderate-2

Weak -1

## **PEDAGOGY – I PHYSICALSCIENCE**

**B.Ed. II Sem (BED 203) A**

### **Course Outcomes**

At the end of this course the student teacher should be able to

Cos 1.DevelopImportance of Physical Science in School curriculum.

Cos 2.Formulation of specific objectives in behavioral terms.

Cos 3. Explain the Nature of Modern physical Science its impact on communities.

Cos 4. Identify the Galilio, Newton, Robert Bialand Avegado in the area of physical science.

Cos 5.Develop of Instructional Material.

Cos 6.Develop of self-learning material.

### **Mapping with COs POs and PSO**

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>
CO <sub>1</sub>	2	2	1	1	2	1
CO <sub>2</sub>	2	1	1	2	3	1
CO <sub>3</sub>	2	2	3	3	1	1
CO <sub>4</sub>	1	2	2	2	2	2
CO <sub>5</sub>	2	1	3	1	1	2

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## **PEDAGOGY – I SOCIALSCIENCE**

**B.Ed. II Sem (BED 203) B**

### **Course Outcomes**

At the end of this course the student teacher should be able to

Cos 1. Understand the nature, structure and scope of Social Science.

Cos 2. Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction.

Cos 3. Develop an understanding of interrelationship between different areas, in the context of development of Nation and Society.

Cos 4. Develop understanding and skills using different strategies for teaching social science at school stage.

Cos 5. Develop understanding of various strategies and the need to involve students in various group activities to promote co-operative learning.

Cos 6. Develop the skills of using local environment, community resources and other instructional inputs in the teaching of Social Science.

### **Mapping with COs- POs and PSO**

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>	<b>PO<sub>6</sub></b>
<b>CO<sub>1</sub></b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO<sub>2</sub></b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>CO<sub>3</sub></b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO<sub>4</sub></b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO<sub>5</sub></b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## **PEDAGOGY – IIMATHEMATICS**

**B.Ed. II Sem (BED 204) A**

### **Course Outcomes**

At the end of this course the student teacher should be able to

CO 1. Explain nature, scope & importance of mathematics at secondary & higher secondary level.

CO 2. Analyze the textbook & content of mathematics at secondary & higher secondary level.

CO 3. Illustrate and demonstrate methods & models of teaching learning of mathematics.

CO 4. Make use of the competencies of mathematics teacher

CO 5. Rephrase facts, terms, concepts, laws & principles in mathematics.

### **Mapping with COs POs and PSO**

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>
<b>CO<sub>1</sub></b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO<sub>2</sub></b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO<sub>3</sub></b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>CO<sub>4</sub></b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO<sub>5</sub></b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## **PEDAGOGY – II BIOLOGICAL SCIENCE**

### **B.Ed. II Sem (BED 204) B**

#### **Course Outcomes**

At the end of this course the student teacher should be able to

Cos 1. Explain facts, terms, concepts , laws & principles in biology.

Cos 2. Illustrate nature, scope & importance of biology at secondary & higher secondary level. co - relation with other disciplines.

Cos 3. Analyze the textbook& content of biology at secondary & higher secondary level.

Cos 4. Make use of methods& models of teaching learning of biology.

Cos 5. Demonstrate the competencies of biology teacher.

#### **Mapping with COs -POs and PSO**

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>
<b>CO<sub>1</sub></b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO<sub>2</sub></b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO<sub>3</sub></b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO<sub>4</sub></b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO<sub>5</sub></b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## PEDAGOGY – II HINDI LANGUAGE

B.Ed. II Sem (BED 204) C

### Course Outcomes

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Cos 1.fganhHkk"kkdh izd`fr] vko';drk ,oaegRodksifjHkkf"krdjldsaxsA

Cos 2.fganhf{k{k.k dh fofHkUUkfof/k;ksa dh O;k;k djldsaxsA

Cos 3.fganhHkk"kkf{k{k.kesaiz;ksxgksusokyhlkg;df{k{k.klkefxz;ksadksrS;kjdjldsaxsA

Cos 4.fganhHkk"kkesa x]] i] rFkkO;kdj.k ds mn~ns';ksadksLi"VdjldsaxsA

Cos 5.fganhHkk"kkesaewY;kadu ds fofHkUUkinksadksifjHkkf"krdjldsaxsA

### Mapping with COs -POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	2	2	2	2	1
CO <sub>2</sub>	2	1	1	1	1
CO <sub>3</sub>	1	2	3	2	3
CO <sub>4</sub>	2	1	1	1	2
CO <sub>5</sub>	1	1	2	4	1

Grade: Strong -3

Moderate-2

Weak -1



## **PEDAGOGY – II ENGLISH LANGUAGE**

### **B.Ed. II Sem (BED 204) D**

#### **Course Outcomes**

At the end of this course the student teacher should be able to:

Cos 1.Explain the nature and characteristics of a English language.

Cos 2.Explain the require skills and their interlinks for mastering a English language.

Cos 3. Understand the various approaches for planning for successful English language teaching.

Cos 4. Develop the Approaches for teaching different aspects of English language.

Cos 5.Use the Aids and other similar available material that could be used for teaching English language.

Cos 6. Explain the techniques of obtaining feedback for self-evaluation and evaluationof student's success in learning and using the English language.

#### **Mapping with COs -POs and PSO**

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>	<b>PO<sub>6</sub></b>
<b>CO<sub>1</sub></b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO<sub>2</sub></b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>CO<sub>3</sub></b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO<sub>4</sub></b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO<sub>5</sub></b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## **PEDAGOGY – II SANSKRIT LANGUAGE**

**B.Ed. II Sem (BED 204) E**

### **Course Outcomes**

At the end of this course the student teacher should be able to:

Cos 1. Define the nature, need & principles of sanskrit language.

Cos 2. Explain different methods of teaching sanskrit language.

Cos 3. Demonstrate the use of various audio visual aids in sanskrit teaching.

Cos 4. Explain objectives and steps of teaching prose, poetry & grammar of Sanskrit.

Cos 5. Explain the meaning of evaluation and types of evaluating techniques.

### **Mapping with COs- POs and PSO**

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	1	1	1	1	2
CO <sub>2</sub>	2	2	1	1	1
CO <sub>3</sub>	2	1	2	1	2
CO <sub>4</sub>	3	2	1	1	1
CO <sub>5</sub>	1	1	3	1	1

Grade: Strong -3

Moderate-2

Weak -1

## **PEDAGOGY – II URDULANGUAGE**

**B.Ed. II Sem (BED 204) F**

### **Course Outcomes**

At the end of this course the student teacher should be able to:

Cos 1. Understand the basic concepts in an functions of Language with special reference to Urdu  
Acquire a knowledge of objectives of teaching Urdu at the Secondary stage.

Cos 2.Acquire knowledge of different methods of teaching Urdu at the Secondary stage.

Cos 3.Teach grammar, prose, and composition and poetry lessons in Urdu.

Cos 4.Prepare lesson and Unit plans and to analyze the subject content in terms of Language skills and teaching objectives.

Cos 5.To gain knowledge of evaluation system in Urdu.

CO6.Analyze & evaluate the new trends of current issues in subject Urdu.

### **Mapping with COs - POs and PSO**

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>	<b>PO<sub>6</sub></b>
<b>CO<sub>1</sub></b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO<sub>2</sub></b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>CO<sub>3</sub></b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>CO<sub>4</sub></b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO<sub>5</sub></b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>

**Grade: Strong -3**

**Moderate-2**

**Weak -1**



**MADHYANCHAL**  
PROFESSIONAL UNIVERSITY

# **COS**

## **EDUCATION**

### **III SEMESTER**

#### **CREATING INCLUSIVE EDUCATION**

**B.Ed. III Sem (BED 401)**

#### **Course Outcomes**

At the end of this course the student teacher should be able to

Cos1. Understand the Outline the concept and nature of Inclusive Education.

COs2. Illustrate the difference between Main School, Special School, Integrated School and Inclusive School.

COs3. Explain the need and importance of Inclusive Education.

COs 4. Examine the status of Inclusive Education in India.

COs5. Illustrate the National policies, programmes and Acts with respect to Inclusive Education in India.

COs 6. Identify different types of disabilities.

COs7. Compare the nature and needs of different categories of disabled children.

### **Mapping with COs -POs and PSO**

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	1	1	2	2	2	1	2
CO <sub>2</sub>	1	3	1	2	2	1	1
CO <sub>3</sub>	3	1	1	1	1	1	2
CO <sub>4</sub>	2	2	2	1	2	1	2
CO <sub>5</sub>	2	1	1	2	1	2	1

Grade: Strong -3

Moderate-2

Weak -1

## **GENDER SCHOOL & SOCIETY**

**B.Ed. III Sem (BED 402)**

### **Course Outcomes**

At the end of this course the student teacher should be able to

Cos1. Describe the concept of gender and masculinity.

COs2. Understand the various educational schemes, policies and programmes launched by government for improving the status of women in society.

Cos3. Identify various instances of gender inequality in structure and functioning of school management.

Cos4. Explain various gender issues in health care system.

Cos5. Illustrate various roles of women in national development with the help of suitable examples.

Cos6. Analyze the role of teacher as an agent of social change.

Cos7. Investigate the positive and negative roles played by media in gender related issues.

### Mapping with COs -POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	2	1	3	1	2	1	2
CO <sub>2</sub>	1	3	1	2	2	2	1
CO <sub>3</sub>	2	2	1	2	1	1	2
CO <sub>4</sub>	1	2	2	1	1	2	2
CO <sub>5</sub>	2	1	2	2	3	2	1

Grade: Strong -3

Moderate-2

Weak -1

### LANGUAGE ACROSS THE CURRICULUM

B.Ed. III Sem (BED 403)

#### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Understand and appreciate the role of language as a vehicle of communication.

Cos2.Explain as an important medium for interpreting knowledge in various contexts.

Cos3.Explainthe construction of experience from school subjects.

Cos4.Critical understanding of standardized pedagogic methods.

Cos5.Analyze Everyday concepts and situated cognition.

### Mapping with POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
--	-----------------	-----------------	-----------------	-----------------	-----------------

CO <sub>1</sub>	1	1	3	1	2
CO <sub>2</sub>	1	2	1	2	1
CO <sub>3</sub>	2	1	1	2	1
CO <sub>4</sub>	3	2	1	2	3
CO <sub>5</sub>	1	2	2	1	2

**Grade: Strong -3**

**Moderate-2**

**Weak -1**



## HEALTH & PHYSICAL EDUCATION

### B.Ed. III Sem (BED 404) A

#### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Explain the concept, aims and objectives of Health and Physical Education.

Cos2. Describe hygienic environment along with contributing factors and its importance explain various Communicable diseases and first aid.

Cos3. Demonstrate ability to describe balanced diet.

Cos4. Explain Physical body posture.

Cos5. Define general medical standard of an individual.

#### Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	1	3	2	1	2
CO <sub>2</sub>	2	2	1	1	1
CO <sub>3</sub>	1	1	1	2	2
CO <sub>4</sub>	1	1	3	1	1
CO <sub>5</sub>	2	2	2	1	2

Grade: Strong -3

Moderate-2

Weak -1

### B.Ed. III Sem (BED 404) B

#### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Define the concept and need of guidance.

CO 2. Illustrate the principles and procedure of guidance.

CO 3. Explain the role of school in guidance.

CO 4. Recognize various areas in guidance .

CO 5. Explain the concept, need and meaning of counseling.

## Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	2	3	1	2	3
CO <sub>2</sub>	2	1	2	1	1
CO <sub>3</sub>	1	1	1	2	1
CO <sub>4</sub>	2	1	2	2	1
CO <sub>5</sub>	2	1	1	2	1

**Grade: Strong -3**

## Moderate-2

### Weak -1

## HUMAN RIGHTS EDUCATION

**B.Ed. III Sem (BED 404) C**

## Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Describe various human rights.

Cos2.Classify human rights. Illustrate human rights commissions.

Cos3.List the domains of human rights.

Cos4.Explain constitutional and institutional safeguards. State the problems of Refugees.

Cos5.Define UN Principles in association with human rights.

## Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	1	2	2	2	2
CO <sub>2</sub>	1	1	2	1	1
CO <sub>3</sub>	1	2	1	1	1
CO <sub>4</sub>	2	1	1	2	2
CO <sub>5</sub>	1	1	2	1	1

**Grade: Strong -3**

## Moderate-2

## Weak -1

## **DISTANCE AND OPEN LEARNING**

### **B.Ed. III Sem (BED 404) D**

#### **Course Outcomes**

At the end of this course the student teacher should be able to :

Cos1.Explain the concept, scope and applications of Distance Education.

Cos2.Describe history and future of distance education.

Cos3.Explain in own words the factors involving Distance Education.

Cos4. Identify the steps for the preparation of self Instructional materials- SIM or selflearning materials.(SLM).

Cos5. Define role of mass media in distance education.

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## **Mapping with COs POs and PSO**

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	2	2	1	1	1
CO <sub>2</sub>	1	2	2	1	1
CO <sub>3</sub>	2	2	1	1	1
CO <sub>4</sub>	2	1	1	2	2
CO <sub>5</sub>	1	2	1	2	2

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

# **ENVIRONMENTAL EDUCATION**

## **B.Ed. III Sem (BED 404) E**

### **Course Outcomes**

At the end of this course the student teacher should be able to :

Cos1. Understand about the concept of environmental education.

Cos2. Develop in the student teacher a sense of awareness about the environmental pollution, pollution and possible hazards and its causes and remedies.

Cos3. Develop a sense of responsibility towards conservation of environmental, bio-diversity and sustainable development.

Cos4. Develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.

Cos5. Enable the student's a to understand about the various measures available to conserve the environment for sustaining the development.

## Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	1	2	3	2	1
CO <sub>2</sub>	1	1	2	2	1
CO <sub>3</sub>	1	1	2	1	2
CO <sub>4</sub>	1	1	1	2	2
CO <sub>5</sub>	2	2	2	1	1

**Grade: Strong -3**

## Moderate-2

## Weak -1

**PEACE EDUCATION**  
**B.Ed. III Sem (BED 404) F**

## Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Understand about peace and peace education based on constitutional values.

Cos2.Understand for reflection on the attitudes that generate conflicts at personal and social levels.

Cos3.Understand learning skills and strategies of resolving these conflicts.

Cos4. Focus on strengthen self by continual reflection leading to reduction in stereotypes.

Cos5.Understand creation, nurture and promote peace building cap abilities among students.

Cos6.Understand influence of media and local community by influencing parent ,families and children.

Cos7.Develop attitude and skills for resolving conflicts in creative manner and reflect on school, curricula, text book and pedagogical processes from peace perspective.

## Mapping with POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	2	1	1	1	1	1	1
CO <sub>2</sub>	1	2	1	2	2	2	1
CO <sub>3</sub>	1	1	2	1	1	2	1
CO <sub>4</sub>	2	1	2	2	3	1	2
CO <sub>5</sub>	2	1	2	2	1	2	1

**Grade: Strong -3**

## Moderate-2

**Weak -1**



**MADHYANCHAL**  
PROFESSIONAL UNIVERSITY

**COS**  
**EDUCATION**  
**IV SEMESTER**

## CREATING INCLUSIVE EDUCATION

B.Ed. IV Sem (BED 401)

### Course Outcomes

At the end of this course the student teacher should be able to

Cos1. Understand the Outline the concept and nature of Inclusive Education.

