SCHEME OF EXAMINATION AND COURSE OF STUDY FOR B.Ed. THREE YEAR (VI SEMESTER) PART TIME PROGRAMME

(As per NCTE Regulation-2014)

Prepared by
Institute of Advance Studies in Education (IASE)
JIWAJI UNIVERSITY, GWALIOR,
MADHYA PRADESH

2020 – 2023

Approved by
Coordination Committee of Madhya Pradesh Universities
Department of Higher Education, M.P.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER –I

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	**PrS**	**Total**	**Total**	**Ext.**	**Int.**	
BED-101	Contemporary India and Education	06	-	06	100	80	20	04
BED-102	Child Development Education	04	02	06	100	80	20	04
BED-103	Language Across Curriculum	04	02	06	50	40	10	02
BED-104	Understanding Disciplines and Subjects	04	02	06	50	40	10	02
EPC-1*	Reading and Reflecting on Texts (Practical)	02	03	05	50	40	10	01
					350	**280**	**70**	**13**

Engagement with the Field: Tasks and Assignments for 101, 102, 103 and 104

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER –II

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	**PrS**	**Total**	**Total**	**Ext.**	**Int.**	
BED-201	Learning and Teaching	04	02	06	100	80	20	04
BED-202	Pedagogy of a School Subject –I (See table 202)	03	-	03	50	40	10	02
BED-203	Knowledge and Curriculum – Part- I	03	01	04	50	40	10	02
BED-204	Assessment for Learning	04	02	06	100	80	20	04
EPC-2*	Drama and Art in Education (Practical)	02	03	05	50	40	10	01
					350	**280**	**70**	**13**

Engagement with the Field: Tasks and Assignments for courses 201, 202, 203 and 204

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER- III

Course Code	Course Name	No. of Hours			Marks			Credits
Theory								
		LS	**PrS**	**Total**	**Total**	**Ext.**	**Int.**	
BED-301	Pedagogy of a School Subject – II (See table 301)	04	02	06	50	40	10	02
BED-302	**Education Policies School Leadership and Management**	05	01	06	100	80	20	04
BED-303	**Technological Innovation in Education (Designing and Producing Media for Learning)**	04	02	06	100	80	20	04
BED-304	**Art of teaching**	04	02	06	50	40	10	02
P-3.1	**Case Study Report (Practical)**	-	02	02	50	40	10	01
P-3.2	**Composite Report Card / CCE Evaluation Tool Development (Practical)**	-	02	02	50	40	10	01
					400	**320**	**80**	**14**

Engagement with the Field: Tasks and Assignments for course 301, 302, 303 & 304

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER- IV

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	**Prs**	**Total**	**Total**	**Ext.**	**Int.**	
BED-401	Gender, School and Society	04	02	06	50	40	10	02
BED-402	Knowledge and Curriculum – Part II	04	02	06	50	40	10	02
BED-403	Creating an Inclusive School	04	02	06	50	40	10	02
BED-404	**Curriculum Development Basic**	03	03	06	50	40	10	02
EPC-3	Critical Understanding of ICT (Practical)	02	04	06	50	40	10	01
					250	**200**	**50**	**09**

Engagement with the Field: Tasks and Assignments for courses 401, 402, 403& 404

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER- V

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	**Prs**	**Total**	**Total**	**Ext.**	**Int.**	
	Practical							
SIP Components (SIP-C)	***School Internship Programme (SIP) Division of SIP Components given below-***	-	-	-	-	-	-	
SIP-C01	*School Internship*				*50*		50	02
SIP-C02	*Internship observation*				*50*		50	01
SIP-C03	*Assessment of Internship*				*200*	200		02
P-05	Psychology Practicum (External+ Internal)	-	04	04	50	50	-	02
					350	**250**	**100**	**07**

Note: No Theory paper in this semester. Only practical

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER- VI

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	Prs	Total	Total	Ext.	Int.	
BED-601	**Action Research in Education**	03	03	06	50	40	10	02
BED-602	Optional Course*	-	-	-	50	40	10	02
EPC-4	Understanding the Self (Practical)	02	04	06	50	40	10	01
P-6.1	**Action Research Report** (Practical)	-	-	-	50	40	10	01
P-6.2	**Dissertation (Practical)**				100	80	20	02
					300	**240**	**60**	**08**

Engagement with the Field: Tasks and Assignments for courses 601, & 602

*Optional Paper (Select any One)

1. Environmental Eduacation
2. Health and Physical Education
3. Computer Education
4. School Management
5. Open and Distance Learning
6. Guidance and counselling
7. Gandhian thoughts of Education
8. Value Education

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COURSE STURCTURE AND SCHEME OF EXAMINATION OF THREE YEAR B.ED. PROGRAMME

FINAL MARKS AND CREDIT DIVISION OF FOUR SEMESTERS

Semester	External	Internal	Total Marks	Credit
I	280	70	350	13
II	280	70	350	13
III	320	80	400	14
IV	200	50	250	09
V	250	100	350	07
VI	240	60	300	08
Total Marks/Credit	**1570**	**430**	**2000**	**64**

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Rules & Regulations

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately.
4. A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.
8. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
    - Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.
    - Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
    - A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
    - A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

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A. Evaluation of Examination

- The. Degree will be awarded to a student who completes a total of 60Credits in a minimum of two years taking four courses per Semester.
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if she\he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
- A student cannot register for the third semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters,
- While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall, have grade points average and total percentage of marks (up to two decimal points).
- Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses
- Paper/Subjects: Usually referred to, as 'course' a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- Credit Point: It is the product of grade point and number of credits for a course.
- Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

SCHEME OF EXAMINATION

SCHEME OF THEORY

Courses carrying	100 marks	80 External+20 Internal
Courses Carrying	50 Marks	40 External+10 Internal

SCHEME OF SCHOOL INTERNSHIP PROGRAMME

School Internship	50 marks	Internal
Observation	50 marks	Internal
Final Teaching	150 marks	External

SCHEME OF PRACTICUM

Psychology Practicum (50 marks)	**External+Internal**
Record File	10 marks
Two Tests / Experiments	30 (15+15) marks
Viva Voce	10
Action Research Dissertation	50 External

SCHEME OF EPC

Enhancing Professional Capacities (EPC)

EPC-1, 2, 3& 4will be evaluated by External and Internal.

SUGGESTED PSYCHOLOGY PRACTICUM AREAS

Group A –Tests	Group B-Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer of Learning
Achievement Motivation	Trial and Error
Personality	Personality

NOTATIONS:

EPC : Enhancing Professional Capacities

SIP-C : SIP Components

P : Practicum

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Table 202- Select any one subject in a selected group

Art Group & Others	**Science Groups**
Hindi	Mathamatics
English	Life Science
Sanskrit	General Science
Social Science	

Table 301- Select any one subject in a selected group

Art Group	**Science Groups**	**Others**
Civics	Physics	Home Science
History	Chemistry	
Economics	Computer Science	
Geography		

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – I

COURSE B.ED. 101 – CONTEMPORARY INDIA AND EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 100
Theory Marks :80
Internal Assisment : 20

Objectives –

- The perspective teacher will be able to understand :
- Develop understanding of Indian society and education.
- The concept of education, personality of great educators.
- Understand the Indian constitution in perspective of education.
- The Values of post Independence Indian society and educational practices for their implementation.
- The role of Teacher, school and community in preservation of Indian heritage and achievement of national goals.

Unit - I - The Indian Society

- Meaning and basic fundamental of Indian Society.
- The Indian Society: Basic trends and doctorines.
- *Indian society through the Ages.* ***(this contain remove for session 2020-2021)***
- Factors in continuity and change in Indian society.

Unit – II - Social Stratification

- Caste system and social stratification-Concept and process.
- *Transformation of caste system in post – independence period: economic, social & education aspects.* ***(this contain remove for session 2020-2021)***
- Social mobility.
- Issue of Equality and social justice in relation to education.
- Concept of inequality, discrimination, marginalization and their impact on education and society

Unit – III - Concept of Education

- Meaning, Aims, objectives and function of education.
- Education in the Indian contact with special reference to great education. Swami Vivekanand, Swami DyannandSaraswati , Sri Aribudo, RavindraNath Tagore, Mahatma Gandhi, ZaquirHussain, Madan Mohan Malviya.
- Overviews of Educational schools- Idealism, Realism, naturalism, pragmatism and logical positivism.

- Basic contents of different religions as like Hinduism Buddhism, Islam and Jainism.

Unit – IV- Contemporary Indian scene and emerging trends

- Overview of Education **commissions** after Independence and NPE-1986 and its review context of liberalization, globalization and Indian economy.
- Promoting equality through education.
- National and Emotional integration.
- **Swedeshi** and **indianization** of education.
- Structure of school education in India.

Unit – V - Issues and challenges in Indian Education

- Universalization of Elementary Education, RTE Act, with its **amendment** and implication.
- **Vocationalization** of Education.
- Education of **disadvantaged** groups.
- *Life long learning and knowledge society.* ***(this contain remove for session 2020-2021)***
- Educated unemployment.
- Environmental Education for a green and clean society, swaksh Bharat Abhiyan.
- Value crisis and role models for students.

Unit – VI - Indian Constitution and Directive Principles

- Preamble of Indian Constitution.
- Articles related to education.
- Directive Principles in Indian constitution.
- Constitutional values related to aims of education.
- Constitutional Amendment-86
- Constitational provision on human and child right and values role of NCPCR.

Reference :–

- Gupta, S.P., 2002 – 'Philosophical' and sociological foundation of education', Sharda Publication, Allahabad.
- Agarwal, J.C., 2000 – 'ShikhakeAadhar', Shipra Publication, Delhi.
- PandeyRamshaki, 1998- ' ShikhakeDarshnikevamsamajshastriya' Aadhar', R.Lal Publication, Meerut.
- Lal Raman Bihari, - 'ShikhakeDarshnikevamsamajshastryaAadhar', Vinod Publication, Agra.
- Nayar, P.R. Dave, P.N. Arora, K 1983 – 'The Teacher and Education in emerging Indian Society, NCERT, New Delhi.
- Mohan J, 1994- 'Indian Education in the emerging society', Sterling Publishers Pvt. Ltd. New Delhi
- Agnihotri, R., 1994 – 'AdhunikBhartiyaShakshaAamasyayeaursamadhan', Hindi Granth Academy, Jaipur

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – I

COURSE B.ED. 102 – CHILD DEVELOPMENT EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 100**
Theory Marks	**: 80**
Internal Assessment	**: 20**

Objectives :–

- To understand the importance of childhood.
- To understand the different stages of growth and development.
- To understand the strategies of in related to child development.
- To understand issue of marginalization among children.

Unit - I – Concept of Child Development

- Meaning, nature, aims, characteristics scope and importance of Child Development.
- Different stages of Child Development: Infant, Childhood, Adolescent, Adult (Physical, mental, emotional, social, language etc.
- Theories of child development (Jean Piaget, Kohlberg, Bandura).
- Individual difference.

Unit - II – Social and Economical Impact on Child Developmet

- Impact of urbanization and ecomic condition on adolescent.
- Meanig of marginalization, issues of marginalization of difference and diversity.
- Meaning and characteristics of stereotyping.
- Impact of stereotyping on emotional and behavioural development.

Unit – III – Factor Affecting of Child Development

- Heredity: Meaning, Concept, Principles, Evidence of Heredity.
- Environment: Meaning, Concept, Principles, Evidence of Environment.
- Types of Environment: Physical, Social – Family, School, Community (Neighbourhood) and their role in Child development.
- Importance of Heredity and Environment.

Unit – IV- Technique strategies / Pedagogy of Teaching for enhancing

- Meaning, Characteristics components of teaching strategies.
- Types of teaching Method :
    - Child Centered Method – Play way method (Kindergarten, Heuristics, Dramatic, Montessori, Dalton, Stories) Project, Assignment, Discussion, learning by doing.
    - Teacher Centered Method – Lecture, Demonstration, Lecture cum Demonstration.

Unit – V –Teaching Theory

- Meaning, Components, Characteristics of Teaching theory.
- Principles of Teaching theory.
- Merits and Demerits of Teaching theory.
- Educational implication of Teaching theory.

Unit – VI –Learning, Motivation, Intellegence and Personality

- Meaning nature and theories of learning with its implication (Thorndike, Skinner, and Hull).
- Meaning nature and principal of motivation and its implication.
- Meaning, type theories and principles of intelligence and its implications.
- Meaning concept and type of personality.

Reference :–

- Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication, Meerut.
- Agrawal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.) Shipra Publications, New Delhi.
- Aswal G.S. (2009). IIed Educational Psychology, Wani Prakashan, Patna
- Elizabeth B. Harlock (1997) Child Development (vi Ed.). Tata Mcgrow Hilt Publishing Company Limited, Noida.
- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Gupta, S.P. and Gupta Alka (2004). Education Psychology, Sharda Pustaak Bhawan, Allahbad.
- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
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- Pandey Ram Shakal (2007). Education Psychology, Surya Publication, Meerut
- Sharma, Kamlesh, Manav Bikas, syar publication, Agra.
- Sharma, Kamlesh, Human development, syar publication, Agra.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – I

COURSE B.ED. 103– LANGUAGE ACROSS CURRICULUM

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives:-

- To understand the way in which the curriculum is driven by assessment.
- To critically analyse various samples of textbook
- To identify various dimensions of the curriculum and their relationship with the aims of Education.
- To examine the epistemological basis of education.
- To discuss the basics of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between power, ideology and the curriculum.
- To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual under pinnings that inform it,
- To discuss the basis of modern child-centered education
- To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

Unit –I- Knowledge Generation:-

- Concept,Meaning & nature of knowledge
- Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
- Process of Knowledge generation: Local wisdow, Sharing, practice & creation.
- Various structures of society and knowledge and their linkage and relationship.

Unit –II- Concept & Type of Curriculum:-

- Knowledge as the bases of curriculum
- Curriculum: meaning, concept, nature and its basis.
- Type of curriculum
- Syllabus ,curriculum & co-curriculum

Unit III-Features of curriculum framework-

- The salient features of national curriculum framework 2005 and NCFTE 2010 Analyse of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.
- Nuffield, BACS, PSCS, NSES with respect to their priorities, concerns nail goals towards school education.

Unit –IV- National issues:-

- Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (With Special reference to Tagore (2003), Krishnamurti (1992) and present senerio.

Unit – V-Text book and curriculum:-

- *Text book – Criteria of selection, and critical analysis of Text Book, Children's literature and teacher's handbooks Method of Evaluation. Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher.* ***(this contain remove for session 2020-2021)***

Unit – VI- Modernity, Post Modernity & Knowledge in Curriculum:-

- Meaning & Concept of knowledge in mordenity
- Meaning & Concept of knowledge in Post-mordenity
- Knowledge process through curriculum transaction.

