

# **Pt.Ravishankar Shukla University Raipur**

## **CURRICULUM & SYLLABI (Based on LOCF)**

### **Bachelor of Education (B.Ed.) Semester System**

**Session: 2025-27**

<b>Approved by:</b>	<b>Board of Studies</b>	<b>Academic Council</b>
<b>Date:</b>	16/05/25	

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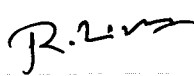
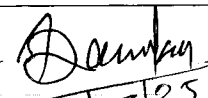
## Bachelor of Education (B.Ed.)

The Bachelor of Education (B.Ed.) is a two-year, four-semester professional undergraduate program designed to prepare future educators with essential pedagogical knowledge, teaching skills, and a deep understanding of the education system. This program equips students with a strong foundation in educational philosophy, child psychology, and classroom management while promoting ethical values and inclusive practices. Throughout the course, learners are introduced to a wide range of core subjects including educational psychology, contemporary issues in education, pedagogy of school subjects, assessment and evaluation, and ICT in education. Alongside theoretical instruction, the program emphasizes hands-on experience through school-based internships, practice teaching, and community engagement. As the program progresses, students gain the opportunity to apply their knowledge in real classroom settings, enabling them to develop reflective teaching practices, effective communication, and classroom leadership. The curriculum also supports the development of critical thinking, creativity, and problem-solving skills that are essential in today's dynamic educational environment. Upon successful completion, B.Ed. graduates are qualified to pursue careers as secondary and senior secondary school teachers, teacher educators, academic coordinators, and curriculum developers. The program also lays a strong foundation for higher studies in education, such as M.Ed. or specialized certifications in areas like special education, educational technology, or guidance and counseling. With a focus on holistic teacher preparation, the B.Ed. program cultivates passionate, competent, and socially responsible educators committed to shaping the future of education.

### Program Outcomes:

Upon successful completion of the Bachelor of Education program, students will be able to:

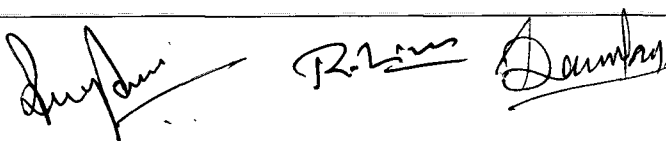
PO-1	<b>Personal and Social Awareness:</b> To help students discover and appreciate their unique vocation in society, encouraging self-awareness and a sense of social responsibility.
PO-2	<b>Integration of Theory and Practice:</b> To create a learning environment that effectively integrates theoretical knowledge with real-world classroom practice for better professional development.
PO-3	<b>Value-Based Education:</b> To nurture fundamental human values such as peace, justice, equality, and fraternity, helping build an inclusive and empathetic educational mindset.
PO-4	<b>Understanding Student Diversity:</b> To enable future teachers to recognize and address the educational needs of a diverse student population with sensitivity and inclusiveness.
PO-5	<b>Agents of Social Change:</b> To encourage students to become proactive contributors and catalysts of positive social transformation in their communities.
PO-6	<b>Collaborative Learning and Networking:</b> To revitalize education through collaboration with various organizations, universities, and educational bodies for mutual growth and innovation.

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PO-7	<b>Futuristic and Holistic Environment:</b> To provide a stimulating and catalytic learning atmosphere that promotes futuristic thinking and a holistic approach toward teaching excellence.
PO-8	<b>Pedagogical and Technological Proficiency:</b> To equip prospective teachers with a blend of theoretical knowledge, practical pedagogical skills, and the integration of modern technology as a tool for effective teaching and learning.
PO-9	<b>Creativity and Co-Curricular Excellence:</b> To draw out latent talents and creativity in students by engaging them in a wide range of co-curricular and extra-curricular activities.

**PROGRAMME SPECIFIC OUTCOMES (PSOs) :** At the end of the program, the student will be able to:

PSO1	<b>Curriculum and Planning:</b> Students will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.
PSO2	<b>The Learner and the Learning Environment:</b> Students will demonstrate their understanding of cognitive, affective, and psychomotor domains, and other characteristics of their diverse learners, and create an environment of respect, rapport, collaboration and a culture for learning.
PSO3	<b>Teaching:</b> Students will design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.
PSO4	<b>Professional Responsibilities for Self-Renewal:</b> Students will demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.
PSO5	<b>Professional Responsibilities for School and Community:</b> Students will demonstrate leadership by participating in the implementation of the vision and mission of the institute, strategic planning/continuous improvement, curriculum initiatives, student support and management systems; and demonstrate a commitment to ethical and equitable behavior.
PSO6	<b>Professional Responsibilities for Technology in Education:</b> Students will model and apply the National Educational Technology Standards for Teachers (NETS-T) as they design, implement, and assess learning experiences by engaging students through creative and innovative endeavors.
PSO7	<b>Culturally Responsive Teaching Practice:</b> Students will engage in culturally responsive and inclusive teaching practice to help all students regardless of their language, culture, race, geographic location, special needs, or poverty and facilitate learning through collaboration among teachers and students, developing students' competence and potential.

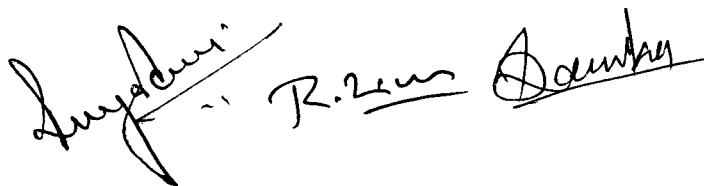




PSO8	<b>Effective Communication:</b> Students use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
PSO9	<b>Professional Dispositions:</b> Students will demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community.

### Bachelor of Education

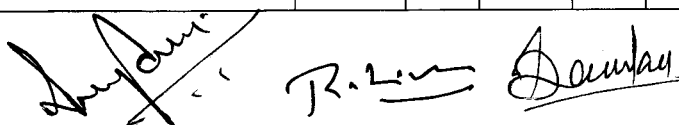
Specification of Course	Semester	No. of Courses	Credits
Core	I-IV	10	40
Elective	II-IV	02	08
Internship/practical	I-IV	10	52
Total		22	100



## Bachelor of Education

### PROGRAMME STRUCTURE

Semester	Course Nature	Course Code	Course Title	Course Type (T/P)	Hrs/Week	Credits	Marks		
							CI A	ESE	Total
Semester-I	Core	BED. 101	Philosophical Perspectives of Education.	T	6	4	20	80	100
	Core	BED. 102	Nai Talim: An experimental learning	T	6	4	20	80	100
	Core	BED. 103	Pedagogy part I	T	6	4	20	80	100
	Practicum	BED. 104 A	Preparation of Teaching Aids	p	5	2	-	-	50
		BED. 104 B	Community Activities	p	3	2	-	-	50
Semester-II	Core	BED. 201	Sociological perspective of Education	T	6	4	20	80	100
	Core	BED. 202	Learner and Learning process	T	6	4	20	80	100
	Elective- 1 (Select any one)	BED. 203 A	Educational and mental measurements	T	6	4	20	80	100
		BED. 203 B	Educational Administration and management	T	6	4	20	80	100
		BED. 203 C	Art Education	T	6	4	20	80	100
		BED. 203 D	Curriculum and knowledge	T	6	4	20	80	100
	Core	BED. 204	Educational Technology and management	T	6	4	20	80	100
	Practicum	BED. 205 A	Micro teaching on skills of teaching	p	6	2	-	-	50
		BED. 205 B	Internship (4weeks) school experience	p		10	-	-	
		BED. 205 C	Preparation of Question Bank	p		2	-	-	
Semester-III	Core	BED. 301	Pedagogy part II	T	6	4	20	80	100
	Core	BED. 302	Nai Talim : Skill based learning	T	6	4	20	80	100
	Practicum	BED. 303A	Internship(16weeks)	p	6,	10	-	-	100
		BED. 303 B	Reflective diary and supervisors assessment	p	5	10	-	-	50



Semester-IV	Core	BED. 401	Gender School and Society	T	6	4	20	80	100
	Core	BED.402	Assessment in Learning	T	6	4	20	80	100
	Practicum	BED. 404	Training in yoga and Sport	p	5	2	-	-	50
		BED. 405	Psycho- Metric Assessment	p	5	2	-	-	50
		BED. 406	Viva- voce on teaching experience	p	6	12	-	-	100
	Elective- 2 (Select any one)	BED. 403 A	Computer Education	T	6	4	20	80	100
		BED. 403 B	Inclusive Education	T	6	4	20	80	100
		BED. 403 C	Teaching of Values	T	6	4	20	80	100

### Pedagogy subjects

Semester	Course Code	Course Title	Course Type (T/P)	Hrs/ Week	Credits	Marks		
						CIA	ESE	Total
I	BED. 103 A	Pedagogy teaching of Hindi	T	6	4	20	80	100
	BED. 103 B	Pedagogy of language English	T	6	4	20	80	100
	BED. 103 C	Pedagogy of Social science	T	6	4	20	80	100
	BED. 103 D	Pedagogy of Mathematics	T	6	4	20	80	100
	BED. 103 E	Pedagogy of Biological science	T	6	4	20	80	100
	BED. 103 F	Pedagogy of Physical science	T	6	4	20	80	100
III	BED. 301 A	Pedagogy teaching of Hindi	T	6	4	20	80	100
	BED. 301 B	Pedagogy of language English	T	6	4	20	80	100
	BED. 301 C	Pedagogy of Social science	T	6	4	20	80	100
	BED. 301 D	Pedagogy of Mathematics	T	6	4	20	80	100
	BED. 301 E	Pedagogy of Biological science	T	6	4	20	80	100
	BED. 301 F	Pedagogy of Physical science	T	6	4	20	80	100

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## Programme Articulation Matrix:

Following matrix depicts the correlation between all the courses of the programme and Programme Outcomes

Course Code	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
BED. 101	√	x	x	x	√	x	x	x	x	x	x	x	x	x	x	√	x	x
BED. 102	√	√	√	√	x	√	√	√	√	√	√	x	x	x	x	√	√	√
BED. 103 A	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 103 B	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 103 C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 103 D	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 103 E	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 103 F	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 104 A	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 104 B	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 201	√	√	√	√	√	√	x	x	x	√	√	x	√	√	√	√	√	√
BED. 202	√	√	x	√	x	x	√	x	x	√	√	x	√	√	x	x	√	√
BED. 203 A	x	√	x	x	x	x	x	√	√	√	√	√	√	√	√	√	√	√
BED. 203 B	x	x	x	√	√	√	√	x	x	x	x	√	√	x	x	√	√	√
BED. 203 C	x	√	√	x	x	√	x	x	√	√	√	x	x	x	√	√	√	√
BED. 203 D	x	√	√	√	√	x	x	√	√	√	√	x	√	√	√	x	x	√
BED. 204	x	√	√	x	√	√	√	√	√	√	√	√	x	√	x	x	√	√
BED. 205 A	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 205 B	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 205 C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 301 A	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 301 B	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 301 C	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 301 D	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 301 E	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 301 F	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 302	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

*Dr. P. S. Sankar*

BED. 303A	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 303 B	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 401	√	x	x	√	√	√	√	x	x	√	√	x	√	√	√	√	√	√
BED. 402	x	√	x	√	x	√	x	√	√	√	√	√	√	x	√	√	x	x
BED. 404	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 405	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 406	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
BED. 403 A	x	√	√	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
BED. 403 B	√	√	√	√	√	√	√	x	x	√	√	√	x	x	x	√	x	√
BED. 403 C	x	√	√	√	√	√	x	x	√	√	√	√	x	x	√	√	x	√
No. of courses mapping the PO/PSO	25	30	26	27	28	30	28	24	28	33	31	27	30	29	29	33	31	33

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**B.Ed. SEMESTER I**

Program	Subject	Year	Semester
B.Ed.	EDUCATION	1	I
Course Code	Course Title		Course Type
BED. 101	<b>PHILOSOPHICAL PERSPECTIVE OF EDUCATION</b>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

The course aims to equip students with a deep understanding of the nature and purpose of education and develops perspective about education system and process. Reflects on the educational ideas and systems of various thinkers and develop the ability to theorize educational practices;

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To help students discover and appreciate their unique vocation in society.	R
2	To create a learning environment which integrates theory and practice	U
3	To nurture, in particular, the values of peace, justice, equality and fraternity.	U
4	To enable students to understand and cater to the needs of a diverse student population.	Ap
5	To encourage students to become catalysts of social transformation	C
6	To revitalize education through collaboration with different organizations and universities.	Ap
7	To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.	An
8	To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

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## CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	1	2	3	1	1	2	1	3	3	3	2	3	3	2	3	2	3	2
CO2	2	3	2	2	2	1	2	2	3	3	1	2	2	2	2	2	3	3
CO3	2	3	1	3	3	2	2	3	2	2	2	3	3	2	3	3	2	3
CO4	3	2	2	2	2	3	3	3	3	2	3	2	3	2	2	2	3	2
CO5	1	3	3	3	2	2	2	2	2	1	2	3	2	3	3	3	3	3
CO6	2	3	2	2	3	1	2	3	3	2	2	3	3	2	2	2	3	3
CO7	2	2	2	3	2	3	2	2	2	2	2	3	3	2	2	3	3	3
CO8	2	3	3	3	3	2	2	3	3	2	2	3	3	3	3	2	3	3

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>AIMS OF EDUCATION –</b> <ul style="list-style-type: none"> <li>Education Nature and Meaning its objectives/aims in relation to the time and place.</li> <li>Educational aims in the Western context: with specific reference to Russell , Dewey. Their impact on education although and class room practices, in term of progressive trends in education.</li> <li>Educational aims in the Indian context with specific reference to Indian thinkers such as Gandhi, Tagore.</li> <li>Philosophy and Education: Significance of studying philosophy in understanding educational practices and problem.</li> </ul>	8	1,3
II	<b>PHILOSOPHICAL SYSTEMS –</b> Major Philosophical systems - their salient features and their impact on education. Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concept of knowledge, reality and values and their educational implication.	10	2
III	<b>Western Schools of Philosophy</b> Idealism, Realism, Naturalism, Pragmatism, Existentialism, and Marxism with special reference to the concepts of knowledge, reality and values their educational implications of aims, contents and methods of education.	8	3,7

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IV	<p>Contributions of Indian thinkers</p> <ul style="list-style-type: none"> <li>• M.K.Gandhi : Wardha Shikshan /Education and Life Education.</li> <li>• Gijju Bhai: The world of the child.</li> <li>• Swami Vivekananda: Man making education.</li> <li>• J.Krishna Murthy; Child Centered Education.</li> <li>• Dr. A P J Abdul Kalam: Technology Enhanced Education.</li> </ul> <p><b>WESTERN THINKERS -</b> John Heinrich Pestalozzi:</p> <ul style="list-style-type: none"> <li>• Friedrich Frobel:</li> <li>• John Locke (Classical Liberalism)</li> <li>• Paulo Friere (Democratic Education)</li> <li>• Bertrand Russell</li> </ul>	8	4,6
V	<p><b>CONTEMPORARY THOUGHT -</b></p> <ul style="list-style-type: none"> <li>• Critical and comparative study of the period and socio-political perspective of the western and Indian Thinkers.</li> <li>• Contemporary philosophical perspectives of Education; Modernization, globalization in thought and education</li> </ul>	6	5,8

### Books Recommended:

1. Anand, C. L., et al. *Teacher and Education in Emerging India*. NCERT, New Delhi.
2. Padmanabhan, A. *Population Education in Classrooms*. NCERT, New Delhi.
3. Bhatnagar, S. *Adhunik Bhartiya Shiksha Aur Uski Samasyayen*. Lyall Book Depot, Meerut.
4. Chakravorty, M. *Gandhian Dimension in Education*. Daya Publishing House, New Delhi.
5. Kalam, A. P. J. Abdul. (1998). *India 2020 – A Vision for the New Millennium*. Penguin Books India Ltd.
6. Ministry of Human Resource Development. *National Policy on Education, 1986*. Sterling Publication, New Delhi.
7. Mohanty, J. *Indian Education in Emerging Society*. (Publisher not specified).
8. Mani, R. S. *Educational Ideas and Ideals of Gandhi and Tagore*. New Book Society, New Delhi.
9. Pathak, & Tyagi. *Shikshak ke Samanya Siddhant*. Vinod Pustak Mandir, Agra.
10. Pandey, S. S. *Shiksha ki Darshanik evam Samajik Shastriya Pushtbhoomi*. Vinod Pustak Mandir, Agra.
11. Sharma, K. Y. *The Doctrines of the Great Western Educators (From Plato to Bertrand Russell)*. Kanishka Publication, New Delhi.
12. Mishra, V. *The Educational Thoughts of APJ Abdul Kalam*. Retrieved from [www.educationindiajournal.org](http://www.educationindiajournal.org) on May 30, 2025.

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## Suggested Digital Platforms:

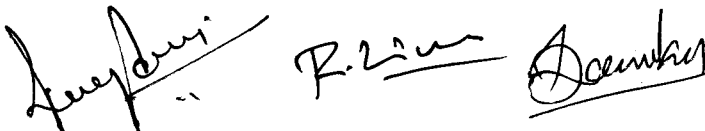
1. **N-LIST:**

National Library & Information Services (Subscription-based)

*(Linked with Shodh Sindhu)*

2. **NDL (National Digital Library):**

Developed by IIT Kharagpur under Ministry of Education, Government of India

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## B.Ed. (Bachelor of Education) Semester-I

Program	Subject	Year	Semester
B.Ed.	Education	1	I
Course Code	Course Title		Course Type
BED.102	Nai Talim-AN Experiential learning		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	2
Maximum Marks	CIA		ESE
100	20		80

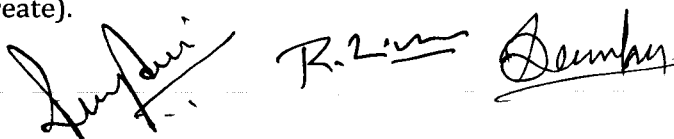
### Learning Objective (LO):

The aim of this course to provide students a deep understand the context of the child from various backgrounds and occupation. And distinguish traditional from constructivist approaches of local community engagement. Understand of practice model of Tagore, Gandhi.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to :	CL
1	Understand the concept of local community engagement in teacher education.	U
2	Understand the context of the child from various backgrounds & occupations.	U
3	Know the school education programs and policies which have local community engagement aspects	R
4	Learn the process of connecting the text with the Child/learner within the local Context	Ap
5	Distinguish traditional from constructivist approaches of local community engagement	An
6	Train in usage of dialog method of community engagement	C
7	Train in usage of organic intellectual approach for local community engagement	C
8	Experiential learning of best practices in community engagement	Ap
9	Participate effectively in the local community service	Ap
10	Develop insights and field realities on indignity and indigenous models.	An
11	Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukkherji for rural reconstruction	C
12	Explore models of art, craft for entrepreneurship for self-reliance.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



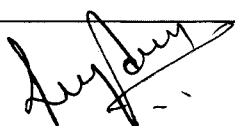
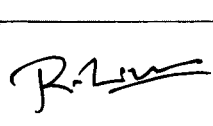
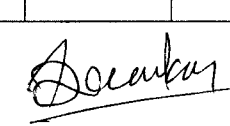
# CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	1	2	2	3	2	3	2	3	3	3	3	2	2	2	2	2	2
CO2	2	3	2	3	2	2	2	2	2	2	2	2	2	2	3	3	2	2
CO3	3	3	3	2	3	3	2	2	2	3	3	3	2	2	2	2	2	3
CO4	2	2	3	2	2	3	2	2	2	2	2	3	2	2	3	3	3	2
CO5	3	3	3	3	2	3	2	3	2	2	3	3	2	3	2	3	3	3
CO6	2	2	3	2	3	2	3	2	3	2	3	3	3	2	2	3	2	2
CO7	2	2	3	2	3	2	3	2	3	2	3	3	2	2	2	3	2	2
CO8	3	2	2	3	2	3	2	2	3	3	2	2	3	2	3	3	2	2
CO9	1	2	2	2	2	2	3	3	3	3	2	2	2	2	3	2	2	2
CO10	1	1	2	3	3	3	2	2	2	2	3	3	3	3	2	3	3	1
CO11	2	2	2	2	2	2	3	3	3	3	2	2	2	2	2	3	2	2
CO12	2	3	2	2	3	3	2	2	2	2	2	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Nai Talim-An Introduction-</b> <ul style="list-style-type: none"> <li>Introduction of Nai Talim and its significance in Indian context, historical perspectives.</li> <li>Concept, Aims, Objectives and Scope of Nai-Talim</li> <li>Main Principles of Basic Education</li> <li>Nai Talim in NCF-2005, NCFTE-2010,</li> <li>RTE-2009 and its Educational Implication</li> </ul>	8	1,9
II	<b>Social and Philosophical Perspectives of Nai Talim -</b> <ul style="list-style-type: none"> <li>Gandhian thoughts and Philosophy</li> <li>Gandhian Philosophy and Aims of Education</li> <li>Models of Education, Approach to Learning- Constructivism, Paulo Freire Critical Pedagogy and Dialog Method</li> <li>Course outline at Primary, Middle and Secondary Level</li> </ul>	8	2,5
III	<b>Work Based Learning and Community Involvement -</b> <ul style="list-style-type: none"> <li>Principle of Community Involvement</li> <li>Nai Talim and Craft Education</li> <li>Nai Talim and Moral Education</li> </ul>	8	3,12

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	<ul style="list-style-type: none"> <li>• Agencies of School &amp; Society</li> <li>• Self Help Groups</li> </ul>		
IV	<b>Planning and Organization of Skill Development -</b> <ul style="list-style-type: none"> <li>• Methods of Skill Development</li> <li>• Establishment of Experimental Education and Rural Education</li> <li>• Connecting Knowledge to life outside the School.</li> <li>• Execution of digitalization</li> <li>• Importance of Renewable Energy</li> </ul>	8	4,6,11
V	<b>Health &amp; Hygiene -</b> <ul style="list-style-type: none"> <li>• Nutrition - Balance Diet</li> <li>• Communicable and non communicable Disease &amp; its Prevention</li> <li>• First Aid</li> <li>• Personal &amp; Community Hygiene</li> </ul>	8	5,3,10

#### Books Recommended :

1. **Ministry of Education, Government of India.** (1949). *Report of the University Education Commission (1948–49)*. New Delhi.
2. **Ministry of Education, Government of India.** (1953). *Report of the Secondary Education Commission (1952–53)*. New Delhi.
3. **Ministry of Education, Government of India.** (1966). *Report of the Education Commission (1964–66)*. New Delhi.
4. **Ministry of Education, Government of India.** (1984). *Report of the Education Commission (1983–84)*. New Delhi.
5. **Ministry of Human Resource Development (MHRD), Government of India.** (1986). *National Policy on Education*. New Delhi.
6. **NCERT.** (2005). *National Curriculum Framework – Report of the Focus Group on Aims of Education*. New Delhi.
7. **Dewey, J.** (2010). *Essays in Experimental Logic*. New Delhi: Aakar Books.
8. **Russell, B.** (2003). *Human Knowledge*. London: Routledge.
9. **Swami Satprakashananda.** (1995). *Methods of Knowledge according to Advaita Vedanta*. Calcutta: Advaita Ashrama (Publication Department).
10. **NCERT.** *National Council of Educational Research and Training*. New Delhi.
11. **Locke, J.** (1690). *An Essay Concerning Human Understanding*. (Publisher not specified).
12. **Lewis, C. L.** (1929). *Mind and the World-order*. New York: Dover Publications Inc.