COs2. Illustrate the difference between Main School, Special School, Integrated School and Inclusive School.

COs3. Explain the need and importance of Inclusive Education.

COs 4. Examine the status of Inclusive Education in India.

COs5. Illustrate the National policies, programmes and Acts with respect to Inclusive Education in India.

COs 6. Identify different types of disabilities.

COs7. Compare the nature and needs of different categories of disabled children.

### Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	1	1	2	2	2	1	2
CO <sub>2</sub>	1	3	1	2	2	1	1
CO <sub>3</sub>	3	1	1	1	1	1	2
CO <sub>4</sub>	2	2	2	1	2	1	2
CO <sub>5</sub>	2	1	1	2	1	2	1

Grade: Strong -3

Moderate-2

Weak -1



## **GENDER SCHOOL & SOCIETY**

**B.Ed. IV Sem (BED 402)**

### **Course Outcomes**

At the end of this course the student teacher should be able to

Cos1. Describe the concept of gender and masculinity.

Cos2. Understand the various educational schemes, policies and programmes launched by government for improving the status of women in society.

Cos3. Identify various instances of gender inequality in structure and functioning of school management.

Cos4. Explain various gender issues in health care system.

Cos5. Illustrate various roles of women in national development with the help of suitable examples.

Cos6. Analyze the role of teacher as an agent of social change.

Cos7. Investigate the positive and negative roles played by media in gender related issues.

### **Mapping with COs POs and PSO**

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>	<b>PO<sub>6</sub></b>	<b>PO<sub>7</sub></b>
<b>CO<sub>1</sub></b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO<sub>2</sub></b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO<sub>3</sub></b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO<sub>4</sub></b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>CO<sub>5</sub></b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## LANGUAGE ACROSS THE CURRICULUM

B.Ed. IV Sem (BED 403)

### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Understand and appreciate the role of language as a vehicle of communication.

Cos2.Explain as an important medium for interpreting knowledge in various contexts.

Cos3.Explainthe construction of experience from school subjects.

Cos4.Critical understanding of standardized pedagogic methods.

Cos5.Analyze Everyday concepts and situated cognition.

### Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	1	1	3	1	2
CO <sub>2</sub>	1	2	1	2	1
CO <sub>3</sub>	2	1	1	2	1
CO <sub>4</sub>	3	2	1	2	3
CO <sub>5</sub>	1	2	2	1	2

Grade: Strong -3

Moderate-2

Weak -1

## HEALTH & PHYSICAL EDUCATION

B.Ed. IV Sem (BED 404) A

### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Explain the concept, aims and objectives of Health and Physical Education.

Cos2. Describe hygienic environment along with contributing factors and its importance explain various Communicable diseases and first aid.

Cos3. Demonstrate ability to describe balanced diet.

Cos4. Explain Physical body posture.

Cos5. Define general medical standard of an individual.

### **Mapping with COs POs and PSO**

	<b>PO<sub>1</sub></b>	<b>PO<sub>2</sub></b>	<b>PO<sub>3</sub></b>	<b>PO<sub>4</sub></b>	<b>PO<sub>5</sub></b>
<b>CO<sub>1</sub></b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO<sub>2</sub></b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO<sub>3</sub></b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>CO<sub>4</sub></b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO<sub>5</sub></b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

# **GUIDANCE AND COUNSELLING**

**B.Ed. IV Sem (BED 404) B**

## **Course Outcomes**

At the end of this course the student teacher should be able to :

Cos1. Define the concept and need of guidance.

CO 2. Illustrate the principles and procedure of guidance.

CO 3. Explain the role of school in guidance.

CO 4. Recognize various areas in guidance .

CO 5. Explain the concept, need and meaning of counseling.

### **Mapping with COs POs and PSO**

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	2	3	1	2	3
CO <sub>2</sub>	2	1	2	1	1
CO <sub>3</sub>	1	1	1	2	1
CO <sub>4</sub>	2	1	2	2	1
CO <sub>5</sub>	2	1	1	2	1

**Grade: Strong -3**

**Moderate-2**

**Weak -1**

## HUMAN RIGHTS EDUCATION

### B.Ed. IV Sem (BED 404) C

#### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Describe various human rights.

Cos2.Classify human rights. Illustrate human rights commissions.

Cos3.List the domains of human rights.

Cos4.Explain constitutional and institutional safeguards. State the problems of Refugees.

Cos5.Define UN Principles in association with human rights.

#### Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	1	2	2	2	2
CO <sub>2</sub>	1	1	2	1	1
CO <sub>3</sub>	1	2	1	1	1
CO <sub>4</sub>	2	1	1	2	2
CO <sub>5</sub>	1	1	2	1	1

Grade: Strong -3

Moderate-2

Weak -1

## DISTANCE AND OPEN LEARNING

### B.Ed. IV Sem (BED 404) D

#### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Explain the concept, scope and applications of Distance Education.

Cos2.Describe history and future of distance education.

Cos3.Explain in own words the factors involving Distance Education.

Cos4. Identify the steps for the preparation of self Instructional materials- SIM or selflearning materials.(SLM).

Cos5. Defineroles of mass media in distance education..

### **Mapping with COs POs and PSO**

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	2	2	1	1	1
CO <sub>2</sub>	1	2	2	1	1
CO <sub>3</sub>	2	2	1	1	1
CO <sub>4</sub>	2	1	1	2	2
CO <sub>5</sub>	1	2	1	2	2

Grade: Strong -3

Moderate-2

Weak -1

## **ENVIRONMENTAL EDUCATION**

### **B.Ed. IV Sem (BED 404) E**

#### **Course Outcomes**

At the end of this course the student teacher should be able to :

Cos1.Understand about the concept of environmental education.

Cos2. Develop in the student teacher a sense of awareness of awareness about the environmental pollution, pollution and possible hazards and its causes and remedies.

Cos3. Develop a sense of responsibility towards conservation of environmental, bio-diversity and sustainable development.

Cos4. Develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.

Cos5. Enable the student's a to understand about the various measures available to conserve the environment for sustaining the development.



## Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>
CO <sub>1</sub>	1	2	3	2	1
CO <sub>2</sub>	1	1	2	2	1
CO <sub>3</sub>	1	1	2	1	2
CO <sub>4</sub>	1	1	1	2	2
CO <sub>5</sub>	2	2	2	1	1

Grade: Strong -3

Moderate-2

Weak -1

### PEACE EDUCATION B.Ed. IV Sem (BED 404) F

#### Course Outcomes

At the end of this course the student teacher should be able to :

Cos1.Understand about peace and peace education based on constitutional values.

Cos2.Understand for reflection on the attitudes that generate conflicts at personal and social levels.

Cos3.Understand learning skills and strategies of resolving these conflicts.

Cos4. Focus on strengthen self by continual reflection leading to reduction in stereotypes.

Cos5.Understand creation, nurture and promote peace building cap abilities among students.

Cos6.Understand influence of media and local community by influencing parent ,families and children.

Cos7.Develop attitude and skills for resolving conflicts in creative manner and reflect on school, curricula, text book and pedagogical processes from peace perspective.

POs6.Develop the Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/ human rights.

POs7.Develop the Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.

## Mapping with COs POs and PSO

	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>
CO <sub>1</sub>	2	1	1	1	1	1	1
CO <sub>2</sub>	1	2	1	2	2	2	1
CO <sub>3</sub>	1	1	2	1	1	2	1
CO <sub>4</sub>	2	1	2	2	3	1	2
CO <sub>5</sub>	2	1	2	2	1	2	1

Grade: Strong -3

Moderate-2

Weak -1

# SCHEME

## SEMESTER - 1

Papers	Name of Course	Marks - 100		Practicum Marks
		Ext	Int	
	<b>Core Papers :</b>			
101	Childhood and Growing up	90	10	---
102	Contemporary India and Education	90	10	---
103	Psychology of Learner, Learning & Teaching	90	10	---
104	Assessment for Learning	90	10	---
	<b>EPC</b>			
100 E1	Reading and Reflection	---	---	25
100 E2	Art and Aesthetics	---	---	25
100 E3	Yoga Education	---	---	25
One Week	<b>INTERNSHIP -</b> One week for project preparation on any aspect of environmental degradation.	---	---	25
	<b>TOTAL</b>	<b>400</b>		<b>100</b>

**SEMESTER - II**

Papers	Name of Course	Marks - 100		Practicum Marks
		Ext	Int	
	<b>Core Papers :</b>			
201	Knowledge & Curriculum	90	10	---
202	Educational Technology & ICT	90	10	---
203	<b>Pedagogy 1st – (AnyOne)</b> Physical science / Home science, Social science.	90	10	---
204	<b>Pedagogy 2nd - (Any One)</b> Mathematics, Language (Hindi, English, Sanskrit, Urdu), Biological science.	90	10	---
	<b>EPC</b>			
100 E1	Intelligent use of ICT.	---	---	25
100 E2	Developing assessment tools	---	---	25
100 E3	Developing Instructional Design including Lesson plans and unit plans	---	---	25
Three Weeks	<b>INTERNSHIP –</b> 1. Skill Practices : Based on micro teaching sessions (Objective Writing, Introducing, Probing questions, Explanation and Blackboard writing skills) 2. Project Formulation: Classroom Based, School Based, Community Based. 3. Design of Assessment tools 4. Development of Lesson Plans 5. Improvisation of TLM 6. Observation of Classroom teaching	---	---	25
	<b>TOTAL</b>	<b>400</b>		<b>100</b>

### SEMESTER - III

Papers	Name of Course	Marks - 100		Practicum Marks
		Ext	Int	
	<b>Core Papers :</b>			
301	Creating Inclusive Education	90	10	---
302	Gender, School and Society	90	10	---
16 Weeks	<b>INTERNSHIP –</b> 1- <b>Practice Teaching :</b> 4 weeks upper primary, 8 weeks secondary and 4 weeks senior secondary Schools 2- <b>Observation :</b> Peer observation, Supervised observation by faculty and Observation by concerned teacher of School 3- Participation in School Programmes 4- Library/Laboratory Management 5- Community Interaction			200
	<b>TOTAL</b>	<b>200</b>		<b>200</b>

### SEMESTER - IV

Papers	Name of Course	Marks - 100		Practicum Marks
		Ext	Int	
	<b>Core Papers :</b>			
401	Language across the Curriculum	90	10	---
402 A & 402 B	<b>OPTIONAL PAPERS (Any Two) :</b> (a) Health and Physical Education (b) Guidance & Counseling (c) Human rights education. (d) Distance & Open learning. (e) Environmental Education (f) Peace Education	50 + 50	---	---
	<b>EPC</b> 1. Field visit (Presentation of School based Project) 2. Workshop/Seminar Presentation.			Certificate issued by Department
	<b>TOTAL</b>	<b>400</b>		---



**MADHYANCHAL PROFESSIONAL UNIVERSITY**

**SYLLABUS OF B.Ed**

**(TWO YEAR PROGRAMME)**

# **B.Ed. Programme**

**(Rules and Regulations)**

**The Bachelor of Education programme, of the Madhyanchal Professional University, Bhopal is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (XI-XII).**

## **1. DURATION -**

**The B.Ed. program shall be of duration of two academic years spread over a span of four semesters. In case a student is unable to complete the courses within the stipulated period, he/she may be permitted to do so within additional one semester.**

## **2. WORKING DAYS -**

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institutions shall work for a minimum of thirty six hours in a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student –teachers shall have to be 80% for all coursework and practicum, and 90% for school internship.

## **3. ELIGIBILITY -**

- (a) Candidates with at least 50% marks either in the Bachelor's degree and /or in the Master's degree in Sciences/Social-sciences/Humanity .Bachelor's in engineering or technology with specialization in science and mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the program.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central government /State government, whichever is applicable.

## **4. ADMISSION PROCEDURE -**

**Admission to the B.Ed. course will be given on the basis of marks secured in the entrance test organized by the university.**

- 5. Candidates for B.Ed. examination have the option for answering questions through the medium of Hindi (Devanagri Script) or English.
- 6. Internal and External examiners, ratio will be on 60 : 40% basis :

- a) In the first/second semesters for the practicum in the form of EPC, the board of examiners will consist of one member from within/or outside the University and another from the College concerned in accordance with seniority by rotation, provided that if an examiner is from within

**the University he/she should not be from the same college.**

**For the practicum (Internship) in the third semester, the board of examiners will consist of three members - one external member from outside the University, another from within and third member will be an internal member from the same college /department.**

- b) Award list will be prepared in three copies in which I<sup>st</sup> and II<sup>nd</sup> copy with a sealed envelope will be sent to the exam cell of the university.. One copy will be kept in the department as record. This award list will be also loaded on university website .
- 
- 7. If a candidate fails in one theory paper, he/she may be permitted to appear in 'carry over' category in the successive respective odd/even semester along with his/her usual semester. Only one chance will be given to such cases. The final result of such candidates will be declared only after passing of the paper in which he/she was detained.
- 
- 1. The division of B.Ed. examination shall be awarded separately in theory and practical on the basis of following othe aggregate of maximum marks in accordance with the following stipulation:
    - a) FOR THEORY- First division 60% and above, Second division 50% but below 60% andThird division 40% but below 50%.
    - b) FOR PRACTICAL- First division 75% and above, Second division 65% but below 75%and Third division 55% but below 65 %.
  - 2. In each theory paper a minimum of 36% marks and on aggregate 40% marks will be necessary to pass for each semester.
  - 3. If any candidate fails in practical (EPC & internships), he/she will be declared fail in the semester and will be required to re-enroll as a regular student in the semester. In case he/ she fails again his/her candidature will be cancelled.
  - 4. Internal 10 marks will be awarded by concerned teachers and they will send 1<sup>st</sup> and 2<sup>nd</sup> copies with sealed envelope to exam cell of the University and 3<sup>rd</sup> copy will be kept in the faculty for record.
  - 5. In case of EPC & internship the specific record sheets in form of 'internship record file' and 'EPC record file' will be submitted to the faculty for records & evaluations.