Reference :-

- Schilvest, W.H. (2012), Curriculum: prospective paradigm and possiilty.M.C MLLAN publication.
- Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
- Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
- Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
- Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- श्रीवास्तव, एच.एस.एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियॉ, शिक्षा प्रकाशन, जयपुर
- यादव, शियाराम, पाठ्यकम विकास अग्रवाल प्रकाशन.2011
- Shulman L. S. (1986) those who understand: knowledge growth in teaching. educational researcher, 4-14

- Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – I

COURSE B.ED. 104 – UNDERSTANDING DISCIPLINES AND SUBJECTS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment :10

Objective :-

- To provide basis knowledge of various disciplines and subjects in the school curriculum.
- To understand the nature of different subjects curriculum and their paradigm shift with their historical perspectives in school education.
- To know the content and theory and process of framing the syllabus of school subject.
- Historical grass root of primary science and its development in the late 19th century.
- To find out the challenge of school curriculum to designed as a discipline oriented from learner orientated.

Unit – I: Knowledge of Discipline

- Meaning, Nature and types of discipline at school level.
- Scope of discipline.
- Objective and general theories of discipline.

Unit – II : Historical aspects of Discipline.

- Historical aspect of different discipline to be change in content form: Science, So. Science, Language.
- Critical justification of different disciplines at school level (on the basis of philosophical, psychological and child)

Unit – III: Modern aspects of Discipline.

- Find out modern aspects of discipline in basis of future needs and social ethics.
- Critical justify and why to implement that aspect to implement curriculum at school level (Vocational needs, social needs, Educational needs and future needs)

Unit – IV : Framing of Disciplines

- Theory of content : need theory, hygiene theory and Maslow's theory.
- Paradigm of framing disciplines at school level.
- Challenges of discipline in school curriculum.

Unit – V: Recommendation of Discipline

- Recommendation of Discipline by Kothari curriculum Mudaliar commission.
- Recommendation by National Education Policy.
- Recommendation by different NGO. & local bodies as like – SCERT, NCERT, CABE and Board.

References : -

- Zastoupil, L & Moir M. (1999) the gret Indian education debate: Documents relating to orientalist anglicis controvery, 1781-1843, Psychology press.
- UNESCHO,(2009) Policy guidelines on inclusion in education UNESCO
- Plato(2009 Reason and Persuassion Three dialogues (Chapter) in J.Holbo (Ed) meno: reason, Persuasrion and Virtue. Person.
- Goodson, I.F & Marsh, C.J. (2005), Studying School Subjects : A guide Rouledgo.
- Ghosh, S.C. (2007) History of education in India Rawat Publications.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – I

COURSE B.ED.– PRACTICAL - EPC-1- READING AND REFLECTING ON TEXTS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
External Marks	**: 40**
Internal Assessment	**: 10**

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objectives :-

- Students will also develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage students with the readings interactively – individually and in small groups.
- To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.
- Course Content:

Activities- I: - Reading of Texts

- Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
- Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

Activities II : - Skill and Strategies

- Teacher Educator will demonstrate essensial skill (model reading, drill, pronunciation, silent reading etc) of reading & written work.
- Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
- Teacher Educator will set goals for learning, monitoring, comprehension and self reflection.

Activities III: - Reading assignment

- Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences for discussion or creative writing.
- *Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.* ***(this contain remove for session 2020-2021)***

Activities IV: - Observation & Discussion

- Pupil teachers will observe the activities of peer group also.
- Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
- Critically analyse activies of own and group during reading, discussion and writing.

Activities V: - Evaluation & Reflection

- Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
- Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note: - Pupil Teacher will draft a report on entire activities.

Reference:-

- Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
- Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
- Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
- Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
- Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
- Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
- Reading to Learn in the Content Areas.Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 201 –LEARNING AND TEACHING

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 100**
Theory Marks	**: 80**
Internal Assessment	**: 20**

Objectives :-

On completion of the course the student teacher will be able to:

- acquire the basic principles of psychology and the implications for teaching learning.
- understand learner characteristics and learners with special needs and implications for teaching learning.
- understanding learners' mental health, problems and choose appropriate strategies to cope with such problems.
- apply the various psychological principles and approaches to learning and teaching.
- appreciate the role of psychology in teaching learning process.

COURSE CONTENT

UNIT-I : PSYCHOLOGY AND TEACHING LEARING

- Educational Psychology Meaning, scope and various methods: Case study survey and experimental, implications for curriculum and instructions.
- Understanding learner characteristics and development.
- Cognitive, physical, social emotional and value development patterns and characteristics among adolescent learners.

UNIT-II : UNDERSTANDING DIFFERENFE AMONG LEARNERS AND LEARNERS WITH SPECIAL NEEDS

- Diversity among learners and learning needs with reference to special needs, multilingual background concept and philosophy of inclusive education.
- Concept of special children with educational needs
- Physical impairment : Visual, Hearing and Locomotor impairments
- Developmentally delayed children, slow learners and under achievers
- Learning disability
- Gifted children
- *Appropriate teaching learning strategies to meet learner differences and diversified special needs in regular classroom.* ***(this contain remove for session 2020-2021)***

UNIT-III : LEARNERS AND MENTAL HEALTH

- Concept of mental health Human adjustment and personality
- Factors influencing mental health human adjustment and personality
- Group Dynamics and teacher's role
- Role of guidance and counseling for reducing, maladjustment and improving mental health.

UNIT-IV : LEARNING AND INSTRUCTION

- Concept of learning its theories and its educational implications
- Skinners' operant contriving , cognitivist's (Piaget)
- Gestalt (Lewin), Social Cognitive learning (Bandura)
- Nature of Intelligence and its development
- *Types of intelligence with reference to multiple intelligence and emotional intelligence.*
- *Constructivism.* ***(this contain remove for session 2020-2021)***

UNIT-V: TEACHING APPROACH

- Task Analysis (Gagne)
- Advance Organiser (Ausubel)
- Cognition: Meaning and nature perception, attention, concept formation and memory.
- Effective classroom management
- Different approacher : cooperative learning multimethodology (multi-sensory)

TRANSACTION MODE

Lecture cum discussion, Discussions based on different teaching episodes, Analysis of influential factors of learning based on self-reflection and similar activities.

Reference :-

- Chauhan S.S. (2002). Advanced Educational Psychology
- Clayton, T.E. (1965) Teaching Learning: A psychological Perspective,
- Dececco, J.P. (1970): Psychology of Learning and Instruction: Educational Psychology, Prentice Hall of India Ltd., New Delhi
- Derville, Leonore, M.T. (1982) The use of psychology in teaching Longman, London.
- Dunn, M.L. (1963) Exceptional children in Schools, Holt Rinehar and Winston
- Flemming, CM (1964) Teaching: A psychological analysis, University Paperback.
- Gagne, E. (1985), The cognitive psychology of school learning, Boston: Little, Brownan & Co.
- Gagne, R.M. (1965) Cognitive Development, An Information Processing Approach Basil Blackwell, Oxford
- Klausmeir, H.J. (1964) Learning and Human Abilities, Educational Psychology, Harper and Row and John Weather Hill, Tokyo.
- Mayer, R.E. (1987) Educational Psychology : A cognitive Approach, Little, Brown and Company, Boston
- NCERT(2005) National Curriculum Framework, New Delhi.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202(A-1)– PEDAGOGY OF A SCHOOL SUBJECT –ENGLISH LANGUAGE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

On completion of the course, the student teacher will be able to :

- understand the nature and resources of language and issues related to language acquisition, variation and changer;
- use the knowledge and skills needed to understand, analyses, evaluate their own performance;
- appreciate the uniqueness of multilingualism in India as a linguistic and sociio-linguistic phenomenon and its implications for pedagogy;
- acquire knowledge about the role, status objectives and problems of teaching English as a second language in India.
- develop the four basic skills i.e. listening, speaking, reading and writing among the students:
- enrich their knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them
- Improvise and use appropriate aids for teaching English
- Know, compare and analyse various methods and approaches of teaching English as a second language
- plan and teach lessons in English prose, poetry, grammar and composition related to the course prescribed by different State Boards of Secondary Education in the Northern Region
- use various techniques for the evaluation of learner's achievement in English.
- identify and analyses errors and plan and execute remedial instruction.

UNIT -I

- Language Nature, concept, types (verbal & non-verbal), funcitions
- Concept of language learning and acquisition
- Multilingualism as a resource
- The objectives of teaching English as a second language at the secondary level.
- The position and role of Englihs in Indian
- Psychological, linguistic and pedagogical principles of teaching Englishas a second language.
- Problems in effective teaching of English as a second language in Indian schools and their possible solutions

- Psychological, linguistic and pedagogical principles of teaching English as a second language .

UNIT- II

- Determiners
- Infinitives and Participles
- Tenses
- Prepositions
- Question Forms including Question Tags
- Direct and Indirect speech
- Connectors
- Punctuation
- Auxiliaries and Modals
- Phrasal Verbs
- Subject – verb concord
- Adverbs
- Clauses
- Clauses
- Conditionals

UNIT- III

- Reading – its meaning and importance
- Methods of teaching Reading
- Loud and Silent Reading
- Intensive and Extensive Reading
- Skimming and Scanning
- Reading defects and their cure
- Reading Comprehension
- Acquaintance with different literary genres: Poetry, Drama, Novel Essay and story Different literary and poetic devices
  - Rhyme
  - Rhythm
  - Simile
  - Metaphor
  - Alliteration
  - Pun
  - Repetition

UNIT- IV

- Grammar – translation method
- Direct method
- Structural – situational approach
- Bilingual approach
- Communicative language teaching
- Eclectic approach
- The skill of questioning

UNIT- V

- Teaching of Prose - detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar

- Teaching of Composition
- Lesson planning in all the above four areas
- Unit planning

TRANSACTION MODE

The approach to be followed is the Eclectic Approach. It includes questioning, lecture cum-discussion, demonstrations, and communicative activities, situational teaching and learning by doing. The emphasis will be
on learner – centered teaching.

Reference :-

- A University Grammar of English R. Quick and S Greenbaurn (Longman)
- A Practical English Grammar (OUP): AJ Thomson and A.V Martinet
- Intermediate English Grammar (C.U.P.): Raymond Murphy
- A Training Course for TEFL (DLBS/OUP): Peter Hubbard, Haywel Jones, Barbara Thornton, Rod wheeler
- Developing Reading Skills (C.U.P.) : Francoise Grellet
- English Vocabulary in Use (C.U.P.) Michael Mc Carthy, Felicity O'Dell
- The Techniques of Language Teaching (Longman): F.L. Billows
- Teaching Foreign Language Skills (University of Chicago Press): Wilga rivers
- Introduction to English Language Teaching (Longman) : John Haycraft
- Teaching Writing Skills(Longman): Donn Byrne
- Language Teaching Games and Contests (O.U.P.): W.R. Lee
- Visual Materials for the Language Teacher (Longman): A Wright
- Teaching English as Communication (O.U.P.): H.G. Widdowson
- An Introduction to the Pronunciation of English (Edward Arnold): A.C. Gimson
- Better English Pronunciation (C.U.P.) : J.D.O. Connor
- Problems and Principles in English Teaching (Pergamon): CJ Brumfit
- The Communicative Approach to Language Teaching (O.U.P): CJ Brumfit and K.Johnson
- Teaching English Through English (A Course in Classroom Language and Techniques) (ELBS): Jane Willis
- Approaches and Methods in Language Teaching (C.U.P.): Richards and Rodgers
- The Oxford Advanced Learner's Dictionary of Current English (O.U.P.): AS Hornby

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – II

COURSE B.ED. 202(A-2)– PADAGOGY OF SCHOOL SUBJECT - LANGUAGE HINDI

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assisment	**: 10**

उद्देष्य –

प्रषिक्षणार्थी –

- माध्यमिक स्तर पर पढाई जाने वाली हिंदी भाषा और उसकी विषय वस्तु को पूरी तरह जान समझ सकें तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सकें।
- हिंदी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिये भाषा के अनिवार्य अंगों उपांगों का वैज्ञानिक विश्लेषण कर सकें तथा हिंदी भाषा के व्यवहारिक रूप का कक्षा शिक्षण में प्रयोग कर सके।
- छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिये पढाई जाने वाली विषयवस्तु यथा–कविता, कहानी, निबंध, नाटक तथा अन्य विधाओं के शैक्षणिक उद्देश्य और उनका अलग महत्व समझ सके तथा विभिन्न विधाओं के पाठ योजनाओं का विकास कुशलतापूर्वक कर सकें।

प्रथम इकाई –

(अ) ध्वनि : हिन्दी की ध्वनियॉ, मुख विवर में स्थान और प्रयत्न के आधार पर उनका वर्गीकरण

वर्णलिपि तथा मात्राएं

वर्णमाला का स्वरूप । देवनागरी लिपि और उनका मानक स्वरूप। स्वर और व्यंजन। मात्राओं का प्रयोग। ''र''' के प्रकार और प्रयोग। संयुक्त स्वर और व्यंजनए उनकी संधि, प्रकार और प्रयोग।

(आ) – उच्चारण –

हिंदी भाषा में उच्चारण की समस्याएं । अशुद्व उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण। कक्षा में उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएं।

द्वितीय इकाई

(अ) शब्द और शब्द रचना
शब्द और उसके प्रकार –
(क) अर्थ की दृष्टि से – (एकार्थी, अनेकार्थी, पर्यायवाची, विलोम)
(ख) प्रयोग की दृष्टि से – (सामान्य, तकनीकी)
(ग) इतिहास की दृष्टि से – (तत्सम, तद्भव,देशज और विदेशी)

शब्द रचना

उपसर्ग, प्रत्यय, संधि और समास की अवधारणाएं तथा शब्द रचना में उनकी भूमिका उनके प्रकार और प्रयोग तथा हिंदी शब्द रचना में रूपांतरण का महत्व

शब्द शक्तियां –

अभिधा, लक्षणा और व्यंजना का भाषा शिक्षण में महत्व तथा साहित्य की सौन्दर्यपरक व्याख्या में इनकी भूमिका

(अ) शब्दार्थ शिक्षण में शब्द की प्रकृति के अनुरूप विधियों का प्रयोग यथा – उपसर्ग, प्रत्यय, संधि, समास, व्युत्पत्ति तथा वाक्य प्रयोग आदि के द्वारा शब्दार्थ शिक्षण की विधि

तृतीय इकाई

(अ) वाक्य रचना तथा लेखन

1 हिंन्दी वाक्यों का रचना विधान । वाक्यों के प्रकार। हिंदी में अर्थ विज्ञान और अर्थ बोध तथा अर्थ परिवर्तन। मुहावरे तथा लोकोक्तियों का भाषा में स्थान और महत्व।

2 पत्र लेखन, निबंध लेखन, तार तथा संवाद लेखन आदि की कुशलता के

विकास की प्रविधि

(आ) कक्षा शिक्षण के समय वाक्यों के सार्थक रूप से बोलने की भाषिक भंगिमाओ से परिचित कराने के अभ्यास की विधि, लिखित रूप में भी भाषिक भंगिमाओं को स्पष्ट रूप से अभिव्यक्त कर सकने के अभ्यास की विधि। मुखर और मौन वाचन के उद्देश्य। पाठन के प्रकार, साधारण पठन। अर्थ ग्रहण। साथ पठन। विचारात्मक एवं सर्जनात्मक पठन।

चतुर्थ इकाई –

हिंदी भाषा शिक्षण में मातृभाषा का महत्व। भाषा शिक्षण के सिद्धांत और भाषिक कौषल। भाषा शिक्षण में इन कौशलों का अन्योन्याश्रय संबंध। मातृभाषा रूप में हिन्दी शिक्षण के उद्देश्य तथा द्वितीय भाषा के रूप में इसके उद्देश्य में अंतर।