#### Suggested Digital Platforms :

1. **Platform:** N-LIST  
**Details:** National Library & Information Services (Subscription-based)  
**Linked With:** Shodh Sindhu
2. **Platform:** NDL (National Digital Library)  
**Details:** Developed by IIT Kharagpur under Ministry of Education, Government of India

### B.Ed. (Bachelor of Education) Semester-I

Program	Subject	Year	Semester
B.Ed.	Education	1	I
Course Code	Course Title		Course Type
BED.103A	Pedagogy teaching of Hindi		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	--
Maximum Marks	CIA		ESE
100	20		80

#### Learning Objective (LO):

हिंदी भाषा शिक्षण के इस पाठ्यक्रम का उद्देश्य विद्यालय स्तर पर हिंदी शिक्षण के लिए प्रभावी शिक्षक तैयार करना है। इस पाठ्यक्रम में यह प्रयास किया गया है कि आप हिंदी शिक्षण के शिक्षाशास्त्रीय सिद्धांतों का ज्ञान प्राप्त करके उनके व्यावहारिक प्रयोग करने की क्षमता आपमें विकसित हो सके। इसमें आपको ऐसी सामग्री प्राप्त करने का प्रयास किया गया है जिससे आपके भाषा तथा साहित्य विषयक ज्ञान का नवीकरण होने के साथ-साथ उसका समुन्नयन व संवर्धन भी हो।

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	भाषा के अलग-अलग भूमिकाओं को जानना	U
2	भाषा के स्वरूप और व्यवस्था को समझना	R
3	स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना	U
4	भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना	U
5	भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना	Ap
6	पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना	Ap

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7	भाषा और साहित्य सम्बंध को जानना	An
8	हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना	Ap
9	भावों और विचारों की स्वतंत्रा अभिव्यक्ति करना	C
10	अनुवाद के महत्व और भूमिका को जानना	E
11	विद्यार्थियों की सृजनात्मक क्षमता को पहचानना	Ap
12	भाषा के मूल्यांकन की प्रक्रिया को जानना	
13	भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को जानना	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

*[Handwritten signatures]*

# CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	2	2	3	3	2	2	2	3	3	2	3	1	1	1	2	2	2
CO2	2	1	1	1	1	2	2	2	3	3	3	3	1	2	1	3	3	2
CO3	3	3	2	3	3	2	3	3	3	3	3	3	2	2	1	3	3	1
CO4	3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	3	2
CO5	1	1	2	2	2	2	1	2	3	3	2	3	3	2	2	2	2	2
CO6	3	2	1	2	2	2	2	2	2	2	3	3	3	2	3	2	3	3
CO7	3	3	3	2	3	3	3	3	3	3	3	3	2	2	2	3	2	2
CO8	2	2	2	3	2	2	2	2	3	3	3	3	2	2	2	3	2	3
CO9	3	3	2	3	2	1	1	3	3	3	3	3	1	1	1	2	3	2
CO10	2	3	2	3	2	2	2	2	2	3	2	3	2	2	2	3	3	2
CO11	3	2	2	3	3	3	2	2	3	2	2	2	1	1	1	2	1	1
CO12	1	2	2	2	2	1	2	2	2	2	2	3	2	2	3	3	3	2
CO13	2	3	2	2	2	2	2	2	2	2	2	2	2	2	1	1	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<p><b>भाषा की भूमिका -</b></p> <ol style="list-style-type: none"> <li>समाज में भाषा-भाषा और लिंग, भाषा और सत्ता भाषा और अस्मिता, भाषा और वर्ग</li> <li>विद्यालय में भाषा- घर की भाषा और स्कूल की भाषा, समझ का माध्यम (बच्चे की भाषा) समूचे पाठ्यक्रम में भाषा, ज्ञान सृजन और भाषा, माध्यम भाषा एक आलोचनात्मक दृष्टि, विषय के रूप में भाषा और माध्यम भाषा में अंतर, विविध भाषिक प्रयुक्तियों बहुभाषिक कक्षा, शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा</li> <li>संविधान और शिक्षा समितियों के रिपोर्ट में भाषा-भाषाओं की स्थिति (धारा 343-351, 350) कोठारी कमीशन (64से 66) राष्ट्रीय शिक्षा नीति-1986, पी.आ.2005 (भाषा अध्ययन) ए-1992, राष्ट्रीय पाठ्यचर्या-</li> </ol> <p>गतिविधि/पोर्टफोलियो</p> <p>प्रशिक्षण के दौरान</p> <p>छोटे समूह में बांट कर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा।</p> <ul style="list-style-type: none"> <li>विज्ञान, समाजविज्ञान और गणित की कक्षा VI से VII की किताबों से कुछ अंश चुनकर निम्नलिखित बिंदुओं को ध्यान में रखते हुए विश्लेषण करें-</li> <li>विभिन्न भाषिक प्रयुक्तियों को कैसे प्रस्तुत किया गया है।</li> <li>उस अंश में प्रयुक्त भाषा विषय संबंधी भाव स्पष्ट करने में कहाँ तक समर्थ है।</li> <li>बच्चे के स्तर के अनुरूप हैं?</li> <li>क्या इसमें तकनीकी भाषा का बहुत इस्तेमाल किया गया है ?</li> <li>क्या यह भाषा सीखने में सहायक है?</li> </ul> <p>कक्षा-शिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>कक्षा-शिक्षण के दौरान बच्चों के परिवेश और उनकी भाषा के बारे में जानकारी प्राप्त करें और बहुभाषी कक्षा को स्रोत के रूप में इस्तेमाल करते हुए हिंदी शिक्षण की एक कक्षा-प्रविधि तैयार करें</li> </ul>	8	1,2

*[Handwritten signatures]*

	<p><b>परियोजना कार्य</b></p> <ul style="list-style-type: none"> <li>संविधान में भारतीय भाषाओं संबंधी अनुसंशाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए.द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना ।</li> <li>कक्षा छह से बारह तक के हिंदी की किताबों में लिंग और शांति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करना ।</li> <li>अपने आस-पास के पांच स्कूलों का दौराकर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?</li> </ul>		
II	<p><b>हिंदी भाषा की स्थिति और भूमिका –</b></p> <p>हिंदी भाषा की भूमिका : स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी, हिंदी के विविध रूप, अंतर्राष्ट्रीय स्तर पर हिंदी ज्ञान की भाषा के रूप में हिंदी, हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।</p> <p><b>गतिविधि/पोर्टफोलियो</b> <b>प्रशिक्षण के दौरान</b></p> <ul style="list-style-type: none"> <li>स्वातन्त्र्योत्तर भारत में हिंदी की भूमिका पर समूह में चर्चा करें।</li> <li>जब शब्द नहीं रहते तब शस्त्र उठते हैं विषय पर परिचर्चा का आयोजन</li> </ul> <p><b>कक्षा-शिक्षण के दौरान</b></p> <ul style="list-style-type: none"> <li>चुने हुए कुछ कक्षाओं में बच्चों की भाषा का जायजा लेते हुए हिंदी के विविध रूपों पर एक रिपोर्ट तैयार करें।</li> <li>रोजमर्रा की जिंदगी में प्रयोग होने वाली कम से कम बीस क्रियाओं, जैसे नहाना, आना, पकाना, जाना आदि को कक्षा में मौजूद बच्चे किस-किस तरह से प्रयोग करते हैं-इस आधार पर सूची बनाएँ</li> </ul> <p><b>परियोजना कार्य</b></p> <ul style="list-style-type: none"> <li>इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें, दस व्यक्तियों का साक्षात्कार करे इस साक्षात्कार के आधार पर हिंदी की स्थिति पर एक रिपोर्ट लिखें।</li> <li>हिंदी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका पर आलेख पाठ करें। (हरेक विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करे)</li> </ul>	8	3,4
III	<p><b>भाषा शिक्षण पर एकदृष्टि –</b></p> <p>हिंदी में विज्ञान, गणित, समाजविज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं। )</p> <p>भाषा सीखने सिखाने की विभिन्न दृष्टियाँ- भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉन डुई, ब्रूनर, जे.प्याजे, एल.वायगात्स्की, चॉम्स्की आदि ) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसादगुरु, किशोरी दास वाजपेयी आदि)</p> <p>भाषाशिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण-व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढाँचा गत प्रणाली, प्राञ्चलिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्अनुशासनात्मक) संप्रेषणात्मक प्रणाली आदि।</p> <p><b>गतिविधि/पोर्टफोलियो</b> <b>प्रशिक्षण के दौरान</b></p> <ul style="list-style-type: none"> <li>‘मातृभाषा और अन्य भाषा’ विषय पर छोटे समूह में चर्चा करें।</li> </ul> <p><b>कक्षा शिक्षण के दौरान</b></p> <ul style="list-style-type: none"> <li>भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।</li> </ul> <p><b>परियोजना कार्य</b></p> <ul style="list-style-type: none"> <li>विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।</li> </ul>	8	4,5

*Amjad Ali*

*R. Zam*


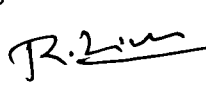

*Sambhu*



IV	<b>भाषा का स्वरूप</b> कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोकव्यवहार से परिचालित होती है। 1. भाषायी व्यवहार के विविध पक्ष—नियमबद्ध व्यवस्था के रूप में भाषा: भाषायी परिवर्तनशीलता (उच्चारण वेफ संदर्भ में) हिंदी की बोलियों वाक् तथा लेखन। 2. भाषायी व्यवस्थाएँ— सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ स्वनिमविज्ञान और रूप विज्ञान, (उपयुक्त उदाहरण देकर पढ़ाए जाएंगे) गतिविधि/पोर्टफोलियो प्रशिक्षण/कक्षा शिक्षण के दौरान 'लिखित और मौखिक भाषा में अंतर' विषय पर समूह में चर्चा करें	8	6
V	<b>भाषायी दक्षताएँ</b> 1. . संदर्भ में भाषा— संदर्भ में व्याकरण और संदर्भ में शब्द 2. भाषायी दक्षताएँ—सुनना, बोलना, पढ़ना और लिखना <ul style="list-style-type: none"> <li>सुनना और बोलना—सुनने का कौशल, बोलने का लहजा—भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने—पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण</li> <li>पढ़ना —पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पठन, गहन—पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्व</li> <li>लिखना—लिखने के चरण, लेखन—प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)</li> </ul> गतिविधि/पोर्टफोलियो <ul style="list-style-type: none"> <li>सभी भाषायी कौशलों के सीखने से सम्बंधित 4-4 गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।</li> <li>पढ़ने के कौशल विकास को ध्यान में रखते हुए कक्षा छह हिंदी के विद्यार्थी के लिए तीन गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।</li> <li>सभी विद्यार्थी कक्षा छह से आठ के हिंदी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और उनपर समूह में चर्चा करें।</li> </ul> परियोजना कार्य सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें	8	7,8

### Books Recommended

1. योगेन्द्रजीत भाई हिन्दी भाषा शिक्षण आगरा विनोद पुस्तक मंदिर
2. क्षत्रिय के मात्र भाषा शिक्षण आगरा विनोद पुस्तक मंदिर
3. लाल रमन बिहारी हिन्दी शिक्षण मेरठ रस्तोगी पब्लिकेशन
4. डॉ. लक्ष्मीनारायण शर्मा भाषा 1, 2 की शिक्षण विधियाँ और पाठ नियोजन आगरारू विनोद पुस्तक मंदिर
5. राजकुमारी शर्मा हिन्दी शिक्षण आगरा राधा प्रकाशन मंदिर
6. सिंह सावित्री हिन्दी मेरठ स्थल बुक डिपो

### Suggested Digital Platforms:

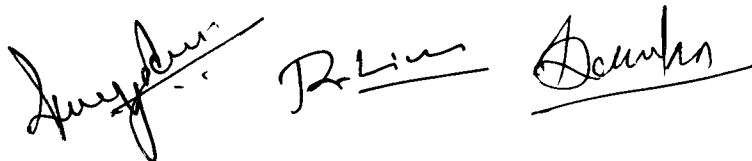
1. **Platform: N-LIST**

**Details:** National Library & Information Service (Subscription-based)

**Linked With:** Shodh Sindhu

2. **Platform: NDL (National Digital Library)**

**Details:** Developed by IIT Kharagpur under Ministry of Education, Government of India

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## B.Ed. (Bachelor of Education) Semester-I

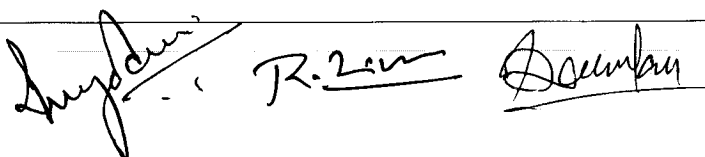
Program	Subject	Year	Semester
B.Ed.	Education	1	I
Course Code	Course Title		Course Type
BED.103B	Pedagogy of English		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	2	--
Maximum Marks	CIA		ESE
100	20		80

### Learning Objective (LO):

Mankind in the early ages observed other living creatures making noises to communicate their feelings. Gradually, human beings also acquired the skill of communicating a large number of things through what we now call language. Human beings alone have the complex skill of using language through speech and writing. We use our vocal organs to make different sounds, sound clusters, words, phrases and sentences. Language is the result of evolution and convention. No language was created in a day or by a single person. It is mutually created by a group of humans to communicate. Languages also change and die, grow and expand, unlike human institutions. Every language is a convention of a community that passes down from generation to generation. This course aims to impart students with a profound comprehension of complex analysis, about the understand meaning, characteristics and functions of language; and know principles of language learning ;and realize nature and scope of English language in India; By this course learner can understand objectives of teaching English at different levels of education

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Understand the different roles of language.	R
2	Understand the relation between literature and language;	R
3	Understand and appreciate different registers of language;	U
4	Develop creativity among learners;	C
5	Understand the role and importance of translation;	Ap
6	Understand the use of language in context, such as grammar and vocabulary;	U
7	Develop activities and tasks for learners;	Ap
8	Understand the importance of home language and school language and the role of mother tongue in education;	An
9	Use multilingualism as a strategy in the classroom situation;	C
10	Develop an understanding of the nature of language system;	E



11	Understand about the teaching of poetry, prose and drama;	U
12	Identify methods, approaches and materials for teaching English at various levels in the Indian context;	Ap
13	Understand constructive approach to language teaching and learning;	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

*[Handwritten signatures]*

## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
C01	3	2	2	3	3	2	2	2	3	3	2	3	1	1	1	2	2	2
C02	2	1	1	1	1	2	2	2	3	3	3	3	1	2	1	3	3	2
C03	3	3	2	3	3	2	3	3	3	3	3	3	2	2	1	3	3	1
C04	3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	3	3	2
C05	1	1	2	2	2	2	1	2	3	3	2	3	3	2	2	2	2	2
C06	-	2	1	-	-	2	2	2	2	2	3	3	3	2	3	2	3	3
C07	3	3	3	2	3	3	3	3	3	3	3	3	2	2	2	3	2	2
C08	2	2	2	3	2	2	2	2	3	3	3	3	2	2	2	3	2	3
C09	3	3	2	3	2	1	1	3	3	3	3	3	1	1	1	2	3	2
C010	2	3	2	3	2	2	2	2	2	3	2	3	2	2	2	3	3	2
C011	3	2	2	3	3	3	2	2	3	2	2	2	1	1	1	2	1	1
C012	1	2	2	2	2	1	2	2	2	2	2	3	2	2	3	3	3	2
C013	2	3	2	2	2	2	2	2	2	2	2	2	2	2	1	1	3	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>ROLE OF LANGUAGE –</b> <b>1. LANGUAGE AND SOCIETY:</b> Language and Gender; Language and Identity; Language and Power; Language and Class (Society). <b>2. LANGUAGE IN SCHOOL:</b> Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; Critical view of Medium of Instruction; Multilingual classrooms; Multicultural awareness and language teaching. <b>3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:</b> Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE- 1986; POA-1992; National Curriculum Framework-2005 (language education). NPE 2020. <b>Activities:</b> Discussion on Position paper on 'Teaching of English' <ul style="list-style-type: none"> <li>Position paper on 'Teaching of Indian Languages'</li> <li>'Multilingualism as a Resource'</li> <li>Analysis of advertisements aired on Radio/Television on the basis of language and gender.</li> <li>Take a few passages from Science, Social Science and Maths text books of Classes VI to VII and analyses:</li> </ul>	8	1,3

*[Handwritten signatures]*

	<ul style="list-style-type: none"> <li>(i) How the different registers of language have been introduced?</li> <li>(ii) Does the language clearly convey them meaning of the topic being discussed?</li> <li>(iii) Is the language learner-friendly?</li> <li>(iv) Is the language too technical?</li> <li>(v) Does it help in language learning?</li> </ul> <ul style="list-style-type: none"> <li>• Now write an analysis based on the above issues.</li> </ul> <p><b>Project</b></p> <ul style="list-style-type: none"> <li>• Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-SYLLABUS FOR TWO-YEAR BACHELOR OF EDUCATION 1986, and POA-1992.</li> <li>• Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.</li> <li>• Teaching Practice</li> <li>• Talk to the students and find out the different languages that they speak.</li> <li>• Prepare a plan to use multilingualism as a strategy in the English classroom.</li> <li>• On the basis of the English Text books (VI to XII ) prepare a list of Topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the text books.</li> </ul>		
II	<p><b>POSITION OF ENGLISH IN INDIA -</b></p> <ul style="list-style-type: none"> <li>• ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English has a colonial language,</li> <li>• English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.</li> <li>• Activities <ul style="list-style-type: none"> <li>• Discuss in groups how the role of English language has changed in the twenty- first century.</li> <li>• Topic for Debate: Globalization and English</li> <li>• Discussion on the topic 'War Begins When Words Fail'</li> <li>• Keeping in view the topics given in this unit, prepare a questionnaire.</li> <li>• Interview ten people and write a report on 'English Language in India'.</li> </ul> </li> <li>• Project: <ul style="list-style-type: none"> <li>• Do a survey of five schools in your neighbourhood to find out: <ol style="list-style-type: none"> <li>1. Level of Introduction of English</li> <li>2. Materials (textbooks) used in the classroom</li> </ol> </li> <li>• Prepare a report on the challenges face by the teachers and the learners in the teaching-learning process.</li> </ul> </li> </ul>	8	2,4

*Angadur* *R. Ram* *Scunbury*

III	<b>AN OVERVIEW OF LANGUAGE TEACHING –</b> DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT & SL) <ul style="list-style-type: none"> <li>Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching.</li> </ul> A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES: <ul style="list-style-type: none"> <li>Grammar translation method</li> <li>direct method,</li> <li>Structural-situational method,</li> <li>bilingual method, communicative approach.</li> </ul> <ul style="list-style-type: none"> <li>Activities <ul style="list-style-type: none"> <li>Discussion on the topic 'Mother Tongue and Other Tongue'</li> </ul> </li> <li>Project <ul style="list-style-type: none"> <li>Do a comparative study of positive features and weaknesses of different approaches to language learning.</li> </ul> </li> <li>Teaching Practice</li> <li>Prepare four activities keeping in view 'Constructivism in a Language Classroom'.</li> </ul>		5
IV	<b>NATURE OF LANGUAGE –</b> 1. ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behavior and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing. 2. LINGUISTIC SYSTEM: The organization of sounds; the structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse. <b>Activities</b> <ul style="list-style-type: none"> <li>Have a discussion on the topic 'Difference Between Spoken and Written Language'.</li> </ul>	8	6
V	<b>ACQUISITION OF LANGUAGE SKILLS –</b> 1. Grammar in context; vocabulary in context 2. Acquisition of language skills: Listening, speaking, reading and writing. <ul style="list-style-type: none"> <li>Listening and Speaking: Sub skills of listening; Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources</li> <li>Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.</li> </ul>	8	7,9

*[Handwritten signatures]*

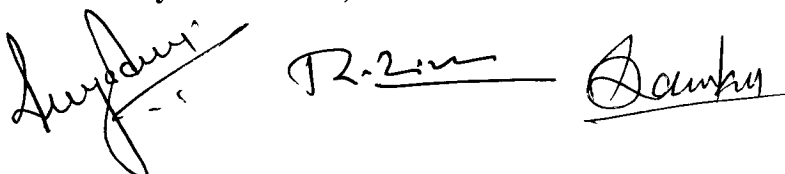
	<ul style="list-style-type: none"> <li>• Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.</li> <li>• Activities <ul style="list-style-type: none"> <li>• Collect ten examples of Grammar in context from English-text books of Classes VI to VIII and have a group discussion.</li> <li>• Teaching Practice</li> <li>• Prepare activities for listening, speaking, reading and writing. (5 Each)</li> <li>• Prepare three activities to develop the reading skills of Class VI students.</li> </ul> </li> <li>Project <ul style="list-style-type: none"> <li>• Keeping in view the needs of the children with special needs prepare two activities for English teachers.</li> </ul> </li> </ul>		
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### Books Recommended:

1. Bond, L. G., et al. (1980). *Reading Difficulties – Their Diagnosis and Correction*. New York: Appleton – Century Crafts.
2. Byrne, D. (1975). *Teaching Writing*. London: Longman.
3. Choudhary, N. R. (2002). *English Language Teaching*. Mumbai: Himalaya Publishing House.
4. David, E. (1977). *Classroom Techniques – Foreign Languages and English as a Second Language*. New York: Harcourt Brace.
5. Grillett, M. (1983). *Developing Reading Comprehension*. London: CUP.
6. Halbe, M. (2005). *Methodology of English Teaching*. Mumbai: Himalaya Publishing House.
7. Johnson, K. (1983). *Communicative Syllabus Design and Methodology*. Oxford: Pergamon Press.
8. Morgan, & Rinvoluri. (1991). *New Ways of Dictation*. London: Longman.
9. Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Sterling Publishing House.
10. Parrot, M. (1993). *Tasks for the Classroom Teacher*. London: Pergamon.
11. Sharma, K. L. *Methods of Teaching English in India*.
12. Sachdeva, M. L. *A New Approach to Teaching of English in India*.
13. Valdman. (1987). *Trends in Language Teaching*. New York/London: McGraw Hill.
14. Widdowson, H. G. (1979). *Teaching Language as Communication*. London: Oxford University Press.