## B.Ed. I semester

S.No.	Course Code	Subject Name of Course	Maximum Marks allotted							Hours Per Week			Total Credits	
			CORE PAPERS	Theory			Practical			Total Marks	L	T		P
				End Sem	Mid Sem	Assignment	End Sem	Lab Work/Field Work	Assignment					
1	BED101	CHILDHOOD & GROWING-UP	60	20	20	-	-	-	100	3	1	-	4	
2	BED102	CONTEMPORARY INDIA & EDUCATION	60	20	20	-	-	-	100	3	1	-	4	
3	BED103	PSYCHOLOGY OF LEARNER, LEARNING & TEACHING	60	20	20	-	-	-	100	3	1	-	4	
4	BED104	ASSESSMENT FOR LEARNING	60	20	20	-	-	-	100	3	1	-	4	
EPC(Enhancing Professional Capacities ) Papers														
5	BED100E1	READING & REFLECTION ON TEXT	---	---	---	25	15	10	50	-	1	1	2	
6	BED100E2	ARTS & AESTHETIC IN EDUCATION	---	---	---	25	15	10	50	-	1	1	2	
7	BED100E3	YOGA & PHYSICAL EDUCATION	---	---	---	25	15	10	50	-	1	1	2	
	Total		240	80	80	75	45	30	550				22	

**B.Ed. II Semester**

S. N o.	Cour se Code	Subject Name of Course	Maximum Marks allotted							Hours Per Week			Total Credit s
			CORE PAPERS	Theory			Practical			L	T	P	
				End Sem	Mid Sem	Assign ment	En d Se m	Lab Work/F ield Work	Assign ment				
1	BED 201	KNOWLEDGE AND CURRICULUM	60	20	20	-	-	-	100	3	1	-	4
2	BED 202	EDUCATIONAL TECHNOLOGY & ICT	60	20	20	-	-	-	100	3	1	-	4
3	BED 203	PEDAGOGY OF SCHOOL SUBJECT-1 (ANY ONE) PHYSICAL SCIENCE(A)/ /SOCIAL SCIENCE(B)	60	20	20	-	-	-	100	3	1	-	4
4	BED 204	PEDAGOGY OF SCHOOL SUBJECT-2 (ANY ONE) MATHEMATICS(A)/BIOLO GICAL SCIENCE(B)/LANGUAGES (HINDI(C), ENGLISH(D), SANSKRIT(E), URDU(F))	60	20	20	-	-	-	100	3	1	-	4
EPC(Enhancing Professional Capacities ) Papers													
5	BED 200E 1	INTELLIGENT USE OF ICT	--	--	---	25	15	10	50	-	1	1	2
6	BED 200E 2	SCHOOL EXPOSURE PROGRAMME (ONE WEEK)	---	---	---	25	15	10	50	-	1	1	2
7	BED 200E 3	DEVELOPING INSTRUCTIONAL DESIGN INCLUDING LESSON PLAN & UNIT PLAN	---	---	---	25	15	10	50	-	1	1	2
	Total		240	80	80	75	45	30	550				22

### B.Ed. III Semester

S . N o .	Cours e Code	Subject Name of Course	Maximum Marks allotted							Hours Per Week			Total Credits	
			CORE PAPERS	Theory			Practical			Total Marks	L	T		P
				E nd Se m	M id Se m	Assign ment	End Sem	Lab Work /Field Work	Assignm ent					
1	BED3 01	PRE INTERNSHIP PROGRAMME (2 WEEKS)	-	-	-	75	15	10	100	-	-	2	2	
2	BED3 02	SCHOOL INTERNSHIP PROGRAMME (4 WEEKS UPPER PRIMARY, 6 WEEKS SECONDARY & 6 WEEKS SENIOR SECONDARY SCHOOLS=18 WEEKS)  1.PRACTICE TEACHING 2. OBSERVATION	-	-	-	150	150	50	350	-	-	16	16	
EPC(Enhancing Professional Capacities ) Papers														
3	BED 300E1	EDUCATIONAL PSYCHOLOGY PRACTICAL	-	-	-	25	15	10	50	-	-	2	2	
	Total					25 0	180	70	500				20	

### Internships in Teaching

**The activities & the allotment of the marks for internship in teaching in methods of teaching school subjects areas following:**

S.No.	PARTICULAR	MAX MARKS
1	Microteaching under Simulated conditions (Eight Skills)	20
2	Lesson Plan Part 1	20
	Lesson Plan Part 2	20
3	Execution of the lesson plan in actual classroom Situation	20
4	Unit Plan	15
5	Unit Test Administration Evaluation & Interpretation	20
6	Working Models/Resource Unit/I instructional Kit/work book	20
7	Observation Record	15
<b>Total</b>		<b>150</b>

**Note: 16 Week Internship programme**

## B.Ed. IV SEMESTER

S · N o.	Cours e Code	Subject Name of Course	Maximum Marks allotted							Hours Per Week			T o t a l  C r e d i t s
			CORE PAPERS	Theory			Practical				L	T	
		End Sem		Mi d Se m	Assignm ent	En d Se m	Lab Work/Fi eld Work	Assignm ent	Tota l Mar ks				
1	BED4 01	CREATING INCLUSIVE EDUCATION	60	20	20	-	-	-	100	3	1	-	4
2	BED4 02	GENDER SCHOOL & SOCIETY	60	20	20	-	-	-	100	3	1	-	4
3	BED4 03	LANGUAGE ACROSS THE CURRICULUM	60	20	20	-	-	-	100	3	1	-	4
Optional Papers(Any One)													
4	BED4 04	(a) HEALTH& PHYSICAL EDUCATION (b) GUIDANCE & COUNSELING (c) HUMAN RIGHTS & EDUCATION (d) DISTANCE & OPEN LEARNING (e) ENVIRONMENT AL EDUCATION (f) PEACE EDUCATION	60	20	20	-	-	-	100	3	1	-	4
EPC(Enhancing Professional Capacities ) Papers													
5	400E1	UNDERSTANDING THE SELF	--	--	---	25	15	10	50	-	1	1	2
6	400E2	1.FIELD VISIT(PRESENTATIO N ON SCHOOL BASED PROJECT/ COMMUNITY BASED PROJECT)2. WORKSHOP /SEMINAR PRESENTAION	---	---	---	25	15	10	50	-	1	1	2
	Total		240	80	80	50	30	20	500				22

Subject Title	Subject Code	Credit
CHILDHOOD & GROWING-UP	BED101	4=(3L+1T)

### **B.Ed. Semester - 1**

**Core courses –BED 101**

**Total marks - 100**

#### **Childhood and Growing Up**

**Objective :**

**After taking this course student teacher will be able to understand the psychology of development at various stages and workout its implications in terms of dynamics of social maturity, identity formation and social change.**

#### **UNIT 1**

**Growth And Development:- Meaning, principles and needs & its importance for child, stages of development and its characteristics, Role of teacher in facilitator of growth and development of child.**

**Dimensions of individual Development :-**( Physical, social, emotional, moral, cognitive & language development and there implication of Piaget's, Erikson, Kohlberg & Vygotsky.)

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#### **UNIT 2**

**Development of Personality in different Socio-cultural contexts**

**Development of self concept, self esteem, self efficacy and self realization (Maslow's theory) Attitude and interest development  
Personality, temperament and traits, Character  
Development , Culture and personality Socio-cultural  
contexts: Meaning, nature and influences in Personality**

## Development

.

### UNIT 3

Understanding Adolescent's development

**Nature of Adolescents: stage of development, socio-cultural context;  
Characteristics and concerns of  
Adolescents: Biological, Physical, sexual, emotional**

**Cognitive: Abstract Thinking, Meta-cognition, Psychological: Identity, individual and sense of independence**

**Social: Adolescents expectation, social expectation, parental expectation, skepticism, peer culture, role model**

**Moral and spiritual: conformity and non-conformity Gender stereotypes and gender role classifications**

#### **UNIT-4**

**Equalizing Education Opportunities-** Constitutional provisions, Role of school & Community. How do increase the education opportunity at primary and secondary level.

**The Effect of Different Agencies on Development of a Child:-** Home, School, Neighborhood & Community, Interface between Home, Community and School.

#### **Modes of Transaction**

- Lecture cum discussion
- Individual and group assignment through self-study in the library and presentation in a seminar
- Observation of children different situations in schools (during games, interval and other activities) and out of the schools,
- Preparing reflective diaries / journal
- Interpretation, analysis and reflection on observation in a group
- Interaction and discussion with classroom teachers and peer group
- Observation followed by reflective discussion in a group
- Library study
- Project work

#### **Sessional work**

- Develop strategies to create a culturally compatible classroom
- Read Ambedkar's life history and discuss his struggle in achieving self realization
- Conducting case study on one student who has difficulties in learning at Elementary stage.
- Analysis of a case of adolescent learner with maladjusted /deviant behaviour.
- Development of Portfolio and Reflective Journal
- Design/suggest activities for developing critical consciousness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.

#### **References**

*Anand, C. L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi, 2000.*

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**Jauhari, B.P.K. and Pathak, P.D. :** *Bhartiya Siksha Ka Itihas.* Agra: Vinod Pustak Mandir, 1979

**Kneller, G.F.:** *Foundation of Education.* New York: John Wiley & Sons Inc., 1978.

**Kneller, G.F.:** *History of Education in India.* Baroda: Acharya Book Depot, 1966.

**Mani, R. S.:** *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.

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**Mohanty, J.:** *Modern Trend in Indian Education: Current Issues and Strategies in the Context of NEP*. New Delhi: Deep and Deep, 1988.

<b>Subject Title</b>	<b>Subject Code</b>	<b>Credit</b>
Contemporary India and Education	BED102	4=(3L+1T)

### **B.Ed. Semester - 1**

**Core courses –BED- 102**

**Total marks - 100**

#### **Contemporary India and Education**

**Objective :**

**After taking this course student teacher will be able to analyze, critically interpret the issues and challenges of contemporary Indian social order and describe their implications for organizing teaching learning programmes at the school levels.**

#### **UNIT 1**

##### **Normative Vision of Indian Education-**

- Normative orientation of Indian education: A historical enquiry
- Constitutional provisions on education that reflect National ideals: Democracy, equality, liberty, secularism and social justice.
- India as an evolving Nation, state; Vision, Nature and Salient features- Democratic and Secular polity, Federal structure: Implications for educational system.
- Aims and purposes of education drawn from the normative vision.

#### **UNIT-2**

##### **VISION OF EDUCATION : FOUR INDIAN THINKERS -**

- Rabindranath Tagore : Liberationist pedagogy.
- M.K. Gandhi : Basic education or education for self-sufficiency.
- Aurobindo Ghosh : Integral Education.
- J. Krishnamurti : Education for individual and social transformation.

#### **UNIT-3**

##### **CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES -**

##### **Universalisation of School Education Right to Education and Universal Access:**

- (i) Issues of a) Universal enrollment b) Universal retention c) Universal success.
- (ii) Issues of quality and equity.

**The above to be discussed with specific reference to**

**physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children.**

**-Equality of Educational Opportunity:**

- (i) Meaning of equality and constitutional provisions.
- (ii) Prevailing nature and forms of inequality, including dominant and minor groups and related issues.

**Inequality in schooling: Public-private schools, Rural-urban schools, 'single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities.**

- (iii) Differential quality in schooling: Variations in school quality.

**- Idea of 'common school' system.**

**- Right to Education Bill and its provisions.**

#### **UNIT-4**

**- Education for National Development:** Education Commission (1964-66).

**- Emerging trends in the interface between -**

- (i) political process and education;
- (ii) economic developments and education; and
- (iii) Socio-cultural changes and education.

**Transactional Strategies: The course will be transacted through seminars, workshops and presentations made by individuals and groups on specific themes highlighting the problems of inequality and discriminations in the society.**

**Suggested modes of learning engagement are:**

- Group discussions, debates and dialogue on the themes
- Studying relevant portions of documents relevant to the themes
- Presentations based on readings
- Conduct surveys of various educational contexts (eg. Schools of different kinds) and make interpretative presentations based on these
- Study writings on analysis of education-development interface and make presentations

**The suggested modes of assessment are:**

- Level of initiative, and participation in group work
- Quality of conducting surveys and presentations based on these
- Originality of interpretation of field studies and experiences in terms of the course themes
- Individual term paper on a selected theme
- Appropriate criteria need to be worked out for each of the above.

### ***References***

**Apple, M.W. (2008).** *Can schooling contribute to a more just society? Education, Citizenship and Social Justice*, 3(3), 239–261.

**Govinda, R. (2011).** *Who goes to school?: Exploring exclusion in Indian education.* Oxford University Press.

**Pandey. Ram shkal;** *Udiyman bharti samaj me shikshak*, Vinod pustak mandir

,Agra. **Pandey.K.P. ;** *Bharti shiksha ki samasyaein vartman sandarbh*, Amitabh prakashan meerut. **Tyagi Gurusharan Das ;** *Bharat me shiksha ka vikas*, Vinod pustak mandir, Agra.

**Singh.R.P.;** *Bal vikas k manovaigyanik aadhar*, Vinod pustak mandir ,Agra.

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**UNESCO. (1989).** *UN convention on the rights of the child.* UNESCO.

**UNESCO. (2006).** *United Nations convention on the rights of persons with disabilities.* UNESCO.

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Subject Title	Subject Code	Credit
PSYCHOLOGY OF LEARNER, LEARNING & TEACHING	BED103	4=(3L+1T)

### B.Ed. Semester-I

Core Courses BED-103

Total Marks-100

#### PSYCHOLOGY OF LEARNER, LEARNING & TEACHING

##### Objective:

After taking this course student teacher will be able to understand and explain the psychology of learner and the learning process at the school levels and bring out their implications for use of effective teaching strategies supported by proper appreciation of diverse learner needs.

##### UNIT-1

Learner as developing individual;

- **Concept of learning and teaching**-Meaning,scope, need and importance.
- **Variables in the teaching process**-The learning tasks (Instructional objectives), Learner behavior (Entry behavior, Learning style), and Teacher behavior (Competence, Expectation, Personality and Teaching style).
- **Learning theories** -Trial & error, conditioning (classical and operant) and social learning,cognitive(insightfull learning and information processing model).
- **Role of learner in learning situations.**
- **Role of teacher in teaching learning situation** –Transmitter of knowledge, model,facilitator, negotiator, co-learner.

##### UNIT-2

##### DEVELOPMENT AND LEARNING -

**Meaning and principles of development, relationship between development and learning.**

**Dimension of individual development: physical, cognitive, language, affective, social and moral, their interrelationships and implications for teachers relevent ideas of Piaget, Erikson and Kohelberg).**

**Stages of development: development task with focus on processes growth and development across various stages from infancy to post-adolescence (special emphasis on**

**concerns of adolescence.**

**Meaning of 'cognition' and its role in learning.**

**Socio-cultural factors influencing cognition and learning. Facilitating holistic development(for self and society).**

### **UNIT-3**

**Mental process of learning:**

**Thinking process** - Concept and tools.

**Types of thinking** - Divergent, convergent, critical, reflective and lateral thinking.

**Mental process:**



**Memory - Concept, types of strategies to develop memory.**

**Forgetting - Nature, causes, factors and strategies to minimize forgetting.**

**Imagination - Meaning, types and educational implications.**

#### **UNIT-4**

##### **INDIVIDUAL DIFFERENCE AMONG LEARNERS:**

- **Dimensions of differences in psychological attributes** - Cognitive abilities, interest, aptitude, creativity, personality, values.
- **Understanding learner's from multiple intelligences perspective with a focus on gardener's theory of multiple intelligences, Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.**
- **Differences in learners based on predominant 'learning styles'.**
- **Differences in learners based on socio-cultural contexts:**
  - Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.**
- **Understanding differences based on a range of cognitive abilities** : learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

**Transactional Strategies:** The course will be handled mainly through case presentation, readings specially prescribed on various learning paradigms, observations of classroom teaching-learning processes at the school levels and interactive sessions with experts and subject teachers invited from the schools.

The course will involve students integrating the study of academic texts with visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children's work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning exploration, sharing and reflecting, analytical writing, and studying teachers' diaries .

