

# BEd I Semester

S.No.	Course Code	Subject Name of Course	Maximum Marks allotted							Hours Per Week			Total Credits		
			CORE PAPERS			Theory			Practical			L		T	P
			End Sem	Mid Sem	Assignment	End Sem	Lab Work/Field Work	Assignment	Total Marks						
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		
<b>EPC(Enhancing Professional Capacities ) Papers</b>															
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		
<b>Total</b>			240	80	80	75	45	30	550				22		

## BEd II Semester

S. No.	Course Code	Subject Name of Course	Maximum Marks allotted							Hours Per Week			Total Credits		
			CORE PAPERS			Theory			Practical			L		T	P
			End Sem	Mid Sem	Assignment	End Sem	Lab Work/Field Work	Assignment	Total Marks						
1	BED201	KNOWLEDGE AND CURRICULUM	60	20	20	-	-	-	100	3	1	-	4		
2	BED202	EDUCATIONAL TECHNOLOGY & ICT	60	20	20	-	-	-	100	3	1	-	4		
3	BED203	PEDAGOGY OF SCHOOL SUBJECT-1 (ANY ONE)  PHYSICAL SCIENCE/HOME SCIENCE /SOCIAL SCIENCE	60	20	20	-	-	-	100	3	1	-	4		
4	BED204	PEDAGOGY OF SCHOOL SUBJECT-2 (ANY ONE)  MATHEMATICS/BIOLOGICAL SCIENCE/LANGUAGES(HINDI, ENGLISH, SANSKRIT, URDU)	60	20	20	-	-	-	100	3	1	-	4		
EPC(Enhancing Professional Capacities ) Papers															
5	BED20OE1	INTELLIGENT USE OF ICT	--	--	---	25	15	10	50	-	1	1	2		
6	BED20OE2	SCHOOL EXPOSURE PROGRAMME (ONE WEEK)	---	---	---	25	15	10	50	-	1	1	2		
7	BED20OE3	DEVELOPING INSTRUCTIONAL DESIGN INCLUDING LESSON PLAN & UNIT PLAN	---	---	---	25	15	10	50	-	1	1	2		
Total			240	80	80	75	45	30	550				22		



## BEd III Semester

S . N o .	Cours e Code	Subject Name of Course	Maximum Marks allotted						Hours Per Week			Total Cred its	
			CORE PAPERS			Theory		Practical		L	T		P
			End Sem	Mi d Sem	Assign ment	End Sem	Lab Wor k/Fi eld Wor k	Assignm ent	Tot al Mar ks				
1	BED3 01	PRE INTERNSHIP PROGRAMME (2 WEEKS)	-	-	-	75	15	10	100	-	-	-	2
2	BED3 02	SCHOOL INTERNSHIP PROGRAMME (4 WEEKS UPPER PRIMARY, 6 WEEKS SECONDARY & 6 WEEKS SENIOR SECONDARY SCHOOLS=16 WEEKS)  1.PRACTICE TEACHING 2. OBSERVATION	-	-	-	150	150	50	350	-	-	-	16
<b>EPC(Enhancing Professional Capacities ) Papers</b>													
3	BED3 00E1	EDUCATIONAL PSYCHOLOGY PRACTICAL	-	-	-	25	15	10	50	-	-	-	2
<b>Total</b>						250	180	70	500				20



### **Internships in Teaching**

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

<b>S.No.</b>	<b>PARTICULAR</b>	<b>MAX MARKS</b>
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**