भारतीय भाषाओं में हिन्दी भाषा को स्थान तथा संपर्क भाषा के रूप में हिन्दी की भूमिका और महत्व। हिन्दी भाषा की बोलियों और उनका क्षेत्र ।

पंचम इकाई –

1 पाठ योजना और उसकी उपयोगिता

2 कविता, कहानी, निबंध नाटक शिक्षण के उद्देष्य और भाषा शिक्षण में इनका महत्व और भूमिका।

1 कविता 2 कहानी
3 निबंध 4 नाटक

आदि की पाठ योजनाओं के सोपान तथा उनके उद्देश्य। प्रष्नोत्तर विधि तथा कक्षा में की जाने

वाली विभिन्न क्रियाओं का रूप।
(नवीं कक्षा की निधारित पाठ्य पुस्तक के पाठों को आधार बनाकर प्रत्येक विधा के दो दो पाठों का प्रशिक्षणार्थियों के सहयोग के उदाहरण स्वरूप विकास करना अनिवार्य)

भाषा षिक्षण में मौखिक तथा लिखित प्रषनों का स्वरूप –

(क) कक्षा शिक्षण के समय अध्यापक द्वारा अर्थ ग्रहण, सराहना, सौन्दर्य बोध तथा रचनात्मकता के मूल्यांकन के लिये किये जाने वाले प्रशनों के रूप तथा विधयां।

(ख) लिखित अभिव्यक्ति में किये जाने वाले अर्थ ग्रहण, सराहना तथा ऐसे रचनात्मक प्रशन जिनके द्वारा छात्रों की सर्जनात्मक क्षमता तथा मौलिक कल्पना शक्ति का मूल्यांकन किया जा सके। साथ ही वे सराहना तथा सौन्दर्य बोधात्मक विवेचन की क्षमता का मूल्यांकन किया जा सके।कक्षा शिक्षण के अतिरिक्त छात्रों की भाषागत रचनात्मक के विकास के लिये की जाने वाली अन्य क्रियाएं – कविता लेखन तथा निबंध लेखन आदि की छोटी छोटी कार्यशालाओं के आयोजन का स्वरूप और उनका महत्व।

अध्यापन विधियॉं

व्याख्यान के साथ साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

(स) प्रयोगात्मक : निम्नलिखित में से केवल दा

1 छात्रों की भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन विश्लेषण, तथा निदान की उपाय।
2 ऐसे छात्र समूहों अथवा किसी विशिष्ट छात्र की भाषा सीखने संबंधी समस्याओं कठिनाइयों का निदानात्मक उपचार जो सर्वथा विशिष्ट और भिन्न हो।
3 पाठ्य पुस्तक में दी हुई रचनाओं पत्र पत्रिकाओं से पूरक सामग्री का चयन।

(द) संदर्भ पुस्तकें –

1. भाटिया एम. एम. और नारंग सी. एल. 1987, आधुनिक हिंदी शिक्षण विधियां, लुधियानाः प्रकाश ब्रदर्स

2. लाल रमन बिहारी, 1993 हिंदी शिक्षण, मेरठ, रस्तोगी पब्लिकेशन्स

3. तिवारी, भोलानाथ : भाषा विज्ञान : इलाहाबादः किताब महल

4. वर्मा, रामचंद्र, 1976 अच्छी : इलाहाबादः लोकभारती प्रकाश

5. जायसवाल, माता बदल, 1997 मानक हिंदी का ऐतिहासिक व्याकरण, इलाहाबाद, महामति प्रकाशन

6. सिंह, निरंजन कुमार, 1994 माध्यमिक विद्यालयों में हिंदी शिक्षण, जयपुरः राजस्थानी हिंदी ग्रंथ अकादमी।

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – II

COURSE B.ED. 202(A-3)– PADAGOGY OF SCHOOL SUBJECT - LANGUAGE SANSKRIT

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objective :-

- To understand the different roles of language.
- To develop an understanding of the nature of language system.
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To be able to examine authentic literary and non-literary texts in Sanskrit.
- To understand the use of language in context, such as grammar and vocabulary in context
- To be able to develop activities and tasks for learners.

Unit-I- Role of Language

1. **LANGUAGE AND SOCIETY**
   - Language and gender
   - Language and identity
   - Language and power
   - Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels)
   - Quality of Sanskrit teaching: Pre-class, in-class and after-class
   - History of Sanskrit Language
2. **LANGUAGE IN SCHOOL**
   - Home language and the school language
   - Centrality of language in learning
   - Language across the curriculum
   - Difference between language as a school subject and language as a means of learning and communication
   - Multilingual classrooms
3. **POSITION OF LANGUAGES IN INDIA**

- Constitutional provisions and policies of language education (Articles 343-351, 350A)
- Kothari Commission (1964-66)
- NPE-1986; POA-1992
- National Curriculum Framework-2005 (language education); Position of Sanskrit
- Rajasthan Sanskrit academy

Unit-II – Importance of Sanskrit Language

- Sanskrit language and literature
- Sanskrit language and Indian languages
- Socio-cultural importance of Sanskrit language
- Sanskrit as a modern Indian language
- Importance of teaching Sanskrit in India
- Problems related to Sanskrit teaching at school level.

Unit-III – Curriculum & Language Teaching of Sanskrit

- Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)
- Place of Sanskrit in three language formula and its objectives
- Place of Sanskrit at Sanskrit *Pathshalas*
- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.

Approaches of Sanskrit Language Learning

- Direct Method
- Traditional Method
- Textbook Method
- Elective Method
- Communicative Approach
- Grammar cum Translation Method
- Inductive and Deductive Method

Unit-IV – Language Teaching Skills

1. **Acquisition of Language Skills:** Listening. Speaking, reading and writing.
   - Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
   - Reading: Sub skill of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
   - Writing: Sub-skills of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. Reference skills; Study skills; higher order skills.

2. **Co- curricular Activities in Developing Language Skills:** Debate, Elocution,competition, *antyakshari,* language game, essay writing, seminar, story writing, *samasyapoorti,* singing, jokes, storytelling, exhibition, quiz and school magazine

Unit -IV: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Sociometric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE) in Sanskrit .
- Characteristics of Assessment in Sanskrit: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative skill; Open-ended questions.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – II

COURSE B.ED. 202(A-4)– PADAGOGY OF SCHOOL SUBJECT - SOCIAL SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

- Explore different ways of creating learning situations for different concepts of art education.
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
- Examine different pedagogical issues in learning art.
- Construct appropriate assessment tools for evaluating learning of art.
- Stimulate curiosity, inventiveness and creativity in art.
- Develop ability to use art concepts for life skills: and develop competencies for teaching, learning of art through different measures.
- Introduce with Professional development programmes for teachers.
- Plan organization and report on various programmes of Professional development of teachers.

Unit-I : Planning of Teaching-Learning

- Instructional materials required for planning teaching-learning of art and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning art. Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst her groups role of learners in negotiating and mediating learning in art.
- Development of low cost TLM with the help of school & community and its use in classroom instruction.)

Unit -II: Learning Resources

- Identification and use of learning resources in art exploring alternative sources; Developing kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Use of ICT. Using community resources in art education. Pooling of learning resources in school complex/ block/district level.

Unit-III : Tools and Techniques of Assessment

- Performance-based assessment; learners record of observations ;(field diary and collection of materials) Oral presentation of learners work, construction of test items and administration of tests; assessment of practical / experimental work. CCE.
- Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation))

Unit-IV- Projects in Art

- Projects in Art interconnections of social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

Unit-V: Professional Development of Teachers

- Professional competancies of subject teacher
- Professional development programmes for teachers; planning, organization&1evaluation. Reflective & Innovative practices in professional development of teachers.

Reference -

- Bining and Bining : Teaching of Social Study.
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- Hamming, James : The teaching of Social Studies in secondary school.
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – II

COURSE B.ED. 202(B)– PADAGOGY OF SCHOOL SUBJECT –LIFE SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives : -

- Explore different ways of creating learning situations for different concepts of biological science.
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
- Facilitate development of scientific attitudes in learners.
- Examine different pedagogical issues in learning biological science.
- Construct appropriate assessment tools for evaluating learning of biological science.
- Stimulate curiosity, inventiveness and creativity in biological science.
- Develop ability to use biological science concepts for life skills.
- Develop competencies for teaching, learning of biological science through different measures.
- To introduce with Professional development programmes of teachers.
- To plan organization and report on various programmes of Professional development of teachers.

Note- Any two activities are mandatory. Out of which one must be directly related to field.

Unit-I: Learning Resources (Any two activities are mandatory. Out of which one must be related to science club.)

- Identification and use of learning resources in biological science, exploring alternative sources.
- Developing science kit and biological science laboratory; Designing biology laboratory. Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection and designing.
- Use of ICT experiences in learning biological science; using community resources for biology learning.
- Pooling of learning resources in school complex/ block/district level; handling hurdles in utilization of resources.
- Establish science club in school and conduct at least five activities related to biological science.

Unit-II : Tools and Techniques of Assessment

- Performance-based assessment; learner's record of observations, field diary, herbarium and collection of materials.
- Oral presentation of learners work in biological science, portfolio; collaborative learning.
- Construction of test items (open-ended and structured) in biological science and administration of tests.
- Developing assessment framework in biological science; assessment of experimental work in biological science.

Unit-III : Biological Science – Lifelong Learning

- Facilitating learning progress of learners with various needs in biology; ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; planning & organization of various curricular activities (such as debate, discussion, drama, poster making on issues related to science/biology;) Planning and organizing field experiences, science exhibition; Nurturing creative talent at local level and exploring linkage with district / state/ central agencies.

Unit-IV: Projects in Bilogical Science

- Projects in bilogical Sciences interconnections of science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

Unit-V: Professional Development of Teachers

- Professional competancies of subject teacher
- Professional development programmes for teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

References:-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202 (C)– PADAGOGY OF SCHOOL SUBJECT - GENERAL SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives : -

- Develop insight on the meaning and nature of General science for determining aims and strategies of teaching- learning.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.
- Identify and relate everyday experiences with learning of science.
- Appreciate various approaches of teaching- learning of science.
- Explore the process skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of science.
- Integrate the science knowledge with other school subjects.
- Analyze the contents of science with respect to pots, branches, process skills, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/units.
- Identify the concepts of science that are alternatively conceptualized by teachers and students in general.

Unit-I: Nature and Scope of Genral Science

- Concept, Nature, Need & Importace of Science & Science Teaching.
- Main discoveries and development of science (special reference to ancient India) Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as interdisciplinary area of learning (Physics, chemistry, biology etc) science for environment, health, peace & equity, science and society., Fact, concept, principles, laws and theories- their characteristics in context of general science.

Unit-II: Teaching-learning of social science

- Questioning; Collaborative strategies; games, simulations, dramatization, role plays; Values clarification; problem-solving, Discussion, story-telling,project and decision-making, use of media and technology, concept mapping.

- Methods: Interactive verbal learning; experiential learning through activities, experiments; Investigative field visits.
- Planning, organizing and conducting of small community survey.

Unit-III: Teaching-learning of Genral Science

- Principles of science and its applications consistent with the stages of cognitive development of learners.
- Pedagogical shift from science as fixed body of knowledge to constructing knowledge, scientific method – observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher-educator will illustrate taking examples from different stage-specific content arras keeping in mind the variation , e.g. structure and function, molecular aspects, interaction between living and non-living, biodiversity, etc.): Communication in sciences.
- Questioning; Collaborative strategies; simulations, Demostration, lab Method, Problem Soliving, Heuristics Project Method, Inductive and deductive Method, Heurastic, use of media and technology, concept mapping
- Innovative methods of science teaching.

Unit-IV: ICT & Materials in Teaching-learning of Genral Science

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.
- Planning , Organisation and activity of science club.

Unit-V: Teaching-learning Resources in Genral Science

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids , Audio-visuals & online resourses.

Unit-VI: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE) in Sciences.
- Characteristics of Assessment in Sciences

References:-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 202 (D)– PADAGOGY OF SCHOOL SUBJECT - MATHEMATICS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives : -

Learning Outcomes:-After completion of the course, student-teachers will be able to:-

- Develop insight into the meaning, nature, scope and objective of mathematics education:
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- Pose and solve meaningful problems;
- Appreciate the importance of mathematics laboratory in learning mathematics;
- Stimulate curiosity, creativity and inventiveness in mathematics;
- Develop competencies for teaching-learning mathematics through various measures.

Unit-I: Nature and Scope of Mathematics

- Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; open sentences; truth sets; Venn diagram; logically valid conclusions; Use of quantifiers, implications – necessary and sufficient conditions; A mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian experience variables identified by Birkhoff and their relation, three aesthetics of precision and beauty in mathematics; scope of mathematics.

Unit-II: Aims and Objectives of Teaching School Mathematics

- Need for establishing general objectives of teaching mathematics study of the aims and general objectives of teaching mathematics Vis-a Vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like algebra, geometry , trigonometry, etc.

Unit-III: ICT & Materials in Teaching-learning of Mathematics

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and

aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Unit-IV: Teaching-learning Resources in Mathemitics

- Nature of concepts, concept formation and concept assimilation, moves in teaching a concept-defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting; giving counter examples; non-examples; planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, menstruation, etc,; problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations; difference between teaching of mathematics and teaching of science.

Unit –V: Assessment and Evaluation

1. Meaning, concept and construction of Achievement test, diagnostic and remedial test.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE).
5. Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/ aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative Analyse; Open-ended questions.

Reference :-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 203– KNOWLEDGE AND CURRICULUM - I

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :–

- To know the social basis of education.
- To understand distinction between knowledge skill, Teaching and Training.
- To Discus the basis of modern child centred Education.
- To Discuss three Concept – activity, Discovery and Dialoug with reference to Gandhi Ji and Togore, Dewey, Plato, Paul Ferrarwo.
- To understand Education in relation to modern values, equity, equality, Individual affirmity, dignity than Social justice.
- To identify Various dimensions on the curriculum and their relationship with the aims of education.
- To understand of curriculum and preparation of curriculum.
- To know the role of universities and states in the curriculum.
- To know the relationship between curriculum framework and syllabus.
- To understand the process of translated syllabus into Text book.

Unit – I: Concept of Curriculum

- Meaning, Definition, Characteristics of Curriculum
- Scope of Curriculum at primary, secondary and senior secondary level.
- Objectives of curriculum at secondary level and Vocational Courses.

Unit –II: Curriculum and planning

- Nature, Scope and concept of curriculum in different streams.
- Characteristics of good curriculum framework.
- Critical appraisal of language, social studies and science curriculum.
- *Formation the text-books of different subjects according to the curriculum framework. – 2009.*
- *Nuffield, BACS, PSCS, NSES with respect to their priorities, concerns nail goals towards school education.* ***(this contain remove for session 2020-2021)***

Unit – III: Modern concept of curriculum

- Critical study of curriculum framework 2005 and 2009.
- Modern aspects of curriculum at secondary level.
- Discuss the modern approach of child-centred education.

Unit –IV: Philosophical thoughts for curriculum

- Critical study of views of
  Indian Philosopher – Gandhi, Tagore, Swami Vivekanand, Madan Mohan Malviya, Gijiu Bhai.