##### **Suggested Sessional Work**

- Reflective Written Assignments – comments and grade
- Field observation notes – comments and grade
- Participation in discussions – to be assessed qualitatively (along a set of rubrics)

- Analysis of a learning situation and case study, using theoretical perspectives – to assess for conceptual grasp and clarity of analysis – comments, further questions, grade
- A written test can be given on ‘conceptual grasp’ of theories of teaching, learning and cognition, as well as ‘working understanding’ of constructivist approach to construction of knowledge – evaluated with marks
- Assignment on the implications of Piaget/Vygotsky/Ausubel’s approach to teaching-learning
- Creative journal writing
- Developing lesson/unit plans based on various instructional designs
- Production of multimedia in the computer laboratory
- Development of e-content using some of the open source authoring software
- Exposure to on-line learning using learner management system – Moodle, .exe learning
- Group discussion on variations in human development and related factors
- Student seminar on developmental stages

- Student panel discussion of selected themes.
- Class presentations
- Readings and class discussions
- Assignments

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*Aggarwal, J. C. Essential of Educational Psychology, Delhi: Doaba Book House.*

*Allen, B. P. (2000). Personality Theories, Boston: Allyn and Bacon.*

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*De, Ceco & Crawford, L. (1988). The Psychology of Learning and Instruction, New Delhi:Prentice Hall.*

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*Gupta.S.P. & Alka ;Uchhatar shiksha manovigyan,sharda pustak bhavan Allahabad.*

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*Pandey.Kalpita &S.S. Srivastava ; Shikshamanovigyan bharti avem pashatya drishti.Mcgrawhills prakashan ,New delhi.*

*Rothstein, P. R. (1990). Educational Psychology, New York: McGraw Hills.*

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*Woolfolk, Anita (2004), Educational Psychology, published by Darling Kindersley (India) Pvt. Ltd.*

Subject Title	Subject Code	Credit
ASSESSMENT FOR LEARNING	BED104	4=(3L+1T)

## B.Ed. Semester-I

Core Course-BED-I04

Total Marks-100

### ASSESSMENT FOR LEARNING

**Objective :**

**After taking this course student teacher will be able to understand the relevance of assessment for ensuring learning outcomes and use the appropriate tools for various types of learning outcomes with sensitivity to reliability, validity and genuineness of various testing procedures in the classroom contest.**

**Content :**

#### Unit-I

- **Concept of Assessment:** - Testing and Evaluation.
- **Scales of Assessment:** - Nominal, Ordinal, Interval and Ratio Scale.
- Discrete and continuous variables.
- Criterion and Norm reference test.
- **Qualities of a test:** - Reliability, Validity and Norm.

#### Unit-II

**Achievement test :** Construction of a Standardized achievement test.

- **Assessment of Intelligence :-** Concept of Intelligence Binnet test, concept of I.Q.
- Individual and group test of Intelligence.
- Test administration and scoring.
- **Assessment of Personality :-** Interview, self report Inventories, Rating Scale, projective technique.

#### Unit-III

- **New Trends in Evaluation viz;** Grading, Semester System, Continuous Internal Assessment; Question Bank & Use of computers and Evaluations.
- Examination Reform Efforts:-
- Secondary Education Commission(1952-53).
- Kothari Commission (1964-66).
- National Policy on Education (1986) and Programme of Action(1992).
- National Curriculum Framework (2005) developed for school education.
- National Focus Group Position Paper on Examination Reform.

**(Discussion should cover analysis of recommendations,**

**implementations and the emerging concerns).**

**Unit-IV**

- **Educational Statistics:**-Measurement of Central tendency from grouped and ungrouped data uses statistics.
- **Measures of Variability:** - Range, Quartile deviation, Standard deviation.

- Interpretation Measurement.

**-Characteristic of Normal Probability Curve.**

**-Percentile and percentiles ranks.**

**-Rank Correlation and its Significance in Education.**

**-Standard Scores - Z.Scores, T.Scores, Stanine. Scores.**

**Transactional Strategies :** The course will be developed in a workshop mode which will focus on acquainting the student teachers to various evaluation tools, writing of test items and interpretation of test scores in various educational contexts for judging the effectiveness of learning outcomes.

## **REFERENCES**

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*Thorndike,R.L. & Hagen,E. : Measurment and Evaluation in Psychology and Education, Wiley Eastern Ltd, New Delhi*

*Cronbach, LJ. : Essentials of Psychological Testing, Harper Bros Newyork,1949. Bhargava Mahesh : Adhunik Manovigynik Parichhan Avem Mapan, Bhargava Book Depot,Agra. Singh, L.S. : Mapan Mulyankan Avem Shankhikhi, Sahitya Pulication, Agra.*

*Asthana avem Agrwal : Manovigyan Aur Shiksha me Mapan, Mulyankan,Vinod Pustak Mandir, Agra.*

*Gupta,S.P. : Adhunik mapan Avem Mulyankan, Sharda Pustak Bhavan, Allahabad.*

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Subject Title	Subject Code	Credit
<b>READING AND REFLECTION</b>	BED100E1	2 = (1T+1P)

**B.Ed. Semester-I**

**EPC Course - BED100E1**

**Total Marks - 50**

**Enhancing Professional Capacities**

**READING AND REFLECTION**

**(PRACTICUM )**

**Objective :**

**After taking this course student teacher will be able to understand the meanings and messages contained in the reflective writings and workout their implications for improving the modern pedagogy and its concerns.**

**Content:**

**Student teachers will select any one of the following thinkers and will present a paper on any two of their reflective write-ups:**

- (i) Swami Vivekananda
- (ii) Ravindranath Tagore
- (iii) Mahatma Gandhi
- (iv) Maharishi Aurobindo

**NOTE- The structure of the presentation will consist of a brief reference to the biography of the thinker, the philosophy and contribution to educational thoughts. This will also indicate implications for education in the present contexts.**

Subject Title	Subject Code	Credit
ARTS AND AESTHETICS IN EDUCATION	BED100E2	2 = (1T+1P)

### **B.Ed. Semester-I**

**EPC Course - BED100E2**

**Total Marks-50**

**Enhancing professional capacities**

**ARTS AND AESTHETICS IN  
EDUCATION**

**Objective :**

**After taking this course student teacher will be able to use and understand the utility of graphic arts and their relevance for developing the aesthetic sense.**

#### **COURSE OUTLINE:**

- Difference between education in arts and arts in education.
- Identification of different performing Arts forms and artists, dance, music and musical instrument, theatre, puppetry, etc.(based on a set of slides ,selected for the purpose).
- Knowledge of the Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose).
- Knowledge of Indian Contemporary arts and Artists, Visual arts (based on a set of slides,selected for the purpose).
- Indian festivals and its artistic significance.

**NOTE- Student will be required to prepare different materials of visual art, such as pastel, poster, pen and ink, rangoli materials, clay, etc. : Paper framing and display of art works, Participation and performance in any one of the Regional arts forms keeping in mind the integrated approach, Planning a stage–setting for a performance/presentation by the student-teacher.**



Subject Title	Subject Code	Credit
YOGA EDUCATION	BED100E3	2 = (1T+1P)

### B.Ed. Semester-I

EPC Course – BED 100E3

Total Marks-50

Enhancing professional capacities

YOGA EDUCATION

**Objective:**

**The course aims at developing a holistic vision of life and oneness through Yoga adopting a wellness lifestyle and appreciation of values of peace.**

**Course Content:**

- Ashtanga Yoga of Patanjali (Eight-limbed practice of Yoga)
- Integral Yoga of Aurobindo and modern schools of Yoga.
- Characteristics of a Practitioner of Yoga.
- The five Yamas(Observances).
- The five Niyams (abstinances).
- Asans-The right postures.
- Pranayam-Controlling the breath.
- Pratyahara-Controlling the senses
- .Dharana-(meditation) and its kinds.
- Samadhi-Its various types.

**Transactional Strategies :** The course will be transacted through organization of a five day Yoga camp focusing on yoga practices, meditations and reflective sessions on use and applications of yoga in schools and other related contexts.

**Sessional Work**

**The internal evaluation will be made through by assessing the performance in various activities at the end of semester.**

**Mode of Transaction**

**The curriculum will be transacted both in the classroom and on the field with a focus on prescribed aspects.**

**References:**

*The tree of yoga : B.K.S. Iyengar, Harper college publishers, India  
Kumar Kamtya ;Yoga education ;A text book ,Shipra publication  
Delhi. Yoga & Personality : K.S. Joshi, Updayan Prakashan  
Allahabad.*

*Yoga Today : Dr. Yogendra (Editor). Friends of Yoga society  
Bombay Yoga Philosophy : Y.N. Das Gupta , Calcutta.*

*Yogic Assans : V.G. Rele, Taraporewala, Bombay.  
Pranayam : Knvalayanand , Popular Prakashan  
Bombay. Yogic Exercise : Majumdar, Orient Long  
man Bombay.*

*Yoga – The way of life based on the vision of oneness : Nivedita Raghunath Bhide, Vivekanand  
Kendra, kanyakumari.*

Subject Title	Subject Code	Credit
KNOWLEDGE AND CURRICULUM	BED201	4 = (1T+3L)

### **B.Ed. SEMESTER-II**

**Core Course-BED-201**

**Total Marks-100**

### **KNOWLEDGE AND CURRICULUM**

**Objective :**

**After taking this course student teacher will be able to understand and explain the difference between information and knowledge processes at various levels and will be able to utilize this insight into design of suitable curriculum structures and their transactions.**

#### **UNIT-1**

- Knowledge and information: Difference and similarity between the two.
- Levels of knowledge: The taxonomic perspectives and the Indian view of knowledge.
- Relating knowledge to various context of education- formal, non-formal and informal

#### **UNIT-2**

##### **CURRICULUM DETERMINANTS AND CONSIDERATIONS:**

- (i) Socio cultural context of students-multi-cultural and multi lingual aspect.
- (ii) Learner characteristics
- (iii) Teachers' experiences and concerns
- (iv) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

#### **UNIT-3**

##### **CURRICULUM DEVELOPMENT**

**Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviorists; complete Process of curriculum making:**

- (i) Formulating aims and objectives (based on overall curricular aims and syllabus)
- (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
- (iii) Organizing fundamental concepts and themes vertically across levels and

integrating themes within (and across) different subjects, Competency-based(including 'minimumlevels of learning'); learner-centered and constructivist.

**SCHOOL: THE SITE OF CURRICULUM ENGAGEMENT :**

**Teachers' role and support in:**

- 'Transacting curriculum', 'developing curriculum', 'researching curriculum'
- Space for teacher as a critical pedagogue
- Role of external agencies in providing curriculum and pedagogic supports to teachers within schools – local, regional, national

**Transactional Strategies :**

**The course will be developed through lecture cum discussion sessions supplemented by workshops, field visits and critiquing of curriculum at the school level. This may be further reinforced by observation of classroom practices in selected schools.**

**Sessional Work**

- Study of NCF 2005 as well as the earlier school curriculum frameworks
- Discussion on purpose of curriculum framework
- Critical Evaluation of the extent to which the curriculum framework is reflected in the syllabus
- Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan
- How curriculum is evaluated and revised?

**Mode of Transaction**

**Lecture, Discussion, debate, Project, Activities etc.**

**REFERENCES**

*Sayler Allexander : Curriculum Planning for modern Schools Hall Rinchasl & Winston the New York.*

*Srivastava.H.S. pathcharya aur shikshan ki vidhiyan,shipra prakashan Delhi.*

*Rosen Bloom : Modern view point in the Curriculum McGraw still Book Co. Newyork.*

*Goodlad I. : The changing School curriculum. The Macmollan and Co.New York.*

*Chari A. : Priorities in curriculum, research. NCERT New Delhi.*

*Patel Lilla : Curriculum Improvement in Secondary Education M.S. University Baroda.*

*Pathak.R.P. avem Pandey Amita. : Pathcharya nirdeshan avem tulnatmk shikha ka aadhar, Kanishk publishers avem distributers New delhi.*

*Pal. Hansraj avem Pal Rajendra;Pathcharya kal aj aur kal,Shipra publication Delhi. Caswell H.L. & Assouiates : Curriculum Improvement Public School Systems.*

*Spers, H. : The Teacher and Curriculum Manving. Preutic ital Englewood cliffs N.J.*

*Leonard J.P. : Developing the Secondary School curriculum holt Rinehart and Winson, New York. Nenable: Pattern in the Secondary School curriculum Harper and Row,*

Subject Title	Subject Code	Credit
EDUCATIONAL TECHNOLOGY & ICT	BED202	4 = (1T+3L)

## B.Ed. SEMESTER-II

Core Course-BED-202

Total Marks-100

### EDUCATIONAL TECHNOLOGY & ICT

**Objective :**

**After taking this course student teacher will be able to use ET approach for optimizing learning outcomes in various subjects at the school levels in addition to the power to make intelligent use of ICT.**

#### UNIT-I

**Educational Technology:**

- Meaning and Concept.
- Scope & Significance.

**Training Strategies:**

- Demonstration, Programmed Learning, Development of programmed instruction materials linear and branching, Interaction Analysis, Simulation and Micro Teaching.
- **Thinking Skills:**

#### UNIT-II

**Concept of Teaching:**

- Meaning, Definition & Characteristics..
- Levels of Teachings.
- Stages of Teachings.

**Teaching Learning materials cone of experience (Edger dale)**

- Multi Sensory Instruction – Advantages.
- Teaching Methods.
- Teaching Strategies & Techniques
- Concept, Types, Various strategies for developing Thinking.

#### UNIT-III

**Innovations in Teaching-Learning:**

- System Approach.
- Personalized Instructional System.
- Co-operative learning.
- Language Laboratory.

**Models of Teaching:**

- Concept.



- Fundamental Elements of Models of teaching.
- Types of Teaching Model.
- Glaser's basic Teaching Model, Inquiry Training Model, Mastery Learning Model, Concept Attainment Model.

## UNIT-IV

### **Information and Communication Technology:**

- Meaning and Concept.
- Models of Communication, Classroom Communication.
- Concept of Tele-communication and Satellite-communication - Teleconferencing, VideoConferencing.

### **Introduction to computers:**

- Input and Output devices.
- MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint).
- Computer care- Viruses, Security and maintenance.
- Uses and Applications of computer.

### **Networking:**

- Internet and its Working -www, Educational website, E-mail
- E-learning and Virtual Classrooms
- Multimedia-Meaning, Concept, Required Software, and use in education.

**Transactional Strategies: The course will be transacted through practicum on developing instructional plans, use of computer for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.**

### **Sessional Work:**

- Creating account in wiki space/wikipedia/mediawiki and adding/editing content
- Developing an educational blog in [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com), or [www.edublog.com](http://www.edublog.com)
- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS
- Evaluation of RLO repositories and creating RLO and uploading to repositories
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses
- Field visit to the EDUSAT center and take part in teleconferencing
- Planning and creating digital rubrics for any topic
- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Review of ICT labs (plans and equipments/resources) in school from internet
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
- Developing an electronic assessment portfolio
- Developing an electronic teaching portfolio
- Readings on emerging ICT trends in education
- Review of national ICT policy and curriculum
- Using FOSS tools for timetabling, grade sheet

## References

- Kasturiranjana, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.*
- Koul, L. (2007). Methodology of Educational Research, New Delhi: Vikas Publications Pvt. Ltd.*
- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.*
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.*
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.*
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- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.*
- Mukhopadhyaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.*

Subject Title	Subject Code	Credit
PEDAGOGY OF PHYSICAL SCIENCE	BED203A	4 = (1T+3L)

### **BEd Semester - II**

**Core Paper –BED- 203A**

**Total marks - 100**

### **PEDAGOGY – I**

### **PHYSICALSCIENCE**

**Objective :**

**After completing it student teachers will trained about scientific attitude and different methods of science teaching and could developed teaching aids for delivering the knowledge.**

### **UNIT-I**

- Importance of Physical Science in School curriculum.
- General aims and objectives of teaching Physical Sciences at Secondary School Stage.
- Bloom's Taxonomy of educational objectives.
- Formulation of specific objectives in behavioural terms.