### Suggested Digital Platforms

1. N-LIST (National Library & Information Services)
  - Subscription-based academic library service.
  - Linked with **Shodh Sindhu** for e-resources.
2. NDL (National Digital Library of India)
  - Developed by **IIT Kharagpur**
  - Under the **Ministry of Education, Government of India**





## B.Ed. (Bachelor of Education) Semester-I

Program	Subject	Year	Semester
B.Ed	Education	1	I
Course Code	Course Title		Course Type
BED103C	Pedagogy of Social Sciences		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	2	1
Maximum Marks	CIA		ESE
100	20		80


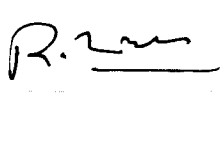

### Learning Objective (LO):

The objective of this course is to develop understanding of the nature of Social sciences, both of the individual discipline comprising social sciences, and also of Social sciences as an integrated/interdisciplinary area of study. Teaching of social sciences students to know wide ranging teaching learning strategies in order to make it enjoyable and relevant for life.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Science s as an integrated/ interdisciplinary area of study;	<b>R</b>
2	To acquire a conceptual understanding of the processes of teaching and learning Social Sciences	<b>U</b>
3	To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect-on the desired changes;	<b>Ap</b>
4	To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively.	<b>Ap</b>
5	To know wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;	<b>Ap</b>
6	To sensitize and equip student teachers to handle social issues and concerns in a responsible manner,e.g., preservation of the environment, disaster-management,	<b>An</b>
7	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.)	<b>C</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
C01	3	2	3	3	3	3	3	2	2	3	3	3	3	2	2	3	2	2
C02	3	1	3	3	3	3	3	2	2	3	3	3	3	2	2	3	2	2
C03	2	2	2	3	3	3	2	3	3	3	2	2	3	2	3	3	2	1
C04	3	2	3	3	3	3	3	2	2	3	3	3	3	2	2	3	2	2
C05	3	2	3	3	3	3	3	2	2	3	3	3	2	1	1	3	1	1
C06	3	2	3	3	3	3	3	2	2	3	3	3	1	1	1	1	1	1
C07	3	2	3	3	2	2	2	1	2	2	1	2	1	1	1	2	1	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS</b> <ul style="list-style-type: none"> <li>Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.</li> <li>What is 'social' about various Social Sciences?</li> <li>Uniqueness of disciplines vis-a-vis-inter disciplinary</li> <li>Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.</li> <li>Multiple perspectives /plurality of approaches for constructing explanations and arguments.</li> </ul>	11	1
II	<b>TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES –</b> <ul style="list-style-type: none"> <li>People as resource: The significance of oral data.</li> <li>Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, news papers, etc.</li> <li>Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.</li> <li>Various teaching aids: Using atlas-as are source for Social Sciences; maps, globe, charts, models, graphs, visuals.</li> <li>Audio-visual aids, CD-Rom, multimedia, internet.</li> </ul>	8	2
III	<b>SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA –</b> <ul style="list-style-type: none"> <li>Curriculum development process: National and State levels.</li> <li>Studying the Social Sciences syllabus-aims and objectives, content organization and presentation of any State Board and CBSE for different stages of school education.</li> </ul>	8	3

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IV	<p><b>TEACHING-LEARNING OF GEOGRAPHY SPACE, RESOURCES AND DEVELOPMENT –</b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Geography: Current Trends</li> <li>• Teaching and Learning <b>Major Themes and Key Concepts in Geography*</b></li> <li>• *LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).</li> <li>• *PLACE: Distinct physical and human characteristic of places that distinguish one from the other.</li> <li>• *MOVEMENTS: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centers, pathways and hinterlands.</li> <li>• *REGIONS: Formation and change.</li> <li>• <b>The above content may be used to understand teaching, learning strategies and skill development in Geography.*</b></li> <li>• Developing Skills in Geography</li> <li>• Observation, recording and interpretation of physical and social features and phenomena, Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols ,point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analyzing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.</li> <li>• Teaching Strategies in Geography</li> <li>• Questioning; Collaborative strategies; Games, simulations and role-plays; Values clarification; Problem-solving and decision-making.</li> <li>• METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with places 'at an emotional or sensory level using art, poetry and literature.</li> <li>• TECHNIQUES: Using text books and atlas as apart of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite image rise and aerial photographs; using audio-visual aids, CDs ,multimedia and internet; case study approach.</li> </ul>	8	
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*Angela* *R. Z...* *Deemla*

V	<p><b>TEACHING- LEARNING OF ECONOMICS: STATE, MARKET AND DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• As a branch of social science, economics is concerned with people. It studies how to provide them with means to realize the potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course end endeavour introduce the learners to key economic concepts and issues that affect their everyday lives.</li> <li>• Meaning, Nature and Scope of Economics:</li> <li>• <b>Current Trends Key Concepts in Economics*</b></li> <li>• Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialization.</li> <li>• Classification of Economic System</li> <li>• Capitalism, Socialism, mixed economy (case study: India)</li> <li>• Developmental Issues in Economics</li> <li>• Sustainable Development—economic growth and economic development—indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary;</li> <li>• Economic Reforms and Globalization discuss these developmental issues with reference to India).</li> <li>• <b>The above content may be used to understand the teaching, learning strategies and skill development in economics.*</b></li> <li>• Teaching-Learning Methods in Economics</li> <li>• In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analyzing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged.</li> <li>• Teaching-Learning Materials <ul style="list-style-type: none"> <li>• Using text book, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.</li> </ul> </li> </ul>	11	5
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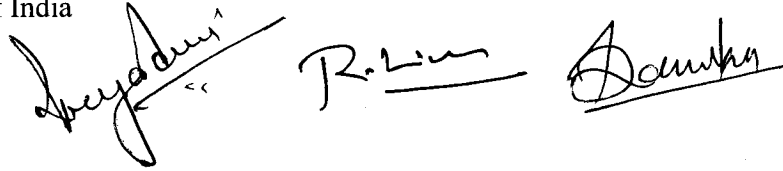
### Books Recommended:

1. Bining, A. C., & Bining, D. H. *Teaching of Social Studies in the Secondary School*. New York: McGraw Hill Book Co.
2. Fleming, J. *The Teaching of Social Studies in Secondary School*. London: Longman, Green & Co.
3. Sharde, B. P., & Sharma, J. C. *Teaching of Geography*. Oxford: Pergamon Press.
4. Hall, D. *Geography and Geography Teacher*. London: Oxford University Press.
5. NCERT. *Teaching of History*. New Delhi: National Council of Educational Research and Training.

6. Pandey, K. P. *Artha Shastra Shikshan*.
7. Tiwari, G. S. *Artha Shastra Shikshan*.
8. Awasthi, P. P. *Nagrik Shastra Shikshan Vidhi*.
9. Desai, D. M., & Mehta, T. S. *Evaluation in Social Studies*. New Delhi: DEPSE, Ministry of Education.
10. Mehta, T. S. *Government of India*. New Delhi.
11. Malayya, M. *Social Sciences*. Bombay: Asia Publishing House.
12. Taneja, V. R. *Fundamentals of Teaching Social Studies*. Mohndra.

**Suggested Digital Platforms:**

1. N-LIST – National Library & Information Service (via **Shodh Sindhu** subscription)
2. NDL – National Digital Library – Developed by IIT Kharagpur, Ministry of Education, Government of India

Three handwritten signatures in black ink are displayed horizontally. The first signature on the left is highly stylized and appears to be 'Sreyas'. The middle signature is 'R. L. M.' with a horizontal line underneath. The signature on the right is 'D. S. M.' with a horizontal line underneath.

## B.Ed. (Bachelor of Education) Semester-I

Program	Subject	Year	Semester
B.Ed	Education	1	I
Course Code	Course Title		Course Type
BED103D	Pedagogy of Mathematics		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	--
Maximum Marks	CIA		ESE
100	20		80

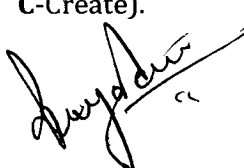
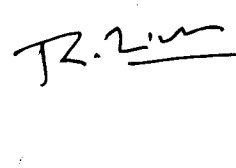
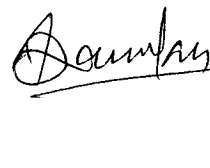
### Learning Objective (LO):

The aim of this course is to develop ability to use the concept for life skills and develop competencies for teaching learning mathematics through various measures. Stimulate curiosity and inventions in mathematics.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Develop insight into the meaning, nature, scope and objective of mathematics education;	R
2	Appreciate mathematics-as a tool to engage the mind of every student;	R
3	Channelize,evaluate, explain and reconstruct their thinking;	U
4	See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together.	Ap
5	Pose and solve meaningful problems;	Ap
6	Construct appropriate assessment tools for evaluating mathematics learning;	C
7	Develop ability to use the concepts for life skills;	An
8	Stimulate curiosity, creativity and inventiveness in mathematics;	C
9	Develop competencies for teaching-learning mathematics through various measures.	An

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	3	2	3	3	2	3	3	3	3	3	3	2	1	2	1	1	1
CO2	2	3	2	3	3	2	3	3	3	3	3	3	2	1	2	2	1	1
CO3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
CO4	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
CO5	3	3	2	2	2	2	2	3	3	3	3	3	1	2	3	2	1	1
CO6	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
CO7	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
CO8	3	3	2	3	3	3	3	3	3	3	3	3	1	1	1	2	1	1
CO9	1	3	1	1	1	3	2	3	3	3	3	3	1	2	3	2	1	1

"3" – Strong; "2" – Moderate; "1"– Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>NATURE AND SCOPE OF MATHEMATICS –</b> <ul style="list-style-type: none"> <li>Meaning and scope of mathematics,</li> <li>A mathematical theorem and its variants—converse, inverse and contra-positive, proofs and types of proofs, Difference between proof and verification;</li> <li>Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics,</li> <li>Contribution of Indian mathematicians; Aesthetic sense in mathematics and beauty in mathematics..</li> </ul>	8	1
II	<b>EXPLORING LEARNERS –</b> <ul style="list-style-type: none"> <li>Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer-group,</li> <li>Promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets,etc.).</li> </ul>	8	2
III	<b>AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS –</b> <ul style="list-style-type: none"> <li>Need for establishing general objectives for teaching mathematics;</li> <li>Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education;</li> <li>Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry,etc.</li> </ul>	8	3
IV	<b>SCHOOL MATHEMATICS CURRICULUM –</b> <ul style="list-style-type: none"> <li>Objectives of curriculum, principles for designing curriculum,</li> <li>Designing curriculum at different stages of schooling,Some highlights of curriculum like vision of school mathematics, main goal of mathematics education,</li> <li>Core areas of concern in school mathematics, curricular choices at different stages of school mathematics education,</li> <li>Construction of syllabus in various disciplines of mathematics, for</li> </ul>	8	4

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	example,Algebra,Geometry,etc.; Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.		
V	<b>APPROACHES AND STRATEGIES IN TEACHING AND LEARNING of MATHEMATICAL CONCEPTS –</b> <ul style="list-style-type: none"> <li>• Nature of concepts,concept formation and concept assimilation,</li> <li>• Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason.</li> <li>• Comparing and contrasting; Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration,etc.;</li> <li>• Difference between teaching of mathematics and teaching of science.</li> </ul>	8	5

### Books Recommended:

1. Arora, S. K. (Bhimani). (1998). *How to Teach Mathematics*. Shanti Publisher's.
2. Capeland. (1979). *How Children Learn Mathematics*. New York: M. C. Millan Publishers.
3. Fuch, W. R. (1967). *Mathematics for Modern Mind*. New York: M. C. Millan Publishers.
4. Kapoor, J. N. (1968). *Vidyalaya Ganit ke liye Sau Prayog*. New Delhi: Arya Book Depot.
5. Saunders, W. B. (1967). *How to Teach Mathematics in Secondary School*. Company Publisher.
6. Kapoor, J. N. (1964). *The Spirit of Mathematics*. New Delhi: Arya Book Depot.
7. Jhunjhunwala, A. (1993). *Indian Mathematics*. New Delhi: Wiley Eastern Ltd.
8. Sexena, R. C. (1970). *Curriculum and Teaching of Mathematics in Secondary School*. NCERT.
9. Ayangar, N. K. *The Teaching of Mathematics in the New Education*. (Publisher not specified).
10. Arora, S. K. (Bhimani). (1998). *How to Teach Mathematics*. Shanti Publisher's.
11. Mangal, S. K. *Teaching of Mathematics (Hindi/English)*. Agra Publication.
12. Bhatnagar, A. B. *Teaching of Mathematics (Hindi/English)*. Agra Publication.

### Suggested Digital Platforms

1. **N-LIST**
  - **Full Name:** National Library and Information Services Infrastructure for Scholarly Content
  - **Details:** Subscription-based resource
  - **Linked With:** Shodh Sindhu Consortium
2. **NDL (National Digital Library of India)**
  - **Developed by:** IIT Kharagpur.
  - **Website:** <https://ndl.iitkgp.ac.in>

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**B.Ed. (Bachelor of Education) Semester-I**

Program	Subject	Year	Semester
B.Ed	Education	1	I
Course Code	Course Title		Course Type
BED103E	<b>Pedagogy of Biological Sciences</b>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	--
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

The aim of this course to provide students a deep understanding and analyses the contents of biological science with respect to its branches, process skills, knowledge organization and other critical issues use effectively different activities/ experiments/ demonstration/ laboratory experience for teaching learning of biological science.

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;	<b>R</b>
2	Appreciate that science is a dynamic and expanding body of knowledge;	<b>R</b>
3	Appreciate the fact that every child possesses curiosity about his/her natural surroundings	<b>U</b>
4	Identify and relate everyday experiences with learning biological science;	<b>Ap</b>
5	Use effectively different activities/experiments/demonstrations/ laboratory experiences for teaching-learning of biological science;	<b>Ap</b>
6	Integrate the biological science knowledge with other school subjects;	<b>Ap</b>
7	Analyse the contents of biological science with respect to its branches, process skills, knowledge organization and other critical issues;	<b>An</b>
8	Develop process-oriented objectives based on the content themes/units;	<b>C</b>
9	Explore different ways of creating learning situations for different concepts of biological science;	<b>C</b>
10	Examine different pedagogical issues in learning biological science;	<b>An</b>
11	Construct appropriate assessment tools for evaluating learning of biological science;	<b>C</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	3	3	1	1	2	2	3	3	3	3	3	1	1	1	2	1	1
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	1	3	2	2	2	3	3	3	3	3	2	3	1	2	3	1	1	1
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO7	1	3	1	-	-	2	2	3	3	3	3	3	2	2	3	3	2	1
CO8	1	3	1	3	3	3	3	3	3	3	3	2	2	2	3	2	2	2
CO9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO10	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
CO11	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>NATURE AND SCOPE OF BIOLOGICAL SCIENCE –</b> <ul style="list-style-type: none"> <li>Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge;</li> <li>Biological Science for environment and health, peace, equity;</li> <li>History of biological science, its nature a knowledge of biological science independent of human application;</li> <li>Origin of life and evolution, biodiversity, observations and experiments in biological sciences;</li> <li>Interdisciplinary linkages, biological sciences and society</li> </ul>	8	1,3
II	<b>AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE –</b> <ul style="list-style-type: none"> <li>Developing scientific attitude and scientific temper; Nurture the natural curiosity, aesthetic senses and creativity in biology;</li> <li>Acquire the skills to understand the methods and process that lead to exploration;</li> <li>Generalization and validation of scientific knowledge in biological science;</li> <li>Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society;</li> <li>Imbibe the values of honesty ,integrity, cooperation, concern for life and preservation of environment;</li> <li>Solving problems of everyday life; Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners;</li> <li>Specific objective of different content areas in biology</li> </ul>	8	2

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III	<b>EXPLORING LEARNERS -</b> <ul style="list-style-type: none"> <li>• Motivating learner to bring his /her previous knowledge in science /biology gained through classroom/ environment/ parents and peer group Cultivating in teacher-learner the habit of listening to child;</li> <li>• Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups,</li> <li>• Encouraging learners to collect materials from local resources and to develop /fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology.</li> </ul>	8	4,9
IV	<b>SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE) -</b> <ul style="list-style-type: none"> <li>• Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology;</li> <li>• Analysis of text books and biology syllabus of NCERT and States/UT's at upper primary, secondary and higher secondary stages;</li> <li>• Analysis of other print and non-print materials in the area of biological science used in various states.</li> </ul>	8	5,7
V	<b>APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE -</b> <ul style="list-style-type: none"> <li>• Pedagogical shift from science as fixed body of knowledge to process constructing knowledge,</li> <li>• scientific method-observation, enquiry, hypothesis, experimentation,</li> <li>• data collection, generalization (teacher-education or will illustrate taking examples from different stage-specific content are as keeping in mind the variation,e.g.</li> <li>• Structure and function, molecular aspects, interaction between living and non living , biodiversity,etc.);</li> <li>• Communication in biological sciences;</li> <li>• Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.</li> </ul>	8	6,9

### Books Recommended:

1. Sarup. *Modern Methods of Teaching Biology: Teaching Series*. Sarup & Sons, New Delhi.
2. Bhaskara Rao, D. (2000). *Teaching of Biology*. Nagarjuna Publishers, Guntur.
3. Moha, Radha. (2004). *Innovative Science Teaching*. Prentice Hall of India, New Delhi.
4. UNESCO. (1978). *New UNESCO Source Book for Science Teaching*. Oxford & IBH, New Delhi.
5. Sharma, R. C., & Shukla, C. S. (2002). *Modern Science Teaching*. Dhanpat Rai Publishing Company, New Delhi.
6. Sood, K. J. (1989). *New Directions in Science Teaching*. Kohli Publishers, Chandigarh.

7. Vaidya, N. (1996). *Science Teaching for the 21st Century*. Deep & Deep Publications, New Delhi.
8. Gupta, S. K. (1983). *Technology of Science Education*. Vikas Publishing House Pvt. Ltd., Delhi.
9. Chikara, M. S., & Sarma, S. (1985). *Teaching of Biology*. Prakash Brothers, Ludhiana.
10. Mangal, S. K. *Teaching of Biological Science*. (Publisher not specified).
11. Chandra, S. S. *Contemporary Science Teaching*. (Publisher not specified).

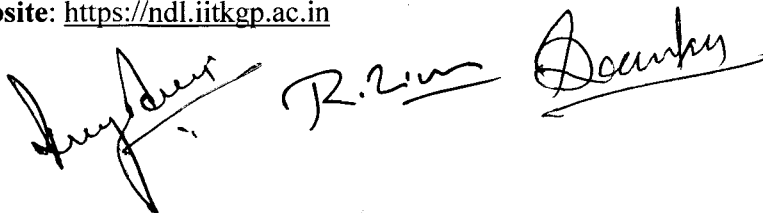
#### **Suggested Digital Platforms for Academic Resources**

##### **1. N-LIST**

- **Full Form:** National Library and Information Services Infrastructure for Scholarly Content

##### **2. NDL (National Digital Library of India)**

- **Developed by:** IIT Kharagpur
- **Website:** <https://ndl.iitkgp.ac.in>

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## B.Ed. (Bachelor of Education) Semester-I

Program	Subject	Year	Semester
B.Ed	Education	1	I
Course Code	Course Title		Course Type
BED103F	Pedagogy of Physical science		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	--
Maximum Marks	CIA		ESE
100	20		80

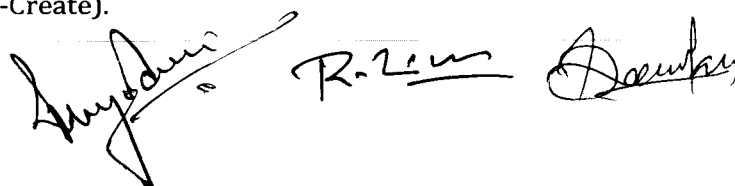
### Learning Objective (LO):

The course aims to develop equip students with a profound grasp of advanced topics in topology, encompassing process- oriented objectives based on the content/ units in student learner they examine different pedagogical issues in learning physical science they understand the various approaches of teaching learning of physical science.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Identify and relate everyday experiences with learning physical science;	R
2	Appreciate various approaches of teaching-learning of physical science;	R
3	Understand the process of science and role of laboratory in teaching-learning situations;	U
4	Use effectively different activities/ demonstrations/ laboratory experiences for teaching-learning of physical science;	Ap
5	Integrate in physical science knowledge with other school subjects;	An
6	Analyse the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues;	An
7	Develop process-oriented objectives based on the content themes/units;	C
8	Explore different ways of creating learning situations in learning different concepts of physical science	C
9	Formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry	E
10	Examine different pedagogical issues in learning physical science	E

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).



## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	3	3	1	1	2	2	3	3	3	3	3	1	1	1	2	1	1
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO5	1	3	2	2	2	3	3	3	3	3	2	3	1	2	3	1	1	1
CO6	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO7	1	3	1	1	1	2	2	3	3	3	3	3	2	2	3	3	2	1
CO8	1	3	1	3	3	3	3	3	3	3	3	2	2	2	3	2	2	2
CO9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO10	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>NATURE OF SCIENCE -</b> <ul style="list-style-type: none"> <li>Science as a domain of enquiry, as a dynamic and expanding body of knowledge;</li> <li>Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Bio-molecules, Surface Chemistry, etc.)</li> <li>Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each);</li> <li>Physical science for environment, health, peace, equity; Physical sciences and society;</li> <li>Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J.C. Bose, C.V. Raman, Albert Einstein, etc.</li> </ul>	8	1,2
II	<b>AIMS AND OBJECTIVES OF PHYSICAL SCIENCE -</b> <ul style="list-style-type: none"> <li>Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage) /Physics and Chemistry (higher secondary stage);</li> <li>Acquire the skills to understand the method and process of science /physical science that lead to exploration, generation and validation of knowledge in science /physical science; Relate Science/ Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society;</li> <li>Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everyday life;</li> <li>Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acid, Bases and Salts, Thermodynamics, Metallurgy,</li> </ul>	8	3,4

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	<ul style="list-style-type: none"> <li>Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in science/physics and chemistry.</li> </ul>		
III	<b>EXPLORING LEARNERS -</b> <ul style="list-style-type: none"> <li>Motivating learners to bring his /her previous knowledge gained in science / physics and chemistry through classroom/ environment / parents and peer group;</li> <li>Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process;</li> <li>Encouraging learners to raise questions, appreciate in dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/ fabricate suitable activities in science/ physics and chemistry (individual or group work);</li> <li>Role of learners in negotiating and mediating learning in science/ physical science.</li> </ul>	8	5
IV	<b>SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE) -</b> <ul style="list-style-type: none"> <li>Trends in Science curriculum; Consideration in developing learner-centred curriculum in physical science,</li> <li>Analysis of science/ physics and chemistry syllabus and text books of NCERT and States (at upper primary, secondary and higher secondary stage);</li> <li>Analysis of other print and non-print materials used in various states in the area of physical science.</li> </ul>	8	6,8
V	<b>APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE -</b> <ul style="list-style-type: none"> <li>Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher-educator will illustrate each taking examples from specific contents of science/ physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electro-chemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.);</li> <li>Communication in Science/ Physical-science, Problem-solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/ physics and chemistry (teacher-learner will design learning experiences using each of these approaches), facilitating learners for self-study.</li> </ul>	8	7,9,10

### Books Recommended:

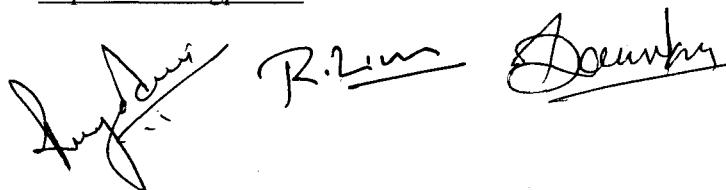
1. UNESCO. (1978). *New UNESCO Source Book for Science Teaching*. Oxford & IBH, New Delhi.
2. Sharma, R. C., & Shukla, C. S. (2002). *Modern Science Teaching*. Dhanpat Rai Publishing Company, New Delhi.
3. Sood, K. J. (1989). *New Directions in Science Teaching*. Kohli Publishers, Chandigarh.
4. Vaidya, N. (1996). *Science Teaching for the 21st Century*. Deep & Deep Publications, New Delhi.
5. Gupta, S. K. (1983). *Technology of Science Education*. Vikas Publishing House Pvt. Ltd., Delhi.

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6. Chikara, M. S., & Sarma, S. (1985). *Teaching of Biology*. Prakash Brothers, Ludhiana.  
(Note: Source link [www.wikipedia.com](http://www.wikipedia.com) is not valid as a citation.)
7. Chandra, S. S. *Contemporary Science Teaching*. (Publisher: Not specified), New Delhi.
8. Yadav, R. A., & Siddiqui. *Teaching of Science*. (Publisher: Not specified), Delhi.
9. NCERT. *All NCERT Science Textbooks from Class IX to XII*. NCERT, New Delhi.

### Suggested Digital Platforms

1. N-LIST (National Library and Information Services Infrastructure for Scholarly Content)
  - Subscription-based digital library via Shodh Sindhu.
2. NDL (National Digital Library of India)
  - Developed by IIT Kharagpur, under the Ministry of Education.
  - Website: <https://ndl.iitkgp.ac.in>





## B.Ed. (Bachelor of Education) Semester-I

Program	Subject	Year	Semester
B.Ed	Education	1	I
Course Code	Course Title		Course Type
BED104A&104B	<b>Preparation of Teaching aids &amp; Community work</b>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	-	-	4
Maximum Marks	CIA		ESE
50 in Both Group	50 in Both Group		-

### Learning Objective (LO):

Students should be able to understand various teaching aids they know about teaching materials & teaching aids, and their practical aspects.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Student should be able to understand various teaching aids.	U
2	Teaching Materials & Teaching Aids, their practical aspects.	U
3	Types of teaching aids & application in teaching learning process.	Ap
4	Importance of Teaching aids	R
5	The effect of using Teaching aids in different teaching condition.	Ap
6	How to select effective Teaching aids	E,C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

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## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	3	2	3	2	2	3	3	3	3	3	3	2	3	3	3	3	2
CO2	3	3	3	2	2	3	3	3	3	3	3	3	1	2	3	3	2	1
CO3	1	2	2	1	1	2	3	3	3	3	3	3	2	2	3	3	2	2
CO4	3	3	3	3	3	3	3	3	3	3	3	3	2	1	3	3	3	2
CO5	2	3	3	3	3	3	3	3	3	3	3	3	2	1	3	3	3	2
CO6	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

## Detailed Syllabus:

Unit	Topics	CO No.
<b>Preparation of Teaching Aids 104 A</b>	<ul style="list-style-type: none"> <li>Minimum 6 charts based on school curriculum.</li> <li>Minimum 3 sets of Transparency to Transact school content</li> <li>Minimum 3 Power Point Presentations to transact school content</li> <li>Minimum 1 video lesson on school content</li> <li>Minimum one static/working model to aid school teaching content</li> </ul>	1,2,3,
<b>Community Activities 104 B</b>	<ul style="list-style-type: none"> <li>Village Survey (<b>Community Activities</b>) <ul style="list-style-type: none"> <li>Prepare a <b>survey</b> report of any village and submit in college</li> </ul> </li> <li>Awareness Rally/Program <ul style="list-style-type: none"> <li>Awareness program in any relevant social problem of your city/ state/ or country.</li> </ul> </li> </ul>	4,5,6

## Books Recommended:

Published by: NCERT, New Delhi

1. NCERT. *Science Textbooks from Class IX to XII*. New Delhi: NCERT.
2. NCERT. *Mathematics Textbooks from Class IX to XII*. New Delhi: NCERT.
3. NCERT. *Hindi Textbooks from Class IX to XII*. New Delhi: NCERT.
4. NCERT. *English Textbooks from Class IX to XII*. New Delhi: NCERT.
5. NCERT. *Social Science Textbooks from Class IX to XII*. New Delhi: NCERT.

Published by: Chhattisgarh Board of Secondary Education (C.G. Board), Chhattisgarh

6. C.G. Board. *Science Textbooks from Class IX to XII*. Chhattisgarh.
7. C.G. Board. *Mathematics Textbooks from Class IX to XII*. Chhattisgarh.
8. C.G. Board. *Hindi Textbooks from Class IX to XII*. Chhattisgarh.
9. C.G. Board. *English Textbooks from Class IX to XII*. Chhattisgarh.
10. C.G. Board. *Social Science Textbooks from Class IX to XII*. Chhattisgarh.

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## B.Ed. (Bachelor of Education) Semester-II

Program	Subject	Year	Semester
B.Ed	Education	1	II
Course Code	Course Title		Course Type
BED201	<b>Sociological perspective of Education</b>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	-
Maximum Marks	CIA		ESE
100	20		80

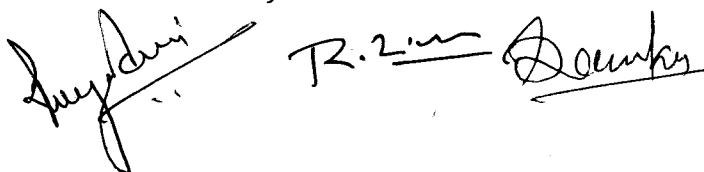
### Learning Objective (LO):

The aim of teaching of this subject to understand and be able to use some key concepts relating to social stratification. Students understand the problem faced by tribal communities and the issues in education of tribal children, they understand how poverty affects schooling

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To understand the social diversity in the state and the classroom and its implication for teaching	R
2	To understand and be able to use some key concepts relating to social stratification	U
3	To understand the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education	U
4	To understand the problems faced by the tribal communities and the issues in education of tribal children	Ap
5	To understand how poverty affects schooling prospects of children with special reference to migrant children	An

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).



## CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	1	3	3	3	2	3	3	3	3	3	3	2	1	3	3	3	2
CO2	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO5	3	1	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<p><b>Understanding diversity in Indian society with special reference to Chhattisgarh –</b></p> <p>Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some-villages, regions or cities. Profile of different communities in terms of their ecology, economy, language, culture and educational status will be taken up for discussion. Special focus will be on childhood in these communities and access to education. Student teachers will be encouraged to look at this diversity potential pedagogic resource within the classroom.</p> <ol style="list-style-type: none"> <li>Diversity in this classroom. Getting to know the diverse socio-cultural and linguistic background of fellow students. Getting to know about how they got themselves educated</li> <li>Ethnographic profiling of some five communities of the state (for example, one tribal, one scheduled caste, one artisan community, one farming caste, one minority religious community)</li> <li>Children at risk educationally–profiling communities of children who have not been integrated well into schooling (non-enrolment, early dropout, low achievement).</li> <li>Profiling of the society of one's own village or town in terms of communities, professional groups, economic status, social respect, power, etc.</li> <li>How can a teacher use the social back ground of diverse students as a resource for teaching in the classroom?</li> </ol>	10	1
II	<p><b>Sociological concepts relating to social stratification –</b></p> <p>Some key sociological concepts like life opportunities, discrimination, exclusion, stratification, etc. will be discussed to enable the student teachers to use them in different social contexts.</p> <ol style="list-style-type: none"> <li>Life opportunities, class, status and power: frame works of Marx and Max Weber</li> <li>Social discrimination, exclusion and exploitation.</li> <li>Social capital, cultural capital, Science capital and economic capital– the approach of P. Bourdieu</li> <li>Equality of opportunities and capabilities approach of Amartya Sen</li> </ol>	8	2

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III	<b>Aims of Education –</b> <ul style="list-style-type: none"> <li>• Aims of Education in key policy and documents:</li> <li>• Mudaliar commission report</li> <li>• Kothri commission report</li> <li>• National policy on education, 1986</li> <li>• Curriculum frame work, 2000 and 2005</li> <li>• NCFTE 2009: &amp; 2014</li> <li>• NPE 2020: Part I (chapter 5,6,7,8,) &amp; Part II- (Teacher Education. With special reference)</li> </ul>	8	3
IV	<b>DEMOCRACY AND EDUCATION –</b> <ul style="list-style-type: none"> <li>• Meaning of the term “National integration and Emotional integration” its need, role of teacher &amp; educational institution in achieving National integration through democratic integration, explanation of cultural heritage,</li> <li>• Contributions of different religions (Hinduism,-Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human up-liftment, equal communication, philosophy of celebration of Indian festivals.</li> <li>• Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order;</li> <li>• Education as liberal utilitarian, education as a tool of economic education, as an agent of Social change, education as a means of National welfare through the Immediate welfare of the society, education and human resource development.</li> <li>• Meanings of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; Means and measures taken for equality of opportunities in terms of castes, tribes. Disabled, Gender and Minorities:</li> </ul>	8	4
V	<b>The Current Concerns of Indian Education –</b> Private public partnership (PPP); yet others relate to the status of teachers-casualization and formalization of teachers. Student teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature: <ol style="list-style-type: none"> <li>Professional ethics</li> <li>Impact of privatization and Developments on Human Resources on the institution</li> </ol> <b>PRACTICUM:</b> <ol style="list-style-type: none"> <li>Field based surveys of status of marginalized social groups like SC, ST, migrant workers, rural and urban poor,etc and their educational prospects.</li> <li>Action research to understand the problems faced by children of marginalized communities in schools of different kinds.</li> <li>Action research to understand the implementation of</li> </ol>	8	5

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	government schemes for education of the marginalized groups.		
	4. Surveys to study condition of different kinds of schools and teachers and other staff working in them.		
	5. Surveys to understand field realities relating to policy issues under discussion		
	6. Role-play and dramatization of issues relating to education of marginal groups		

#### Books Recommended:

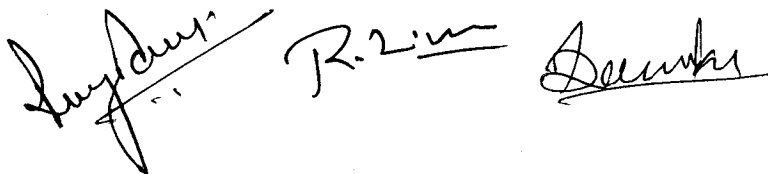
1. **Government of India.** *Education Policy Documents and Commission Reports:* Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education (1965, 1988, 1992). New Delhi.
2. **Government of India.** *National Policy on Education 2020 (NPE 2020).* Available at: [ncte.gov.in](http://ncte.gov.in), 2014–15. New Delhi.
3. **NCERT.** *Sociology Textbooks for Class XI & XII.* New Delhi: NCERT.
4. **S.C. Dube.** *Indian Society.* New Delhi: National Book Trust (NBT).
5. **Russel & Hiralal.** *Tribes and Castes of Central Provinces & Berar.*
6. **Ajit Kumar Danda (Ed.).** *Chhattisgarh: An Area Study.* Calcutta: Anthropological Survey of India, 1977.
7. **Azim Premji Foundation.** *The Social Context of Elementary Education in Rural India.* Bangalore: Azim Premji Foundation, 2004.
8. **Reeta Chouhan.** *Sociological Perspectives of Education.* Agra: Agrawal Publications.
9. **Lal Raman Bihari.** *Samajshastriya Adhar (Sociological Bases).* Agra.

#### Films & Documentaries by Shyam Benegal

10. **Shyam Benegal.** *Making of the Constitution* (12-part documentary series).
11. **Shyam Benegal.** *Bharat Ek Khoj* – Relevant parts on the Indian National Movement.
12. **Shyam Benegal.** *India Untouch* (Film/Documentary).
13. **Dr. Shoti Shivendra Chandra.** *Contemporary Science Teaching.* New Delhi.

#### Suggested Digital Platform

1. N List National library & Information Service (subscribe) (Shodh Sindhu)
2. NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)



## B.Ed. (Bachelor of Education) Semester-II

Program	Subject	Year	Semester
B.Ed	Education	1	II
Course Code	Course Title		Course Type
BED202	Learner and Learning process		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	-
Maximum Marks	CIA		ESE
100	20		80

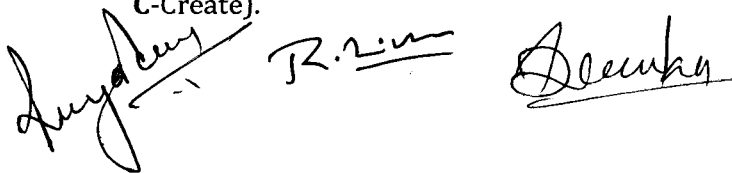
### Learning Objective (LO):

Students understand and Acquire knowledge and understanding of stage of human development and developmental task. Understanding Psychological aspect intelligence, Motivation, Creativity Learning. And develop skills for effective teaching learning process and use of Psychometric assessment.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Acquire knowledge and understanding of stages of human development and developmental tasks; with special reference to adolescents learners.	R
2	Develop understanding of process of children learning in the context of various theories of learning.	U
3	Understand intelligence, motivation and various types of exceptional children.	Ap
4	Develop skills for effective teaching learning process and use of psychometric assessment.	An
5	To revitalize education through collaboration with different organization and universities	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO2	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
CO4	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Nature of psychology and learners –</b> <ul style="list-style-type: none"> <li>Psychology: Its meaning, nature, methods and scope; functions of educational psychology.</li> <li>Stages of human development; stage specific characteristics and developmental tasks.</li> <li>Adolescence in Indian context- characteristics and problems of adolescents; their needs and aspirations.</li> <li>Guidance and counseling for adolescents.</li> </ul>	8	1
II	<b>Learning –</b> <ul style="list-style-type: none"> <li>Nature of learning; learning theories with specific reference to Piaget (Cognitive) Theory and Albert Bandura Social learning.</li> <li>Factors influencing learning and teaching process: learner related; teacher related; process related and content related.</li> </ul>	6	2
III	<b>Intelligence –</b> <ul style="list-style-type: none"> <li>Nature and characteristics of intelligence and its development.</li> <li>Theories of intelligence; two factor theory- Multi factor Theory (PMA) and SI Model.</li> <li>Measuring intelligence- Verbal, non-verbal and Performance tests (one, representative of group test and individual test of each),</li> <li>Creativity- definition, measurement, "Four C" Model of Creativity.</li> </ul>	8	3
IV	<b>Exceptional Children –</b> <ul style="list-style-type: none"> <li>Concept of exceptional children - types, and characteristics of each type including Children with learning disabilities.</li> <li>Individual differences- Nature; accommodating Individual differences in the class-room. Learner centered techniques for teaching exceptional children.</li> <li>Personality- Definition, meaning and nature; development of personality; type and trait theories of personality.</li> <li>Group Dynamics. Psycho-analysis.</li> </ul>	8	4

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V	<b>Socialization, Culture and Education in Indian context &amp; Application of statistic in Psychology –</b> <ul style="list-style-type: none"> <li>History of Indian psychology with specific reference to religions and epics. Understanding diversity in Indian culture</li> <li>Durganad Sinha's cognitive development</li> <li>Statistical concept needed for treatment &amp; Interpretation of Psychological data.</li> <li>Measurement of Central Tendency &amp; Variability (Standard deviation only) and their calculation.</li> <li>Graphical representation of Data and their uses</li> </ul>	8	5
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### Books Recommended:

1. **Bhatia, H.R.** *Elements of Educational Psychology*. Bombay: Orient Longman Ltd.
2. **Chauhan, S.S.** *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
3. **Chauhan, S.S.** *Psychology of Adolescence*. New Delhi: Allied Publishers.
4. **Garrett, H.E.** *Gandhian Dimension in Education*. Bombay: Vakils, Feffer and Simons Ltd.
5. **Gulati, Sushma.** *Education for Creativity*. New Delhi: NCERT, 1985.
6. **Hurlock, E.B.** *Adolescent Development*. New York: McGraw-Hill.
7. **Kapil, H.K.** *Sankhiyiki ke Mool Tatva (Statistics)*. Agra: Vinod Pustak Mandir.
8. **Kulshrestha, S.P.** *Educational Psychology*. [Publisher not specified].
9. **Mangal, S.K.** *Psychological Education*. Ludhiana: Prakash Brothers.
10. **Mathur, S.S.** *Educational Psychology*. Agra: Vinod Pustak Mandir.
11. **Mathur, S.S.** *Shiksha Manovigyan*. Meerut: Lyall Book Depot.
12. **Srivastava, G.N.P.** *Recent Trends in Educational Psychology*. Agra: Psycho Research Cell.
13. **Tripathi, S.N.** *Pratibha Aur Srijanatmakta*. Bombay: Macmillan Co.
14. **Sinha, Durganand.** *Psychology in a Third World Country: The Indian Experience*.
15. **Sinha, Durganand.** *Motivation and Rural Development*.

### Suggested Digital Platforms

- **N-LIST:** National Library & Information Services (Subscription-based – Shodh Sindhu).
- **NDL:** National Digital Library – Developed by IIT Kharagpur, Ministry of Education, Govt. of India.

*Durganand* *R.2.11* *Sinha*

## B.Ed. (Bachelor of Education) Semester-II

Program	Subject	Year	Semester
B.Ed	Education	1	II
Course Code	Course Title		Course Type
BED203A	Education and Mental Measurement		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	-
Maximum Marks	CIA		ESE
100	20		80


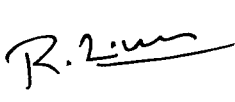
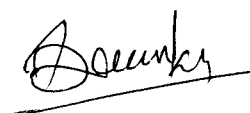
### Learning Objective (LO):

The aim of this course is to develop profound understanding and able to use basic scientific concepts and practices in educational and mental measurement for the study of this subject develop skills and competencies in the student teacher for the use of technique in the field.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	All electives should have full bearing over the latest developments of the contemporary world	U
2	Able to use basic scientific concepts and practices in educational and mental measurement.	R
3	Student can tabulate and find-out some standard meaning from the raw scores by using statistical procedures.	Ap
4	It may develop skills and competencies in the student teacher for the use of the techniques in the field.	Ap
5	Student teacher to interpret the result of educational measurement.	An
6	Student understands about various educational and mental measurement tools.	C

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

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## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	3	1	2	1	2	1	-	1	2	3	3	2	-	2	3	3
CO2	3	3	3	1	2	1	2	1	-	1	2	3	3	2	-	1	3	3
CO3	3	3	3	1	2	1	2	1	-	1	2	3	3	2	-	-	3	3
CO4	3	3	3	1	2	1	2	2	-	1	2	3	3	2	-	-	3	3
CO5	3	3	3	1	2	1	2	2	-	1	2	3	3	2	-	-	3	3
CO6	3	3	3	1	2	1	2	1	-	1	2	3	3	2	-	2	3	3

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Concept of measurement: testing &amp; Scale</b> <ul style="list-style-type: none"> <li>Concept of measurement: testing and evaluation.</li> <li>Scales of measurement : nominal, ordinal, interval, and ratio scales.</li> <li>Discrete and continuous variables.</li> <li>Qualities of a test-reliability, validity and usability of a test: item analysis, procedures and item selection.</li> </ul>	6	1
II	<b>Educational statistics -</b> <ul style="list-style-type: none"> <li>Educational statistics measures of central tendency from grouped and non-grouped data.</li> <li>Measures of variability- range, quartile deviation, standard deviation.</li> <li>Graphical Representation of Data.</li> </ul>	6	2
III	<b>Techniques of test &amp; Report</b> <ul style="list-style-type: none"> <li>Techniques of test conduct</li> <li>Importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.</li> </ul>	6	3
IV	<b>Interpreting measurement</b> <ul style="list-style-type: none"> <li>Interpreting measurement: normal probability curve, skewness and kurtosis.</li> <li>Percentiles and percentile ranks.</li> <li>Standard scores,</li> <li>Co-efficient of correlation by Spearman's method and its interpretation.</li> </ul>	8	4,6

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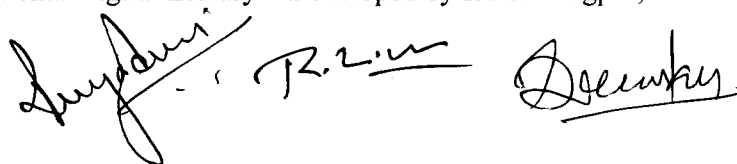
V	<b>Different Test &amp; Assessment of Personality</b> <ul style="list-style-type: none"> <li>• Achievement tests : construction of standardized achievement tests.</li> <li>• Types of test items.</li> <li>• Measurement of intelligence: Concept of intelligence, Binet test, concept of IQ.</li> <li>• Individual and group tests of intelligence:</li> <li>• Aptitudes and personality tests: Use of aptitude tests - overview.</li> <li>• Use of interest inventories.</li> <li>• Assessment of personality, interview, self-report inventories, rating-scale, projective techniques. (Note- Some basic concepts and items covered, under compulsory core courses have been dropped here to avoid repetition although these are relevant).</li> </ul> <b>PRACTICUM</b> <ul style="list-style-type: none"> <li>• Administration of a psychological test and interpretation of test results.</li> <li>• Determination of reliability or validity of any self-made test.</li> <li>• Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.</li> </ul>	8	5
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#### Books Recommended:

1. **Asthana, Bipin & Agrawal, R.N.** *Mapan evam Moolyankan*. Agra: Vinod Pustak Mandir.
2. **Asthana, Bipin & Agrawal, R.N.** *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir.
3. **Bhagwan, Mahesh.** *Shiksha mein Mapan evam Moolyankan*. Agra: Vinod Pustak Mandir.
4. **Lindeman, R.H. & Merenda, P.F.** *Educational Measurement*. London: Scott Foreman & Company.
5. **Rawat, D.L.** *Shaikshik Mapan ki Naveen Rooprekha*. Agra: Gaya Prasad and Sons.
6. **Sharma, R.A.** *Measurement and Evaluation in Education and Psychology*. Meerut: Lyall Book Depot.
7. **Sharma, R.A.** *Shiksha tatha Manovigyan mein Mapan evam Moolyankan*. Meerut: Lyall Book Depot.
8. **Verma, R.S.** *Shaikshik Moolyankan*. Agra: Vinod Pustak Mandir.