Unit – V: Language curriculum

- Place of language in school curriculum.
- Objectives of teaching mother tongue/languages – Listening, reading, speaking and writing.
- Psycho-linguistic and socio-linguistic aspect of language learning and factors influencing development of language.

Reference :–

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

COURSE B.ED. 204 –ASSESSMENT FOR LEARNING

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 100**
Theory Marks	**: 80**
Internal Assessment	**: 20**

Objective:-

- To understand the process of assessment for learning.
- To understand the Critical role of assessment in enhancing learning.
- To discuss the purpose of assessment of learning and to know the assessment as a election and comparative and achievement.
- To focus on students – Teacher to Understanding the Psycho- social and Political dimensions of assessment.
- To understand the assessment process like explore, redist, comprehensive and dynamic.

Unit – I: Assessment and Evaluation.

- Meaning scope and characteristics of assessment.
- Relationship between assessment, measurement and evaluation .
- Significance of educational assessment of school level.
- Teachniques of assessment.

Unit – II: Designing of assessement tools.

- Types of Assessment tools.
- Criteria of a good assessement tools.
- Preparation of objectives type test items for good assessment preparation of blue print and subject paper.
- Item analysis

Unit – III: Assessment of different aspects.

- Assessement of intelligence.
- Assessement of interest.
- Assessement of Personality.
- Assessement of creativity.

- Assessement of achievement, attitudes and aptitude.

Unit – IV: Test Formation

- Standarized various teacher mode test.
- Constructing andachievement test (Formative and summative test)
- Characterestics of good assessment system – Reliability, Validity, Objectivity, Comparatibility, Practicability.
- Comparative and critical study of traditional assessment system and grading system.

Unit – V:Statistic .

- Measures of central tendency.
- Standard deviation.
- Co-efficient of co-relation by product movement, Rank difference, Karl pearson correlation and multiple correlation.

Reference :-

- Dr. Samantaroy G.K. (1993) :- Pradeep Kumar Padhi, Menaka prakashani, Gole Bazar, Sambalpur (Orissa)
- Dewal, O.S. (1980) Writing for Distance Teaching, Pen school central Board of secondary Education, new Delhi.
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR
SEMESTER – II

COURSE B.ED.–PRACTICAL - EPC-2 -DRAMA AND ART IN EDUCATION

Max. Marks	**: 50**
External Marks	**: 40**
Internal Marks	**: 10**

Objectives :-

- Fulfil an individual's potentials through fine art.
- Create a whole experience of being fully present and working with all of ones' faculties and being in relationship with others and nature.
- Help appreciate the interconnectedness of an individual' s physical, emotional health with that of social, environmental health of the human and natural community.
- Help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world.
- Develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.
- Critique the current trends in art education and develop a possible scenario for art for change.
- Understand the range of traditional art forms in the light ofNational Integration.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/ event.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Enable student-teachers to use drama processes to examine their present knowledge.
- To generate new knowledge, understanding and perceptions of the world.
- To train, enhance some theatre skills that will later help them be creative and enlightened teachers.

Activities I:-

- Drama as a process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning. It is important to stress that drama is not about the self alone or self expression alone.

- The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-building her/his creative capacities through theatre.
  (These activities will be conducted in school in the presence and under guidance of teacher educator.)

Activities II:-

- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises to build imagination and concentration of the body and mind of pupil teachers.
- Structured exercises for coordinating, enhancing and translating imagination into physical expression.
  (Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions.)

- By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self-lives in.

Activities III:-

- Pupil teacher will learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize by Teacher educator, then transfer their learning in school.
- Teacher educator will identify and develop the creative potential of Pupil Teacher through creative dramas. (In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher.
- Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the others what does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities, Ways of seeing situations, social structures and communities.
- To sharpen observation and to learn to continuously ask probing questions while investigating situations.

Activities IV:-

- Pupil Teacher will learn to identify areas that are best suited for drama exploration, planning and organization of drama.
- Any theme of drama will choose by pupil teacher with discussion or involvement of students such as girl foeticide, women education, child abasement etc, plan and organize the drama.
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of secondary school students.By these activities pupil teachers will examine (with the help of teacher educator) to develop the capacity to look at some situations from different perspectives, Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situations rather than wanting to look for solutions.
- Finding connections between the particular and the universal.and how larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger world of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how? Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group progress in class.

Activities V:-

- Teacher educator will illustrate Fine Arts component as to understand interconnections between arts, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.
- For Art, Art appreciation and Art education: Visit places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation.
- Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – III

COURSE B.ED. 301(A-1)–PEDAGOGY OF A SCHOOL SUBJECT – CIVICS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Understand matters of both content and pedagogy in the teaching of Social Sciences.
- Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Social Studies.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Social Studies.
- To enable the pupil teacher to review the Text-book of Social Studies (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels. Prepare, select and utilize different teaching aids.

Unit- I-: Nature and Scope of Civics

- Meaning, concept and scope of civics in schools.
- Aim and objective of civics teaching in school
- Uniqueness of disciplines and interdisciplinary.
- Political issues and concerns of the present day Indian society.
- Multiple perspectives of approaches for contraction, explanations and arguments.

Unit -II - Teaching-learning resources in civics

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials. Journals, magazine newspaper etc.
- Using the library for secondary sources and reference material such as dictionaries and encyclopedia.

Unit -III – ICT Materials in Teaching-learning of Civics

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and

aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Unit –IV- Teaching-learning of civics

- Lesson plan, unit plan and year plan: Concept, meaning, need and importance.
- Meaning, nature and scope of civics: current trends.
- Teaching and learning major themes and key concepts in civics.
- Human-environment interactions: patterns of human activities reflection modifications based on the prevailing cultural values, ecomic and political circumstances and technological abilities.
- Political region – formation and change
- Teaching strategies in civics questioning, collaborative strategies: games, simulations and role play: problem solving and decision- making.
- Methods: - interactive verbal learning: experiential learning through activities experiments: investigative field visits.
- Techniques – using textbooks and atlas as a part of oral lessons, non-oral working lesson: using medium and large scale maps: using pictures photographs, situate in a galaries and qerial photographs: using audio-visual aids, CDS multimedia and internet; case study approach.

Unit-V-: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE).
- Characteristics of Assessment

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – III

COURSE B.ED. 301(A-2)–PEDAGOGY OF A SCHOOL SUBJECT – HISTORY

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Develop an understanding of the nature of history, both of individual disciplines comprising of social sciences, and also of history as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of history.
- Define and differentiate the concept of history and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching history.
- Prepare unit plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of history.
- To enable the pupil teacher to review the Text-book of history (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare, select and utilize different teaching aids.
- Encourage to grasp concepts and to develop thinking skills.
- Introduce student teachers with matters of both content and pedagogy in the teaching of history.

Unit- I- Nature and Scope of History

- Meaning, Concept, nature and importance of history teaching.
- Uniqueness of disciplines and interdisciplinary.
- Historical importance of school level history study.
- Historical approchages, constructing explanations and arguments.

Unit- II-Teaching-learning resources in history

- People as resource; the significance of oral data
- Types of primary and secondary sources; data from historical, places, teaching material, journals, magazines, newspapers.

- Using the library for secondary sources and reference material such as dictionaries and encyclopaedia.

Unit- III – ICT & Materials in Teaching-learning of History

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Unit: -IV - Teaching-Learning of History

- Lesson plan, unit plan and year plan: concept, meaning, need and importance.
- Teaching and learning major themes and key concepts in history.
- Current trends, introduction of current of selecting various current events, instruction affairs.
- Method of history teaching, problem method, needs discussion method, the requirements unit, the various steps, role plays etc.
- Teaching strategies in history; questioning; collaborative strategies; games, simulation and role plays; values classification problem solving and decision.

Unit-V: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Open-book tests: Strengths and limitations
- Characteristics of Assessment in history
- Continuous and Comprehensive Evaluation (CCE) in history.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 301(A-3)–PEDAGOGY OF A SCHOOL SUBJECT – ECONOMICS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Develop an understanding of the nature of Economics, both of individual disciplines comprising of social sciences, and also of history as an integrated/ interdisciplinary area of study.
- Introduce student teachers to matters of both content and pedagogy in the teaching of Economics.
- Define and differentiate the concept of Economics and explain its relative position in the Syllabus.
- Understand the aims and objectives of teaching Economics.
- Prepare UNIT plans and Lesson plans for different classes.
- Critically evaluate the existing school syllabus of Economics.
- To enable the pupil teacher to review the Text-book of Economics (Secondary level).
- Apply appropriate methods and techniques of teaching particular topics at different levels.
- Prepare; select and utilize different teaching aids.

Unit-I: Nature and Scope of Economics

- Nature, Scope, Meaning, Concept, Needs, aims, objective and Importance of ecomonics teaching.
- Correlation of economics with other School Subjects
- Multiple perspectives/ plurality of approaches for constructing explanations and argumentsSocial and economic issues and concerns of the present-day Indian society.

Unit -II: Teaching-learning Resources in Economics

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Method of economics teaching subject (project problem, discussion, analytic, lectures methods.
- Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals.

Unit-III: ICT & Materials in Teaching-learning of Economics

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Unit -IV: Teaching-Learning of Economics

- Meaning, Nature and scope of Economics: Current Trends
- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids

Unit-V: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Socio-metric: meaning, concept and its use.
- Open-book tests: Strengths and limitations
- Continuous and Comprehensive Evaluation (CCE)

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 301(A-4)–PEDAGOGY OF A SCHOOL SUBJECT – GEOGRAPHY

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- To develop an understanding of the nature of geography, both of individual disciplines comprising of social sciences, and also of social sciences as an integrated/ interdisciplinary area of study.
- To acquire a conceptual understanding of the processes of teaching and learning geography.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect the desired changes.
- To acquire basic knowledge and skills to analyze and transact the social sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.)
- Prepare maps &charts to illustrate the contents of different classes and use them effectively.

Unit-I : Nature and Scope of Geography

- Meaning, nature and scope of geography.
- Uniqueness of disciplines and interdisciplinary.
- Social and geographic issues and concerns of the present-day Indian society.
- Multiple perspectives/ plurality of approaches for constructing explanations and arguments.

Unit-II: Teaching-learning Resources in Geography

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.

- Resource material and use of local resources in teaching Geography.
- Co-curricular activities.

Unit-III: ICT & Materials in Teaching-learning of Geography

- Use of ICT: Video clips, Power points presentations, films etc.
- Planning, preparation and presentation of Instructional Material.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Unit -IV: Teaching-learning of Geography

- People as resource: the significance of oral data.
- Types of primary and secondary sources: data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids: Using atlas as a resource for Geography; maps, globe, charts, models, graphs, visuals. Teaching learning material
- Teaching aids and lab equipments

Unit-V: Assessment and Evaluation

- Meaning, concept and construction of Achievement test, diagnostic and remedial test.
- Blue print: Meaning, concept, need and construction.
- Socio-metric: meaning, concept and its use.
- Open-book tests: Strengths and limitations Continuous and Comprehensive Evaluation (CCE)

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 301(B)–PEDAGOGY OF A SCHOOL SUBJECT – PHYSICS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- Develop process-oriented objectives based on the content themes/units;
- Identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- Explore different ways of creating learning situations in learning different concepts of physical science
- Formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary school science/physics and chemistry
- Facilitate development of scientific attitudes in learners;
- Examine different pedagogical issues in learning physical science; and
- Construct appropriate assessment tools for evaluating learning of physical science.

Unit-I : Learning Resources in Physics

- Learning resources in physical science from immediate environment. Development of science kit.
- Analyse and Designing laboratories laboratory in Physics (secondary stage&higher secondary stage)
- Textbooks, audio-visual materials; Multimedia-selection and designing. Use of ICT experiences in learning physics: using community resources for learning
- Physics: Pooling of learning resources in school complex/block/district level, handling hurdles in utilization of resources.

Unit -II – Planning for Teaching-learning of Physics

- Identification and organization of concepts for teaching-learning of physics / (on different topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) Determining acceptable evidences that show learners understanding; Instructional materials required for planning.
- Teaching- learning of physics learners' participation in developing them.
- Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups.
- Planning ICT applications in learning physics.

Unit-III –Objectives of Teaching

- Aims of teaching physics at the upper primary and secondary level (and its linkage with the primary level)
- Taxonomy of educational objectives, significance of writing behavioural objectives.
- Objectives of teaching physics with special reference to the development of curiosity critical thinking and process skills (experimenting, observing, classifying, inferring, hypothesizing, predicting ect.)
- Interface of physics with other subjects.

Unit-IV –The Curriculum

- Principles of planning physics curriculum at school level.
- Process of physics curriculum construction.
- New trends in curriculum construction.
- Curriculum construction in physics by NCERT at secondary level

Unit-V –Classroom process in physics

- Necessity of planning of instruction in teaching physics. Unit plan, lesson plan.
- Visual and A.C. Aid, Educational Board casts, Educational Television, Charts, Powerpoint, Presentation, Modds, Static and Working, TELeconfrencing low cost teaching aid, improvised appavatus.
- Methods and approaches of teaching physics – Lecture cum demonstration method, Discovery method, problem solving method, project method, discussion method, programmed instruction.

Unit-VI–Organization of Physics Laboratory

- Layout and design of the physics laboratory.
- Maintence of apparatus.
- Maintence of laboratory repords.
- Maintence aggengement for the conduct of experiments.

Unit-VII -Evaluation

- Need and importance of evaluation in physics teaching.
- Concept of continuous comprehensive and cumulative evaluation process.
- Formative and summative evaluation.
- Using varous tools and techniques for assessing cognitive affective and psychomotor outcomes.
- Diagnostic test and remedial teaching.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 301(C)–PEDAGOGY OF A SCHOOL SUBJECT – CHEMISTRY

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Analyse the contents of chemistry with respect to its branches, process skill, knowledge organization and other critical issues.
- Develop process-oriented objectives based on the content themes/Levits.
- Identify the concepts of chemistry that are alternatively conceptualized by teachers and students in general.
- Explore different ways of creating learning situation in learning different concepts or chemistry.
- Formulate meaningful enquiry episodes problem solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science(chemistry)
- Facilitate development of scientific attitudes in learners.
- Examine different pedagogical issues in learning chemistry.
- Construct appropriate assessment tools for evaluating learning of chemistry.
- To introduce with Professional development programmes of teachers.
- To plan organization and report on various programmes of Professional development of teachers.

Unit- I- Learning resources in chemistry.

- Learning resources in chemistry immediate environment science kit and laboratory in science (secondary stage), chemistry (senior secondary stage)
- Designing laboratories, textbooks, audio-visual materials, multimedia- selection and desiging use of ICT, experiences in learning chemistry using community resources for learning chemistry pooling of learning resources in school complex/ block/ district level, handling hurdles in utilization of resources.

Unit- II- Tools and techniques of assessment for learning chemistry.

- Performance based assessment developing indicators for performance- based assessment in science/chemistry, learners and records of observation field diary. Oral presentation of learners, work portfolio. Assessment of project work in science/chemistry assessment of participation in collaborative learning construction of test items in science/chemistry frame work in science/chemistry.
- Assessment of experimental work in science/chemistry.