### **UNIT-II**

- Nature of Modern physical Science its impact on communities.
- Path tracking discovers & Land mark development.
- Eminent scientist (Galilio, Newton, Robert Bial, Avegado)
- Professions in the area of physical science.

### **UNIT-III**

**Transaction of contents and Development of Instructional Material :**

- Transaction of contents.
- Unit planning and lesson planning.
- Preparation of teaching aids
- Development of demonstration experiments.
- Co-curricular activities.
- Development of self-learning material (Linear program).

### **UNIT-IV**

**Methods of Teaching and Skills involved in teaching :**

**Methods of teaching :**

- Lecture-Demonstration method.
- Project Method.
- Problem-solving method.
- Inductive and Deductive Method.
- Heuristic Method.

**Skills :**

- Practical demonstration-using Laboratory.
- Improvisation of apparatus.

- Skill of introducing the lesson (set induction).
- Questioning.
- Skill of illustration with examples (visual).
- Skill of explaining.
- Skill of using Black Board.
- Skill of stimulus variation.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching methods and aids for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

**Sessional Work :**

**(i) Activity/Laboratory experiences in learning Physics/ Chemistry**

**Organizing activity based class room, use of instructional material (learner participation in developing them), use of laboratories, field experiences, ICT application.**

**(ii) Curricular Components**

**Encouraging learner to non formal channels such as debates/discussion project, exhibition, science and technology fair, children science congress, state and national level science exhibition, community participation.**

**Mode of Transaction**

**Encouraging learner to non-formal channels such as debate/discussion project, exhibition, science and technology fair, children science congress, State and National Level Science Exhibition, nurturing creative talent at local level and exploring linkage with district/ state central agencies; community participation.**

## **References**

*Bhatnagar.A.V. & Bhatnagar Anurag ; physical science teaching ,R.LAI book depot meerut. Hurd Deart, P. (1971) : New Directions in Teaching School Science.*

*Lewis, J.L. (1971) : Teaching of School Physics, Longman Group Let. London.*

*Negi.J.S. ; Bhoutic vigyan shikshan , Vinod pustak mandir Agra.*

*Ravat . D.S. ;Vigyan Shikshan, vinod pustak mandir Agra.*

*Sharma R.C. (1981) : Modern Science Teaching Dhanpat Rai and Sons. Delhi Weber, Physics of Teachers, A Modern Review (1965), MacGraw Hill, New New York,*

*Anderson R.D. (1970) Developing Children's thinking through Science, Prentice Hall, New Delhi.*

*Cartin, A.A. & Sund, R.D. (1972) : Teaching Science Through Discovery Merrill, London.*

*Gerrise, L. & Madsfield; D (1970) ; Chemisty by Experiment and Understanding, New York.*

*Dilhurt, P. (1971) New Directions in Teaching School Science.*

*Rand MacMally Co. Chicago. Murry John. 1970 : Teaching of Science in Secondary School.*

*Association Science Education NCERT. Position of science teaching in india Schools, NCERT Strategies in Science Education (RCE) Ajmer.*

*Neffield, (1968) : The Basic Course, Longman, London. Sharma R.C.& Sharma, Teaching of Science, New Delhi-I*

Subject Title	Subject Code	Credit
PEDAGOGY OF SOCIAL SCIENCE	BED203B	4 = (1T+3L)

### **B.Ed. Semester-II**

**Core Paper – BED- 203B**

**Total marks - 100**

### **PEDAGOGY – I**

### **SOCIAL SCIENCE**

#### **Objective:**

**Understand the nature, structure and scope of Social Science. Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction. Develop an understanding of interrelationship between different areas, History, Geography, Civics, Economics and Sociology in the context of development of Nation and Society. Develop understanding and skills using different strategies for teaching social science at school stage. Develop understanding of various strategies and the need to involve students in various group activities to promote co-operative learning. Develop understanding of the concept and practice of different approaches of the evaluation and to develop skills in preparing and using different evaluation tools in teaching of Social Science. Develop the skills of using local environment, community resources and other instructional inputs in the teaching of Social Science.**

#### **Unit - I**

#### **Objectives, Purpose and Scope -**

**Meaning and Nature of Concepts of Social Science and Social Studies; Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of teaching of Social Science in Secondary School.**

#### **Unit - II**

#### **Curriculum-**

#### **General Approach and Underlying**



**Principles of Curriculum construction; their Applicability in construction of Social Science Curriculum; Study of Recent Curriculum Development in MP and other States including National Curriculum, Gradation and Organization of Courses in the Context of M.P.**

### **Unit - III**

**Methods and Techniques -**

**Methods : Lecture Method, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source Method, Field visits; Role Playing, Unit Plan Method Techniques: Skills of Questioning, Story Telling, Simulation.**

**Aids: Use of Audio and Video Materials' and Electronic Media in Teaching Social Science, Preparation of Low Cost Teaching Aids.**

### **Unit - IV**

**Lesson Planning-**

**Unit Plan. Lesson Plan: Steps, and Components of Lesson Plan.**

**Transactional Strategies :** The course will be transacted through practicum on developing

**instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.**

**Creating interest in the learners for specific social themes and issues under discussion :**

- Creating thinking of the social problems for analysis
- Lectures, group discussions, guided self- study and reflection
- Observing things, human relationships and working of social institutions
- Presentations on frontier areas and contemporary issues in Social Sciences

**Suggested modes of Assessment are:**

- Quality of participation in discussions
- Quality of seminar presentations in class. These presentations may be on topics of various kinds: general, overarching issues in Social Science, curricular concerns, the significance of activities in Social Science learning, study of a given historical or contemporary issues
- Open book written test i.e. test in which candidates can use printed materials
- Closed book tests
- Year- end Summative assessment by the Institute/ University
- Appropriate criteria for all internal assessment modes need to be worked out

#### **References:**

1. Aggarwal, J.C.: Teaching of Social Studies. New Delhi : Vikas Publishing House Pvt. Ltd., 1982.
2. Bining and Bining : Teaching of Social Studies in Secondary Schools. New York : McGraw Hill Book Co., 1972.
3. Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
4. Kochhar, S.K.: The Teaching of Social Studies. New Delhi : Sterling Publishers Pvt. Ltd., 1988.
5. Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd., 1986.
6. Marsh, D.A. (Ed.): The Social Sciences. London: Routledge and Kegan Paul, 1965.
7. Malayya, M.: Social Sciences, Asia Publishing House, Bombay, 2000.
8. NCERT: Teaching of History, New Delhi.
9. Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
10. Sharma.R.A. ; Samajik vigyan shikshan, R.Lal book depot meerut.
11. Singh.N.K. ; Samajik vigyan shikshan , Sahitya prakashn agr



Subject Title	Subject Code	Credit
PEDAGOGY OF MATHEMATICS CS	BED204 A	4 = (1T+3L )

### **BEd Semester-II**

**Core Paper - BED -204A**

**Total marks - 100**

### **PEDAGOGY – II**

### **MATHEMATICS**

#### **Objective:**

**Define Meaning, Nature, aims and objectives of Mathematics. Explain the relationship of Mathematics with other subjects. Explain Historical development and contribution of Indian Mathematics. Familiarize the pupil-teachers with the development of Curriculum in Mathematics. Differentiate between Methods and Techniques of Teaching Mathematics. Perform Pedagogical Analysis of various Concepts in Mathematics. Describe instructional planning and development of relevant material for the teaching of Mathematics. Demonstrate uses of I.C.T. in Teaching of Mathematics. Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics. Explain importance and uses of learning resources in Mathematics.**

#### **UNIT-I**

##### **Concept and aims of Mathematics-**

- Meaning, Nature and Historical Development of Mathematics.
- Assumption, postulates of Mathematics, and Fundamentals of logic namely: use of if and then, and If and only If.
- Values to be taught through teaching of Mathematics.
- Aims and Objectives of Teaching Mathematics at Secondary stage.
- Writing objectives in terms of behavioural outcomes of students.

#### **UNIT-II**

##### **Methods of Teaching Mathematics-**

- Lecture-cum-Demonstration.
- Inductive-Deductive.
- Analytic-Synthetic.
- Problem Solving.

- Laboratory.
- Project.

### **Techniques of Teaching Mathematics-**

- Oral work.
- Written Work.
- Drill-work.
- Brain-storming.

- Home Assignment.
- Self-study.
- Supervised Study.

## UNIT-III

### Learning Resource-

- Importance and Organization of Mathematics Club.
- Recreational Activities of Mathematics Club.
- Mathematics Fairs.
- Games.
- Quiz.
- Puzzles.
- Visits.
- Talks.
- Excursion.
- Importance and Setting up of Math Laboratories.
- Importance of Support Material .
- Reference Material – Encyclopedia, News Letters and Magazines.
- On-line and off-line Resources.

### Instructional Planning & Material Development-

- Preparation of Micro Lesson Plan
- Preparation of Simulated Lesson Plan.
- Preparation of Classroom Lesson Plan.
- Preparation and use of Audio-Visual Material and equipments.
- Application of I.C.T in Teaching of Mathematics.

## UNIT-IV

### Unit Analysis

- Objectives Formulation.
- Learning Experience.
- Choosing Method and Material.
- Evaluation.

### Pedagogical Analysis of any one of the following-

- Central tendencies Mean, Median, Mode.
- Congruency.
- Trigonometry.
- Area.
- Volume.
- Linear and Quadratic Equations.
- Ratio and Proportion.

### Following points should be followed:

- Identification of concepts.
- Listing behavioural Outcomes.

- Listing Activities and experiences
- Listing Evaluation Techniques.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

#### **Mode of Transaction**

- Providing opportunities for group activities.
- Group / individual presentation
- Providing opportunity for sharing ideas.
- Exposing to exemplar constructivist learning situations in mathematics.
- Designing and setting up models, teaching aids and activities/ laboratory work.
- Visit to district, state and national level science exhibition.
- Audio visual presentation followed by its analysis and discussion.
- Reflective written assignments.
- Case studies.

#### **Modes of Assessment**

- Presentation and communication skills in Mathematics
- Posing conceptual questions from simple situations. Interpretation and analysis
- Designing innovative learning situations
- Performance in group activity
- Laboratory experiences
- Reflective written assignments
- Written test on conceptual understanding of specific topics and its pedagogy
- A year and summative assessment by the University

#### **References**

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**Copeland, R.W. (1979). How Children Learn Mathematics, New York: McMillan Pub. Comp.**

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**David Wood (1988). How Children Think and Learn, Oxford**

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**Intel (2003). Intel innovation in Education, Intel Tech to the Future-**



**Students Work Book**

**Kapur, J.N. (1991). Suggested Experiments in School**

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Subject Title	Subject Code	Credit
PEDAGOGY OF HINDI	BED204C	4 = (1T+3L)

## BEEd II Semester

-204

Total marks - 100

### PEDAGOGY OF HINDI

**पाठ्यक्रम के उद्देश्य –**

भाषा  
हिन्दी

- हिन्दी भाषा के प्रकृति, आवश्यकता महत्त्व को परिभाषित कर सकेंगे
- हिन्दी शिक्षण की विभिन्न विधियों की व्याख्या कर सकेंगे
- हिन्दी भाषा शिक्षण में प्रयोग होने वाली शिक्षण सहायक सामग्रियों को तैयार कर सकेंगे
- हिन्दी भाषा में गद्य, पद्य तथा व्याकरण के उद्देश्यों को स्पष्ट कर सकेंगे
- हिन्दी भाषा में मूल्यांकन के विभिन्न पदों को परिभाषित कर सकेंगे

### इकाई 1

#### हिन्दी-शिक्षक

मातृ भाषा शिक्षण का अर्थ, स्वरूप महत्त्व ब्लूम द्वारा निर्धारित अनुदेशात्मक उद्देश्य ।  
भाषाई कौशल का सामान्य ज्ञान

- श्रवण कौशल
- भाषण कौशल
- पठन कौशल
- लेखन कौशल

हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास विराम-चिन्ह ।

हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता प्रयोग ।

### इकाई 2

पाठ योजना का अर्थ, महत्त्व रूप-रेखा ।

हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियां अभ्यास ।

कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)

पद्य-शिक्षण

### इकाई 3

व्याकरण शिक्षण (औपचारिक अनौपचारिक)

रचना शिक्षण (कहानी, पत्र, निबन्ध रूप में)  
हिन्दी पाठ्यक्रम निर्माण समीक्षा ।

**2**

हिन्दी पाठ्यपुस्तक की विशेषताएं समीक्षा ।



हिंदी में मूल्यांकन - गृहकार्य  
हिंदी में मूल्यांकन - अर्थ - स्वरूप

- विद्याओं में मूल्यांकन प्रक्रियाएं  
हिंदी शिक्षण में गृहकार्य - स्वरूप - संशोधन
- हिंदी पाठ्य वस्तु से अभिप्राय
- हिंदी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

### संदर्भ ग्रंथ सूची

शुक्ल, भगवती प्रसाद : हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली  
सुखिया, के.के. : हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद  
तवारी, भोलानाथ तथा भाटिया, कैलाश चन्द (1980) : हिंदी शिक्षण लिपि प्रकाशन, दिल्ली  
सिंह, निरजंन कुमार ) : माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ  
बाहरीण, हरदेव व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद  
मंगल, अमर 1) : हिंदी शिक्षण, दहेली, आर्य बुक डिपो  
पाण्डे, आर.एस. (1992) : हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर  
सिंह सावत्री (1992) : हिंदी शिक्षण मेरठ, तायल बुक डिपो  
श्रीवास्तव, राजेन्द्र प्रसाद : हिंदी शिक्षण दि मैकमिलन कम्पनी ऑफ इंडिया लि, देहली  
मैन्युक ही : हिंदी शिक्षण, दी एक्यूजीशन एंड डवलैपमेंट ऑफ लैंग्वेज प्रिंटिंग हाल  
वैस्टन कैनिप : डवलैपिंग सैकिडं लैंग्वेज स्किल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील  
मंगल, उमा : टीचिंग ऑफ हिंदी आर्य बुक डिपो  
मिश्रा माया तथा जैन एस.वी. : टीचिंग ऑफ हिंदी, विजया पब्लिकेशन  
कौशिक जयनारायण : हिंदी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़  
पांडेय रामशकल : हिंदी शिक्षण विनोद पुस्तक मन्दिर, आगरा  
सफाया रघुनाथ : हिंदी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ

Subject Title	Subject Code	Credit
PEDAGOGY OF SANSKRIT	BED204D	4 = (1T+3L)

**B.Ed. Semester-II**

**Core Paper - BED -204**

**Total marks - 100**

**PEDAGOGY – II  
SANSKRIT LANGUAGE**

**Objective :**

**Define the nature, need & principles of sanskrit language. Explain different methods of teaching sanskrit language Demonstrate the use of various audio visual aids in sanskrit teaching. Explain objectives and steps of teaching prose, poetry & grammar of Sanskrit, Explain the meaning of evaluation and types of evaluating techniques.**

**Unit-1**

- Objectives of Sanskrit at different school levels place and Importance of Sanskrit in School curriculum.
- Relation of Sanskrit with other Languages. Importance of Pronunciation and Expression in Sanskrit Language.
- Aims of teaching prose, poetry, Grammar and Syntax. Projective & Non- Projective aids with cone of experience, CAT & CME in teaching learning process.