**BEd IV Semester**

S.No.	Course Code	Subject Name of Course	Maximum Marks allotted							Hours Per Week			Total Credits		
			CORE PAPERS			Theory			Practical			L		T	P
			End Sem	Mid Sem	Assignment	End Sem	Lab Work / Field Work	Assignment	Total Marks						
1	BED401	CREATING INCLUSIVE EDUCATION	60	20	20	-	-	-	100	3	1	-	4		
2	BED402	GENDER SCHOOL & SOCIETY	60	20	20	-	-	-	100	3	1	-	4		
3	BED403	LANGUAGE ACROSS THE CURRICULUM	60	20	20	-	-	-	100	3	1	-	4		
Optional Papers(Any One)															
4	BED404	<ul style="list-style-type: none"> <li>• A.HEALTH&amp; PHYSICAL EDUCATION</li> <li>• B.GUIDANCE &amp; COUNSELING</li> <li>• C.HUMAN RIGHTS &amp; EDUCATION</li> <li>• D.DISTANCE &amp; OPEN LEARNING</li> <li>• E.ENVIRONMENTAL EDUCATION</li> <li>• F.PEACEEDUCATION</li> </ul>	60	20	20	-	-	-	100	3	1	-	4		
EPC(Enhancing Professional Capacities ) Papers															
5	BED400 E1	UNDERSTANDING THE SELF	--	--	---	25	15	10	50	-	1	1	2		
6	BED400 E2	1.FIELD VISIT(PRESENTATION ON SCHOOL BASED PROJECT/ COMMUNITY BASED PROJECT)2. WORKSHOP /SEMINAR PRESENTATION	---	---	---	25	15	10	50	-	1	1	2		
Total			240	80	80	50	30	20	500				22		



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### 1<sup>ST</sup> SEMESTER

Branch/specia lization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
BEd	Childhood and Growing Up	BED101	Theor y	Practic al	4
			Min "D"	Nil	

### Unit-wise Content distribution

unit	content
Unit -1	<p>Growth And Development :- Meaning, principles and needs &amp; its importance for child, stages of development and its characteristics, Role of teacher in facilitator of growth and development of child.</p> <p>Dimensions of individual Development:- (Physical, social, emotional, moral, cognitive &amp; language development and there implication of Piaget's, erikson, Kohelberg &amp; vygotsky.)</p>
Unit-2	<p>Understanding Process of Dynamic Social Maturity- Challenges to peace by increasing stress, conflicts, crimes, terrorism, violence and war resulting in poor quality of life. How do group and social conflicts influence school system and nurture a culture of peace.</p> <p>Educational and Social Change- Meanings, Aims and Challenges of Education in promoting the desire for social change</p>
Unit-3	<p>Emergence of 'Person' and 'Identity'- Understanding 'Identity Formation'. Emergence of multiple identities in the formation of a person placed in various social and institutional contexts : the need for inner coherence; managing conflicting identities-</p> <p>Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age.</p> <p>The influence of poor group to media messages, technology and globalization on Identity formation.</p>
Unit-4	<p>Education and Democracy: Constitutional provision for education, Nationalism and Education for national integration and International understanding. Modernization and Urbanization need and measures to address them..</p>



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Unit-5	Stages of Child Development: Implications for Teachers, Need of understanding child development in the classroom. Problems resulting from lack of understanding of human development. Promoting development of all children in the classroom (Positive classroom environment; social and emotional wellbeing of all children; addressing diversity and equalities).
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### References

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

**Anant Padmnabhan:** Population Education in Classrooms, NCERT, New Delhi.

**Government of India:** Report of Core Group on Value Orientation of Education. New Delhi: Planning Commission, 1992.

**Illich, Ivans :** De Schooling Society. Middlesex: Penguin Books, 1971.

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**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.

**Mohanty Jagannth:** Indian Education in Emerging Society, Sterling Publication, New Delhi, 2002.

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



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Branch/spec ialization	Subject Title	Subject Code	Grade for End Semester		Cre dit Allot ted
			Theory	Practical	
B.Ed.	Contemporary India and Education	BED102	Theory	Practical	4
			Min "D"	Nil	