#### Suggested Digital Platforms

- **N-LIST:** National Library & Information Services (Subscription-based – Shodh Sindhu).
- **NDL:** National Digital Library – Developed by IIT Kharagpur, Ministry of Education, Govt. of India.



**B.Ed. (Bachelor of Education) Semester-II**

Program	Subject	Year	Semester
B.Ed	Education	1	II
Course Code	Course Title		Course Type
BED203B	<b>Educational administration and Management</b>		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	-
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

The aim of this course is to build strong understanding and to enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary school of the area.

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Student teachers enable with the concept and concerns of Educational administration.	<b>R</b>
2	Subject develops an understanding of the role of the headmaster and the teacher in school management.	<b>U</b>
3	To enable the student teacher understand to concept at Importance of communication and its possible barriers in educational administration.	<b>Ap</b>
4	To enable the student teacher to critically analyse the administrative scenario In relation to the functioning of the other secondary schools of the area.	<b>An</b>
5	To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.	<b>C</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

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## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	-	1	-	3	2	2	1	-	2	-	-	-	-	-	3	-	-	1
CO2	-	1	-	3	2	2	1	-	2	-	-	-	-	-	3	-	-	1
CO3	-	1	-	3	2	2	1	-	2	-	-	-	-	-	3	-	-	1
CO4	-	1	-	3	2	2	1	-	2	-	-	-	-	-	3	-	-	1
CO5	-	1	-	3	2	2	1	-	2	-	-	-	-	-	3	-	-	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Concept of Educational Administration &amp; Management</b> <ul style="list-style-type: none"> <li>Conceptual frame work concept of educational administration.</li> <li>Concept of educational management human beings as inputs, process and products inputs.</li> <li>Nature, objectives and scope of educational aciministration</li> </ul>	6	1
II	<b>Administration planning, organizing directing and controlling</b> <ul style="list-style-type: none"> <li>Role and functions of headmaster/teacher: Basic functions administration planning, organizing directing and controlling.</li> <li>Maintenance of discipline, control management.</li> <li>Co-ordination and growth, development,</li> <li>Supervision and inspection, defects in the present supervision and inspection.</li> <li>Scope of educational supervision,</li> <li>Types of supervision.</li> <li>Providing guidance; leadership function,</li> <li>Crisis In management &amp; Decision making</li> </ul>	6	2
III	<b>Administration &amp; Role of communication</b> <ul style="list-style-type: none"> <li>Communication in Educational Administration Role of communication in effective manage-ment and administration.</li> <li>Methods of communication.</li> <li>Barriers of communication in educational administration.</li> <li>Overcoming barriers to communication and effective communication In educational administration.</li> </ul>	6	3
IV	<b>School management and administration</b> <ul style="list-style-type: none"> <li>Management of Schools: Role of headmaster in planning of school activities, approaches to management-manpower approach, cost benefit approach, social demand approach, social justice approach.</li> <li>Involvement of other functionaries and agencies In the preparation of a plan.</li> <li>Delegation of authority and accountability.</li> </ul>	8	4

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	<ul style="list-style-type: none"> <li>• Role of the headmaster in monitoring, supervision and evaluation.</li> <li>• Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.</li> <li>• Role of the headmaster In creating resources and managing financial matters.</li> <li>• Optimum use of available resources for growth and development of the school.</li> <li>• Staff development programmes.</li> <li>• Role of teachers in school management and administration.</li> </ul>		
V	<p><b>Educational administration Functions &amp; Problems</b></p> <ul style="list-style-type: none"> <li>• Educational administration in the CG state: The administrative structure in the field of education in the state.</li> <li>• Control of school education in the state -a critical analysis.</li> <li>• Functions of the state government in relation to secondary and higher secondary schools.</li> <li>• Functions of the board of secondary education in controlling secondary schools.</li> <li>• Problems of secondary school administration in government schools.</li> </ul> <p><b>PRACTICUM</b></p> <ul style="list-style-type: none"> <li>• The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.</li> </ul>	8	5

### Reference Books:

1. **Bhatnagar, R.P. & Verma, I.B.** *Educational Administration*. Meerut: Lyall Book Depot.
2. **Bhatnagar, R.R. & Agrawal, Vidya** *Educational Administration, Supervision, Planning and Financing*. Meerut: R. Lall Book Depot.
3. **Sukhiya, S.P.** *Educational Administration*. Agra:

### Suggested Digital Platforms for Reference

1. **N-LIST** (National Library and Information Services Infrastructure for Scholarly Content – *Shodh Sindhu*)  
Website: <https://nlist.inflibnet.ac.in>
2. **NDL (National Digital Library of India)**  
Developed by IIT Kharagpur under the Ministry of Education, Government of India  
Website: <https://ndl.iitkgp.ac.in>

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## B.Ed. (Bachelor of Education) Semester-II

Program	Subject	Year	Semester
B.Ed	Education	1	II
Course Code	Course Title		Course Type
BED203C	Art Education		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	2	-
Maximum Marks		CIA	ESE
100		20	80

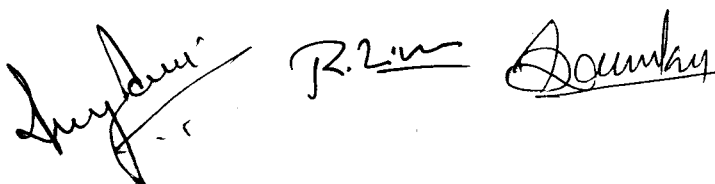
### Learning Objective (LO):

The objective of this course is to equip students with the knowledge and skills to work with ARTS, At the end of the course it develops an insight towards sensibility and aesthetic appreciation.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Students are able to work together on small and large projects.	R
2	It can develop the ability among students to free expression and creativity.	U
3	They acquaint with basic elements of design.	Ap
4	At the end of the course it develops an insight towards sensibility and aesthetic appreciation.	Ap
5	It develops a perspective of artistic and creative expression	E

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).





### CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO2	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO3	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO4	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO5	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Art appreciation / brief history of Indian Art</b> <ul style="list-style-type: none"> <li>Sculptures: (Any 2 Sculptures of every period giving brief introduction). <ul style="list-style-type: none"> <li>Indus valley (They must have read in this till 8<sup>th</sup> standard).</li> <li>Mauryan Period</li> <li>Gupta Period</li> <li>FolkArt</li> <li>Modern / ContemporaryArt</li> </ul> </li> <li>Paintings;</li> <li>Ajanta and themural traditions</li> <li>Miniature Paintings</li> <li>ContemporaryPaintings</li> <li>FolkArt</li> </ul>	8	1
II	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>History of visual arts</li> <li>The concept and meaning of visual arts</li> <li>2DArts, methods and techniques, Drawing, Painting, Still life, printing, life drawing, composition, collage, wallpainting, posters, Alpama/Rangoli/Mandra/Folkart forms etc.</li> <li>Tribalcomputer Graphics:Animations</li> <li>3-D Arts;Methods and techniques : Relief work, clay modelling, Hand poetry,molding, sculpture,Terracotta construction with mixed materials.</li> <li>3-D animation.Folk / TribalArt</li> </ul>	8	2
III	<b>Theatre</b> <ul style="list-style-type: none"> <li>Sense of theoretical / dramatic self: <ul style="list-style-type: none"> <li>Factors of Drama;theplot, structure, characters, available material, performance space, performance etc.</li> <li>Street plays; script writing, song writing,clowning, cartooning.</li> <li>Issues of identity, gender, relationships, social status.</li> </ul> </li> <li>The roots of theatre; Ritual ,Festival /Celebration, Myth, Primitive Man, Language Development.</li> </ul>	8	3

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	<ul style="list-style-type: none"> <li>Modern Indian Drama; Major plays and Play wrights..</li> </ul>																										
IV	<p><b>Music and Dance:</b></p> <ul style="list-style-type: none"> <li>Laya and Swara; Basic concepts of rhythm and note.</li> <li>Sangeet; Gayan, vadan and nritya in the contex to flocally known songs and dances commonly performed.</li> <li>Musical Instruments; categorization.               <ul style="list-style-type: none"> <li>❖ Music of different geographical areas such as the desert, mountains, jungle sand river-belt.</li> <li>❖ Theterm 'Nritya' or 'Naach'                   <ol style="list-style-type: none"> <li>Movement of different parts of the body</li> <li>Expression</li> <li>Literature</li> </ol> </li> </ul> </li> <li>Percussion instruments</li> <li>Any two regional dances               <ol style="list-style-type: none"> <li>Description of the region</li> <li>Dialect</li> <li>Costumes</li> <li>Music</li> <li>Tal</li> </ol> </li> <li>Discussions on -               <table border="1"> <tr> <td>1.</td> <td>Rajasthani Folk Dance</td> <td>(ref. Tarana ListCIET)</td> </tr> <tr> <td>2.</td> <td>Himachal Pradesh ke LokNritya</td> <td>(ref. Tarana ListCIET)</td> </tr> <tr> <td>3.</td> <td>Hamare Vadya Yantra Series</td> <td>(ref. Tarana ListCIET)</td> </tr> <tr> <td>4.</td> <td>Community Singing</td> <td>(ref. Tarang list CIET)</td> </tr> <tr> <td>5.</td> <td>Song of Unity (KSSP)</td> <td>(ref. Tarang list CIET)</td> </tr> <tr> <td>6.</td> <td>Rajasthan Folk</td> <td>Langasand Manganiars</td> </tr> <tr> <td>7.</td> <td>Best of Carnatic</td> <td>Various Instrumental</td> </tr> <tr> <td>8.</td> <td>Classical Dances of</td> <td>(ref. Tarang List.CIET) India Series</td> </tr> </table> </li> </ul>	1.	Rajasthani Folk Dance	(ref. Tarana ListCIET)	2.	Himachal Pradesh ke LokNritya	(ref. Tarana ListCIET)	3.	Hamare Vadya Yantra Series	(ref. Tarana ListCIET)	4.	Community Singing	(ref. Tarang list CIET)	5.	Song of Unity (KSSP)	(ref. Tarang list CIET)	6.	Rajasthan Folk	Langasand Manganiars	7.	Best of Carnatic	Various Instrumental	8.	Classical Dances of	(ref. Tarang List.CIET) India Series	8	4
1.	Rajasthani Folk Dance	(ref. Tarana ListCIET)																									
2.	Himachal Pradesh ke LokNritya	(ref. Tarana ListCIET)																									
3.	Hamare Vadya Yantra Series	(ref. Tarana ListCIET)																									
4.	Community Singing	(ref. Tarang list CIET)																									
5.	Song of Unity (KSSP)	(ref. Tarang list CIET)																									
6.	Rajasthan Folk	Langasand Manganiars																									
7.	Best of Carnatic	Various Instrumental																									
8.	Classical Dances of	(ref. Tarang List.CIET) India Series																									
V	<p><b>Heritage Crafts</b></p> <ul style="list-style-type: none"> <li>Introduction to the crafts traditions of India, details about the different crafts, their classifications, regional distribution etc. Each of these topics will incorporate aspects such as the Philosophy and aesthetics, Materials, processes and techniques, Environment and resource management, Social structures, Economy and marketing.</li> <li>Clay, Stone work, Metal crafts, jewelry, natural fiber weaving and textile weaving.</li> </ul>	8	5																								

### Reference Books:

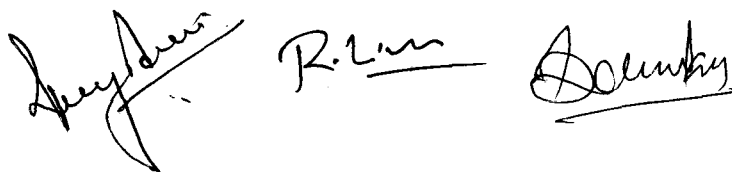
1. Mago, P. N. (n.d.). *Contemporary art in India: A perspective*. National Book Trust.

*Signature* R.2.11 *Signature*

2. Dhamija, J. (n.d.). *Indian folk arts and crafts*. National Book Trust.
3. Deva, K. (n.d.). *Temples of North India*. National Book Trust.
4. Srinivasan, K. R. (n.d.). *Temples of South India*. National Book Trust.
5. Tagore, A. N. (n.d.). *Abanindranath Tagore*. National Book Trust.
6. Kaushik, D. (n.d.). *Nandalal Bose*. National Book Trust.
7. Powle, M. (n.d.). *Festival of colours*. National Book Trust.
8. Narayan, B. (n.d.). *Find the half circles*. National Book Trust.
9. Datta, E. (n.d.). *Lines and colours*. National Book Trust.
10. Singh, U. (n.d.). *Discovering Indian art*. National Book Trust.

#### **Suggested Digital Platforms (Web Sources)**

11. INFLIBNET Centre. (n.d.). *N-LIST: National Library and Information Services Infrastructure for Scholarly Content*. Retrieved from <https://nlist.inflibnet.ac.in>
12. National Digital Library of India. (n.d.). *NDL: Ministry of Education, Government of India*. Retrieved from <https://ndl.iitkgp.ac.in>

Three handwritten signatures in black ink are displayed horizontally. The first signature on the left is stylized and appears to be 'Surya'. The middle signature is 'R. L. M.' with a horizontal line underneath. The signature on the right is 'S. S. S.' with a horizontal line underneath.

## B.Ed (Bechlor of Education) Semester-II

Program	Subject	Year	Semester
B.Ed	Education	1	II
Course Code	Course Title		Course Type
BED.203D	Curriculum And Knowledge		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	--
Maximum Marks	CIA		EA
100	20		80

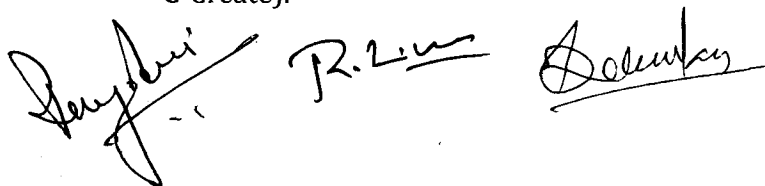
### Learning Objective (LO):

The objective of the course is to provide students develop the comprehensive understanding the nature of curriculum and its relation to syllabi, text books and class room practices.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	It develop the understanding the nature of curriculum and its relation to syllabi, text books and class room practices	<b>R</b>
2	To understand the nature of knowledge, moral values and skills	<b>U</b>
3	To examine the place of work in education	<b>Ap</b>
4	Student understand the implications of constructivism for education	<b>An</b>
5	Student applies a framework for studying curriculum documents.	<b>C</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	3	1	3	3	2	2	2	3	3	2	3	3	1	-	3	3
CO2	3	3	3	1	3	3	2	2	2	3	3	2	3	3	1	-	3	3
CO3	3	3	3	1	3	3	2	2	2	3	3	2	3	3	1	-	3	3
CO4	3	3	3	1	2	3	2	2	2	3	3	2	3	3	1	-	3	3
CO5	3	3	3	1	2	3	2	2	2	3	3	2	3	3	1	-	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

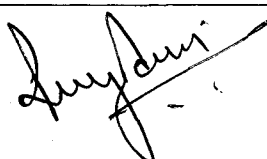
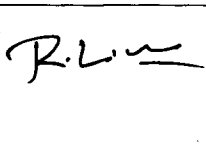
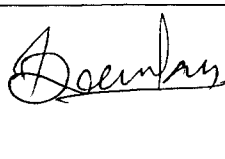
Unit No.	Topics	No. of Lectures	CO No.
I	<b>Curriculum, Syllabi, Text books and Classroom</b> <ul style="list-style-type: none"> <li>❖ What is a curriculum? Why do we need a curriculum? Objectives behind framing/developing a curriculum. Aims and curriculum; the relationship between the two. Relationship between these two and pedagogy. Curriculum, syllabi and textbooks: what's the relationship between these? what are implications of this for a teacher?</li> <li>❖ The scope of curriculum: Knowledge, values, skill, dispositions, etc. some general discussions about each.</li> <li>❖ The context/cultural embeddedness of curriculum. Curriculum as a mode of transmission of culture and social norms. Diverse strands of culture and contestations and debates within them. Problems involved in questions about cultural choices and their implications for curriculum. Who defines culture? Who defines curriculum? (relate this to the discussion on negotiating diversity in aims of education.</li> <li>❖ Types of curriculum: Liberal curriculum which seeks to develop understanding and perspectives, vocational curriculum which focusses on skills and is geared towards livelihood, mixed curriculum.</li> </ul>	8	1
II	<b>Nature of Knowledge</b> <ul style="list-style-type: none"> <li>❖ Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity, its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community.</li> <li>❖ Nature of disciplines/subjects and forms of inquiry in each.</li> <li>❖ Sociology of knowledge: privileging of certain kinds of knowledge through curriculum and its impact upon unequal learning opportunities.</li> </ul>	6	2

*Angela*

*R. L. M.*

*December*

III	<b>Moral Values</b> <ul style="list-style-type: none"> <li>❖ Nature of value and morality: values are what make people consider life worthwhile. Values and morality involve choices which are arrived at by balancing diverse and often contradictory values. Even so, the choice made by one person may be very different from that made by another. Most educators agree that students need to engage seriously with the task of taking moral decisions, they also agree that preaching a set of values is tantamount to indoctrination at best or promoting hypocrisy at worst.</li> <li>❖ Morality in a multi-cultural, multi religious and democratic society: different cultures/religions have different value systems and preferences. Can any one of them become the basis of moral education in schools? Can there be democratic norms of dialogue between different value systems</li> <li>❖ Objectives of moral education: Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be moral person? Should investigation into why it is difficult to be moral be a part of curriculum?</li> </ul>	8	3
IV	<b>Curriculum and Productive Work</b> <ul style="list-style-type: none"> <li>❖ Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' incompatible with education?</li> <li>❖ Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially useful productive work' (SUPW).</li> <li>❖ Vocational Education: education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education.</li> <li>❖ The place of work in curriculum - its role in integrating knowledge, skill and values in real life like contexts. The implication of its absence from curriculum.</li> </ul>	8	4
V	<b>Frame works for Reviewing Curriculum Documents</b> <ul style="list-style-type: none"> <li>❖ Visioning human beings and just society.</li> <li>❖ Visioning the role of students and teachers</li> <li>❖ Visioning the nature of knowledge and learning</li> <li>❖ Areas of study (subjects) and the objectives of learning them</li> <li>❖ Visioning the role of assessment and evaluation in education</li> </ul> <b>Practicum</b> <ol style="list-style-type: none"> <li>Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (some exemplar themes: 'let us find out about what kind of food we all eat and enjoy.' Or 'what is the nature of our family lives?' or 'what is the difference between a fly and an ant?' or let us find out the rules for use of masculine and feminine gender in Hindi language.)</li> <li>Comparative study of various curriculum documents.</li> <li>Prepare a report comparing national curriculum framework, the</li> </ol>	6	5

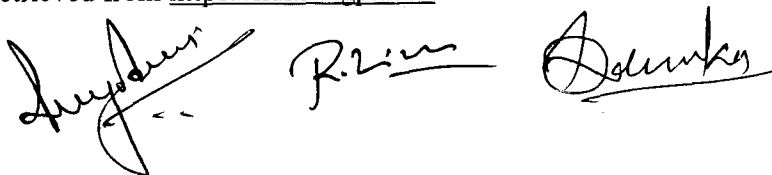
	text books and class room practices in the school in which the student teacher has been interned. To what extent does the class room practice carry out the curricular objectives or the objectives set out in the text books?		
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### Books Recommended:

1. National Council of Educational Research and Training. (2005). *National Curriculum Framework* (Chapter 2). NCERT.
2. National Council of Educational Research and Training. (2006). *Position paper: National focus group on curriculum, syllabus and textbooks*. NCERT.
3. National Council of Educational Research and Training. (2007). *Position paper: National focus group on work and education*. NCERT.
4. Dewey, J. (n.d.). *Democracy and education*.
5. Joshi, R. K. (2007). *Yogdan, shiksha aur chintansheelata*. Aakar Prakashan, Jaipur.
6. Joshi, R. K. (2007). *Shiksha ke sandarbh*. Aakar Prakashan, Jaipur.
7. Winch, C. (2005). *Philosophy and education policy* (Chapters 1 & 2). Routledge.
8. Barrow, R. (2007). *An introduction to moral philosophy and moral education*. Routledge.

### Suggested Digital Platforms

9. INFLIBNET Centre. (n.d.). *N-LIST: National Library and Information Services Infrastructure for Scholarly Content*. Retrieved from <https://nlist.inflibnet.ac.in>
10. National Digital Library of India. (n.d.). *NDL: Ministry of Education, Government of India*. Retrieved from <https://ndl.iitkgp.ac.in>



## B.Ed. (Bachelor of Education) Semester-II

Program	Subject	Year	Semester
B.Ed	Education	1	II
Course Code	Course Title		Course Type
BED204	Educational Technology and Management		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	1	4
Maximum Marks	CIA		ESE
100	20		80

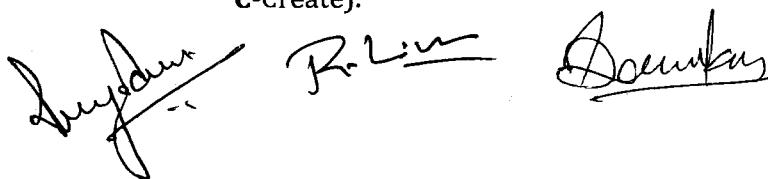
### Learning Objective (LO):

The objective of this course is to equip the students teacher with his various technological applications available to him/her for improving instructional practices. To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To obtain a total perspectives of the role of technologies in modern educational practices.	R
2	To equip the student - teacher with his various technological applications available to him/her for improving instructional practices.	U
3	To help the teacher to obtain a total gender of his role of scientific management in education.	Ap
4	To provide the teacher the skills required for effective institutional and institutional management.	An
5	To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.	C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).