**Unit-2**

**Teaching of Reading: Oral and Silent, Intensive and Extensive reading, Reading interests and reading habits.**

**Teaching of Prose:** Methods of teaching Prose Explanation of word meaning, analysis of thought.

**Unit-3**

**Teaching of Poetry: Types of Poem, methods of teaching poetry. Importance of recitation and appreciation.**

**Teaching of Grammar:** Aims method's (Traditional and modern).

**Unit-4**

**Teaching of Composition:** Aims of Composition, types of composition, steps in writing composition.

**Lesson Planning in teaching of Sanskrit (Prose, Poetry and Grammar).**

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners

**and skills in designing classroom teaching-learning processes relating to diverse learner groups.**

### References

**Chaturvedi, S.R. : Sanskrit Shiksha Paddhati.**

**Dubey, M. (Smt.) : Sanskrit**

**Shiksha Vidhi. Gray, C.W. :**

**Teaching of reading &**

**writing. Kishore. Kani :**

**Sanskrit Nataks.**

**Pandey, R.S. : Sanskrit**

**Shiksha Srivastava, R.P. :**

**Teaching of Reading.**

**Sharma ,Rajesh & Bharatbhushan ;Sanskrite**

**teaching, Agrwal Pbl. Agra. Vats .B.L. ;Sanskrit**

**Shikshan,Vinod pustak mandir ,Agra.**



Subject Title	Subject Code	Credit
PEDAGOGY OF ENGLISH	BED204E	4 = (1T+3L)

**B.Ed .Semester-II**

**Core Paper – BED- 204E**

**Total marks - 100**

**PEDAGOGY – II  
ENGLISH LANGUAGE**

**Objective:**

**The nature and characteristics of a English language.The require skills and their interlinks for mastering a English language.The various approaches for planning for successful English language teaching.Approaches for teaching different aspects of English language.Aids and other similar available material that could be used for teaching English language.The techniques of obtaining feedback for self-evaluation and evaluationof student’s success in learning and using the English language.**

**Unit-1**

**Aim and value of teaching English in our school, place and importance of English incurriculum.**

- Aid of Teaching English.
- Teaching of spoken English.

**Unit-2**

**Approaches of teaching of English Grammar Translation, Direct method, Structural approaches steps of structural approach.**

**Teaching of Reading: Nature of Reading process, oral and silent reading, Intensive and Intensive reading, Methods of teaching English.**

**Unit-3**

**Teaching of Prose: Aims devices of exposition of words and phrases, steps of teaching prose.**

**Teaching of Poetry: Aims and methods, Importance of recitation and appreciation. Teaching Aids, CAI &, CME in teaching Learning process.**

**Unit-4**

**Teaching of written work :**

- Composition types, Essay, Story and Letter writing, steps and methods of composition teaching.

- Translation : Methods and steps of translation teaching
- Teaching of Grammar : Aims, methods Inductive, Deductive and Correlative. Lessonplanning of teaching English. (Prose, Poetry and Grammar).

**Transactional Strategies : The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential As self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.**

**Modes of Assessment** :Suggested modes of assessment would include:

- Student teacher's interest in reading and self-study
- Initiative and participation in the discussion, group worked.
- Quality and ideas of Essay writing by student teachers
- Quality of materials (texts) and activities developed by student teachers.
- Self appraisal by teachers themselves about their learning performance.

### References

- Bhatia, K.K. : New Techniques of teaching English as. Foreign Language.**
- French, F.G. : Teaching English Abroad.**
- Frisby, A.N. : Teaching English-Notes & Comments in teaching English Overseas.**
- Girard, D. : Linguistics and Foreign Language teaching.**
- Gray, W.S. : Teaching of reading and Writing.**
- Jain.R.K. ,Teaching of English ,Agrawal pbl. Agra.**
- Mathur & Verma : Studies in teaching of English in India.**
- Morris, I. : The Art of teaching English as a living language.**
- Pandey.K.P & Pandey ,amita ;Teaching of English in India, Vishwavidyalaya prakashan ,Varansi.**
- Robert, Lado : Language teaching - A Scientific Approach.**
- Ryburn, M.W. : Suggestion for teaching of english.**
- Srivastava, B.D. : Structural approach to the Techniques of English.**
- Sharma.B.K.;**
- Teaching of English ,Agrawal publication ,Agra.**
- Tikkoo, M.L. : A Functional Grammar with Usage and Composition.**
- Mishra, K.N. : Teaching & Learning of English as a Secondary Language in India.**

Subject Title	Subject Code	Credit
PEDAGOGY OF URDU	BED204F	4 = (1T+3L)

**B.Ed. Semester-II**

**Core Paper - BED204 F**

**Total marks - 100**

**PEDAGOGY – II  
URDU LANGUAGE**

**Objectives :**

**Understand the basic concepts in an functions of Language with special reference to Urdu Acquire a knowledge of objectives of teaching Urdu at the Secondary stage. Acquire knowledge of different methods of teaching Urdu at the Secondary stage. Teach grammar, prose, and composition and poetry lessons in Urdu. Prepare lesson and Unit plans and to analyze the subject content in terms of Language skills and teaching objectives. To gain knowledge of evaluation system in Urdu and to methodically prepare Exams and test papers in Urdu. Conduct remedial teaching in Urdu.**

**UNIT-I**

- Language: Importance and functions with special reference to the Urdu language.
- Language skills, Listening and Art of Listening.
- Speaking - Pronunciation, Recitation and Punctuation.
- Reading - Aloud silent, Intensive and Extensive.
- Writing - Knowledge of Urdu script.
- Khat-e-Naskh.
- Khat-e-Nastaliq.
- Khat-e-Shikasht.

**Place of Urdu language in the present educational system as prevalent in the State of Rajasthan Suggesting for a better of Urdu in the syllabi Relation of Urdu with other Indian Languages**

**UNIT-II**

**Objectives of teaching Urdu at Secondary stages of education. Problems of teaching and learning Urdu and their solutions Value outcomes of teaching, Urdu at different levels of education Methods of teaching Urdu:**

- Direct Methods.
- Structural Method.
- Grammar Method.
- Translation Method.

**UNIT-III**

**Teaching of various forms of urdu Literature (i) Prose (ii) Composition (iii) Grammar, (iv) Poetry:Ghazal:Nazam and Drama. Support system of teaching Urdu: Visual aids: Verbal Pictorial (non-projected-two and three dimensional) projected still and motion Audio and Audio-visual aids.**

**Co-curricular activities, Language Laboratory.**

**UNIT-IV**

**Planning for Teaching Urdu Need and Importance of Planning  
Content Analysis, Yearly Plan, Unit Plan and Daily Lesson Plan.**

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

### **Modes of Transaction:**

**The course is visualised as a combination of guided self-study, a few overarching lectures, reading, consultations with important web-sites, and group discussion.**

- Overarching lecturer-cum-discussions.
- Pair work, small group discussion, debates on themes / ideas of relevance.
- Reading, presentation and discussion on contemporary issues.
- Writing essays on themes of current interest in language education (e.g. Multilingual classroom: Challenges and merits, Addressing the needs of low proficient language learners)
- Pedagogical aspects of Urdu language such as listening, Speaking, Reading, Writing, Grammar, vocabulary, TBL, Story telling, etc. could be engaged very well as suggested below:
- Teacher learner understand the ideas and the processes through lectures-cum-discussions, reading, or any way adopted by the teacher educator.
- Develop an activity on each aspect for a real classroom based on their learning and reflection

**– (for example, Teacher learner develop a listening activity giving rationale, giving the content and trialling it in a class).**

- Write essays critically examining the existing processes and practices.
- Discuss in the class with peers and the developed activities may be developed into a book or manual for further use.
- Developing materials (texts and activities) for learners as a particular stage or class.
- Workshop as a device for engagement for developing and designing materials and activities in each aspect of language learning-teaching.
- Comparative study of curriculum, syllabi and textbooks of Indian states or Asian countries.
- Study and analyse the aims and objectives of syllabi and textbooks.
- Writing book reviews (each teacher learner may do at least four books in a year)

### **Sessional Work:**

**Identification of common errors in pronunciation and remedial teaching. Identify impacts of Indian languages and dialects on Urdu.**

**Preparation of teaching aids.**

**Analysis of textbooks and other materials used in different subjects from the point of view of registers and styles used in them.**

**Study of a primary/secondary school in:**

- Studying a curriculum in action
- Evaluating a course
- Classroom observation.
- Control of curriculum.

**References**

1. InamullahSharwani, Tadres-e-Zaban-e-Urdu ,Usmania Book Depot, 1,25, RabindraSaraud, Cal.73
2. Muenuddin, Hum Urdu KaisePadhen, National Council for Promotion of UrduLanguage,West Block, RK Ouram,New Delhi
3. Muenuddin, Urdu Zaban Ki Tadrees, National Council for Promotion of UrduLanguage,WestBlock,RKPuram, New Delhi.
4. RasheedHasan, Hum Urdu KaiseLikhaen, MaktabaJamia Limited, JamiaNagar,NewDelhi
5. RasheedHasan ,Urdu ImlaMaktabaJamia Limited Jamia Nagar ,New Delhi



Subject Title	Subject Code	Credit
PEDAGOGY OF BIOLOGICAL SCIENCE	BED204B	4 = (1T+3L)

### B.Ed. Semester-II

Core Paper – BED- 204B

Total marks - 100

### PEDAGOGY – II BIOLOGICAL SCIENCE

**Objective:**

**Develop awareness about development in the area of teaching and learning of Biological Science at the national and international level. Develop competencies in the prospective teachers related to Biological Science at the lower secondary level with specific reference to Indian School Conditions. Orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Biological Science, aims and objectives of Biological Science, pedagogical analysis of contents in Biological Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc. Enable prospective teachers to be effective teachers in order to perform the required role as a Biological Science teacher under Indian School conditions**

#### Unit-I

**Importance, Aims and Objectives -**

- Importance of Biological Science in School Curriculum.
- General Aims and Objectives of teaching Biological Science.
- Bloom's taxonomy of Educational Objectives.
- Formulation of specific objectives of Biological Science in Behavioural terms.

#### Unit-II

- Nature of Modern Biological Sciences its impact on communities.
- Path tracking discoveries & Land mark development.
- Eminent scientist (Robert Hook, Hugo Debridge, Grager John Mendal & Robert Koach).
- Professions in the area of Biological sciences.

#### Unit-III

**Development of Instructional Material -**

- Transaction of contents.
- Unit Planning.
- Lesson Planning.
- Preparation of teaching aids.

- Development of aquarium, vivarium etc.
- Development of self-instructional material (Linear program).

#### **Unit-IV**

#### **Methods of Teaching and Skills (Practical and Micro-teaching)Methods of teaching -**

- Lecture-demonstration method.
- Project method.

- Problem-solving method.
- Practical skills.
- Preparation of temporary and permanent mounts.
- Collection and preservation of specimen.

#### **Micro-teaching skills -**

- Skill of Introducing the lesson (set induction).
- Skill of Questioning.
- Skill of Illustration.
- Skill of Explaining.
- Skill of Stimulus variation.

**Transactional Strategies :** The course will be transacted through practicum on developing instructional plans, use of teaching aids and methods for augmenting learning potential as self learners and skills in designing classroom teaching-learning processes relating to diverse learner groups.

#### **Topics for Internal assessment**

##### **(i) Activity/Laboratory experiences in learning Botany / Zoology**

**Organizing activity based classroom, use of instructional material (learner participation in developing them), use of laboratories, field experiences, and ICT application.**

##### **(ii) Curricular components**

**Encouraging learner to non-formal channels such as debate/discussion project, exhibition, science and technology fair, children science congress, State and National Level Science Exhibition, nurturing creative talent at local level and exploring linkage with district/ state central agencies; community participation.**

#### **References**

**Andersa.O.Roger;teaching of modern idea of biology , New feature college press.**

**Bloom, B.S. et al (1956) Taxonomy of Educational objectives: The cognitive domain, New York:Longman's Green.**

**Bhusan .Shailendra ;Jiv vigyan shikshan , Vinod pustak mandir,Agra.**

**Chhikara, M.S.(1982): Teaching of Biology (Life Science);**

**Ludhiana, Praakash Brothers.Green, T.C. (1967): The Teaching and learning Biology, Allman & Sons, London.**

**Gupta, V.K. (1994) : Life Science Education Today. Arun Publishing House Pvt.**

**Jangira, N.K. and Singh, Ajit (1983): Core Teaching Skills: The**

**Micro Teaching Approach, New Delhi: NCERT.**

**Kilpatrick, W.H. (1918): The Project Method, Columbia: Teachers College Record. Kulsreshth.S.P. Jiv Vigyan shikshan ,International publishing house ,Meerut.**

**Mangal, S.K. (2005): Teaching of Life Sciences, New Delhi; Arya Book Depot.**

**Miller, David, F. (1963): Methods and Materials for Teaching the Biological Science, Mc Graw Hill, New York.**

**NCERT (1969): Improving Instructions in Biology, New Delhi. Novak, J.D. (1970): The Improvement of Biology Teaching.**

**Nunn, Gordon (1951): Handbook for Science Teachers in Secondary Modern Schools, John Murry, London.**

**Sharma, R.C. (1975): Modern Science Teaching Dhanpat Rai & Sons, New Delhi.**

**Thurber, Walter (1964): Teaching of Science in Todays Secondary Schools, Prentice Hall, New Delhi.**

**Vaidya, N. (1971): The Impact of Science Teaching, New Delhi; Oxford and IB+I Publication.**

**Waston, N.S. (1967): Teaching Science Creativity in Secondary School U.B. Saunders Company, London.**

Subject Title	Subject Code	Credit
Intelligent Use of ICT	BED200E1	2 = (1T+1P)

### **B.Ed. Semester-II**

**EPC Course - BED 200E1**

**Total Marks-50**

**Enhancing professional capacities**

**Intelligent Use of ICT**

**(PRACTICUM)**

**Objective :**

**After taking this course student teacher will be able to design, develop and make practical application of various ICT supported systems for improving the quality of exposure and consequential learning outcomes. It also aims at helping student teachers to acquire competence in intelligent use of computer, internet accessing and dissemination through use of Edu-sat and online instructional systems.**

**Content**

- Role of information & communication technology in construction of knowledge.
- Possible uses of audio-visual media and computers.
- Use of news paper in education.
- Survey of educational sites based in India.
- Competencies in developing original software.
- Interactive use of ICT.
- Critical issues in internet uses.