### Unit-wise Content distribution

unit	content
Unit -1	<p>Normative Vision of Indian Education</p> <p>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</p>
Unit-2	<p>VISION OF EDUCATION : FOUR INDIAN THINKERS</p> <p>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</p>
Unit-3	<p>CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES -</p> <p>Universalisation of Schol Education Right to Education and Universal Access: Issues of a) Universal enrollment b) Universal retention c) Universal success. Issues of quality and equity.</p> <p>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.</p> <p>Equality of Educational Opportunity: Meaning of equality and constitutional provisions. Prevailing nature and forms of inequality, including dominant and minor groups and related issues.</p>





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Unit-4	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. Differential quality in schooling :Variations in school quality. Idea of 'common school' system. Right to Education Bill and its provisions
Unit-5	Education for National Development : Education Commission (1964-66). Emerging trends in the interface between - political process and education; economic developments and education; and socio-cultural changes and education

### 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.

**Upadhayay.Pratibha ;** Bharti shiksha mein udiyman pravrittiyan,Sharda pustak bhavan Allahabad.

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

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

**UNESCO. (2009).** Policy guidelines on inclusion in education. UNESCO.



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Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	PSYCHOLOGY OF LEARNER, LEARNING & TEACHING	BED103	Theory	Practical	4
			Min 60	Nil	

### Unit-wise Content distribution

UNIT	CONTENT
Unit -1	<p>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), Teacher behavior(Competence, Expectation, Personality and Teaching style).            Learning theories -Trial &amp; error, conditioning (classical and operant) and social learning, cognitive(insightful 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.</p>
Unit-2	<p>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 relevant 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).</p>
Unit-3	<p>Mental process of learning:            Thinking process - Concept and tools.            Types of thinking - Divergent, convergent, critical, reflective</p>



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	<p>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.</p>
Unit-4	<p>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 Gardner'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.</p>
Unit-5	<p>Teaching as a Profession  Teaching as profession (basic characteristics of teaching qualifying it as a profession).  Professional development of teachers :  -Need (link between professional development of teacher and substantial school improvement and student learning).  -Phases of Professional Development (Pre-service and In-service).  -Approaches  (i) Conventional face to face (through various institutions).  (ii) School based INSET  (iii) Action Research  (iv) Professional Learning Communities (PLC)  (v) Self initiated learning  (vi) Professional Development through distance mode  - Facilitating professional development  Teacher Autonomy and Accountability.</p>



**References**

- Aggarwal, J. C. Essential of Educational Psychology, Delhi: Doaba Book House. Allen, B. P. (2000). Personality Theories, Boston: Allyn and Bacon.
- Bhatnagar, S. (1980). Psychological Foundations of Teaching Learning and Development(Hindi), Meerut:Loyal Book Depot.
- Chauhan, S. S. (2001 ).Advanced Educational Psychology, New Delhi: Vikas Publishing House(8)De, Ceco & Crawford, L. (1988). The Psychology of Learning and Instruction, New Delhi:Prentice Hall.
- Dave Indu ; Shiksha k manovaigyanik aadhar, Rajasthan hindi granth academy jaipur. Dutt. N.K. The psychological foundation of education dwava house ,New Delhi.
- Gupta.S.P. & Alka ;Uchhatar shiksha manovigyan,sharda pustak bhavan Allahabad. Pandey.K.P. Advanced Educational Psychology , Vishwavidyalaya prakashan varansi. Pandey.K.P. ;Naveen shiksha manovigyan ,Vishwavidyalaya prakashan varansi.
- Pandey.Kalplata & S.S. Srivastava ; Shiksha manovigyan bharti avem pashatya drishti.Mcgrawhills prakashan ,New delhi.
- Rothestein, P. R. (1990). Educational Psychology, New York: McGraw Hills.
- Sharma, H.L.(2006). Dynamics of Creativity and Interest, New Delhi: Vista International Publishing House.
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- Woolfolk, Anita (2004), Educational Psychology, published by Darling Kindersley (India) Pvt. Ltd.