## CO-PO/PSO Mapping for the course:

PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	2	3	2	2	2	2	1	1	2	2	1	3	2	1	3	3	2
CO2	3	2	3	2	3	2	2	1	1	3	2	1	3	2	1	3	3	2
CO3	3	2	3	2	3	2	2	1	1	2	2	1	3	2	1	3	3	2
CO4	3	2	3	2	3	2	2	2	1	3	2	1	3	2	1	3	3	2
CO5	3	2	3	2	2	2	3	1	1	2	2	1	3	2	1	1	3	2

"3" – Strong; "2" – Moderate; "1"– Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Concept of Educational Technology</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Nature <ul style="list-style-type: none"> <li>• Scope</li> <li>• Type</li> <li>• Functions</li> </ul> </li> <li>• Need of educational technology in the schools of chhattisgarh.</li> </ul>	6	1
II	<b>Communication Technology</b> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Nature</li> <li>• Process</li> <li>• Principles</li> <li>• Componentes</li> <li>• Types</li> <li>• Barriers</li> <li>• Mode of communication: SMCR Model &amp; SL,WR,VO.</li> <li>• (Speak, Listen, Writing, Reading, Visual and Observing) <ul style="list-style-type: none"> <li>○ Skill based learning- Micro Teaching.</li> </ul> </li> </ul>	8	2
III	<b>System Approach –</b> <ul style="list-style-type: none"> <li>• Concept and characteristics</li> <li>• System approach,</li> <li>• System Analysis,</li> <li>• SystemDesign</li> </ul> <b>PhysicalResources of an instructional System</b> <ul style="list-style-type: none"> <li>- Concept</li> <li>- Classification(Project/NonProject/hardware/software)</li> </ul> Hardware- Chalkboard, tape recorder, Educational radio, Educational Television,VCR, Instant Slide maker, OHP, FilmStrip,Slide Projector, Interactive Video, Computers, Reprographic Equipement. Software - Scripts (Audio & Video), slides, Programs, lerning Materials, Film Strips, Transperencies, News Paper, Text Books, Maps Computer (MS WORD) use & practice, etc..		3

*[Signatures]*

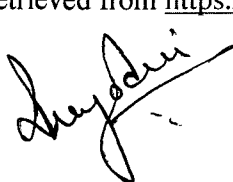
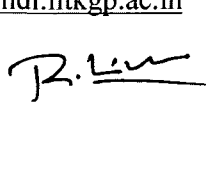
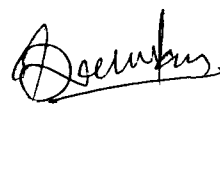
IV	<b>Innovations in Educational Technology</b> <ul style="list-style-type: none"> <li>○ Language laboratory <ul style="list-style-type: none"> <li>▪ Tele conferencing</li> <li>▪ Multimedia, Web based learning, www.</li> </ul> </li> <li>• Computer Networking, CAI</li> <li>• E learning; on line learning management and implementation of e-learning</li> <li>• Concept of artificial intelligence and use in learning.</li> </ul> <b>Strategies</b> -Brain-Storming, discussion, Seminar, Conference, Workshop	8	4
V	<b>Human Resources of an Educational System &amp; Management</b> <ul style="list-style-type: none"> <li>- Identification of the Human Resources, resources within and outside the school system</li> </ul> <b>Meaning of Management in Education</b> <ul style="list-style-type: none"> <li>- Managing curriculum, managing co-curriculum, Managing school discipline and Managing physical resources.</li> <li>- Developing performance profiles of institutions</li> </ul> <b>Assignments</b> <ol style="list-style-type: none"> <li>1. Term paper/Symposium</li> <li>2. Developing Software - Transparencies/Slides/Scripts/Scenarios</li> <li>3. Workshop on handling Hardware</li> <li>4. Preparation of low-cost/improvised material</li> <li>5. Conducting a lesson - Using OHP/Slide projector or computer</li> </ol>	8	5

### Books Recommended:

1. Brown, J. W., Lewis, P. B., & Harclerod, F. F. (n.d.). *AV instructional technology*. New York: McGraw-Hill.
2. Davies, I. K. (n.d.). *The management of learning*. New York: McGraw-Hill.
3. Goel, D. R. (n.d.). *Educational TV in India – Organisation and utilization* (Unpublished post-doctoral thesis). M.S. University of Baroda.
4. Jerome, P. L., & Clarence, M. W. (n.d.). *A guide to programmed instruction*. New York: J. Wiley & Sons.
5. Richmond, W. K. (1970). *The concept of educational technology: A dialogue with yourself*. London: Weidenfeld and Nicolson.
6. Sharma, R. A. (1986). *Technology of teaching*. Meerut: Lyall Book Depot.
7. Singh, P. (1984, May). *Cybernetic approach to teaching: The progress education*. Pune.
8. Smith, K. U., & Smith, M. F. (1966). *Cybernetic principles of learning and evaluation*. New York: Holt, Rinehart and Winston.
9. Taber, J. J., Glaser, R., & Schaeffer, H. N. (1965). *Learning and programmed instruction*. Reading, Massachusetts: Addison-Wesley.

### Suggested Digital Platforms

10. INFLIBNET Centre. (n.d.). *N-LIST: National Library and Information Services Infrastructure for Scholarly Content*. Retrieved from <https://nlist.inflibnet.ac.in>
11. National Digital Library of India. (n.d.). *NDL: Ministry of Education, Government of India*. Retrieved from <https://ndl.iitkgp.ac.in>

## B.Ed. (Bachelor of Education) Semester-II

Program	Subject	Year	Semester
B.Ed.	Education	1	II
Course Code	Course Title		Course Type
BED.205 A,B,C	<ul style="list-style-type: none"> <li>• Micro teaching on skill of teaching</li> <li>• Internship (4weeks) school experience</li> <li>• Preparation of Question Bank</li> </ul>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
2			2
Maximum Marks	CIA		EA
50	50		-

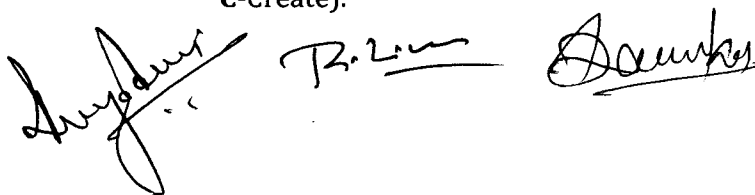
### Learning Objective (LO):

The course aims students should be able to understand about the different skill use in teaching, and also knowing how to select effective teaching skills how to prepare different type of question school experience in actual situation.

### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Student should be able to understand about the different skill.	R
2	Teaching Materials & Teaching Aids their combination with skills.	U
3	Types of teaching skills and their practical aspects.	Ap
4	Importance of micro teaching .	Ap
5	The effect of using Teaching skills in different teaching condition.	Ap
6	How to select effective Teaching skills.	An
7	School experiences and their uses in actual condition.	C
8	How to prepare a different type of questions,	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



## CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO2	3	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3
CO3	3	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3
CO4	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO5	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO6	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO7	3	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3
CO8	3	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

## Detailed Syllabus:

subject	Topics	No. of Lectures	CO No.
<b>Micro teaching on skills of teaching</b> 205 A	<b>Micro Teaching on Skills of Teaching (any5 skill)</b> Ex. Introduction Explanation Question skill Probing question Blackbord skill Stimules variance Reinforcement and other relevant skill	8	1,2
<b>Internship(4weeks) school experience</b> 205 B	<ul style="list-style-type: none"> <li>• Observation of School Documents</li> <li>• Mentor's Report</li> </ul>		3,5,6
<b>Preparation of Question Bank</b> 205 C	<b>Question Bank:</b> <ul style="list-style-type: none"> <li>• Prepare a question bank record file on school subject. (As per pedagogy) (minimum 20 questions)</li> <li>• Minimum 10 question MCQ</li> <li>• (use of google form to develop questions)</li> </ul>		4,8

## Reference Books:

1. NCERT. *All NCERT Science text books from Class IX to XII*. New Delhi: NCERT.
2. NCERT. *All NCERT Maths text books from Class IX to XII*. New Delhi: NCERT.
3. NCERT. *All NCERT Hindi text books from Class IX to XII*. New Delhi: NCERT.
4. NCERT. *All NCERT English text books from Class IX to XII*. New Delhi: NCERT.
5. NCERT. *All NCERT Social Science text books from Class IX to XII*. New Delhi: NCERT.
6. Passi, B. K. *Micro teaching*. [Publisher not mentioned].
7. Sharma, R. A. *Micro teaching*. Agra: [Publisher not specified].
8. Chhattisgarh Board. *All text books for practice*. Raipur: CG Board.

*[Handwritten signatures]*

**B.Ed. (Bachelor of Education) Semester-III**

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED.301A	Pedagogy of Hindi		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	4
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

हिंदी भाषा शिक्षण के इस पाठ्यक्रम का उद्देश्य विद्यालय स्तर पर हिंदी शिक्षण के लिए प्रभावी शिक्षक तैयार करना है। इस पाठ्यक्रम में यह प्रयास किया गया है कि आप हिंदी शिक्षण के शिक्षाशास्त्रीय सिद्धांतों का ज्ञान प्राप्त करके उनके व्यावहारिक प्रयोग करने की क्षमता आप में विकसित हो सके। इसमें आपको ऐसी सामग्री प्राप्त करने का प्रयास किया गया है जिससे आपके भाषा तथा साहित्य विषयक ज्ञान का नवीकरण होने के साथ-साथ उसका समुन्नयन व संवर्धन भी हो।

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes At the end of the course, the students will be able to :	CL
1	भाषा के अलग-अलग भूमिकाओं को जानना	R
2	भाषा के स्वरूप और व्यवस्था को समझना	R
3	स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना	U
4	भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना	U
5	भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना	Ap
6	पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षाविशेष और बच्चों की समझ के अनुसार ढालना	Ap
7	भाषा और साहित्य सम्बंध को जानेगें	An
8	भावों और विचारों की स्वतंत्रा अभिव्यक्ति करना जानेगें	E
9	अनुवाद के महत्व और भूमिका को जानेगें	E
10	भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना	C

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

*[Signatures]*

# CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO2	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
CO4	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3
CO6	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO7	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO8	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
CO9	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
CO10	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

## Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<p>भाषा-साहित्य और सौंदर्य - 1 (विभिन्न अभिव्यक्तियों भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम है।)</p> <ol style="list-style-type: none"> <li>1. सृजनात्मक भाषा के विविध रूप - साहित्य के विविध रूप को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा, स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता, अनुवाद का महत्व और जरूरत</li> <li>2. सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।</li> </ol> <p>गतिविधि/पोर्टफोलियो</p> <p>प्रशिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>• एक ही विषय पर किन्हीं तीन अखबारों के संपादकीय की भाषा पर बातचीत कर उनकी विषय प्रस्तुति को रेखांकित करें।</li> <li>• एक ही अंश के तीन अनुवाद को पढ़ें और अपनी भाषा में नया अनुवाद प्रस्तुत करें</li> <li>• समूह में बंट कर मीडिया लेखन के तीन अलग-अलग नमूनों (फीचर, रिपोर्ट, लेख आदि) को इकट्ठा कर उसमें समानता और अंतर को ध्यान में रखते हुए चर्चा करें।</li> <li>• अखबार की किसी खबर के आधार पर संवाद लिखना।</li> </ul> <p>कक्षा शिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>• पानी से संबंधित पाठ पढ़ाने के बाद जलचक्र की जानकारी देना, पानी की बचत पर बातचीत, जल की तरल अवस्था से ठोस अवस्था का हल्का होने के कारण का पता लगाने का कार्य करवाना</li> </ul>	8	1

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II	<p>भाषा साहित्य और सौंदर्य – 2</p> <p><b>साहित्यिक अभिव्यक्ति के विविध रूप – कविता को पढ़ना-पढ़ाना, गद्य की विविध विधाओं को पढ़ना-पढ़ाना, नाटक को पढ़ना-पढ़ाना, समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।</b></p> <p>गतिविधि/पोर्टफोलियो</p> <p>प्रशिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>• एक कहानी का चार अलग-अलग समूह द्वारा विश्लेषण और उसकी प्रस्तुति</li> <li>• सभी विद्यार्थी किसी एक रचना की समीक्षा करें तथा एक-दूसरे की समीक्षित बिंदुओं पर कक्षा में चर्चा करें</li> <li>• समूह में एक ही विषय पर अलग-अलग विधाओं की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण</li> <li>• वर्तमान बाल साहित्य की समीक्षा</li> <li>• अपनी मनपसंद तीन कहानियों की समीक्षा</li> </ul> <p>कक्षा शिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>• बच्चों से एक ही विषय जैसे 'बादल' पर स्वतंत्र रूप से कुछ लिखने को कहें (कोई विधा न सुझाएँ)।</li> <li>• रचना को जानें और कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को सुनकर)</li> </ul> <p>(क) एक रचना अनेक स्तर, अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित)</p> <p>(ख) एक रचना अनेक अर्थ (अलग-अलग नजरिये से एक ही रचना को पढ़ना)</p> <p>(ग) एक रचना विभिन्न बच्चे (संदर्भ: चुनौतीपूर्ण बच्चे)</p> <ul style="list-style-type: none"> <li>• कोई नाटक या उपन्यास पढ़वाने के बाद उसके पात्रों के रहन-सहन, बोली आदि की चर्चा कर समाज में इनमें आए बदलाव पर चर्चा करना, विभिन्न व्यवसाय तथा व्यवसाय से जुड़े लोगों, उनके कार्यों, समस्याओं पर बातचीत</li> <li>• कक्षा छह हिंदी की पुस्तक में से झांसी की रानी कविता, नौकर (निबंध) पाठ के बाद -1857 के पहले, दौरान और बाद में घटी घटनाओं का टाइम लाइन (चार्ट) बनाना, गांधी जी के जीवन की महत्वपूर्ण घटनाओं का टाइम लाइन (चार्ट), गांधी जी द्वारा चलाए गए आंदोलनों का टाइम लाइन (चार्ट)</li> </ul> <p>परियोजना कार्य</p> <ul style="list-style-type: none"> <li>• (क) विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाई पर क्रियात्मक शोध</li> <li>• (ख) भाषा की कक्षा में उन अनुभवों को पिरोते हुए शिक्षण योजना बनाना स्थानीय कलाकार/कवि/लेखक से साक्षात्कार</li> <li>• कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से किसी एक कविता को चुनकर परिवेश से जोड़ते हुए उसवेफ शिक्षण बिंदु तैयार करना</li> </ul>	8	2
III	<p><b>पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण</b></p> <p>(पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं)</p> <p><b>पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक –</b> पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटंत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)</p>	8	3

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	<p>गतिविधि/पोर्टफोलियो</p> <p>प्रशिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>नवीन पाठ्यचर्या की समीक्षा और प्रस्तुतीकरण (समूह कार्य)</li> <li>(क) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय पर चर्चा</li> <li>(ख) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय का विश्लेषण और प्रस्तुतीकरण (समूह)</li> <li>'बच्चे की भाषा' या ऐसे अन्य किसी विषय पर एक संगोष्ठी आयोजित करें</li> </ul> <p>परियोजना कार्य</p> <ul style="list-style-type: none"> <li>विभिन्न राज्यों के हिंदी के पाठ्यक्रम का विश्लेषण और प्रस्तुतीकरण (समूह कार्य)</li> <li>अपनी मनपसंद कहानियों का संकलन तथा उनसे संबंधित लेख</li> <li>किन्हीं दो राज्यों द्वारा विकसित किसी भी एक (6 से 12) कक्षा की हिंदी की पाठ्यपुस्तक का तुलनात्मक अध्ययन</li> </ul>		
IV	<p>सहायक शिक्षण सामग्री</p> <p>प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि, आई.सी.टी.-दृश्य-श्रव्य सामग्री, रेडियो, टेलीविजन फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)</p> <p>गतिविधि/पोर्टफोलियो</p> <p>प्रशिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>दसवीं और बारहवी कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें</li> <li>एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें</li> <li>कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से ऐसे दस प्रश्न छांटें जिनमें भाषा मूल्यांकन का सृजनात्मक रवैया परिलक्षित होता है (समूह कार्य)</li> </ul> <p>कक्षा शिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना</li> <li>विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों से हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना</li> <li>विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार-पत्र का विकास करवाना</li> </ul>	8	4
V	<p>आकलन की भूमिका और महत्व</p> <p>(मूल्यांकन की भूमिका बच्चों की मौलिकता और भाषा प्रयोग में उनकी सृजनात्मकता को पैना बनाना है।)</p> <ol style="list-style-type: none"> <li>भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो</li> <li>प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु - समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)</li> </ol>	8	5

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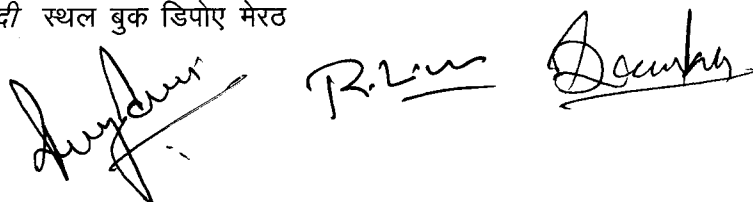
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<p><b>4. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट)</b></p> <p>गतिविधि/पोर्टफोलियो प्रशिक्षण के दौरान</p> <ul style="list-style-type: none"> <li>• दसवीं और बारहवी कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें</li> <li>• एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें</li> <li>• कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से ऐसे दस प्रश्न छांटें जिनमें भाषा मूल्यांकन का सृजनात्मक स्वैया परिलक्षित होता है (समूह कार्य)</li> </ul> <p>कक्षा शिक्षण के दौरान</p> <p>(क) कक्षा छह के किसी बच्चे की प्रथम त्रैमासिक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना</p> <p>(ख) इन सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियाँ सुझाना परियोजना कार्य</p> <ul style="list-style-type: none"> <li>• उच्च प्राथमिक स्तर पर आकलन एवं मूल्यांकन की मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें</li> <li>• एन सी ई आर टी द्वारा प्रकाशित आकलन स्रोत पुस्तिका भाषा हिंदी पढ़ें तथा इसमें आए आकलन संबंधी क्रियाकलापों को कक्षा 6 से 12 के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें</li> </ul> <p>“सीखने सिखाने की प्रक्रिया में अध्यापकों की भूमिका एक सहायक और मित्र की होगी। अध्यापकों के सामने यह चुनौती होगी कि वह हरेक विद्यार्थी से एक तरह की सृजनात्मक क्षमता (उनर भी) की अपेक्षा न करें)</p> <p>नोट:</p> <p>परियोजना कार्य, विद्यार्थी और अध्यापक के पोर्टफोलियो, गतिविधियाँ, चर्चा-परिचर्चा, प्रस्तुतियाँ, कार्यशाला, दूर (नमूने के तौर पर कुछ गतिविधियाँ इत्यादि प्रत्येक इकाई के साथ दी गई हैं। ऐसी अन्य गतिविधियाँ स्वयं भी तैयार कर सकते हैं। प्रत्येक विद्यार्थी को अपना पोर्टफोलियो तैयार करना है तथा प्रत्येक वर्ष चारपरियोजना कार्य करने अनिवार्य हैं।</p>		
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#### Books Recommended:

1. भाई योगेन्द्रजीत हिन्दी भाषा शिक्षण विनोद पुस्तक मंदिर आगरा
2. क्षत्रिय के मात्रभाषा शिक्षण विनोद पुस्तक मंदिरए आगरा
3. लाल रमन बिहारी हिन्दी शिक्षण रस्तोगी पब्लिकेशनए मेरठ
4. शर्मा, डॉ. लक्ष्मीनारायण भाषा 1, 2 की शिक्षण विधियाँ और पाठ नियोजन विनोद पुस्तक मंदिरए आगरा
5. शर्मा, राजकुमारी हिन्दी शिक्षण राधा प्रकाशन मंदिर आगरा
6. सिंह सावित्री हिन्दी स्थल बुक डिपोए मेरठ



**B.Ed. (Bachelor of Education) Semester-III**

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED301B	<b>Pedagogy of Language English</b>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	1	
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

The objective of this course is to provide students with a comprehensive understanding of the different role of language ,understanding the use of language in context, such as grammar and Vocabulary. along with as well as students understand the importance of home language and school language and role of mother tongue in education

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	<b>At the end of the course, the students will be able to :</b>	
1	Understand the different roles of language;	<b>R</b>
2	Understand the relation between literature and language;	<b>R</b>
3	Develop creativity among learners;	<b>U</b>
4	Understand the role and importance of translation;	<b>U</b>
5	Examine authentic literary and non-literary texts and develop insight and appreciation;	<b>Ap</b>
6	Understand the use of language in context, such as grammar and vocabulary;	<b>Ap</b>
7	Develop activities and tasks for learners;	<b>C</b>
8	Understand the importance of home language and school language and the role of mother tongue in education;	<b>C</b>
9	Understand about the teaching of poetry, prose and drama;	<b>E</b>
10	Identify methods, approaches and materials for teaching English at various levels in the Indian context	<b>E</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

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### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO2	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
CO4	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3
CO6	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO7	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO8	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
CO9	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
CO10	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3

"3" – Strong; "2" – Moderate; "1"– Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>LANGUAGE LITERATURE AND AESTHETICS-I</b> Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages. <b>Activities</b> <ul style="list-style-type: none"> <li>Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation</li> <li>Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself</li> <li>Take any creative writing related to history, e.g. Discovery of India and prepare a flow chart on the main events</li> <li>Review any story and have a discussion in groups</li> <li>Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomena, e.g. climate change, water.</li> </ul> <b>Teaching Practice</b> Take any topic of your choice and write about it in any form of creative writing.	8	1,2
II	<b>LANGUAGE, LITERATURE AND AESTHETICS-II</b> Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels. <b>Activities</b>	8	3,4

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	<ul style="list-style-type: none"> <li>• Review any two stories of your choice</li> <li>• Interview any local artist/poet/writer</li> <li>• Collect Indian folktales in English (translated) for your portfolio</li> <li>• Prepare a newsletter on the basis of your school experience programme (hand written).</li> </ul> <p><b>Teaching Practice</b> Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach:</p> <p>(a) Same pieces for different stages; (b) Understanding any creative piece at different levels; and (c) Teaching the same piece to children with special needs.</p> <p><b>Action Research</b></p> <ul style="list-style-type: none"> <li>• Identify and list language (English) related errors common among students.</li> <li>• Prepare a list of idioms, proverb in English</li> <li>• Teaching any creative piece in the classroom on the basis of (a) Level of the students (b) Perspective</li> <li>• Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.</li> </ul>		
III	<p><b>DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS</b></p> <p>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. (Develop meaningful strategies keeping in view the needs of the learners.)</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states</li> <li>• Prepare an outline for the development of the textbook for the same class for your state. Project</li> <li>• Prepare a collection of poems and stories of your choice.</li> </ul>	6	5
IV	<p><b>TEACHING-LEARNING MATERIALS AND AIDS</b></p> <p>Print media; Other reading materials. such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT- audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary</li> <li>• Identify and prepare different types of teaching aids for children with special needs (speech impaired) Organize a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.</li> </ul> <p><b>Project</b> Prepare an outline for a school magazine development</p>	6	6

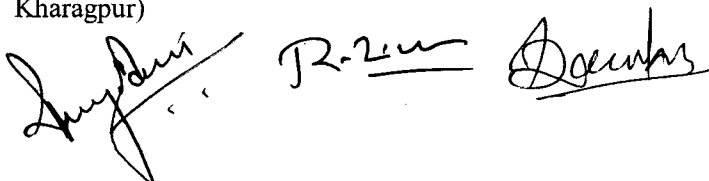
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### Books Recommended:

1. Bond, L. G., et al. (1980). *Reading difficulties – Their diagnosis and correction*. New York: Appleton-Century-Crofts.
2. Valdman. (1987). *Trends in language teaching*. New York, London: McGraw Hill.
3. Johnson, K. (1983). *Communicative syllabus design and methodology*. Oxford: Pergamon Press.
4. Widdowson, H. G. (1979). *Teaching language as communication*. London: Oxford University Press.
5. David, E. (1977). *Classroom techniques – Foreign languages and English as a second language*. New York: Harcourt Brace.
6. Parrott, M. (1993). *Tasks for the classroom teacher*. London: Pergamon.
7. Grellet, M. (1983). *Developing reading comprehension*. London: Cambridge University Press.
8. Byrne, D. (1975). *Teaching writing*. London: Longman.
9. Morgan, J., & Rinvulcri, M. (1991). *New ways of dictation*. London: Longman.
10. Mukalel, J. C. (1998). *Approaches to English language teaching*. New Delhi: Sterling Publishing House.
11. Halbe, M. (2005). *Methodology of English teaching*. Mumbai: Himalaya Publishing House.
12. Sharma, K. L. *Methods of teaching English in India*. [Publisher not specified].
13. Choudhary, N. R. (2002). *English language teaching*. Mumbai: Himalaya Publishing House.
14. Sachdeva, M. L. *A new approach to teaching of English in India*. [Publisher not specified].