Unit -III- Planning for teaching-learning of chemistry:-

- Approaches and strategies of learning chemistry pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method- observation, equity, hypothesis, experimentation, data collection. Generalizations illustrate with examples from specific contents of chemistry.(Such as solutions, colloids, chemical equilibrium, electrochemistry, mechanical and thermal properties of matter, chemical bonding and molecular structure, periodic table itc)
- Communication in chemistry, problem solvring, investigatory approach, concept mapping, collaborating learning and experimental learning in chemistry facilitating learners for self study.

Unit-IV- Projects in Cemistary

- Projects in chemistry or chemical Sciences interconnections ofscience with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

Unit-V- Professional Development of Teachers

- Professional competancies of subject teacher
- Professional development programmes for teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

References :-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 301 (D)–PEDAGOGY OF A SCHOOL SUBJECT – COMPUTER SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Apply the concept of the Systems Approach to planning lessons and instructional materials
- Work with computers to enhance interactive teaching/learning skills
- Understand different types of instructional media and materials and its uses
- Develop the skill in preparing and using different instructional materials
- Understand the uses of computer assisted learning strategies
- Know the Use about the Multimedia Application.
- Know about the Communication Technology.
- Understand the concept, functions and elements of Communication – Verbal and Non-verbal
- Browse the internet and conduct research for their lessons.
- Manage access to digital resources in a computer enabled classroom.

Unit – I: Basic Concepts & Issues in Communication Technology

- Concepts and process of communication
- Principles of communications
- Communication and learning
- Modes of communication: Speaking and listening, Writing and reading, visualizing and observing
- Communication Process and Sharon's model of communication

Unit – II: Present scenario of computer education in schools

- Multimedia concept and meaning text, graphics, animation, audio, video
- Multimedia applications:
  - Computer based training
  - Electronic books and references
  - Multimedia application for educationist
  - Information kiosks
  - Multimedia www and web based training

Unit – III: Educational software applications

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

Unit-IV- Projects in Computer Science

- Projects in Social Sciences interconnections of social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

Unit-V- Professional Development of Teachers

- Professional competancies of subject teacher
- Professional development programmes for teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

References:-

- Varma, Mahesh. Online Teaching Tools and Methods, Murari Lal & Sons.
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 301(E)–PEDAGOGY OF A SCHOOL SUBJECT – HOME SCIENCE

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Explore different ways of creating learning situations for different concepts of home science.
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
- Facilitate development of scientific attitudes in learners.
- Examine different pedagogical issues in learning home science.
- Construct appropriate assessment tools for evaluating learning of home science.
- Stimulate curiosity, inventiveness and creativity in home science.
- Develop ability to use home science concepts for life skills: and develop competencies for teaching, learning of science through different measures.

Unit-I : Planning of Teaching-Learning

- Instructional materials required for planning teaching-learning of home science and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning science. Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst her groups' role of learners in negoticiting and mediating learning in home science.
- Development of low cost TLM with the help of school & community and its use in classroom instruction.

Unit-II : Learning Resources

- Identification and use of learning resources in home science exploring alternative sources; Developing home science kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Use of ICT. Using community resources in home science. Pooling of learning resources in school complex/ block/district level.

Unit-III : Tools and Techniques of Assessment

- Performance-based assessment; learners' record of observations ;(field diary and collection of materials).
- Oral presentation of learners work.
- Construction of test items and administration of tests; assessment of practical / experimental work. CCE.
- Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation))

Unit-IV- Projects in Home Science

- Projects in home Sciences interconnections of phusical & social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

Unit-V: Professional Development of Teachers

- Professional competancies of subject teacher
- Professional development programmes for teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

Reference :-

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- Broudy Harry and Palmer, John R. (1966) Examples of teaching method. Chicago selond printing, Rand Mc Nally and Co.
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 302 – EDUCATION POLICIES SCHOOL LEADERSHIP AND MANAGEMENT

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 100**
Theory Marks	**: 80**
Internal Assessment	**: 20**

Objectives :–

- To develop perception of the role and function of a teacher as envisaged in the NPE 1986 and to familiarizethe student teacher with the different projects and schemes at secondary level in Madhya Pradesh
- To develop an understand of the brief historical background of Indian Education with special reference to secondary education
- To acquire elementary knowledge of educational administration and management.

Unit-I :Educational Policies

- General aims and objectives of educational policies in reference of secondary education.
- Different education policies during pre and post – independence period wood dispatch, maqualey minutes, wardh summit, Indian Act -1935, Basic Shiksha (बुनियादी शिक्षा) and mudaliar Commission Taleem. Radha Krishnan commission, Kothari Commission , NPE-1986, NPE amended 1992, Sarva Shiksha Abhiyan and RTE-2010

Unit-II :School Curriculum

- Main features of secondary school curriculum and the process of curriculum development.
- General principles of school curriculums
- Critical analysis of secondary school curriculum in context of Madhya Pradesh

Unit-III :Leadership

- Leadership in school : Concept need and importance of leadership, Dimension and style of leadership at secondary levels. Role of leadership in school effectiveness.
- Implementation of leadership at secondary level issues and challenges.
- Types, styles problems of leadership role of school Head Master/Principal in institutional planning.

Unit-IV :Education Management

- Concept, need, characteristics, principles of educational management.
- Basic of management – planning, organization, control decision making and financing.
- Prevailing education management pattern in Madhya Pradesh

Unit-V :Function of Management

- Time management – Principles and Importance of time management in school curricular and co curricular activities.
- Resource management – Different types of resources at school level maximum optimization of resources

Reference :-

- Agrawal, J.C., 2005 : Nai Shiksha Nati, Prabhat Prakashan, New Delhi
- Bhatnagar, R.P., Vidhya Shaikishik Prashan, Engle Book Depot, Meerut
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- Naik J.P. (1970) : On Planning, Asia Institute for Educational planning & Administration, New Delhi

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECEND YEAR
SEMESTER – III

COURSE B.ED. 303 – TECHNOLOGICAL INNOVATION IN EDUCATION (DESIGNING AND PRODUCING MEDIA FOR LEARNING)

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 100
Theory Marks : 80
Internal Assessment : 20

Objectives :-

On completion of the course the student teacher will be able to:

- understand different skills and strategies of teaching
- use different types of instructional media and materials
- understand the techniques for group and individualised instruction.
- practice teaching skills
- appreciate the role of problem solving skill in life

COURSE CONTENT

UNIT-I : INSTRUCTION OBJECTVIES AND PLANNING

- Aims, general objectives and instructional objectives, importance of Instructional objectives in lesson planning.
- Blooms Taxonomy of Instructional Objectives – Cognitive, Affective and Psychomotor Formulation of Instructional Objectives (Mager's contribution) – Behavioural specification.
- Concept of Teaching, Instruction and Learning. Teaching Science and Teaching as an Art, General Stages of Instruction : Pre active, Inter active and Post active
- Need for planning, Unit and Lesson Planning, Formats and components of a lesson plaa.

UNIT-II : MODELS OF TEACHING

- Models of Teaching (Each model is to be discussed in terms of meaning. Principles, Characteristics, Focus, Syntax, Social System, Support System And Application)
- Information Processing Models of Teaching: Richard Suchman's Inquiry Training Model.
- Social Interaction Model: Massials and Con's Social Inquiry Model.
- Personal Models of teaching: W Gordon Synetics Model
- Behaviour Modification Model : Programmed Leaning Model

UNIT-III : INSTRUCTIONAL MEDIA AND MATERIALS

- Concept and purpose of communication. Problems with communication, Need and planning for effective communication. Factors affecting Communication and its role in teaching learning.
- Teaching aids: Importance, relevant to content, appropriate to pupils level, Proper display and appropriate use.

CONCEPT AND FUNCTIONS OF –

i Print : Textbook, workbook, self instructional material
ii Aural : Radio broadcast and audio tape
iii Non-Projected visuals : Graph, map, chart poster, models.
iv Projected Visuals : Slide, overhead projector etc.

- Nature and Feasibility of CCTV, ETV Programmes Teleconferencing and open learning.
- Role of Media in classroom communication, multimedia approach to instruction Interpretation of message of media, Role of media in Peace Education.

UNIT-IV : TEACHING SKILLS

- Concept of teaching skills, Microteaching – an approach to skill based Traning Introducing a lesson/topic : The importance of motivation in teaching, techniques of introducing a lesson to provide motivation, strategies for Sustaining attention and interest.
- Questioning : Its various forms development question, probing questions, Suggestions for handling pupil's questions and promoting pupil – pupil interaction in diverse context.
- Explaining : Purpose of explaining in classroom, clarity, continuity, relevance to the content, using beginning and concluding statements
- Reinforcing : principles of reinforcement, varieties of reinforces and their use positive and negative, verbal and nonverbal, Guidelines for use of reinforcement.
- Stimulus Variation : Meaning, components movement, gesture, change in voice, stress, focusing change in Interaction pattern pause, pupil participation and aural and visual aids
- Closing of lesson : meaning, importance and ways of achieving closure of a lesson.
- Use of Blackboard : Blackboard as instructional aid, Blackboard writing and drawing, suggestions for effective use.

UNIT-V : INSTRUCTIONAL STRATEGIES

- Methods, Strategies and techniques of teaching.
- Instructional Techniques : Lecture, discussions, panel discussion, team teaching , brain storming and tutorial.
- Instructional techniques involving students activities : role playing Problem solving guided discovery.
- Techniques of Individualised Instruction : meaning importance and organisation of Computer Assisted Instruction, Personalised system of Instruction, self paced activity, programmed instruction
- Group learning/ co-operative learning, simulation, games
- Project work and field trips

TRANSACTION MODE

Lecture-cum-discussion, demonstration of audio and video mode, group work, individual and group practice of skills.

PRACTICUM (Any two of the following)

- Students will practice the skills and strategies outlined in Unit 4 and 5
- Preparation of models, maps, charts flash cards, scrap book, poster, Transparencies/preparation of educational media software
- Preparation of instructional objectives related to various domains.
- Critical appraisal of any instructional material like text books, work books, supplemenetary reading materials and teacher guides
- Use of Audio/visual instructional programme and preparation of its report.
- Preparation of lessons on Models of teaching and delivery of such lessons in this class.

Reference :-

- Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co. London
- Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. 304– ART OF TEACHING

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Explore different ways of creating learning situations for different concepts of art education.
- Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and senior secondary stages.
- Examine different pedagogical issues in learning art.
- Construct appropriate assessment tools for evaluating learning of art.
- Stimulate curiosity, inventiveness and creativity in art.
- Develop ability to use art concepts for life skills: and develop competencies for teaching, learning of art through different measures.
- Introduce with Professional development programmes for teachers.
- Plan organization and report on various programmes of Professional development of teachers.

Unit –I-: Planning of Teaching-Learning

- Instructional materials required for planning teaching-learning of art and learners' participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning art. Generating discussion, involving learners in teaching – learning process; encouraging learners to raise questions, dialogue amongst her groups role of learners in negotiating and mediating learning in art.
- Development of low cost TLM with the help of school & community and its use in classroom instruction.)

Unit-II-: Learning Resources

- Identification and use of learning resources in art exploring alternative sources; Developing kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Use of ICT. Using community resources in art education. Pooling of learning resources in school complex/ block/district level.

Unit –III-: Tools and Techniques of Assessment

- Performance-based assessment; learners record of observations ;(field diary and collection of materials) Oral presentation of learners work, construction of test items and administration of tests; assessment of practical / experimental work. CCE.
- Preparation of performance based assessment record of learners on the basis of activity observation (field diary, Practical diary, collection of materials, oral presentation))

Unit -IV-: Projects in Art

- Projects in Art interconnections of social science with other disciplines: selection of relevant problem, planning through group work, implementation & reporting.

Unit –V-: Professional Development of Teachers

- Professional competancies of subject teacher.
- Professional development programmes for teachers; planning, organization& evaluation. Reflective & Innovative practices in professional development of teachers.

Reference :-

- Ruth Dunneth : 'Art and child pessonality', Methuen and Co. Ltd. London, 1945
- Arya Jaides : Kala ke Adhyapan, Vinod Pustak mandir, Agar
- Kiya Shikshak : Vol, No. 4 April 1966, Special Number, art education, publication by department of eduction, Rajasthan, Bikaner
- AAMS : Memorandum on the teaching of Art London

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. – PRACTICAL – *P–3.1 - CASE STUDY REPORT*

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objective :-

- Pupil teacher will be familiarised with concept of case study.
- To enable pupil teachers the conducting process of case study.
- To develop the ability in pupil teachers to carried out the case study.
- Pupil teacher will be able to make conclusionabout the case study.
- To enable pupil teachers to certain further planning about the case.

Process :

- Selection of the case.
- Development of the case study.
- Submission of case study report.

Note :

- Case study report must be evaluated by the expert of the field of Psychology/Sociology.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – III

COURSE B.ED. – PRACTICAL – *P– 3.2 - COMPOSITE REPORT CARD/CCE*
Evaluation Tool Development

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objective :-

- To enable students teacher about the understanding of different assessment areas.
- Pupil teachers will be able to develop comprehensive assessment.
- To enable pupil teachers draw inferences from CRC.
- Pupil teacher will be able to understand the further implication of CRC.
- Pupil teacher will learn to evaluatedperformance of the students in different aspects.

Development of CRC :

Teachers will guide students how to develop CRC. This activity may be conducted during school internship

Note :

CRC most be evaluated by senior teacher educators or expert in assessment and evaluation or by the principals.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – IV

COURSE B.ED. 401– GENDER, SCHOOL AND SOCIETY

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :–

- To understand the different social groups and social communities i.e. family, caste, religion culture.
- The role of law and the state regarding to provide equal dignity, opportunity and respect to all.
- To understand the process of socialization and the role of schools, peers, teachers, curriculum and text book for influencing gender equity.
- To understand the representation of gendered roles, relationships and ideas in text book and curriculum.
- To understand the challenge and need to help to development abilities to handle the gender and sexuality issues under diverse cultural constrants.
- To understand the way of open to security life-skills course in school to include provision to deal with some issues of gender identify roles and development of positive notions of body and self.

Unit - I – Aims of education with special reference of gender school and society

- Meaning, definition, characteristics and scope of education.
- Gender bias, gender stereotyping and empowerment.
- Concept and terms and relate them with their context in understanding – masculinity and feminism.

Unit – II – Gender, Power and Education.

- Theories on Gender and Education: Application in the Indian context.
    - Socialisation theory.
    - Gender difference.
    - Structural theory
    - Deconstructive theory
- Gender Identities and socialisation Practices in :
    - Family
    - Schools
    - Other formal and informal organisation.
- Schooling of Girls:
    - Inequalities and resoures (issues of access, retention and exclusion).

Unit – III –Gender Issues and Paradigm.

- Gender culture and institution : intersection of class, caste, religion and region.
- Life skills and sexuality.

- Paradigm shift from women's studies to gender studies.
- Contemporary period : Recommendations of Policy initiatives, commissions and committees, schemes, programmes and plans.

Unit – IV –Gender Sexuality Sexual Harassment and abuse.

- Linkagee and difference between reproductive reghts and sexual rights.
- Depelopment of sexuality, including primary influences in the lives of children (Such as gender, body image, role models).
- Sites of conflict : Social and emotional.
- Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions.
- Agencies perpetuating violence : Family, School, Work place and Media (Print and Electronic)
- Institutions redressing sexual harassment and abuse.