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Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	ASSESSMENT FOR LEARNING	BED104	Theory Min 60	Practical Nil	4

### Unit-wise Content distribution

UNIT	CONTENT
Unit -1	<p>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.</p>
Unit-2	<p>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, Ratine Scale, projective technique.</p>
Unit-3	<p>New Trends in Evaluation viz; Grading, Semester System, Continuous Internal Assessment; Question Bank &amp; Use of computers and Evaluations.</p>
Unit-4	<p>Examination Reform: Issues and directions            Examination reform efforts recommended by:            Secondary Education Commission (1952-53)  <input type="checkbox"/> Kothari Commission (1964-66)  <input type="checkbox"/> National Policy on Education (1986) and Programme of Action (1992)  <input type="checkbox"/> National Curriculum Frameworks -1975,1988,2000 and 2005 developed for school education            (Discussion should cover analysis of recommendations, implementations and the emerging concerns)            School-based assessment and evaluation: policies, practices and possibilities  <input type="checkbox"/> Impact of examination-driven schooling on the social identity and socialization of children  <input type="checkbox"/> CCE in Right of Children to Free and Compulsory Education Act, 2009</p>



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Unit-5	<p>Educational Statistics :- Measurement of Central tendency from grouped and ungrouped data uses statistics.</p> <p>Measures of Variability :- Range, Quartile deviation, Standard deviation.</p> <p>Interpretating Measurement.</p> <p>Charecteristic of Normal Probability Curve.</p> <p>Percentile and percentiles ranks.</p> <p>Rank Correlation and its Significance in Education.</p> <p>Standard Scores - Z.Scores, T.Scores, Stanine. Scores.</p>
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### REFERENCES

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- 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.
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- Asthana,Bipin : Manovigyan Aur Shiksha Me Mapan Mulyankan, Vinod Pustak Mandir, Agra. Singh.N.K.: Saikshik avem Mansik Mapan, Sharda Pustak Bhavan, Allahabad.

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	Enhancing Professional Capacities READING & REFLECTION ON TEXT	100E1	Theor	Practic	2
			y	al	
			NIL	50	



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	(PRACTICUM & ASSIGNMENT)				
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### Unit-wise Content distribution

UNIT	CONTENT
	<p>Student teachers will select any one of the following thinkers and will present a paper on any two of their reflective write-ups :</p> <ul style="list-style-type: none"><li>(i) Swami Vivekanand</li><li>(ii) Ravindranath Tagore</li><li>(iii) Mahatma Gandhi</li><li>(iv) Maharshi Aurobindo</li></ul>
<p>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</p>	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	Enhancing Professional Capacities ARTS & AESTHETIC IN EDUCATION (PRACTICUM & ASSIGNMENT)	100E2	Theory	Practical	2
			NIL	50	



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### Unit-wise Content distribution

UNIT	CONTENT
	<p>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.</p>
<p>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.</p>	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
			Theory	Practical	
B.Ed.	Enhancing Professional Capacities YOGA & PHYSICAL EDUCATION (PRACTICUM & ASSIGNMENT)	100E3	NIL	50	2





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### Unit-wise Content distribution

UNIT	CONTENT
	Different types of Yoga system and characteristics of Yoga Practitioner- Ashtanga Yoga of Patanjli (Eight-limbed practice of Yoga) Integral Yoga of Aurobindo and modern schools of Yoga. Characteristics of a Practitioner of Yoga. The instrumentals of Yoga (Sadhana Pod) The five Yamas (Observances). The five Niyams (abstinances). Asans-The right pastures. Pranayam-Controlling the breath. Pratyahara-Controlling the senses. Dharana-(meditation) and its kinds. Samadhi-Its various types.
<b>NOTE-</b> The course will be transacted through organization of a five day Yoga camp focussing on yoga practices, meditations and reflective sessions on use and applications of yoga in schools and other related contexts.	