### Suggested Digital Platforms

- N-LIST: National Library & Information Services Infrastructure for Scholarly Content (Shodh Sindhu subscription)
- NDL: National Digital Library (Ministry of Education, Govt. of India; developed by IIT Kharagpur)



**B.Ed. (Bachelor of Education) Semester-III**

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED301C	Pedagogy of Social Science		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

The objective of this course is to acquire the basic knowledge and skills to analyse and transact social science curriculum effectively. students understand of the process of teaching learning in Social Sciences

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To acquire a conceptual understanding of the processes of teaching and learning Social Sciences	<b>R</b>
2	To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;	<b>U</b>
3	To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;	<b>Ap</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

*[Signatures]*

### CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO2	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3

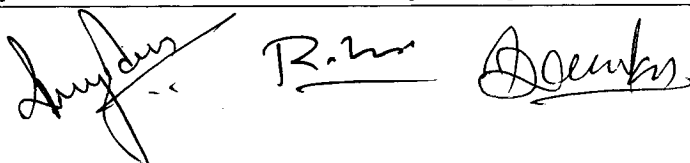
"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<p><b>TEACHING-LEARNING OF HISTORY</b></p> <p><b>Continuity and Change over Time and Historical Construction</b></p> <p>This Unit seeks to introduce student-teachers to some of the seminal issues and concepts of social change in Indian and World History. It also aims to explain how historians do History and how it ought to be done in schools. It, therefore, focuses on constructivist pedagogy in History and the general competencies that children are likely to develop through the study of History. Historical Methods</p> <p>Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History Thinking in terms of problems for analysis in History. Social Formations in History</p> <p>Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies State-formation and different types of states in History Capitalism, Select Issues of Social Change in Indian History Culture, social stratification and social change in India; Caste and class in Indian society Shared religious cultures and conflicts between religious communities in India</p> <p>Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)</p> <p>The above content may be used to understand the teaching, learning strategies and skill development in History. Interactive, constructivist and critical pedagogic in History</p> <p>Going beyond the textbook; Getting children to craft little nuggets of History from primary sources Encouraging children to think from first principle in History.</p> <p><b>The Lateral Development of Different Skills</b></p> <p>Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and</p>	8	1

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	visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal Learning to analyse critically and to argue; Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences Helping children to develop oral and written expression.		
II	<p><b>TEACHING-LEARNING OF POLITICAL SCIENCE</b> TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY</p> <p>The Unit on Political Science deals with the broad themes of democracy, development, and diversity. These three interrelated themes are concerned with political, economic, and social aspects of our everyday life. The contents in this unit contain key political concepts and issues. While explaining them, teachers are expected to refer to both historical and current events, processes and personalities from India and different parts of the world. They are also expected to make references to key concepts in the disciplines of Sociology, Economics, and Geography, so as to highlight the interrelationship between Political Science and these disciplines.</p> <p><b>What is Politics?</b></p> <ul style="list-style-type: none"> <li>❖ Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty</li> <li>❖ Forms of Government: Democratic (Liberal and Social), non-democratic, Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers, Organs of Government: Legislature, Executive, and Judiciary.</li> <li>❖ Constitutional Vision for a Democratic India .The making of the Constitution of India</li> <li>❖ Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism, Secularism (Relationship between State and Religion): Western and Indian Versions</li> <li>❖ Fundamental Rights (Prohibition of discrimination; Rights of Dalits, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)</li> <li>❖ Directive Principles of State Policy (with special reference to welfare of the people) Fundamental Duties.</li> </ul> <p><b>The Working of the Government</b></p> <ul style="list-style-type: none"> <li>❖ Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities)</li> <li>❖ Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralisation, citizen participation.</li> <li>❖ Society and Political Processe , Elections, political parties, pressure</li> </ul>	10	2





	<p>groups</p> <ul style="list-style-type: none"> <li>❖ Social movements: Dalit movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI</li> <li>• The above content may be used to understand the teaching-learning strategies and skill development in Political Science.</li> </ul> <p><b>Teaching-learning Strategies</b></p> <p>The teaching-learning process needs to take into account the lived experiences of student- teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.</p> <p>Social inquiry approaches can be used in teaching, learning of Political Science. The student-teachers may be encouraged to observe actual functioning of the institutions of different local Government bodies in own district and prepare reports as group projects. They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts.</p> <p>Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.</p>		
III	<p><b>ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES</b></p> <p>Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions .Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in Social Sciences.</p>	8	3
IV	<p><b>ANALYSIS OF SOCIAL SCIENCES TEXT BOOKS AND QUESTION PAPERS</b></p> <p>Analyzing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)</p> <p>Analyzing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.</p>	8	3
V	<p><b>INTER-DISCIPLINARY THROUGH PROJECTS AND FIELD VISITS</b></p> <ul style="list-style-type: none"> <li>• Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspect of</li> </ul>	8	3

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	<p>Social Sciences may be visualized as follows:</p> <ul style="list-style-type: none"> <li>• Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs</li> <li>• History and Political Science: Socio-political systems; Women's rights in society Economics and History: Agrarian change in India; Industrialization in India</li> <li>• History and Geography: Migration of people in a particular region— nature of migration, past and present trends Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)</li> <li>• Economics and Political Science: Family budget and impact of change in prices of essential commodities.</li> <li>• These projects are just a few examples. Similar projects may be designed by student- teachers for better understanding of various issues.</li> </ul>		
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#### Books Recommended:

1. Bining, A. C., & Bining, D. H. *Teaching of social studies in the secondary school*. New York: McGraw-Hill Book Co.
2. Fleming, J. *The teaching of social studies in secondary school*. London: Longman, Green & Co.
3. Sharde, B. P., & Sharma, J. C. *Teaching of geography*. Oxford: Pergamon Press.
4. Hall, D. *Geography and geography teacher*. London: Oxford University Press.
5. NCERT. *Teaching of history*. New Delhi: NCERT.
6. Pandey, K. P. *Artha Shastra Shikshan*.
7. Tiwari, G. S. *Artha Shastra Shikshan*.
8. Awasthi, P. P. *Nagrik Shastra Shikshan Vidhi*
9. Desai, D. M. *Evaluation in social studies*. New Delhi: DEPSE, Ministry of Education.
10. Mehta, T. S. [Title missing]. New Delhi: Government of India.
11. Malayya, M. *Social sciences*. Bombay: Asia Publishing House.
12. Taneja, V. R. *Fundamentals of teaching social studies*. Mohindra Publications.

#### Suggested Digital Platforms):

- **N-LIST**: National Library & Information Services Infrastructure for Scholarly Content (Shodh Sindhu Subscription).
- **NDL**: National Digital Library, Ministry of Education, Government of India (Developed by IIT Kharagpur).



### B.Ed. (Bachelor of Education) Semester-III

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED301D	Pedagogy of Mathematics		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	0
Maximum Marks	CIA		ESE
100	20		80

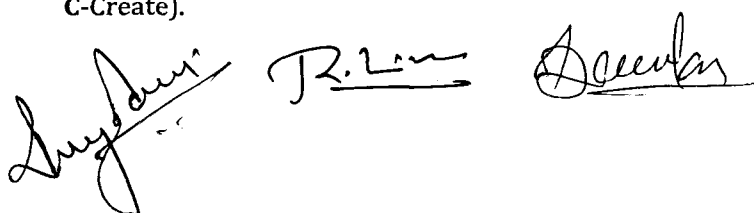
#### Learning Objective (LO):

The aim of this course is to empower students with a profound understanding and develop competencies for teaching learning mathematics through various measures. they learn appropriate assessment tools for evaluating mathematics learning.

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Develop insight into the meaning, nature, scope and objective of mathematics education;	R
2	Appreciate mathematics as a tool to engage the mind of every student;	R
3	Channelize, evaluate, explain and reconstruct their thinking;	U
4	See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;	U
5	Pose and solve meaningful problems;	Ap
6	Construct appropriate assessment tools for evaluating mathematics learning;	C
7	Develop ability to use the concepts for life skills;	Ap
8	Stimulate curiosity, creativity and inventiveness in mathematics;	E
9	Develop competencies for teaching-learning mathematics through various measures  Examine the language of mathematics, engaging with research on children's learning in specific areas.	E

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Applied; An-Analyze; E-Evaluate; C-Create).



### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO2	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
CO4	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
CO5	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3
CO6	3	1	3	3	3	3	3	2	2	3	3	3	2	2	3	3	3	2
CO7	3	1	2	3	3	2	2	2	3	3	3	3	2	3	3	3	3	2
CO8	3	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
CO9	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>PLANNING FOR TEACHING-LEARNING MATHEMATICS</b> Organisation of concepts for teaching-learning of mathematics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.	6	1
II	<b>LEARNING RESOURCES IN MATHEMATICS</b> Textbooks audio-visual multimedia-Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.	6	2,8
III	<b>ASSESSMENT AND EVALUATION</b> <b>Informal Creative Evaluation:</b> Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation. <b>Formal Ways of Evaluation:</b> Variety of assessment techniques and practices Assessing Product Vs Process, Knowing Vs Doing In practice of midterm/terminal examination, practising continuous and comprehensive evaluation to test regular programmes/achievements of learner. <b>Assessment Framework:</b> Identifying and organising components for developing framework of question paper at different stages of learning; Framing questions based	8	3,7

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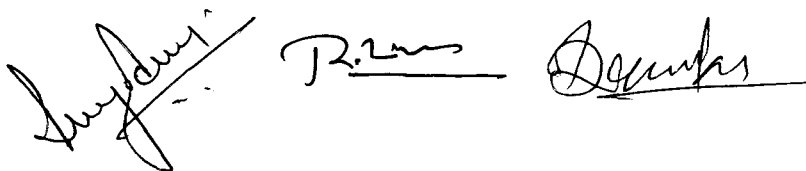
	on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.		
IV	<b>MATHEMATICS FOR ALL</b> Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.	8	4,5
V	<b>PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS</b> Types of in-service programme for mathematics teachers; Role of mathematics teacher's association; Journals and other resource materials in mathematics education; Professional growth—participation in conferences/seminars/workshops.	6	6,9

#### Books Recommended:

1. Arora, S. K., & Bhimani. (1998). *How to teach mathematics*. Shanti Publisher's.
2. Capeland. (1979). *How children learn mathematics*. New York: Macmillan Publishing.
3. Fuch, W. R. (1967). *Mathematics for modern mind*. New York: Macmillan Publishing.
4. Kapoor, J. N. (1968). *Vidyalaya Ganit ke liye sau prayog*. New Delhi: Arya Book Depot.
5. Saunders, W. B. (1967). *How to teach mathematics in secondary school*.
6. Kapoor, J. N. (1964). *The spirit of mathematics*. New Delhi: Arya Book Depot.
7. Jhunjhunwala, A. (1993). *Indian mathematics*. New Delhi: Wiley Eastern Ltd.
8. Sexena, R. C. (1970). *Curriculum and teaching of mathematics in secondary school*. NCERT.
9. Ayangar, N. K. *The teaching of mathematics in the new education*
10. Arora, S. K. (1998). *How to teach mathematics*. Bhimani: Shanti Publisher's.
11. Mangal, S. K. *Teaching of mathematics* (Hindi/English). Agra: Agra Publications.
12. Bhatnagar, A. B. *Teaching of mathematics* (Hindi/English). Agra: Agra Publications.

#### Suggested Digital Platforms :

- **N-LIST:** National Library and Information Services Infrastructure for Scholarly Content (via Shodh Sindhu)
- **NDL:** National Digital Library (Ministry of Education, Govt. of India, developed by IIT Kharagpur)



**B.Ed. (Bachelor of Education) Semester-III**

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED301E	Pedagogy of Biological Science		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	1	0
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

The objective of this course is to analyse the content of biological science with respect to its branches, process skills, knowledge organization and other critical issues. they learn and construct appropriate assessment. tools for evaluating learning of biological science.

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	It develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;	R
2	Explore the process skill in science and role of laboratory in teaching-learning;	U
3	Integrate the biological science knowledge with other school subjects;	Ap
4	Analyse the contents of biological science with respect to its branches, process skills, knowledge organization and other critical issues;	An
5	Explore different ways of creating learning situations for different concepts of biological science;	E
6	Construct appropriate assessment tools for evaluating learning of biological science;	C

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).

### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	3	1	2	1	2	3	3	3	3	3	3	1	3	3	3	2	1
CO2	3	3	1	3	3	3	3	3	3	3	3	3	2	1	3	3	3	2
CO3	-	3	-	-	-	2	2	3	3	3	1	2	1	2	3	1	1	1
CO4	2	3	1	2	2	3	3	3	3	3	3	3	2	2	3	3	3	2
CO5	1	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2
CO6	2	3	1	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
VI	<b>PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE</b> Identification and organisation of concepts for teaching-learning of biology; Determining acceptable evidences that show learners, understanding; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.	6	1
VII	<b>LEARNING RESOURCES IN BIOLOGICAL SCIENCE</b> Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organising field observation; Collection of materials, etc.; 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 utilisation of resources.	6	2
VIII	<b>TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE</b> Performance-based assessment; Developing indicators for performance assessment in biological sciences; Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Developing assessment framework in biological science;	6	3

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	Assessment of experimental work in biological science; Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.		
IX	<b>BIOLOGICAL SCIENCE – LIFELONG LEARNING</b> Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organizing events on specific day, such as Earth Day, Environment Day, etc.; Planning and organizing field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.	8	4
X	<b>PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER</b> Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organization; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher; Learning to understand how children learn science– action research in biological science.	8	5

#### Books Recommended:

1. Sarup. *Modern methods of teaching biology: Teaching series*. Sarup & Sons, New Delhi.
2. Bhaskara Rao, D. (2000). *Teaching of biology*. Nagarjuna Publishers, G4.
3. Moha, R. (2004). *Innovative science teaching*. Prentice Hall of India, New Delhi.
4. UNESCO. (1978). *New UNESCO source book for science teaching*. Oxford & IBH, New Delhi.
5. Sharma, R. C., & Shukla, C. S. (2002). *Modern science teaching*. Dhanpat Rai Publishing Company, New Delhi.
6. Sood, K. J. (1989). *New directions in science teaching*. Kohli Publishers, Chandigarh.
7. Vaidya, N. (1996). *Science teaching for the 21st century*. Deep & Deep Publications, New Delhi.
8. Gupta, S. K. (1983). *Technology of science education*. Vikas Publishing House Pvt. Ltd., Delhi.
9. Chikara, M. S., & Sarma, S. *Teaching of biology*. Prakash Brothers, Ludhiana.
10. Mangal, S. K. *Teaching of biological science*. [Publisher not specified].
11. Chandra, S. S. *Contemporary science teaching*. [Publisher not specified].

#### Suggested Digital Platforms

- N-LIST: National Library & Information Services (via Shodh Sindhu)



- **NDL:** National Digital Library (Ministry of Education, Govt. of India, developed by IIT Kharagpur)

### B.Ed. (Bachelor of Education) Semester-III

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED301F	Pedagogy of Physical Science		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	1	
Maximum Marks	CIA		ESE
100	20		80

#### Learning Objective (LO):

The primary objective of this course is to understand the process of science and role of laboratory in teaching-learning situations. construct the appropriate assessment tools for evaluating learning of physical science.

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Understand the process of science and role of laboratory in teaching-learning situations;	R
2	Use effectively different activities /demonstrations/ laboratory experiences for teaching-learning of physical science;	U
3	Integrate in physical science knowledge with other school subjects;	U
4	Analyse the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues;	Ap
5	Develop process-oriented objectives based on the content themes/ units;	An
6	Examine different pedagogical issues in learning physical science; and	C
7	Construct appropriate assessment tools for evaluating learning of physical science.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

*Signature* *R. L. S.* *Signature*

### CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	1	2	3	3	3	3	3	3	1	3	3	3	2	1	2	1	2
CO2	3	3	3	3	3	3	3	3	3	2	1	3	3	3	2	3	3	3
CO3	-	-	2	2	3	3	3	1	2	1	2	3	1	1	1	-	-	2
CO4	2	2	3	3	3	3	3	3	3	2	2	3	3	3	2	2	2	3
CO5	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2	3	3	3
CO6	2	1	2	3	3	3	3	3	3	1	3	3	3	2	1	2	1	2
CO7	3	3	3	3	3	3	3	3	3	2	1	3	3	3	2	3	3	3

"3" – Strong; "2" – Moderate; "1"– Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
VI	<b>LEARNING RESOURCES IN PHYSICAL SCIENCE</b> Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Interconversion of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), exploring alternative sources; Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia-selection and designing; Use of ICT experiences in learning science/physics and chemistry; Using community resources for learning science/physics and chemistry; Pooling of learning resources in school complex/block/district level, handling hurdles in utilisation of resources.	6	1
VII	<b>TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE</b> Performance-based assessment, developing indicators for performance-based assessment in science/physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and administration of tests; Developing assessment framework in science/physics and chemistry; Assessment of experimental work in science/physics and chemistry; Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher- learners to examine variety of methods of	8	2

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	assessments in science/ physical science; Continuous and comprehensive evaluation–appreciating evaluation as ongoing teaching- learning process and through overall performance of child.		
VIII	<b>PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE</b> Identification and organisation of concepts for teaching-learning of science/ physics and chemistry (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.) developing them; Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry	6	3,7
IX	<b>PHYSICAL SCIENCE-LIFELONG LEARNING</b> Every child has natural curiosity of observation and drawing conclusion; Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in science; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organising events on specific day, such as Science Day, Environment Day, etc.; Planning and organising field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.	6	4,6
X	<b>PROFESSIONAL DEVELOPMENT OF SCIENCE/ PHYSICS/ CHEMISTRY TEACHERS</b> Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organisations; Teachers as a community of learners, collaboration of schools with universities; Journals and other resource materials in science/physical science education; Role of reflective practices in professional development of physics and chemistry teachers; Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science— action research in physical science.	6	7

#### Reference Books:

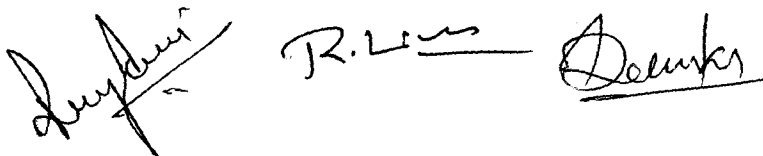
1. UNESCO. (1978). *New UNESCO source book for science teaching*. Oxford & IBH, New Delhi.
2. Sharma, R. C., & Shukla, C. S. (2002). *Modern science teaching*. Dhanpat Rai Publishing Company, New Delhi.
3. Sood, K. J. (1989). *New directions in science teaching*. Kohli Publishers, Chandigarh.
4. Vaidya, N. (1996). *Science teaching for the 21st century*. Deep & Deep Publications, New Delhi.

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5. Gupta, S. K. (1983). *Technology of science education*. Vikas Publishing House Pvt. Ltd., Delhi.
6. Chikara, M. S., & Sarma, S. (1985). *Teaching of biology*. Prakash Brothers, Ludhiana.
- Chandra, S. S. *Contemporary science teaching*. , New Delhi.
7. Yadav, R. A., & Siddiqui. *Teaching of science*. , Delhi.
8. NCERT. *All NCERT science textbooks from class IX to XII*. NCERT, New Delhi.

#### Suggested Digital Platforms

- **N-LIST**: National Library & Information Services (Shodh Sindhu Subscription)
- **NDL**: National Digital Library (Ministry of Education, Govt. of India, developed by IIT Kharagpur)

Three handwritten signatures in black ink are displayed horizontally. The first signature on the left is stylized and appears to be 'Rajendra'. The middle signature is 'R. L.' followed by a horizontal line and a flourish. The signature on the right is 'Deenka' with a horizontal line underneath.

**B.Ed. (Bachelor of Education) Semester-III**

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED302	Nai Talim:Skill based learning		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	2
Maximum Marks	CIA		ESE
100	20		80


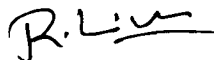
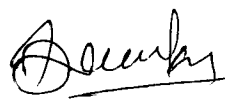
**Learning Objective (LO):**

The aim of this course is to provide students to participate effectively in the local community service and understand and practice models of Indian philosopher. students know the school education programme sand policies which have local community engagement aspects.