Unit – V –Education and Gender.

- Education for development of gender capality, enhacement of quality of lif.
- Education for development of gender aspiration.
- Education for development of responsible citizen.
- Education for development of life skill prepration of individual for the 21st centure.

Unit – VI –Education and Social Culture Context.

- Education as an instrument of social change influence of education on society family and their practices.
- Socio cultural influences on the aims and organization of education.
- Imerging trends in societies and their repercussion of education- Globlization and internationalization of education.

Reference :–

- Anand, C.L. al (2000): Teacher and Education in emerging india, NCERT, New Delhi.
- Kneller, G.F. (1966): History of Education in india Baroda, Acharaya Book Depot,
- Mohanty, Jaganath : India Education in Emerging Society, Sterling Publication, New Delhi.
- Pandey, S.S. :ShikhakiDarshnikEvamSamajikPrasthbhoomi, VinodPustakMandir, Agra.
- Rohela, S.P. (2010) : Philosophical and Sociological Foundation of education, Agrawal Publication, Agra
- Swaroop&Saxena, N.R. (2014) : Philosophical and sociological Principles of education, R.L. Book Depo. Meerut.
- Teneja, V.R. : Socio Philosophical approach of education, Atlantic Publication, New Delhi

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – IV

COURSE B.ED. 402– KNOWLEDGE AND CURRICULUM - II

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives –

- To know the social basis of education.
- To understand distinction between knowledge skill, Teaching and Training.
- To Discus the basis of modern child centred Education.
- To Discuss three Concept – activity, Discovery and Dialoug with reference to Gandhi Ji and Togore, Dewey, Plato, Paul Ferrarwo.
- To understand Education in relation to modern values, equity, equality, Individual afformity, dignity than Social justice.
- To identify Various dimensions on the curriculum and their relationship with the aims of education.
- To understand of curriculum and preparation of curriculum.
- To know the role of universities and states in the curriculum.
- To know the relationship between curriculum framework and syllabus.
- To understand the process of translated syllabus into Text book.

Unit – I: Philosophical thought for curriculum

- Critical study of views of western philosophers on curriculum Aristotle, Pluto, Russoe, John Dewey, Paul Ferrero.

Unit – II: Curriculum and Education

- Relationship between curriculum and education.
- Dimension of curriculum framework In references to aims of education.
- Identification of various dimensions of curriculum at secondary level.

Unit – III: Curriculum transaction

- Meaning of curriculum transaction.
- Minimum requirement for curriculum transaction Duration, intake, eligibility, content, qualification of teaching and non-teaching staff, Institutional facilities climate etc.

Unit – IV: Various Methods of curriculum transaction.

- Curriculum materials : Text book, presentation of content, language, illustrations, episode, stories and practice exercise etc.
- Teacher's guide: Its role in transaction.

Unit – V: Role of Board and State Govt.

- Role of states, local bodies and NGO.s in the formation of school curriculum.
- Role of states, local bodies and NGO.s in the implementation of school curriculum.
- Role of state, local bodies and NGO's in the expansion of School Curriculum.
- States of UEE (universalization of Elementary Education) and RTE – 2010.

Reference :–

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – IV

COURSE B.ED. 403– CREATING AN INCLUSIVE SCHOOL

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :–

- To understand the concept of segregation, integration, inclusion and the development of inclusion in India.
- To understand the development of inclusive school.
- To identify the need of special child and normal child in inclusive school.
- To prepare responsive teachers for inclusive school.
- To involve the parents, community, administrators and policy makers for the upgradation of inclusive education.

Unit - I – Introduction to Special and Inclusive Education

- Concept, Meaning of impairment, disability and handicapped.
- Concept, Meaning, Types of Exceptional children.
- Identification, characteristics, Classification of visually impaired,Hearing impaired, Mentally retarded, locomotor disabled.
- Recommendations, Right, Programmes for Disabled : National, Internatinal, UN, RCI, PWD, RTE, SSA, Gyan Aayog.

Unit – II – Curriculum Design

- Curriculum and co-curriculum modification reference to children with special needs.(Visually impaired, Hearing impaired, Mentally retarded, Locomotor disabled)
- Developing learning materials for children with special needs.

Unit – III – Management of inclusive classroom

- Skills for managing inclusive classroom.
- Factors affecting managing inclusive classroom.
- Individualized education plan, case study.

Unit – IV- Inclusive schooland support service system

- Meaning,concept, Principles, parameters and importance of inclusive school.
- Meaning and role of resource teachers, resource room.
- Concept and function of CRC, BRC, DRC, SRC

Unit – V –Issues and challenges in inclusive education

- Special myths related to disability.
- Lackof trained professionals and adequate support service.
- Responsibilities of parents, administrators and community programmes for inclusive education.

Reference –

- BalamadhuJampala and RaoBhaskara Di Gumarti (2004): Methods of teaching exceptional children, Discovery Publishing House, New Delhi.
- Dash, M (2000), Education of exceptional children, : Atlantic Publishers and distributions, New Delhi
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR
SEMESTER – IV

COURSE B.ED. 404– CURRICULUM DEVELOPMENT BASIC

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives –On completion of this topic the trainee shall

- Demonstrated competence in transacting of curriculum for various levels.
- Adapt strategies to suit the needs of personal, social, academic, occupational and recreational from pre-primary to pre-vocational levels.

Unit - I – Curriculum Planning

- Principles and approaches to curriculum development
- Types of curriculum- developmental, functional, ecological and eclectic
- Approaches to curricular transaction – child centred, activity centred and holistic.
- Role of Teacher in Curriculum Planning
- Curricular models – Home based, Center-based, Inter-disciplinary, Multi- disciplinary, Trans-disciplinary.

Unit – II – Pri-Primary level

- Curricular domains relevant for pre-primary services- Home based to school and community based models.
- Curricular adaptation – disability specific and associated conditions.
- Curricular planning for individual needs.
- Curricular planning for group teaching.
- Curricular planning for urban/rural models, (curricular domains like personal, Social, communication and self-expression skills).

Unit – III –Primary Level

- Curriculum domains relevant for primary level – Curriculum transaction – Personal, social,academic, occupational and recreational at primary levels
- Curricular adaptation integrated and inclusive settings for functional academic concepts.
- Curricular planning for group learning with peer influence
- Curricular planning for models – cooperative learning, peer tutoring etc
- Evaluating curricular outcomes

Unit – IV- Secondary Level

- Curriculum domains relevant for secondary level – Curriculum transaction – personal, social, academic, occupational and recreational at secondary and at pre-vocational level
- Community based curriculum.
- Curriculum adaptation to inclusive settings.
- Functional Academics
- Evaluating Curricular outcomes

Unit – V –Pre – Vocational Level

- Curriculum domains relevant for pre- vocational level- Curriculum transaction – personal, social academic, occupational and recreational at secondary and at pre-vocational level
- Curriculum Planning for Transition from school to work.
- Gender specific management
- Use of Community Resources
- Evaluation of curriculum

Reference :–

- Baine D (1988) Handicapped Children in Developing Countries : Asesessment, Curriculum & Instruction – Edmonton (Alberta), University of Alberta
- Smith D.D. (2002) Introduction to Special Education : Teaching inl an age of challenge, Boston, Allyn& Bacon
- Romila S (1997) School Readiness programme, New Delhi ; NCERT
- Narayan, J (Ed) (1999) Functional Academics for students with mental retardation – A Guide for teachers, Secunderabad NIMH.
- Thomas, C.C (1976) – The Teaching Research Curriculum For Moderately and Severely Handicapped Self – Help and Cognitive, Springfiled, U.S.A: Charlese C. Thomas Publishers.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER – IV

COURSE B.ED. – PRACTICAL – *EPC - 3 - CRITICAL UNDERSTANDING OF ICT*

Max. Marks : 50
External Assessment : 40
Internal Assessment : 10

Objective :-

- To provide much hands-on- experience with familiarity with computers.
- To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

Activities-I:

- Organize a workshop on information technology in 'construction of knowledge'.
- Construction of lesson plan by use of audio-visual media and computers.

Activities -II:

- Deliver at least 10 lessons in school by audio-visual media and computers.
- Assess the impact and prepare a report on the entire work.

Activities -III:

- Explain and give practical instruction on meaning, planning and organizing videoconferencing in education.
- Manage, organize and Conduct any five conferencing programme for school student by pupil teacher.

Activities- IV:

- Practical knowledge of operating computers–on/off, word processing, use of power point, excel and Computer as a learning tool.
- Pupil teacher will make power point presentation on any 2 topics and present them before students.
- Use of available software or CDs with LCD projection for subject learning interactions.

Activities- V:

- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India and downloading relevant material .
- Pupil teacher will have Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – V

COURSE B.ED.– PRACTICAL – *SIP-C01& 2- School Internship and Observation*

Max. Marks : 100
Internal Assessment : 100

Division of Marks :-

(a) School Internship +Construction of Achievement test +teaching aid = 30+10+10
(b) Observation + Participation and organization two co-curricular activities +book Review =10+10+10
(c) Critisim lesson (two lesson each subject) 5x4 = 20

Objective :-

- Pupil teacher will be able to understand the role of observation in improving teaching.
- Pupil teacher will be able to observe and peer pupil teacher.
- Pupil teacher will learn how to give feedback to peer regarding overall teaching.
- Pupil teachers will understand the further implications of observation in his/her own teaching.

Process :

Pupil teacher must observe 25 lesson plans of his/her peer pupil teacher in standard format and submit to concerned teacher.

Activities

A) I	Regular classroom teaching delivery of 60 lessons (Minimum 30 Lessons in each subject) Daily supervision of lesson	15X2	30
II	Development of achievement test and remedial teaching		10
III	Functional and Statistic Model/Teaching aids, at least one in each subject	5x2	10
B) I	Observation of minimum12 lessons in each teaching subject and preparation of report		10
II	Criticism Lesson four, two in each subject (Observed by minimum two supervisors)	5x4	20
III	Participation & organization of any two co-curricular activities and preparation of Report		10
IV	Candid analysis of text book of concerned subjects at school level		10

Note :

- External observer principal internship school and nominated by internship school principal.

Dr Vivek Bapat (Dean, Education) **Dr. Vinod Singh Bhadoria (Chairman, BOS)** 86

- Use of thermo coal in preparation of teaching aids is prohibited since it is non biodegradable. Even thermo coal sheets not be used as base material.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – V

COURSE B.ED. – PRACTICAL – *SIP-C03 - Final Teaching*

Max. Marks :200
External Marks :200

DELIVERY OF LESSONS

- Minimum number of lessons in each teaching subject to be delivery should be 30 which will included two criticism lessons – one at the end of 14 lessons and the other at the end of teaching assignments. Total 60 lessons for two teaching subjects.

PRACTICUM DURING INTERNSHIP

- Preparation, administration analysis of achievement test (s) followed by remedial teaching.
- Case study/action research Working with community (meeting 2 parents for total growth and development of their wards and preparation of report)
- Observation of 5 lessons in each subject and preparation of report Organise/participate in any one school co curricular activities/ Review of Text book. (See the list in each teaching subjects.
- Teaching aids in each teaching subjects. Any other activity/s decided by the Institute.

POST INTERNSHIP

The period will be for reflection and review of internship programme to facilitate the understanding of the effectiveness of various activities undertaken during internship. During this phase the efficacy of the entire programme for the students as well as faculty members of the institute will be determined through:

- Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors
- Exhibition of work done by the students during the internship programme.
- Additional activities on the basis of feedback as received at (a) and (b) above
- Any other activity/s decided by the Insitute.

SUGGESTED SCHOOL ACTIVITIES

- Organization of cultural activities, organization of literary activities organization of games/reports.
- Framing of timetable
- Attending and organizing morning assembly
- Maintenance of school discipline

- Maintenance of school reports
- Guidance and counseling
- Organising science fair, exhibition, science club, nature study
- Maintenance of school library
- Maintenance of school laboratories
- Role of community for school improvement
- School of mapping
- Garding
- Water resource management
- Voluntary services
- Mass awareness of social evils and taboos
- Literacy activities
- Any other activity/s decided by the Institute.

ASSESSMENT OF INTERNSHIP ACTIVITIES

Activities

Final Teaching :-		
I. Evaluation Lesson plan (one in each subject)	10x2	20
II. Teaching aids used	10x2	20
III. Presentation of lesson (one in each subject)	30x2	60
IV. Viva-Voce (in each subject)	25x2	50

Note: Any of the above activity may be replaced by another activity as decided by the Institute as per the need of the course

Use of thermo coal in preparation of teaching aids is prohibited since it is non biodegradable. Even thermo coal sheets not be used as base material.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – V

COURSE B.ED. – PRACTICAL – *P - 05 - PSYCHOLOGY PRACTICUM*

Max. Marks : 50
External Assessment : 50

Objectives :-

- To develop ability in pupil teachers to assers students.
- To enhance pupil teachers capacity of conducting psychological tools.
- To train pupil teacher understanding of psychological tools and their inplications.
- Pupil teacher will learn further use of such tools in research.

Selection of Psychological Tools :
There are two groups based on tests and experiments.
Pupil teacher must learn to conduct 5 tests from group- A and 5 experiments from group B.

SUGGESTED PSYCHOLOGY PRACTICUM AREAS

Group A- Tests	Group B- Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer for learning
Achievement Motivation	Trial and Error
Personality	Personality

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR
SEMESTER – VI

COURSE B.ED.601 - ACTION RESEARCH IN EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives -

- To enable the teacher trainees:
- To familiarize with the concept of Action Research in Education and the Potential in holds for the improvement in the performance of the school.
- To identify and formulate suitable problems for Action Research.
- To get acquainted with the various steps of conducting Action Research.
- To understand and use descriptive statistical techniques in Action Research.
- To acquire the skills of planning executing evaluation and reporting an Action Research Project.

Unit -I : ACTION RESEARCH

- Concept and need of Action Research Steps of action research. . Types of Action Research – Individual and Collaborative. Teacher as an innovator of new practices and user of innovative practices. Action Research Approach to improve class and school practices. Development an Action Research Plan.

Unit -II : Action Research Methodology

- Definition of the Problem, Identification of a Problem, Steps of conducting Action Research Drafting Action Research Proposal, Reporting Action Research.

Unit -III : Descriptive Statistics

- Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode: Measures of Variability – Mean Deviation, Standard Deviation and Quartile Deviation; Measures of Correlation – Rank Difference and Product Moment Method; Normal Probability curve – Properties and Uses.

Unit -IV : Inferential Statistics

- Graphical representation of Data, Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit-V : Writing Research Report

- Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

References :

- Bipil Asthana / Nidhi Asthana, Research Methodology, 2010, Agarwal Publication Agra
- Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York : Longman, Inc
- Chandra, S.S. and Sharma, R.K. (2010), Research in Education, Atlantic Publishers New Dehli
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- Joni, A.K. Research Methodology, 2008, A.P.H. Publishing House Delhi
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- Pathak, R.P.(2009). Methodology of Educational Research Delhi: Atlantic Publishers
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- Sharma Bharti (2004), Methodology of Educational Research, New Delhi, Anmol Publications Pvt. Ltd.
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- Wiersma W. & Jurs S.G.(2009) Research Methods in Education : An Introduction Boston: Allyn & Bacon

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR
SEMESTER – VI

COURSE B.ED. 602 (A)–OPTIONAL COURSE -1 - ENVIRONMENTAL EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

On completion of the course, the student teacher will be able to:

- understand the concept , aims, objectives and importance of environmental education.
- understand possible environmental hazards and their negative effects and methods to minimize them.
- identify various methods and strategies for realizing the objectives of environment.
- establish the relationship of man with environment;
- appreciate the role of various, agencies working in the area of environment.