### SEMESTER-II

Branch/speci alization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	KNOWLEDGE AND CURRICULUM	BED201	Theor y	Practical	4
			Min 60	Nil	



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### Unit-wise Content distribution

UNIT	CONTENT
Unit -1	<p>KNOWLEDGE AND INFORMATION : Difference and similarity between the two.</p> <p>Levels of knowledge : The taxonomic perspectives and the Indian view of knowledge.</p> <p>Relating knowledge to various context of education- formal, non-formal and informal</p>
Unit-2	<p>CURRICULUM DETERMINANTS AND CONSIDERATIONS:</p> <p>Socio cultural context of students-multi-cultural and multi lingual aspect.</p> <p>Learner characteristics</p> <p>Teachers' experiences and concerns</p> <p>Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.</p>
Unit-3	<p>CURRICULUM DEVELOPMENT</p> <p>Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; compe Process of curriculum making :</p> <p>Formulating aims and objectives (based on overall curricular aims and syllabus)</p> <p>Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects</p> <p>Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects</p> <p>Competency-based (including 'minimum levels of learning'); learner-centred and constructivist.</p>
Unit-4	<p>SCHOOL : THE SITE OF CURRICULUM ENGAGEMENT :</p> <p>Teachers' role and support in :</p> <p>'Transacting curriculum', 'developing curriculum', 'researching curriculum'</p> <p>Space for teacher as a critical pedagogue</p> <p>Role of external agencies in providing curriculum and pedagogic supports to teachers within schools – local, regional, national</p>
Unit-5	<p>Curriculum Implementation and Renewal</p> <ul style="list-style-type: none"> <li>• Teachers' role in generating dynamic curricular experiences through               <ol style="list-style-type: none"> <li>(i) flexible interpretation of curricular aims; and</li> <li>(ii) contextualisation of learning;                   <ol style="list-style-type: none"> <li>(i) Varied learning experiences.</li> </ol> </li> </ol> </li> <li>• Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)</li> </ul>



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	<ul style="list-style-type: none"><li>• Process of curriculum evaluation and revision<ul style="list-style-type: none"><li>(i) Need for a model of continual evaluation</li><li>(ii) Feedback from learners, teachers, community, and Administrators</li></ul></li></ul>
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### REFERENCES

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- 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 distributors 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,

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	EDUCATIONAL TECHNOLOGY & ICT	BED202	Theory	Practical	4
			Min 60	Nil	

### Unit-wise Content distribution



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<b>UNIT</b>	<b>CONTENT</b>
Unit -1	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.
Unit-2	Concept of Teaching: Meaning, Definition & Characteristics.. Levels of Teachings. Stages of Teachings.
Unit-3	Teaching Learning materials cone of experience (Edgerdale) Multi Sensory Instruction – Advantages. Teaching Methods. Teaching Strategies & Techniques Concept, Types, Various strategies for developing Thinking
Unit-4	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-5	Information and Communication Technology : Meaning and Concept. Models of Communication, Classroom Communication. Concept of Tele-communication and Satellite-communication - Teleconferencing, Video Conferencing. 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.



## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

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### 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.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
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- Mukhopadhyaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

Branch/speci- alization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	PEDOGOGY OF SCHOOL SUBJECT-1 PEDAGOGY OF PHYSICAL SCIENCE	BED203 A	Theory	Practica l	4
			Min 60	Nil	

### Unit-wise Content distribution

UNIT	CONTENT
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## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

Unit -1	<p>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.</p>
Unit-2	<p>Nature of Modern physical Science its impact on communities.            Path tracking discovers &amp; Land mark development.            Eminent scientist (Galilio, Newton, Robert Bial, Avegado)            Professions in the area of physical science.</p>
Unit-3	<p>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).</p>
Unit-4	<p>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.            Practical demonstration-using Laboratory.            Improvisation of apparatus..</p>
Unit-5	<p>Pedagogical shift and Approached and strategies of learning Physical Science:            Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning            teaching -learning experiences (taking examples from science/ Physics/ Chemistry, such as Solutions, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refractions, Waves optics, etc.)            Approaches and Strategies -- Historical background of learning Physical Science;            Essential components of all approached and strategies, selecting appropriate approach and strategy.</p>