**NOTE - Student teachers will do any two activities / assignments from above given contents and prepare the record.**

Subject Title	Subject Code	Credit
SCHOOL EXPOSURE	BED200E2	2 = (1T+1P)

## B.Ed. Semester-II

### Enhancing professional capacities SCHOOL EXPOSURE

EPC Course - BED 200E2

Total Marks-50

**The school Exposure Programme shall be carried out during the first semester in local/nearby schools. For this, the student teacher belonging to the state, where the institution is located, may be placed in regional language medium school or any other schools. Efforts shall be made to provide exposure to as many types (at-least two types) of school as type of school. An orientation programme will be organized before sending the student teachers to schools to acquaint them with the objective and modalities of such programme. The institute shall develop and provide detailed guideline and relevant tools for the following activities:**

**During this programme, the student teachers shall observe -**

- The school/classroom environments
- Infrastructure
- Facilities
- Equipments
- Teaching learning resources
- Human resources
- Subject teachers in position
- Supporting staff
- School functioning
- Timing
- Schedule
- Classroom interaction
- Organization of various activities

**Note: After completion of the field exposure programme, student teachers shall be required to develop a school profile/report and share the same in a seminar at the institute.**

Subject Title	Subject Code	Credit
PRE INTERNSHIP PROGRAMME	BED301	2 = (1T+1P)

**B.Ed. Semester III**  
**PRE INTERNSHIP PROGRAMME**

Core Course-BED301

TOTAL MARKS-100

The objective of pre-internship programme is to integrate theoretical and practical knowledge of teaching-learning processes to the actual classroom/school reality contexts as evident by practices in vogue. It aims at practical application of professional skills, enhancement of professional competence and effective participation/engagement with the child (the learner), the classroom, the school and the community.

Content:

Three week for skill practices ; microteaching(Objective writing skill, introducing skill, probing question skills , explanation and blackboard writing skills), project formulation ( classroom based , school based , community based) ,design of assessment tools, developing of lesson plans , improvisation of TLM and observation of class roomteaching.



Subject Title	Subject Code	Credit
INTERNSHIP PROGRAMME	BED302	16

### **B.Ed. Semester-III**

#### **INTERNSHIP PROGRAMME**

**Core Course- BED302**

**TOTAL MARKS-350**

#### **Objective:**

**The objective of internship programme is to integrate theoretical and practical knowledge of teaching-learning processes to the actual classroom/school reality contexts as evident by practices in vogue. It aims at practical application of professional skills, enhancement of professional competence and effective participation/engagement with the child (the learner), the classroom, the school and the community.**

#### **Content:**

- Four weeks practice teaching in upper primary, eight weeks in secondary and four weeks at senior secondary schools.
- Observations; peer observation, supervised observation by faculty in each pedagogical subject will carry twenty lessons and observation by concern teacher of model school.
- Participation in different programs of school and prepare the record (Attendance, fee, library, laboratory, co-curricular activities).
- Library / laboratory management.
- Community interaction.

Subject Title	Subject Code	Credit
EDUCATIONAL PSYCHOLOGY PRACTICAL	BED300E1	2

**B.Ed. Semester-III**

**Educational Psychology Practical**

**EPC COURSE: BED300E1**

**TOTAL MARKS-50**

**PSYCHOLOGY TEST (ANY FIVE)**

1. Intelligence Test- Verbal
2. Intelligence Test- Non Verbal
3. Interest Test
4. Attitude Test
5. Learning by Whole and Part Method
6. Personality test -Introvert and Extrovert
7. Value Test
8. Adjustment Test
9. Anxiety Test
10. Achievement Test

Subject Title	Subject Code	Credit
CREATING INCLUSIVE EDUCATION	BED401	4= (3L+1P)

## B.Ed. SEMESTER-IV

Core Course-BED401

Total Marks-100

### CREATING INCLUSIVE EDUCATION

**Objective :**

**After taking this course student teacher will be able to acquire sensitivity to understand the processes of exclusion in the Indian social order based on caste, class, ability/disability and gender in addition to being able to practice a culture of inclusiveness through organizing various activities and programmes at the school and classroom levels. He/She will also be able to plan procedures of effective instructional practices which have the potential for promoting a culture of inclusive education and harmony.**

#### Unit- I

##### **Preparation for Inclusive Education:**

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

#### Unit- II

##### **Children with Diverse Needs and Utilization of Resources:**

- Definition and characteristics of children with sensory( hearing, visual and physically challenged) intellectual ( gifted, talented and children mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC/ ST and linguistic and other minority groups.
- Role of technology for meeting diverse needs of learners

### Unit -III

- Curriculum adaptations and evaluation for children with diverse needs Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

### Unit- IV

#### **Teacher Preparation for Inclusive Education:**

- Review existing educational programs offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- **Evaluation and follow up programs for improvisation of teacher preparation programs in inclusive education programs.**

**Transactional Strategies:** This course will be transacted through organizing of debates and discussions centered on seminal issues which have been identified with exclusion in various visible and invisible forms in the Indian social order and which have been disturbing the identity of individuals and their roles in the society. For this purpose seminars/symposia will be arranged by ensuring participations of important social workers, NGOs and community leaders. The student- teachers will also be required to develop case profile based on discrimination and moves to marginalize the members of a particular class or community from time to time.

**Modes of Transaction:** Lecture cum discussion, group work, field visits of schools/NGOs and the Institutions working in the education of learners with diverse needs to get first hand exercise on Inclusive practices, library studies and project works.

#### **Sessional Work**

**The students may take any two of the following activities**

- Field visits to schools/ Institutions/ NGO promoting education of learners with diverse needs in inclusive settings and have discussions with the teachers/ functionaries, and make observation and analysis of teaching learning practices there.
- Analysis of policy documents related to inclusive education
- Make a list of existing resources in the local area and discuss the use and limitations

based on survey of schools with reference to Inclusive practices.

- Study of TLM and equipments used in the education of learners with diverse needs

#### **References**

**Chaudhary, B. (1992): Tribal Transformation in India. Vol.-V, New Delhi.**

**Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.**

**Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,——Ramchandran, V. (1998): Girls and women Education: Policies and implementation**

**Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing**

**Teacher and Teacher educators. NCTE & NHRC.**

**Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.**

<b>Subject Title</b>	<b>Subject Code</b>	<b>Credit</b>
GENDER, SCHOOL AND SOCIETY	BED402	4= (3L+1P)

### **B.Ed. SEMESTER-IV**

**Core course-BED402**

**Maximum Marks-100**

#### **GENDER, SCHOOL AND SOCIETY**

**Objective :**

**Explain the concepts of sex and gender. Demonstrate an understanding of psychological and sociological perspectives of sex and gender. Explain the social construction of gender with special reference to family. Describe women in education and various laws protecting them. List the factors contributing to gender inequalities in schooling. Describe the concept of women empowerment and various roles of women in sustainable development.**

#### **UNIT-I**

**Sex and Gender-**

- Psychological and Sociological perspectives.
- Radical Feminism- Gender, patriarchy, reproductive technology, and motherhood.
- Socialist – Feminist;-class, gender and division.
- Indian Women- Family, caste, class, culture, religion and social system.

#### **UNIT-II**

**Social construction of gender-**

- Socialization.
- Family.
- Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations.

**Women Education and Law-**

- Women access to and participation in formal education.



- Women and non-formal education.
- Media and women.
- National effort to protect women's rights.

### **UNIT-III**

### **Gender inequalities in schooling -**

- Organization of schooling.
- Gender bias in text books.
- Curricular choices and hidden curriculum (teacher attitude, classroom interaction and peer culture).

### **Gender and Schooling –Education for gender equity-**

- Case studies of interventions in school education.
- Reflections from the field and strategies for change.

## **UNIT-IV**

### **Education and Empowerment of Women-**

- Concept and importance.
- Women and sustainable development.
- Special role of women as protector of environment.
- Waste management and women.
- Women as workers.

**Transaction strategies - This course will be transected with ICT in the classroom and teach to prepare a case study based on Indian social order and presented by student teacher.**

### **Modes of Transaction**

- Compilation of a few selected readings should make up course material given to student teachers. There may not be readily available texts on all themes, and faculty would need to seek out additional reference material from literature (fiction), sociological works, writings of alternative educators, articles and such like. Relevant documentary films and film clips should also be used to bring out course themes more vividly.
- Introductory lectures-cum-discussion, to introduce key themes of the course – socialization, identity formation, sociological notions and experiential sense of 'self' etc
- Observations of schools and classrooms through the lens of course themes; interviews with teachers; making field notes • Group discussion and exploration, around selected readings and key questions
- Viewing selected documentaries and film clippings
- Writing critical reviews of readings and films viewed
- Presentations of reviews
- Reflective, autobiographical writing, towards self-understanding, on given topics
- Journal writing, on course experiences (to be initiated with this course; to be continued through the year, with occasional sharing with a 'mentor')
- Teachers should incorporate discussions, projects, documentaries, movies and field based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed.

### **Modes of Assessment**

- Modes of assessment will include:
- Level of initiative and participation in discussions

- Presentations based on readings and film reviews • Reflective written assignments (towards critical awareness of issues, for self-understanding and formulating aspirations as a teacher) • Quality of Journal writing
- Notes from field observations/interviews and linking these with course themes • Written test on grasp and application of key ideas
- Year-end summative assessment by University

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**women in India, New Delhi: Vikas Publishing House Gupta, A. K.**

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**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.**

Subject Title	Subject Code	Credit
LANGUAGE ACROSS THE CURRICULUM	BED403	4= (3L+1P)

### **B.Ed. Semester-IV**

**Core course-BED403**

**Maximum Marks-100**

### **LANGUAGE ACROSS THE CURRICULUM**

**Objective :**

**After taking this course student teacher will be able to understand and appreciate the role of language not only as a vehicle of communication in day to day transaction but also as an important medium for interpreting knowledge in various contexts- family, peer groups, school sites and community linked interactions. It also aims at developing an insight into the use of language in personal as well as academic and professional contexts.**

### **Unit 1**

#### **Knowledge and Methods of Enquiry -**

- Knowledge as construction of experience; case examples from school subjects.
- Knowledge as distinct from information; case examples from school subjects.
- Language, social relations, power, identity and thinking.
- Connections between knowledge, curriculum, textbooks, knowledge and learners.

### **Unit 2**

#### **Learner and their Contexts-**

- Alternative frameworks of children's thinking.
- Child and adult misconceptions.
- Everyday concepts and situated cognition.

### Unit 3

#### **Pedagogic Practice and the Process of Learning-**

- Critical understanding of standardized pedagogic methods: concept-formation; enquiry- based learning; project-based learning etc
- Interrogating disciplinary practices, creating non-threatening learning environments.

### Unit 4

#### **Critical Study of ICTs and Developing Capacities-**

- Critical examination of the role of ICT in education and society.
- Capacity development in the use of ICTs.
- ICT – based teaching-learning approaches in schools and for teacher professional development. Mode of Transaction.
- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements.

**Transitional Strategies :** The course will be transacted through analysis of various discourses, audio taped and video taped presentations of interactions in family, peer groups and classrooms. It will also require the student-teachers to make case studies of specific phrases/ vocabulary and registers drawn from learners at primary, elementary and secondary levels of schooling.

Transaction mode-Lecture- cum –discussion, Activities

#### **Essential Readings:**

- NCF 2005, NCERT publications, New Delhi, 2005
- Bearne, Eve. ed. Use of Language Across the Secondary Curriculum. London: Routledge, 1999.

### References

1. Batra, P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
2. Bruner, J. (1996). In The Culture of Education. Cambridge: Harvard University Press, Chapter 2: Folk Pedagogy, 44-65.
3. Dewey, J. (1897). My Pedagogic Creed. School Journal, Vol. 54.
4. Driver, R. (1981). Pupils' Alternative Frameworks in Science. European Journal of Science Education. 3(1), 93-101.
5. Ghai, A. (1992). Play and the Mentally Handicapped Child. New Delhi: Sankalp. September.
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Subject Title	Subject Code	Credit
HEALTH AND PHYSICAL EDUCATION	BED404A	4= (3L+1P)

### **B.Ed. SEMESTER-IV**

**Optional papers: BED 404 A**

**Total Marks-100**

#### **A. HEALTH AND PHYSICAL EDUCATION**

**Objective :**

**Explain the concept, aims and objectives of Health and Physical Education. Describe hygienic environment along with contributing factors and its importance explain various Communicable diseases and first aid. Demonstrate ability to describe balanced diet. Explain good posture. Define general medical standard of an individual.**

#### **Unit I**

##### **Health Education**

- Concept of wellness.
- Aims and objectives of health education.
- Factors influencing health.
- School health programs.
- School health services.
- Role of the teacher in School Health programme

##### **Physical Education**

- Concept.
- Misconception
- Aims and objectives.
- Relation with general education.

##### **Nutrition and Balanced Diet**

- Components of Balanced Diet
- Functions

- Major sources
- Malnutrition.

##### **Posture**

- Concept and values



## **Unit II**

## **Unit III**

- Postural deformities and their Management.
- Personal Hygiene
- Environmental Hygiene
- Pollution and Global Warming

#### **Unit IV**

**Communicable diseases** - Mode, control and prevention.

#### **Physical Fitness and First Aid.**

- Physical fitness: Meaning, elements, and importance.
- First aid in the following – Hammaerage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

**Transaction strategies-**This course will be transacted through instructional design ,TLM , ICT in the class room .Through field visit of health centre and prepare a record for balance diet ,yoga training ,scouting and guiding programme , games and scores will also transact this course .

#### **Sessional Work**

**The internal evaluation will be made through by assessing the performance in various activities at the end of semester**

#### **References**

Bucher, C. A. (1964). *Foundations of Physical Education*, New York: Mosby & Company  
 Kilander, H. F. (1971). *School Health Education*, New York: Mac Millan Company  
 Manjul, J. U. S. (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher  
 Rice.E.A.;A brief history of physical education, A5 bornes company, new York.

**Sukhiya S.P. - Educational manangement  
 & Health Education Singh R.P. - Health  
 Education**

**Sharma.Rama; Sharirik shiksha ,Agarwal publication ,Agra.**

Subject Title	Subject Code	Credit
GUIDANCE AND COUNSELLING	BED404B	4= (3L+1P)

**B.**

**Ed. SEMESTER-IV**

**Optional Papers-BED 404B**

**Maximum Marks-100**

### **B. GUIDANCE AND COUNSELLING**

**Objective :**

**To understand the concept of Guidance and Counselling. To assess the strength and learning difficulties of students. To help students in selecting their subjects for future study. To collect data using various tools like case study, achievement test etc. To understand and apply the techniques of Guidance and Counseling.**

#### **Unit - I**

**Fundamentals of Guidance and Counseling -**

**Nature & Need of Guidance and Counseling with special reference to modern Indian Society; Scope of Guidance-Educational, Vocational and Personal, Aims & Principles of Guidance and Counseling, Group Dynamics & Group Guidance, Methods of Counseling: Directive, Non-Directive, Eclectic.**

#### **Unit - II**

**Personnel Associated with Guidance and Counseling -**

**School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master / Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in Secondary School.**

#### **Unit - III**

**Tool and Techniques in Guidance and Counseling -**

**Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality, Adjustment, Interest, Non-Testing Techniques: Case Study, Cumulative Records; Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.**

#### **Unit - IV**

**Career Guidance in Secondary Schools -**

**Career Awareness Skills, Career Information; Career Decision**

## **Making Skills - Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference**

**Guidance and Counseling for Children with Special Needs-**

**Meaning, Definition and Characteristics of Exceptional Children, Gifted Children; Children with Disabilities; Disadvantaged Children.**

**Transaction strategies-This course will be transacted with field trip and preparing a record to visited psycho centre, special schools and will also transact through ICT in class room.**

### **Sessional work**

- Detailed study of the Guidance and Counseling Services available in a given School
- Enrichment lectures, seminars, workshops, demonstrations by experts working as Guidance and Counselors in School or organizations working specially in the area of Adolescent Psychology.