UNIT-I : INTRODUCTION OF ENVIRONMENTAL EDUCATION

- Philosophy of Environmental Education
- Development of Concept of Environmental Education, its scope and importance
- Aims and objectives of Environmental Education
- Ecological perspectives and nature of Environmental Education.
- Multidisciplinary and inter disciplinary Environmental Education characteristics essential to Environmental Education curriculum.

UNIT-II : ENVIRONMENTAL EDUCATION THE CURRICULUM

- Strategies, Separate subject, theme based programmes and fusion approach : advantages and limitations
- Present status of a environmental education in school curriculum in India.
- Methods of teaching : Experiment, project, survey, simulation method problem solving, activity, value clarification and lecture curriculum demonstration method.
- Role of media – Print, Films, TV and Audio visual aids; Eco club, exhibition in environmental education.
- Evaluation of Environmental Education.

UNIT-III : ECOSYSTEM AND MAN

- Ecosystem, structure and function, producer, consumer and decomposer
- Food chain, food web and ecological pyramids.
- Flow of energy : bio geo-chemical cycles : oxygen, carbon, nitrogen water and phosphorus.
- Types of eco systems : forest, grass land, desert and aquatic.
- Effect of human activities on ecosystem.

UNIT-IV : ENVIRONMENTAL CRISIS

- Pollution – causes, effects and remedies of Air, Water Soil, Noise and Radiation pollution.
- Acid rain, green house effect, global warming ozon depletions.
- Loss of biodiversity, deforestation and soil degradation, measures, arrest them.
- Population explosion and its effect on environment, crisis of energy resources and quality of environment.
- Disaster : Natural and man made, Disaster management and its mitigation.

UNIT-V : SUSTAINABLE DEVELOPMENT

- Need for conservation of Environment
- Sustainable development, Role of education
- Movement to Save environment
- Role of International agencies UNEP, WWF, NGO's and Government organization.
- Role of cultural, legal and political agencies for conservation environment, Important environmental laws.

References :-

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- सक्सेना हरिमोहन, (2003) पर्यावरण अध्ययन, श्रीगंगानगर : अग्रवाल साहित्य सदन
- पंकज श्रीवास्तव (1998) 'पर्यावरण षिक्षा' भोपाल : मध्यप्रदेष हिन्दी ग्रंथ अकादमी,
- सक्सेना ए.बी. (1998), पर्यावरण षिक्षा नई दिल्ली : आर्य बुक डिपो,
- UNESCO. 1990 Sourcebook in Environmental Education for Secondary School Teachers Bangkok.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (B)–OPTIONAL COURSE -1 -HEALTH AND PHYSICAL EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

On completion of the course the student teacher will be able to:

- develop physical fitness
- understand the rule and regulations of different physical educations activites
- develop competencies of games and athletic events and other activites.
- understand their role in conducting matches and annual sports develop Leadership qualities
- develop and appreciate the values of physical education program

UNIT- I-: PHYSICAL EDUCATION

- Concept of Physical Education
- Definition of Physical Education
- Aims & objectives of Physical Education
- Importance of Physical Education
- Meaning of Physical fitness
- Scope of Physical Education
- Definition of Physical fitness
- Components of Physical fitness

UNIT-II-: HEALTH EDUCATION

- Meaning and defunction of health & Health Education
- Objectives of Health Education
- Importance of Health Education
- Dimension of Health
- Prinples of Health Educations
- Baance Dict its element and sources Mal Nutrition and adultration
- School Health Programme

UNIT- III-: MAJOR GAMES

- History of Game
- Measurement of Court/ground
- Fundamental skills
- Techniques & Tactics of Games/Sports
- Rules & Regulation
- Major championship/competitions
- Awards & Honour of Particular Games/Sports.

Note : student teacher shall participate and learn minimum of two games in a year from the following : badminton, basketball, cricket, football, table tennis, tennikoit, volleyball and any other similar game.

UNIT –IV-: ATHLETICS

- Short Distance (Sprints) — 100M, 200M, 400M, Run
- Middle distance — 800M, 1500M, Run
- Distance Runs — 300M, 5000M, 10000M Run
- Relay — 4x100M, 4x400M
- Skills : Starts — (Crouch start, standing start) Striding, Finishing, exchange of baton etc.

UNIT –V-: YOGA

- Meaning and defunction of Yoga and Meditation
- Element of Yoga (Practice of selected Asanas)
- Importance of Yoga
- Types of Pranayama (Practice of selected Pranayams)

REFERENCES :

- Methods in Physical Education – By. M.L. Kamlesh
- Educational Dimensions of Physical Education – V.KRISHNA MURTHY AND N. PRAMESWARA RAM : Sterling Publishers Pvt. Ltd.
- Physical Education Games and Athletics for Training Colleges – MABEL DAVIES, RUSKIN HOUSE, GEORGE ALLEN AND UNWIN LTD, LONDON
- Intramurals – LOUIS E. MEANS, PRENTICE HALL, Inc.
- Rules of Games and Sports – YMCA PUBLICSHING PUBLISHERS, new Youk.
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- Principles of Evaluation in Physical Education - PHILIPA, SMITHELLS, PETER E. CAMERON, HARER AND BROTHERS PUBLISHERS, new York.
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- Basics of Basketball, Pal & Ruhal : World Vision Publication, Gwalior
- Essentials of Physical Education, Ajmer Singh
- Athletics Rules & Regulation, T.S. Brar
- Preventive and Social Medicine, By J.E. Park
- Physical Education, By Khan
- Sports Training by Hardayal Singh
- Essential of Physical Education – Ajmer singh
- Principles of Physical Educaion by M.L. Kamlesh.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (C)–OPTIONAL COURSE -1 COMPUTER EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

(Practical will be evaluated by a team of experts of the Institute)

Objectives :-

On completion of the course the student teacher will be able to :

- To develop knowledge about micro computer system.
- To understand and develop skills in using computer in field of education.
- To develop skills in using application software for the purpose of educational management.
- Enable him to learn programming for the purpose of developing educational Softwares.

UNIT- I-: COMPUTER & ITS USES

- What is computer?
- History & Technological Development .
- Uses of Computer in Modern Society i.e. Education, Weather Forecasting Banking, Research, Defence, Business, Census etc.
- limitation and Disadvantage.
- Impact of Computer on Education, Planning and Administration.
- Globalization of Community through Computer (Internet)

UNIT- II-: CHARACTERISTICS & HARDWARE

- Characteristics of Computer.
- Classification of Computer (According to Technology & Capacity wise).
- Personal Computer.
- Input Unit, Output Unit, Processing Unit.
- Memory of Computer.

UNIT- III-: OPERATING SYSTEM

- Types of Operating system (DOS, Unix, Windows)
- DOS Internal Commands, External Commands.
- Introduction of UNIX.
- Brief Introduction of Windows.
- Utility & Application of Software

UNIT- IV-: INTRODUCTION OF COMPUTER SOFTWARE

- Basic & Its simple Programming
- DBMS & Database Software (DBASE, FOXBASE, Fox pro)
- C++ & its Simple Programmes.
- Ms- Word & Word Star

UNIT- V- : SPREAD SHEETS

- Introduction of Lotus 1-2-3.
- MS – Excel
- Tally.
  - (There all software has following details.
  - File creating Editing , Printing, Graphs and File conversation into other language data files.

PRACTICUM :

a.	Records and Practicums	6 Marks
b.	Practical Exercise (DOS)	6 Marks
c.	Practical Exercise(Window 98)	6 Marks
d.	Practical Exercise(MS-Word)	6 Marks
e.	Practical Exercise (MS-Excel)	6 Marks
	Total	**30 Marks**

Note :

- Paper for Computer Education shall consist of 100 objective type questions of 06 mark each and rest 50 marks shall be for practical evaluation.
- Practical evaluation marks will consist of (a) Two tests 10 marks each (Total 20 marks) (b) Record and files prepared by the students on the practical work of 30 marks. The details and scheme of Practical Work is given above.
- Marks as secured by the students shall not be added to the aggregate. If a student secures 36% marks it should be recorded in his mark-sheets.
- If a student fails to secure 36% marks, he/she will not be awarded degree till Be secures 36% marks. Such candidates have to appear in subsequent. Examination(s) in order to be eligible for the degree of B.Ed. (Secondary).

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (D)–OPTIONAL COURSE -1 - SCHOOL MANAGEMENT

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

On completion of the course the student teacher will be able to :

- understand the concept of Educational Management, School organization and school administration.
- acquaint with the basic principles of shool management
- develop skills for optimum utilization of resources available
- identify factors conducive to the effective implementation of various school activities.

UNIT-I-: EDUCATIONAL MANAGEMENT SCHOOL LEVEL

- Concept and Function of Educational Management : Basis of management – planning, organizing, control, direction and financing.
- Centralisation v/s Decentralisation in Educational Planning – District Level planning and its extension to school level planning – functional, financial as well as administrative decentralization.
- Concept of Democratic Decentralisation with Monitoring.
- Concept Multi – Level Planning in Shool Management.
- School as a unit of Decentralised with Monitoring.
- Monitoring and Evaluation in terms of Modern Management Techniques – Case study, Man Power surveys
- Educational Management Information System (EMIS).

UNIT- II-: MICRO PLANING FOR SCHOOL MANAGEMENT

- Micro and Macro level planning – concept only
- Institutional and planning – Principles, planning execution : School clusters.
- Block Resource Centers and Cluster Resource Centers – Scope to be extended to secondary education. Their use for resource generation.
- School Mapping – Need, Factors and Scope
- Community participation, Lab. Area Approach, Mobilising the community resources – community for the school and school for the community. Organisation of Village Education Commitees (VECs)

UNIT- III-: MANAGEMENT OF TIME AND RESOURCES

- Time Management – Time schedules for various activities of schools- weekly, monthly and yearly calendar of activities
- preparation of daily, weekly, monthly and yearly plans for the individual and the school.

- Management of Material Resources
- School building, library, laboratory, hostels, playground etc.
- Procurement and optimum use of equipment, furniture, books, physical facilities etc.
- Management of Human Resources- Analysing inter-personal and inter group relations, teach taught relations, hear teacher – teacher relations. Relationship with management and administration, group dynamics.
- Management of Financial Resources – Developing and monitoring budgets at school level.

UNIT- IV-: MANAGING THE SCHOOLACTIVITIES

- Role of a teacher in administration work – admission, classification maintenance of office and school Records.
- Organisation and Management of various co-curricular activities schools.
- Management of school associations.
- Managing the examination /Evaluation.
- Organisation of Health Programme:- Health Instructions, Healthful liven and Health services in schools.

UNIT-V-: SCHOOLADMINISTRATION AND SUPERVISION

- School administration, management and supervision, monitoring etc.
- Areas of School Organisation – Changing Direction
- Decision Making – preparing for leadership
- Responsibility for effective school functioning.
- Techniques of school supervision
- Education Administration – Structure at different levels – NCERT, NIER NCTE, SCERT/ SIE /SISE, IASE, DIRECTORATES OF EDU, CBSE, SBE (STATE BOARDS OF SE) ETC.

Reference :-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (E)–OPTIONAL COURSE -1 (OPEN & DISTANCE LEARNING)

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- Understand the concept, nature and scope of Distance Education
- Understand the nature of Distance Education as continuous process of Development and change.
- Understand the aims, objectives of teaching Distance Education at different levels.
- Learn the techniques and methods of distance Education.
- Understand the open system, correspondence education.
- Understand communication strategies of Distance Education.

Unit-I-: Concept & Nature of ODL:

- Concept of ODL.
- Mode f transaction in ODL.
- Perspective & Future perspective of ODL.

UNIT-II-: Planning & Institution of ODL:

- Institutional Planning: at school level & at university level.
- National and State Universities and agencies (IGNOU, KOU, etc.)
- DEC: Role and responsibilities

Unit-III-: Methods and Approaches:

- Communication Strategies
- Teaching Strategic of Distance Education & Educational broadcast.
- Educational Telecast.
- ICT, Self learning material, E-learning, Blanded learning.
- Resource Centers of Distance Education

Unit-IV-:Instructional Support System:

- Instructional Procedure
- Evaluation Process of Distance Teaching
- Role ofRegional and Study Centers
- Role ofCounsellor and distance learner.

Unit –V-: Evaluation:

- Concept of evaluation in distance education.
- Need for continuous evaluation. On-line and on demand examination.
- Nature & type of Evaluation procees in ODL

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (F)– OPTIONAL COURSE -1 (GUIDANCE & COUNSELLING)

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

Objectives :-

- To develop an understanding of the concepts of guidance and Counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & Counselling for school level students.

UNIT – I-: Concept of Guidance

- Meaning, Nature & functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:,
  (i) Educational Guidance – Meaning and need at Secondary and Higher Secondary level.
  (ii) Vocational Guidance – Meaning and need at Secondary and Higher Secondary level.
  (iii) Personal Guidance – Meaning and need at Secondary and Higher Secondary level.

UNIT – II-: Counselling

- Concpt of Counselling.
- Theories of Counselling:
  - Theory of Self (Rogers)
  - Rational Emotive Behavioral Theropy (Albert Ellis).
- Types of Counselling: Directive, Non directive, Eclectic.
- Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).

UNIT - III -: Testing and Non- testing devices for the study of an Individual:-

- Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
- Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
- Professional efficacy and interest.

UNIT – IV-: Skills in Guidance & Counselling:-

- Skills in Counselling (Listening, Questioning, Responding, Communicating.)
- Role of Teacher as a counselor and professional ethics associated with it.
- Career Counselling and Dissemination of Occupational Information.

UNIT – V:- Contemporary issues:-

- Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian & scenerio, Education and Guidence: Democraey and Guidance, Individual Difference and Guidance, planning of Guidance cell in school.

Reference :-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED.602 (G)–OPTIONAL COURSE -1 (GANDHIAN THOUGHTS OF EDUCATION)

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

- Meaning & Nature of Gandhian education.
- Educational theories with reference to Gandhian Philosophy
- Contribution of Gandhi in the various fields of Education and Society.
- Various Social work of Gandhi to Society.
- To introduce the students the life sketch, personality and the educational thoughts of Gandhi.

UNIT – I-: Gandhian Education : Concept and assumption

- Meaning, Concept of Gandhian education.
- Life history of Mahatma Gandhi and experiments on education in india.
- Need and importance of educational aims and all round development of man.
- Relevance and Significance of Education in present social environment.
- Human values and different forms of Education.
- Various dimensions of education: - Teacher, Student, Teaching method and syllabus.
- Self – dependence and provision of Craft in Education.

Practicum/Field Work

- Organize a get together programme in backward area of society
- Make any two handicraft items according to Gandhian vision

UNIT – II-: Philosophical aspect of Gandhian Education

- Philosophical vision of Gandhian Education and education as a continuous process of life.
- Prayer meeting, free labour service, inspirational message, yoga and importance of Spiritual education.
- Concept of co-relation/integration in Eduation.
- Concept of Samvaya and Sarvodaya Darshan and Education

Practicum/Field Work

- Analyse a prayer of any school and suggest activities according to Gandhian philosophy.
- Practise meditation and yoga for seven days and prepare a write up on entire activities.