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	Constructivist approach; Collaborative learning approach, Problem solving approach; Concept mapping; Experiential learning; Cognitive conflict; Inquiry approach, Analogy strategy
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### References

- Anderson R.D. (1970) Developing Children's thinking through Science, Prentice Hall, New Delhi.
- Bhatnagar.A.V. & Bhatnagar Anurag ; physical science teaching ,R.LAI book depot meerut.
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- Cartin, A.A. & Sund, R.D. (1972) : Teaching Science Through Discovery Merrill, London.
- Gerrise, L. & Madsfield; D (1970) ; Chemistry by Experiment and Understanding, New York.
- Hurd Dilhurt, P. (1971) New Directions in Teaching School Science.
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- 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,

Branch/speci alization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
B.Ed.	PEDAGOGY OF SCHOOL SUBJECT-I PEDAGOGY OF SOCIAL SCIENCE	BED203 B	Theory	Practica 1	4
			Min 60	Nil	

### Unit-wise Content distribution

UNIT	OBJECTIVE	CONTENT
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## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

<b>Unit -1</b>	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.
<b>Unit-2</b>	<b>Curriculum</b>	General Approach and Underlying Principles of Curriculum construction; their Applicability in construction of Social Science Curriculum; Study of Recent Curriculum Development in M.P. and other States including National Curriculum, Gradation and Organization of Courses in the Context of U.P
<b>Unit-3</b>		
<b>Unit-4</b>		
<b>Unit-5</b>		





## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>
			Min 60	Nil	

### Unit-wise Content distribution

UNIT	CONTENT
<b>Unit -1</b>	
<b>Unit-2</b>	
<b>Unit-3</b>	
<b>Unit-4</b>	
<b>Unit-5</b>	



## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>
			Min 60	Nil	

### Unit-wise Content distribution

UNIT	CONTENT
<b>Unit -1</b>	
<b>Unit-2</b>	
<b>Unit-3</b>	
<b>Unit-4</b>	
<b>Unit-5</b>	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>



## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

			Min 60	Nil	
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### Unit-wise Content distribution

UNIT	CONTENT
Unit -1	
Unit-2	
Unit-3	
Unit-4	
Unit-5	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>
			Min	Nil	



## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

			60		
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### Unit-wise Content distribution

UNIT	CONTENT
Unit -1	
Unit-2	
Unit-3	
Unit-4	
Unit-5	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>
			Min	Nil	



## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

			60		
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### Unit-wise Content distribution

UNIT	CONTENT
Unit -1	
Unit-2	
Unit-3	
Unit-4	
Unit-5	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>
			Min 60	Nil	



## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

### Unit-wise Content distribution

UNIT	CONTENT
Unit -1	
Unit-2	
Unit-3	
Unit-4	
Unit-5	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
			Theory	Practical	
B.Ed.		BED203	Min 60	Nil	4

### Unit-wise Content distribution

UNIT	CONTENT
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## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

<b>Unit -1</b>	
<b>Unit-2</b>	
<b>Unit-3</b>	
<b>Unit-4</b>	
<b>Unit-5</b>	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>
			Min 60	Nil	

### Unit-wise Content distribution

<b>UNIT</b>	<b>CONTENT</b>
<b>Unit -1</b>	



## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

<b>Unit-2</b>	
<b>Unit-3</b>	
<b>Unit-4</b>	
<b>Unit-5</b>	

Branch/specialization	Subject Title	Subject Code	Grade for End Semester		Credit Allotted
<b>B.Ed.</b>		<b>BED203</b>	<b>Theory</b>	<b>Practical</b>	<b>4</b>
			Min 60	Nil	

### Unit-wise Content distribution

<b>UNIT</b>	<b>CONTENT</b>
<b>Unit -1</b>	





## MADHYANCHAL PROFESSIONAL UNIVERSITY, BHOPAL

<b>Unit-2</b>	
<b>Unit-3</b>	
<b>Unit-4</b>	
<b>Unit-5</b>	