- Self- Study and reflective sessions should also be an important feature of the practical which shall include: Field visits and tours may also arranged to provide student-teachers with the first- hand experience of the working of guidance institutions and professionals in schools suchas Counselors, Career Counselors etc
- Student teachers to prepare a list of the online Guidance and Counseling Services available of students and Teachers in India

#### References

**Agarwal,Rashmi : Sakshik Avem Vyavsayik Nirdeshan, Shipra Publication, Delhi. Bengalee, M.S.: Guidance and Counselling. Bombay, Seth Publishers, 1984.**

**Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi, Vikas Publishing House, 1999. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. II – A Theoretical Perspective. New Delhi:Vikas Publishing House, 1999.**

**Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.**

**Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: MangalDeep Publication, 2003.**

**Jaiswal, S.R.: Guidance and Counselling. Lucknow : Lucknow Prakashan, 1985.**

**Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.**

**Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation, 1997. Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.**

**Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.**

**Pal, H.R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007. Pandey. K.P. ; Educational & vocational guidance in India, Viswavidyalaya prakshan Varansi.**

**Pandy. K.P.; Sakshik tatha vyavasayik nirdeshan , vinod pustak mandir , Agra.**

**Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn, 2002.**

**Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lall Book Depot, 2001. Sharma, Tarachand: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons., 2002.**

Subject Title	Subject Code	Credit
HUMAN RIGHTS & EDUCATION	BED404C	4= (3L+1P)

### **B.Ed. SEMESTER-IV**

**Optional Papers-B E D 404 C**

**Maximum Marks-100**

### **C.HUMAN RIGHTS EDUCATION**

**Objective: Describe various human rights. Classify human rights. Illustrate human rights commissions. List the domains of human rights. Explain constitutional and institutional safeguards. State the problems of Refugees. Define UN Principles in association with human rights.**

#### **Unit I**

##### **Human Rights Education-**

- Role of UNESCO, Role of School, Education up to 14 years as Fundamental Right, Fundamental Duties, Media and its role.
- Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and associated Human Rights Commission.

#### **Unit II**

##### **Vital Domains of Human Rights-**

- Right to information, Poverty, Child Labor, and Environment.
- Human rights in relation to Women, Terrorism, and Disabled.
- Human Rights in India.
- United Nations and Human Rights.

#### **Unit III**

##### **Judicial Activism-**

- Human Rights violation and Police.
- Problem of Refugees and internationally Displaced Persons.

#### **Unit IV**

##### **Custodial Justice-**

- Guidelines to Police Commissioners and District magistrates.
- Standard Rules for Treatment of Prisoners.
- UN Principles for Protection of Prisoners.

**Transaction strategies - The course will be transacted by**

**student teachers in the class room through lectures with the help of teaching aids and ICT.**

### **Sessional Work**

- Application of one strategy of value inculcation among school children and its report
- Study of Golden Rule of Ethics in various religions
- Study of UDHR: Human Rights through Performing Duties

### **References**

**Barwal, K. (2005). Political Rights conferred on Women in Kuwait, Competition Success Review, p.**

**Devine, C., & Wilde, C. R. H. R. (1999). Human Rights:**

**Essential Reference Book, Donnelly, J. (2003). Universal**

**Human Rights in Theory and practice, New Delhi: Sterling.**

**Kaarthikeyan, D.R (2005). Human Rights:Problems and Solutions. New Delhi: Gyan PublishingHouse <http://www.gyanbookscom>.**

**Maria, A. (2002). Women Empowerment Teacher-**

**Education Edutracks, VIII, p.11-17.Naseem.C.Human rights education,shipra pbl. Delhi.**

**Sharma,B.L.and B.K Maheswari Education for Value**

**Environment of Human RightsSmith, R. (2008). Essentials of Human Rights. New Delhi: Sterling Publications.**

**Sridevi, C. & Vijayawada, Socio Historical Context, Social Diversities and Commonalities, New Delhi:Indira Gandhi National Open University, Press.[www.Youth for Human Rights. Org](http://www.Youth for Human Rights. Org).**



Subject Title	Subject Code	Credit
DISTANCE AND OPEN LEARNING	BED404D	4= (3L+1P)

### **B.Ed. SEMESTER-IV**

**Optional Papers- B E D 404 D**

**Maximum Marks-100**

### **D.DISTANCE AND OPEN LEARNING**

**Objective :**

**Recall and explain the concept, scope and applications of Distance Education. Describe history and future of distance education. Explain in own words the factors involving Distance Education. Identify the steps for the preparation of self Instructional materials- SIM or self- learning materials.(SLM).Define role of mass media in distance education.**

#### **Unit I**

**Concept of Distance Education-**

- Related terms with Distance Education.
- Non-formal Education.
- De-schooling education.
- Correspondence education.
- Open education.
- Scope of Distance education.

#### **Unit II**

**History, importance and Future of Distance Education in India-**

- Present Status.
- History of Distance Education.
- Need and Importance of Distance Education.
- Future of Distance Education in India.

media.

**Mass media in Distance Education-**

- Print and Non-Print Media.
- Audio-Visual Computer based

- Learning through media.

### **Unit III**

### **Unit IV**

#### **Distance educator, Distance learners and Self Learning Materials-**

- Distance educators and their types.
- Professional training in distance education.

**Different types of Distance Learners and their possible problems-**

- Student counseling services in Distance Education.
- Continuous assessment in Distance Education.

**Self Learning Materials and its preparation-**

- Preparation of Self-Learning Materials. (SLM)
- Self-Instructional Material (SIM) format.
- Distance Education as investment for Learners.

**Transaction strategies: The course will be transacted through lecture and ICT with the help of published learning material by centre of corresponding education .**

**References**

**Bates, A. W. (1995). Technology, Open Learning and Distance Education, London: Routledge.**

**Bates, T. (1993). Theory and Practice in the use of Technology in Distance Education, London: Routledge.**

**Dececco, John P. & Crawford, W. (1997). The Psychology of Learning and Instruction, New Delhi: Prinice Hall of India Pvt. Ltd.**

**Gagne, R.M. & Briggs, L.J. (1974). Principles of Instructional Design, New York: Rinehart & Winston.**

**Gupta.S.P & Alka : Durast Shiksha, Sharda Pustak Bhavan, Allahabad.**

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**Panda, Santosh (2006). Planning and Management in Distance Education. New Delhi. Viva Books.**

**Ramanujam, A. R. (1995). Reflections on Distance Education for India, New Delhi: Manak Publications Pvt. Ltd.**

**Sharma.R.A.: Durvarti Shiksha , R.Lal Book Depot, Meerut. Yadav Siyaram : Durvarti Shiksha,Vinod Pustak Mandir, Agra.**

Subject Title	Subject Code	Credit
ENVIRONMENTAL EDUCATION	BED404D	4= (3L+1P)

### **B.Ed. SEMESTER-IV**

**Optional papers-BED404 E**

**Total Marks-100**

### **E.ENVIRONMENTAL-EDUCATION**

**Objective:**

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

#### **UNIT-1**

- **ENVIRONMENT:-**Meaning Scope and nature of Environmental education.
- Types of Environmental Pollutions and threats to our environment today.

#### **UNIT-2**

- Causes and effects of Environmental hazards , Global and local: Environmental Pollution and its remedies.
- Green house effect.
- Ozone layer depletion-Environmental theft , acid rain, pillar melting. ,rise of sea level and their implications.

#### **UNIT-3**

- Salient features of Environmental awareness through education programs at secondary level.
- Programs of environmental education for attitude changes among the children .
- Role of school in environmental conservation and sustainable development.

#### **UNIT-4**

**Biodiversity- Conservation of genetic diversity and importance, environmental priority learning to live in harmony with nature,**

**using action research for improving the quality of environment.**

**Transaction strategies: The course will be transacted by student teachers with the help of ICT and prepare a project related material based on environmental health.**

#### **REFERENCES**

- Btkin,D.B. & Kerree, E.A.(1982) : Environmental Studies, C.E. Merrill Company. Del Wyer T.R. (1971) : Man's Smpleon Environmental, Mcgraw Hill, New York.**
- Deshbandhu, S.G. Berberref (1987) : Environmental Education for conservation and development, Indian Enviromental Society, New Delhi.**
- Embleton, C. (1980) : Natural Hazards and Global Change, ITC Journal 1989.**
- Pandey K.P., Amita, Asha; Paryavaran Shiksha Avem Bharti Sandarbh, Vishwavidyalaya Prakashan, Varansi.**
- Sharma.R.A. : Environmental Education, R.Lal Mook Depot, Meerut. Vyas Harishchandra : Paryavaran Shiksha Vidya Vihar, New Delhi.**

Subject Title	Subject Code	Credit
PEACE EDUCATION	BED404D	4= (3L+1P)

#### **B.Ed. SEMESTER-IV**

Optional papers – BED 404 F

Total Marks-100

#### **F. PEACE EDUCATION**

##### **Objective:**

**Understand about peace and peace education based on constitutional values .Understand for reflection on the attitudes that generate conflicts at personal and social levels .Understand learning skills and strategies of resolving these conflicts. To focus on strengthen self by continual reflection leading to reduction in stereotypes. Understand creation, nurture and promote peace building cap abilities among students. Understand influence of media and local community by influencing parent ,families and children. To develop attitude and skills for resolving conflicts in creative manner and reflect on school, curricula, text book and pedagogical processes from peace perspective.**

#### **UNIT-1**

**Understanding Peace-Concept, nature, awareness of relevance of peace , challenges to peace by increasing stresses, conflicts, crimes .terrorism ,violence and wars resulting in poor quality of life. Awareness of choice in response to crisis in personal , social and professional life.**

**Constitutional values-importance of the attitude, believes and values of peace viz.. Compassion, cooperation ,love etc, that foster inner peace and constitutional values of justice, equality, freedom. Respect for differences and ecological resources that ensure peace in society.**

## **UNIT-2**

**Foundation of Peace - Prerequisites to peace in the society are compassionate and ethical decision making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences.**

**Approaches to peace education - Highlights of various philosophies, thought of peace, Gandhi, Krishnamurthi, Aurobindo, Vivekanand, R.N. Tagore, Gijju Bhai Badeka.**

## **UNIT-3**

**Understanding conflicts - Concept, Nature of conflict , aspirations , desires and resulting conflicts at different levels in society; Intra personal, inter personal, Organisational, Interstate and global.**



Understanding the role of social conditions and processes that sustained conflict - Limited resources, poverty, political, economy, Socio-cultural and Ecological conditions, Environmental resources viz. water, forest, energy etc.

#### **UNIT-4**

**Critical reflection on the curricular processes - Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/ human rights. Experiences of different cultural identities, issues , challenges, conflicts in the neighborhood, the country and global levels with regard to resources , opportunities of poverty ,level, political issues etc.**

**Critical pedagogy of peace education- challenging the traditional models of learning to constructivist approach in teaching. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level.**

**Transaction strategies - The course will be transacted by student teachers with the help of lecture and ICT and prepare a case study accordance Indian social order and will present through ppt. in the class room.**

#### **REFERENCES**

**Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education . Eklavya. Retrieved from <http://www.arvindguptatoys.com/>**

**Castells, M. (2011), The rise of network society : The information age: Economy, society , and culture (vol. I, II, III). John Wiley & sons.**

**Dewey, J. (2004). Democracy and Education .**

**Courier dover publication. GOI. (1986) National policy of education. GOI.**

Subject Title	Subject Code	Credit
Understanding the Self	BED400E1	2= (1T+1P)

### **B.Ed .Semester-IV**

**EPC Course - BED400E1**

**Max.Marks:50**

### **Enhancing Professional Capacities**

#### **Understanding the Self**

#### **Objectives :**

**The course will enable the student teachers to - gain an understanding of the central concepts in defining self‘ and identity‘, to reflect critically on factors that shape the understanding of self‘, to build an understanding about themselves , i.e. the development of self as a person as well as a teacher reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher develop effective communication skills including the ability to listen, observe etc.To build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one’s surroundings appreciate the critical role of teachers in promoting self‘ and students ‘well-being.**

**The course will be transacted in workshop mode through individual and group experiential activities such as Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one’s self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humor, aesthetic representations, etc. Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation. Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential .Development of reflective journals/diaries by the student teachers. Introduction of Yoga, meditation as one of the important component**

## **to enhance student-teachers understanding of body and mind.**

### **Practicum**

- Developing self-awareness as a teacher (individual/group activity)
- Exploring the ‘\_known’ and ‘\_unknown’ self in relation to what one and others know about oneself and what others do not know (individual activity)
- Reflecting , recording and sharing of critical moments in one’s life (individual activity and presentations) Reflections on critical moments in the lives of peers (small group activity)
- Exploring one’s strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises(individual activity)
- Group activities involving community participation

## References:

1. Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. • Retrieved from [www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf](http://www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf)
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### **M. S. University of Baroda**

6. Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi
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10. Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson • &

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11. Pant, D. and Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, • New Delhi

Subject Title	Subject Code	Credit
SEMINAR/WORKSHOP & FIELD VISIT	BED400E2	2= (1T+1P)

### B.Ed. Semester-IV

Certificate issued by faculty

Max Marks:50

### Enhancing Professional Capacities (EPC)

#### A.SEMINAR/WORKSHOP

##### Objective:

**Identify strengths and areas to improve understand the importance of credibility and living fundamental values. Inspire others around a common vision of the future. Identify and try new approaches needed for growth. Build collaboration, team work and trust, to help others excel. Value and recognize the accomplishments of others. Apply the leadership practices to current issues.**

##### DIFFERENT TOPICS:-

- Womenempowerment.
- Gender discrimination.
- Secularism.
- Administration and Management.
- Poverty.
- Green Revolution.
- Information & Technology.
- Environmental Awareness.
- Evaluation System.
- Student Unrest.

**NOTE-Student teachers will prepare a report and ppt. from above any two topics and present in the classroom.**

#### B. FIELD VISIT

##### Objective:

**Acquire useful application of the “inquiry based learning**

**approach” where data and information are converted into useful knowledge .Develop “technical competency” by observing, collecting, interpreting, recording and evaluating geographic information from primary sources through fieldwork. Collect specific examples that will substantiate generic explanations of processes and landforms in physical geography. Provide valuable qualitative and affective learning experiences which will encourage deeper thinking about the interaction between man and his environment. To train students in observation skills through drawings. To create an appreciation of nature in students.**

**To be exposed to the cultures and way of life of different groups of people and to be humble and respectful their interaction.**

**Different Topics : Socio–culture, Museum, Botanical Garden, Special Schools, Technical Institutes, Research Centre, Historical Place, Ethical Place, Coastal Area, Tropical Area.**

**NOTE-Student teachers will prepare a field trip report above any three topics.**