UNIT – III:- Human Value and Gandhian Education

- Education of Religion and Culture according to Gandhi.
- Individual Social and Human Value
- Gandhi and Social Welfare
- Gandhian view of Service (Daridranarayan)

Practicum/Field Work

- Serve two critically ill people in hospital, then draft a report on your feeling and entire work.
- Analyse scientific basis of any two traditions of Indian society.

UNIT – IV-: Social and Political aspect Education:-

- Social perspectives of Gandhian Education, untouchability and rural education.
- Religion, Secularism and cultural aspect of education.
- Communal and social change through education.
- Democracy, Naturalism and Inter-natural fellow feeling.
- Concept of Socialism through Education.

UNIT – V-: Different aspects of Gandhian Education

- Process of Basic Education.
- Women Education, Handicap Education, Varnacular (Mother tongue), Literacy.
- Finix Ashram, Tolstoy farm, work of Sabarmati Ashram
- Trusteeship and Education.

References :-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. 602 (H)–OPTIONAL COURSE -1 VALUE EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objectives :-

To develop insight of understanding of concept of Indian values according to time space and situation.

- To scientifically analyse values in Indian culture and tradition.
- To develop positive attitude about Indian human values.
- To understand the Indian values according to Shradhha and logic.
- To understand the co-ordination with Indian values and life style.
- To analyse the ethical, artistic and pleasant values.
- To analyse absolute values in globalization and universlization.
- To develop the teaching learning method for adoptation and assimilation in life value.
- Explain fundamental aims and values that provide the intellectual basis of contemporary education policy and practice.
- Engage with issues in a manner that make them sensitive to promote certain educational values while marginalizing others.
- Explore the meaning of Ethics and values.
- Understand the process of value education.

UNIT – I-: Nature and sources of values:-

- Meaning, concept need and importance of values and ethics. Philosophical and sociological probing into morality and values.
- Nature and sources of values, biological, psychological, social, cultural, science of living and ecological determinants of values.
- Philosophical, psychological and sociological perspective of value education.

Practicum/Field Work

- Practise general etiquette (like wish to colleagues, polite way of talking etc.) through out session.
- Prepare a report on scientific Analysis of Traditional life style.

UNIT – II-: Classification of values:

- Classification of values, eternal, material, social, environmental, psychological, economical, political, cultural, moral, and spiritual, science of living, status of values, How can these be realized through education
- Values of individual in traditional life style.
- Universal values, Identification and Analyse of emerging issues involving value conflicts.

Practicum/Field Work

- Identify values, it in the assembly to assimilate the values in the personality of students.
- Organise a Poster which promote harmonious living in ancient social life, prepare/ a report and present
- making competition in school based on the classification of values.

UNIT – III-: Development of values:

- Development of values as a personal and life long process, teaching of values as an integral part of education, Development of values through science of living, design and develop of instructional material for nurturing values.
- Feelings of fear and trust and their influence in personal and social attitude, attitudes towards competition and co-operation, value orientation of education.

Practicum/Field Work

- Make content Analysis of existing secondary level any text book to identify the components of human values included in it.
- Conduct any one yogasna/Suryanamaskar in the school for one week with explanation of its impact on physio-psychology of human beings.
- Observe and analyse the impact of competition in personal and social life and prepare a report.

UNIT – IV-: Values in religious scriptures:-

- *Bhagwadgita*- Nishkam karma, swadharma, laksagrah & stithpragya.
- Bible – Concept of truth, compassion, forgiveness
- Dhamnipada- Astangmarg, Aryastya & Madhyamarg
- Gurugranth Sahib- Concept of Kirath, Sunsat, Paugat & Jivanmukti
- Quarn – Concept of spiritual & moral values (adah, raham & theory of justice) & social responsibilities.

Practicum/Field Work

- Analyse morning assembly programme of a school from the point of view of *sarv dharm prarthna* and give suggestions.
- Organise a play or stage show on values in religious scriptures of various religions, in which students will demonstrate religiosity and common influencing factors of various religions.
- Make a critical analysis of any value according to any religious book.

UNIT – V-: Methods & Evaluation of Value Education

- Traditional Methods: Story Telling, Ramleela, Tamasha street play & folk songs.
- Practical Methods: Survey, role play, value clarification, Intellectual discussions.
- Causes of value crisis: material, social, economic, religious evils and their peaceful solution.
- Role of school every teacher as teacher of values, school curriculum as value laden.
- Moral Dilemma (Dharmsankat) and one's duty towards self and society

Reference :-

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER – VI

COURSE B.ED. – PRACTICAL – *EPC - 4 - UNDERSTANDING THE SELF*

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
External Assessment : 40
Internal Assessment : 10

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor - when available - will guide and debrief the student teacher on a periodic basis.

Objectives:-

- To develop understanding of student- teachers about themselves- the development of the self as a person and as a teacher, through a workshop mode by more than one resource persons.
- To address aspects of development of the inner self and the professional identity of a teacher.
- To develop sensibilities, dispositions and skills that will later help them in facilitating the personal growth of their own students while they teach.
- To develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- To develop a holistic and integrated understanding of the human self and personality to build resilience within one self to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- To make awareness in student teacher of their identities and the political, historical and social forces that shape them.
- To help explore one's dreams, aspiration,concerns, through varied forms of self – expression, including poetry and humour, creative movement, aesthete representations,etc.
- To introduce yoga to enhance abilities of body and mind and promote sensibilities that help to give in peace and harmony with one's surrounding.

Activities- I –

- Conduct seven days' workshop in school for personality development on *Chetna Vikas Mulya Shiksha,* after attending seven days' shivir of CVMS.
- Organise an orientation program to address one's different identities- gender, religion, culture – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities.

Activities- II –

- Organise yoga and meditation classes at least for two months in a school.
- Prepare a report after analyzing the effect of the program on body, mind and concentration.

Activities- III –

- Prepare a Performa for cumulative records of students.
- Make a record of students through the narration of their life stories and group interactions.

Activities- IV –

- Case studies/ biographies/ stories/watching movie/documentary of different children, who are raised in different circumstances and how their circumstancs affected their sense of self and identity formation.
- Make a detailed report on entire activity and its result.

Activities- V –

Prepare and maintain a reflective journal by trainees.in which he/she records one's experiences, observations and reflections of overall work done in the aforementioned four activities.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR
SEMESTER – VI

COURSE B.ED. – PRACTICAL –*P – 6.1 -ACTION RESEARCH REPORT*

Max. Marks	**: 50**
Theory Marks	**: 40**
Internal Assessment	**: 10**

1 Objectives of action research

- To develop scientific attitude among teachers and principals for studying their problems.
- To develop scientific attitude among students and teachers for understanding and solving their problems.
- To bring excellence in school workers.
- To develop ability and understanding among administrators to improve and modify the school conditions and make it more conducive to learning.
- To root out the traditional and mechanical environment of school.
- To raise the level of performance and level of aspiration of the students.

2. Selection of Topic – The first step in action research, the most important is the identification of the problem The problem of action research should be on the basis of: Teaching Examination, Extra curricular activities administration and organisation.

3. Selection of tools and techniques -The following tools and techniques are used to collect Data: Observation, Collection of Opinion, Questionnaire, Interview, Check List, Rating Scales, Tests, Statistical Methods

4. Design of Action Research.

- Analysing courses of the problem given the evidence nature and control.
- Formulation of Action hypotheses.
- Designing for testing Action hypothesis.

5. Evaluation – The conclusion can be drawn in the form of remedial measure for the problem.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR
SEMESTER – VI

COURSE B.ED. – PRACTICAL –*P – 6.2 DISSERTATION*

1. Objectives of Dissertation

- To improve the working condition of educational institution and society.
- It is used for the program and betterment of the education and society.
- To make the school system effective for generating healthy environment for student learning.
- To save energy and time by undertaking systematic research.

2. Selection of topic :- The following are the areas of education research Social-cultural Systems, politics, Social change, Student world, teacher and their problems, Administration and Planning.

3. Review and related literature should be based on the primary and secondary sources.

4. Formulation of Hypothesis

5. Design of the study

- Sampling methods: Sample is the part of the strategy of research. The following are sampling techniques probability and non probability techniques.

- Methods are great importance in educational research.

- Data collection: The following tools and techniques are used to collecting Data: Observation, Collection of Opinion, Questionnaire, Interview, Check List, Rating Scales, Tests, Statistical Methods Difference types tools and techniques used to collect data.

6. Statistical analysis and interpretation.

7. Summary and conclusion.

8. Appendixes bibliography.

Course Structure and Scheme of Instruction and Examination
First Year
Semester-I

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-I								
Learner Studies	T-1 Childhood & Growing up				100	80	20	04
Learner Studies	T-2 Philosophy of Education				100	80	20	04
Pedagogy of Subject* (Any Two according to the your steem)	Understanding Disciplines and School subject							
	Pedagogy of Teaching Subject First				50	40	10	02
	Pedagogy of Teaching Subject Second				50	40	10	02
	Total				**300**	**240**	**60**	**12**
Practicum :- Sem -I								
Teaching Enrichment	P-1 Self Development				50		50	01
	P-2 Reading & Reflecting on Text				50	50		02
Teaching Enrichment	P-3 Micro Teaching				50		50	02
Teaching Enrichment	P-4.1 Book Review				100		30	03
	P-4.2 Community Work						15	
	P-4.3 Participation in Co-Curricular Activity						15	
	P-4.4 Content Test						40	
	Total				**250**	**50**	**200**	**08**
	Grand Total	**100 Working Days**			**550**	**290**	**260**	**20**

Practical Exam of P-2 by extranal examiner appointed by university

* Table T-3(a) Select any one subject in a selected group

Art Group & Others	Science Groups
T-3.2Hindi	T-3.7 Mathamatics
T-3.1 English	T-3.8 Life Science
T-3.3Sanskrit	T-3.9 General Science
T-3.14 Social Science	
T-3.4 Urdu	

Table T-3(b) Select any one subject in a selected group

Art Group	Science Groups
T-3.11Civics	T-3.5 Physics
T-3.10 History	T-3.6 Chemistry
T-3.13 Economics	
T-3.12 Geography	

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Course Structure and Scheme of Instruction and Examination
First Year
Semester-II

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-I								
Learner Studies	T-4 Sociology of Education				100	80	20	04
Learner Studies	T-5 Assesment of Learning				100	80	20	04
Learner Studies	T-6 Futurology in Education				100	80	20	04
	Total				300	240	60	12
Practicum :- Sem –II								
Teaching Enrichment	P-5 Art & Drama In Education				50	50		02
Teaching Enrichment	P-6.1 Shadowing of Subject Teacher Teacher and Observing minimum 10-10 lessons in Pedagogy I & II				75		25	06
	P-6.2 Observation of School Activity						25	
	P-6.3 Observation of Micro Lesson minimum 5 given by peer group						25	
Teaching Enrichment	P-7.1 Participation in co-curricular Activity in college				25		10	02
	P-7.2 Critical Analysis of an Educational Film						15	
	Total				150	50	100	10
	Grand Total	100 Working Days			450	290	160	22

Practical Exam of P-5 by External examiner appointed by University

Dr Vivek Bapat (Dean, Education)

Dr. Vinod Singh Bhadoria (Chairman, BOS)

Course Structure and Scheme of Instruction and Examination
Second Year
Semester-III

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-I								
Learner Studies	T-7 Teacher Education –I				100	80	20	04
Learner Studies	T-8 Intriduction to Research Methodology				100	80	20	04
Learner Studies	T-9 Specialisation course (any one)*				100	80	20	04
	Total				**300**	**240**	**60**	**12**
Practicum :- Sem –III								
Teaching Enrichment	P-8 Psychology Practicum (External+Internal)				50	50		02
Teaching Enrichment	P-9 School Internship Programme (SIP)				--	--	--	--
	Lesson (26 × 2) 10 Weeks				260	160	100	30
	Theme based Learning (2 ×10)				20		20	
	Co-teaching lesson with school teachers (2 × 10)				20		20	
	Reports on records maintained in the school				15		15	
	Blue print & administration of test				20		20	
	Reflective journarls on intership activity				15		15	
	Total				**400**	**210**	**190**	**32**
	Grand Total	100 working days			**700**	**450**	**250**	**44**

Practical Exam of P-9 & P-10 (lesson Plan) by External examiner appointed by University

**** Optional paper (Select any one)***

T-9.1 Comparative Education
T-9.2 Educational Technology
T-9.3 Environment Education
T-9.4 Guidance & Counseling

Dr Vivek Bapat (Dean, Education)

Dr. Vinod Singh Bhadoria (Chairman, BOS)

Course Structure and Scheme of Instruction and Examination
Second Year
Semester-IV

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-I								
Learner Studies	T-10Psychology of Learning & Development				100	80	20	04
Learner Studies	T-11Educational Studies				100	80	20	04
Learner Studies	T-12Advance Research Methodology				100	80	20	04
	T-13 Teacher Educationa-II				100	80	20	04
	Total				400	320	80	16
Practicum :- Sem –III								
Teaching Enrichment	P-10Academic Writing				50		50	02
	P-11Dissertation Preposal				50	50		02
	Total				100	50	50	04
	Grand Total	100 working days			500	370	130	20

Practical Exam of P-11by External examiner appointed by University

Dr Vivek Bapat (Dean, Education)

Dr. Vinod Singh Bhadoria (Chairman, BOS)

Course Structure and Scheme of Instruction and Examination
Third Year
Semester-V

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-I								
Learner Studies	T-14Issues and Concern of Elementary Education				100	80	20	04
Learner Studies	T-15Secondary Educationa & Teacher Funcation				100	80	20	04
	Total				200	160	40	08
Practicum :- Sem –III								
Teaching Enrichment	P-12ICT for Education				50	50		02
	P-13Intership related to field work for Research work Dissertation (8 weeks)				50		50	24
	Total				100	50	50	26
	Grand Total	100 working days			300	210	90	34

Practical Exam of P-12by External examiner appointed by University

Dr Vivek Bapat (Dean, Education)

Dr. Vinod Singh Bhadoria (Chairman, BOS)

Course Structure and Scheme of Instruction and Examination
Third Year
Semester-VI

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-I								
Learner Studies	T-16Curriculum Studies				100	80	20	04
Learner Studies	T-17History and Economics of Education				100	80	20	04
Learner Studies	T-18 Specialization Course-2(Any One)*				100	80	20	04
Learner Studies	T-19 Specialization Course-3 (Any One)*				100	80	20	04
	Total				**400**	**320**	**80**	**16**
Practicum :- Sem –III								
Teaching Enrichment	P-14Dissertation				200	150	50	24
	Total				**200**	**150**	**50**	**24**
	Grand Total	100 working days			**600**	**470**	**130**	**40**

Practical Exam of P-14by External examiner appointed by University

** Student have to choose two subject for T-18 & T-19*
T-18.1/19.1 Inclusive Education
T-18.2/19.2 Management of Education
T-18.3/19.3 Assessment & Evaluation
T-18.4/19.4 Women Education