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
At the end of the course, the students will be able to :		
1	Know the school education programs and policies which have local community engagement aspects.	R
2	Learn the process of connecting the text with the Child/learner within the local Context	R
3	Distinguish traditional from constructivist approaches of local community engagement	U
4	Train in usage of dialog method of community engagement	U
5	Train in usage of organic intellectual approach for local community engagement	Ap
6	Experiential learning of best practices in community engagement	Ap
7	Participate effectively in the local community service	Ap
8	Develop insights and field realities on indignity and indigenous models.	C
9	Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukkherji for rural reconstruction	An
10	Explore models of art, craft for entrepreneurship for self-reliance.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO2	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO3	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO4	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO5	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO6	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO7	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO8	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO9	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3
CO10	3	3	3	1	1	1	2	1	-	2	2	3	2	2	-	-	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Teacher Autonomy and Accountability</b> Meaning of Autonomy <ul style="list-style-type: none"> <li>• Freedom vs. Autonomy</li> </ul> Teacher Autonomy <ul style="list-style-type: none"> <li>• Characteristics of Teacher Autonomy</li> <li>• Domains of Teacher Autonomy</li> <li>• Arguments for Teacher Autonomy</li> <li>• Factors Affecting Teacher Autonomy</li> <li>• Ways to Develop Teacher Autonomy</li> <li>• How Does Teacher Autonomy Help in Enriching Learning Situations</li> </ul> Meaning of Accountability <ul style="list-style-type: none"> <li>• Meaning of Accountability</li> <li>• Types and Functions of Accountability</li> </ul> Do Autonomy and Accountability Go Together?	8	1,3
II	<b>Process and Modes of Education</b> <ul style="list-style-type: none"> <li>• Education as an Activity or Process</li> <li>• Process of Education</li> <li>• Modes of Education: Informal, Formal, Non-formal, Face to Face and Distance Education</li> <li>• Inclusiveness of School Education</li> <li>• Need of School for all Children</li> </ul>	8	2,5
III	<b>Nai Talim and Personality Development</b> <ul style="list-style-type: none"> <li>• Humanistic Approach to Education-</li> </ul> Education for Citizenship, Character building Values and Ethics <ul style="list-style-type: none"> <li>• Work, Play, Act, Craft, Theater, Music in School Curriculum and the Basis of creativity and social harmony. Its implication to development of Head, Heart</li> </ul>	8	4

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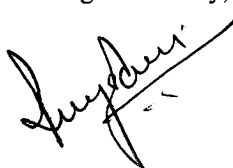
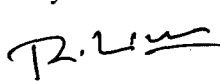
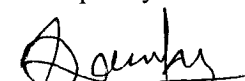
	<p>and Hands</p> <ul style="list-style-type: none"> <li>Context, Concern and Issues-</li> </ul> <p>Child work Vs Child Labor</p> <p>Education and alienation</p>		
IV	<p><b>Reflection in Curriculum and Pedagogical Practices</b></p> <ul style="list-style-type: none"> <li>Relevance of curriculum content to the lives of Children.</li> <li>Sensitization of student on global issues i.e., resource and technology availability, Inequity, Poverty, Climate Change, Global Warming, Value Crisis, Food and Energy Crisis.</li> <li>Education in nonviolent school/classroom environment, Implication of above Issues on curriculum and pedagogy</li> </ul>	8	6,8
V	<p><b>Nai Talim and Field Engagement</b></p> <ul style="list-style-type: none"> <li>Community Service and its implication</li> <li>National Integration through Nai Talim</li> <li>Nai Talim &amp; Value Education</li> <li>Disaster Management</li> </ul> <p><b>Practicum</b></p> <ul style="list-style-type: none"> <li>Field Trip</li> </ul>	6	7,9

#### Reference Books:

1. Ministry of Education, Government of India. (1949). *Report of the University Education Commission*.
2. Ministry of Education, Government of India. *Report of the Secondary Education Commission*.
3. MHRD, Government of India. *National Policy on Education*.
4. NCERT. (2005). *National curriculum framework: Report of the focus group on aims of education*. National Council of Educational Research and Training.
5. Dewey, J. (2010). *Essays in experimental logic*. Aakar Books.
6. Russell, B. (2003). *Human knowledge: Its scope and limits*. Routledge.
7. Swami Satprakashananda. (1995). *Methods of knowledge according to Advaita Vedanta*. Advaita Ashrama (Publication Department).
8. Locke, J. (1690). *An essay concerning human understanding*.
9. Lewis, C. I. (1929). *Mind and the world-order*. Dover Publications Inc.
10. NCERT. *National Council of Educational Research and Training publications*.

#### Suggested Digital Platforms

- **N-LIST**: National Library & Information Services (Shodh Sindhu Subscription)
- **NDL**: National Digital Library, Ministry of Education (Developed by IIT Kharagpur)

### B.Ed. (Bachelor of Education) Semester-III

Program	Subject	Year	Semester
B.Ed.	Education	2	III
Course Code	Course Title		Course Type
BED303 A & B	<ul style="list-style-type: none"><li>• <b>Internship 16 weeks</b></li><li>• <b>Reflective diary and supervisors assessment</b></li></ul>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
12	-	-	12
Maximum Marks	CIA		ESE
100	100		-
50	50		

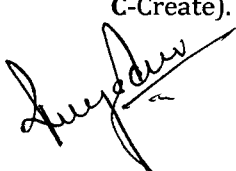
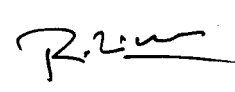
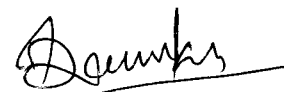
#### Learning Objective (LO):

The objective of this course is to provide students should be able to understand, how to use teaching materials, teaching aids, teaching skills in actual real class room teaching.

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	<b>At the end of the course, the students will be able to :</b>	
1	Student should be able to understand, how to use the different skill.	<b>U</b>
2	Teaching Materials & Teaching Aids their combination with skills in actual condition.	<b>Ap</b>
3	Types of teaching skills and their practical aspects in school condition.	<b>An</b>
4	Practice of using Teaching skills in actual different teaching condition.	<b>Ap</b>
5	How to select effective Teaching skills.	<b>An</b>
6	School experiences and their uses in actual condition.	<b>Ap</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



### CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	1	2	3	3	3	3	3	3	1	3	3	3	2	1	2	1	2
CO2	3	3	3	3	3	3	3	3	3	2	1	3	3	3	2	3	3	3
CO3	-	-	2	2	3	3	3	1	2	1	2	3	1	1	1	-	-	2
CO4	2	2	3	3	3	3	3	3	3	2	2	3	3	3	2	2	2	3
CO5	3	3	3	3	3	3	3	3	3	2	2	3	3	3	2	3	3	3
CO6	2	1	2	3	3	3	3	3	3	1	3	3	3	2	1	2	1	2

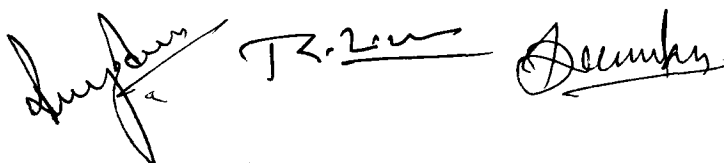
"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit	Topics	No. of Lectures	CO No.
I	<b>Internship(16weeks)</b>  Student teacher practices in their selective pedagogy.  (During Annual Teaching Viva voce Practical Exam it is compulsory to produce all teaching related work from Semester I to III. ) *15 Lesson plan (5 each from Middle and High School) including 05 lesson plan is compulsory from the Nai Talim format). (10 Lesson Plan+5 Nai Talim=15) <b>Note:</b> Format has been given at the end of the syllabus.	16	1
II	<b>Reflective diary and supervisor's assessment.</b>		

### Books Recommended:

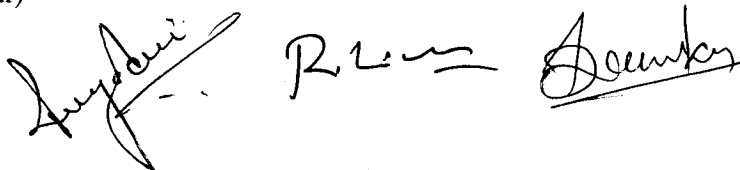
1. NCERT. *All NCERT Science textbooks for classes IX to XII*. New Delhi: National Council of Educational Research and Training.
2. NCERT. *All NCERT Mathematics textbooks for classes IX to XII*. New Delhi: National Council of Educational Research and Training.
3. NCERT. *All NCERT Hindi textbooks for classes IX to XII*. New Delhi: National Council of Educational Research and Training.
4. NCERT. *All NCERT English textbooks for classes IX to XII*. New Delhi: National Council of Educational Research and Training.
5. NCERT. *All NCERT Social Science textbooks for classes IX to XII*. New Delhi: National Council of Educational Research and Training.
6. Chhattisgarh Board of Secondary Education (CGBSE). *All textbooks for class X*. Chhattisgarh: CGBSE.
7. Chhattisgarh Board of Secondary Education (CGBSE). *All textbooks for class IX*. Chhattisgarh: CGBSE.
8. Chhattisgarh Board of Secondary Education (CGBSE). *All textbooks for class VIII*. Chhattisgarh: CGBSE.
9. Chhattisgarh Board of Secondary Education (CGBSE). *All textbooks for class VII*. Chhattisgarh: CGBSE.



10. Chhattisgarh Board of Secondary Education (CGBSE). *All textbooks for class VI*. Chhattisgarh: CGBSE.

**Suggested Digital Platforms**

- **N-LIST**: National Library & Information Services (via Shodh Sindhu subscription)
- **NDL**: National Digital Library – Ministry of Education, Government of India (Developed by IIT Kharagpur)

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### B.Ed. (Bachelor of Education) Semester -IV

Program	Subject	Year	Semester
B.Ed.	Education	2	IV
Course Code	Course Title		Course Type
BED401	Gender School and Society		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	1	--
Maximum Marks	CIA		ESE
100	20		80

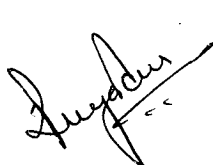
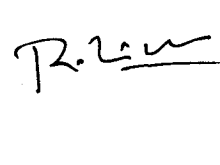
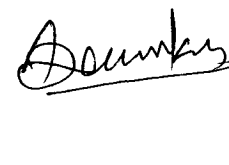
#### Learning Objective (LO):

The course aims to to develop the awareness of factors that shape gendered roles in Indian Society. developing a critical perspective on gender based discrimination and its effects. To study of this subject equip the teacher with the ability to create more meaningful and gender just experiences for her students.

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Understanding the role of culture (apart from biology) as determinants of gender distinction in social living	<b>R</b>
2	Awareness of factors that shape gendered roles in Indian society	<b>U</b>
3	Understand the problems of girl child education in our society	<b>U</b>
4	Developing a critical perspective on gender-based discrimination and its effects	<b>Ap</b>
5	To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.	<b>Ap</b>
6	To develop a critical understanding of inter sectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability.	<b>An</b>
7	To equip the teacher with the ability to create more meaningful and gender just experiences for her students	<b>C</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO2	3	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3
CO3	3	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3
CO4	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO5	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO6	3	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3
CO7	3	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Gender: Key Concepts - Social Construction of Gender EDUCATION</b> <ul style="list-style-type: none"> <li>Examining one's own growing up as a boy or a girl</li> <li>Gender, sex, sexuality, patriarchy, masculinity and feminism</li> <li>Gender bias, gender roles and stereotyping, and its consequences</li> <li>Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc)</li> <li>Female sex ratio and child sex ratio.( Special reference of Chhattisgarh &amp; their neighbor States)</li> </ul>	8	1
II	<b>Gender and Schooling</b> <ul style="list-style-type: none"> <li>Schooling of girls (literacy rate, drop out rate, completion rate etc) and reasons why girls are not able to complete schooling ( Special reference to your state)</li> <li>Why do girls feel uncomfortable in schools?</li> <li>Can schools be different so that more girls can be educated?</li> <li>Gender bias in curriculum, textbooks, analysis of hidden curriculum</li> <li>Critical examination of school and classroom processes–challenging gender biases and stereotypes</li> <li>Understanding relationships within the school – child-child, teacher-child and teacher peer group relationships from the perspective of gender</li> <li>Feminization of teaching profession</li> </ul>	6	2
III	<b>Gender and Sexuality</b> <ul style="list-style-type: none"> <li>Understanding sexuality (sexual orientation and sexual identity – third gender) and the relationship between power and sexuality</li> <li>Violence against women - empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women</li> <li>Legal (sexual and reproductive) rights of women</li> </ul>	6	3
IV	<b>Psychological and Sociological Perspectives</b> <ul style="list-style-type: none"> <li>Radical Feminist</li> <li>Socialist-Feminist</li> <li>Psychoanalytical and other perspectives</li> <li>Recent debates</li> </ul>	6	4

*[Handwritten signatures]*

V	<b>Strategies for Change</b> <ul style="list-style-type: none"> <li>• Policy and management</li> <li>• In the school</li> <li>• Women's action groups</li> <li>• Mass media</li> </ul>	6	5
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### Books Recommended:

1. Sen Ilina. *Gender analysis of state policies: A case study of Chhattisgarh*.
2. Govinda, R. *Towards gender equality in education: Progress and challenges in Asia-Pacific region*. New Delhi: National University of Educational Planning and Administration.
3. Bhattacharjee, N. (1999). Gender socialisation in a primary school. In T. S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.
4. Geetha, V. (2007). *Gender*. Calcutta: Stree.
5. Ghai, A. (2008). Educational ideas and ideals of Gandhi and Tagore: Gender and inclusive education at all levels. In Ved Prakash & K. Biswal (Eds.), *Perspectives on education and development: Revisiting Education Commission and after*. New Delhi: National University of Educational Planning and Administration.
6. Jeffery, P., & Jeffery, R. (1994). Education and female autonomy in rural India. In Nita Kumar (Ed.), *Women as subjects: South Asian histories*. New Delhi.
7. Froerer, P. *Learning, livelihoods, and social mobility: Valuing girls' education in Central India*. Anthropology and Education. Brunel University.

### Suggested Digital Platforms

- N-LIST – National Library & Information Services (via Shodh Sindhu subscription)
- NDL – National Digital Library of India, Ministry of Education, Govt. of India (Developed by IIT Kharagpur)

**B.Ed. (Bachelor of Education) Semester -IV**

Program	Subject	Year	Semester
B.Ed.	Education	2	IV
Course Code	Course Title		Course Type
BED402	<b>Assessment in Learning</b>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	
Maximum Marks		CIA	ESE
100		20	80

**Learning Objective (LO):**

The objectives of this course are to students gain a practical understanding of issues in assessment and evaluation. Students know about wide range of assessment tools, and learn to select and construct these appropriately.

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	<b>At the end of the course, the students will be able to :</b>	
1	Gain a critical understanding of issues in assessment and evaluation(from a constructivist paradigm)	<b>U</b>
2	Become cognizant of key concepts, such as formative and summative assessment,	<b>U</b>
3	Evaluation and measurement, test, examination;	<b>Ap</b>
4	Be exposed to different kinds and forms of assessment that aid student learning;	<b>Ap</b>
5	Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and	<b>An</b>
6	Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;	<b>C</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

*[Handwritten signatures]*

### CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	-	1	2	3	3	3	2	2	2	2	2	1	1	-	3	-	-	1
CO2	-	1	2	3	3	3	2	2	2	1	2	1	1	-	3	-	-	1
CO3	-	1	2	3	3	3	2	2	2	2	2	1	1	-	3	-	-	1
CO4	-	1	2	3	3	3	2	2	2	2	2	1	1	-	3	-	-	1
CO5	-	1	2	3	3	3	2	2	2	2	2	1	1	-	3	-	-	1
CO6	-	1	2	3	3	3	2	2	2	2	2	1	1	-	3	-	-	1

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>OVERVIEW OF ASSESSMENT AND EVALUATION</b> <ul style="list-style-type: none"> <li>Perspective on assessment and evaluation of learning in a constructive paradigm</li> <li>Distinction between 'Assessment of Learning' and 'Assessment for Learning'</li> <li>Purposes of assessment in a 'constructivist' paradigm: <ul style="list-style-type: none"> <li>I. To engage with learners' minds in order to further learning in various dimensions.</li> <li>II. To promote development in cognitive, social and emotional aspects.</li> </ul> </li> <li>Critical review of current evaluation practices and their assumptions about learning and development</li> <li>Clarifying the terms <ul style="list-style-type: none"> <li>I. Assessment, evaluation, test, examination, measurement</li> <li>II. Formative and summative evaluation</li> <li>III. Continuous and comprehensive assessment</li> <li>IV. Grading.</li> </ul> </li> </ul>	8	1
II	<b>WHAT IS TO BE ASSESSED?</b> <ul style="list-style-type: none"> <li>Dimensions and levels of learning</li> <li>Retention/recall of facts and concepts; Application of specific skills</li> <li>Manipulating tools and symbols; Problem-solving; applying learning to diverse situations</li> <li>Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection</li> <li>Originality and initiative; Collaborative participation; Creativity; Flexibility</li> <li>Contexts of assessment ;Subject-related ;Person-related</li> </ul>	8	2
III	<b>ASSESSMENT OF SUBJECT-BASED LEARNING</b> <ul style="list-style-type: none"> <li>Enlarging notions of 'Subject-based Learning' in a constructivist perspective</li> <li>Assessment tools</li> </ul>	8	3,6

*[Handwritten signatures]*

	<ul style="list-style-type: none"> <li>• Kinds of tasks: projects, assignments, performances</li> <li>• Kinds of tests and their constructions</li> <li>• Observation of learning processes by self, by peers, by teacher</li> <li>• Self-assessment and peer -assessment</li> <li>• Constructing portfolios Quantitative and qualitative aspects of assessment: Appropriate tools for each</li> </ul>		
IV	<b>TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS</b> <ul style="list-style-type: none"> <li>• Visualizing appropriate assessment tools for specific contexts, content, and student</li> <li>• Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses</li> <li>• Evolving suitable criteria for assessment</li> <li>• Organizing and planning for student portfolios and developing rubrics for portfolio assessment</li> <li>• Using assessment feedback for furthering learning.</li> </ul>	8	4
V	<b>DATA ANALYSIS, FEED BACK AND REPORTING</b> <ul style="list-style-type: none"> <li>• Feedback as an essential component of formative assessment</li> <li>• Use of assessment for feedback; For taking pedagogic decisions</li> <li>• Types of teacher feedback (written comments, oral); Peer feedback</li> <li>• Place of marks, grades and qualitative descriptions</li> <li>• Developing and maintaining a comprehensive learner profile</li> <li>• Purposes of reporting: To communicate</li> <li>• Progress and profile of learner</li> <li>• Basis for further pedagogic decisions</li> <li>• Reporting a consolidated learner profile.</li> </ul>	8	5

#### Reference Books:

1. Asthana, Bipin & Agrawal, R. N. *Mapan evam Moolyankan*. Agra: Vinod Pustak Mandir.
2. Asthana, Bipin & Agrawal, R. N. *Measurement and Evaluation in Psychology and Education*. Agra: Vinod Pustak Mandir.
3. Bhagwan, Mahesh. *Shiksha mein Mapan evam Moolyankan*. Agra: Vinod Pustak Mandir.
4. Lindeman, R. H. & Merenda, P. F. *Educational Measurement*. London: Scott Foreman & Company.
5. Rawat, D. L. *Shaikshik Mapan ki Naveen Rooprekha*. Agra: Gaya Prasad and Sons.
6. Sharma, R. A. *Measurement and Evaluation in Education and Psychology*. Meerut: Lyall Book Depot.
7. Sharma, R. A. *Shiksha tatha Manovigyan mein Mapan evam Moolyankan*. Meerut: Lyall Book Depot.
8. Verma, R. S. *Shaikshik Moolyankan*. Agra: Vinod Pustak Mandir.
9. **CBSE**. *CBSE Grading System*. (Official curriculum reference).

#### Suggested Digital Platforms

- **N-LIST** – National Library & Information Services (via Shodh Sindhu Subscription)
- **NDL** – National Digital Library of India (Developed by IIT Kharagpur, Ministry of Education)



**B.Ed. (Bachelor of Education) Semester -IV**

Program	Subject	Year	Semester
B.Ed.	Education	2	IV
Course Code	Course Title		Course Type
BED403 A	<b>Computer Education</b>		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	1	1
Maximum Marks	CIA		ESE
100	20		80

**Learning Objective (LO):**

The course aims to equip students will be able to appreciate the role of Computer education in the context of modern technological society students will be able to develop understanding of computers and their application in education students learn creating and managing simple databases and handling of Computer.

**Course Outcomes (CO):**

CO No.	Expected Course Outcomes	CL
	<b>At the end of the course, the students will be able to:</b>	
1	Students will be able to appreciate the role of computer education in the context of modern technological society,	<b>R</b>
2	Students will be able to develop understanding of computers and their application in education,	<b>U</b>
3	Students will be able to acquire sufficient knowledge of handling computers with a view to impart computers independently at school level,	<b>Ap</b>
4	Students will be able to use computer based learning packages and organize effective classroom instructions,	<b>An</b>
5	Students will be able to acquire necessary skills in using of modern word processing software,	<b>C</b>
6	Students will be able to develop skills of creating and managing simple databases and handling of computers	<b>E</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

*[Handwritten signatures]*

### CO-PO/PSO Mapping for the course:

CO \ PO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	3	-	1	-	2	1	-	2	2	3	1	2	3	3	3	-
CO2	3	3	3	-	2	-	2	1	-	2	2	3	1	2	3	3	3	-
CO3	3	3	3	-	3	-	2	1	-	2	2	3	1	2	3	3	3	-
CO4	3	3	3	-	1	-	2	1	-	2	2	3	1	2	3	3	3	-
CO5	3	3	3	-	1	-	2	1	-	2	2	3	1	2	3	3	3	-
CO6	3	3	3	-	1	-	2	1	-	2	2	3	1	2	3	3	3	-

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Basic of computer &amp; uses</b> <ul style="list-style-type: none"> <li>Importance of information technology</li> <li>Classification of computers by technology, type and size.</li> <li>Uses and scope of computers</li> <li>Fundamentals of computers.</li> <li>Input/output devices,</li> <li>Central processing unit storage devices,</li> <li>Operating systems</li> <li>Application software.</li> </ul>	8	1
II	<b>Over view of Modern Operating Systems</b> <ul style="list-style-type: none"> <li>Files and folders</li> <li>Use of pointing devices</li> <li>Cut and paste</li> <li>Shortcuts to applications</li> <li>Use and exploring the contents of storage devices- floppy disk, drives, hard discs, CD ROM etc.</li> <li>Running applications and exiting applications.</li> </ul>	6	2
III	<b>Modern word processing applications:</b> <ul style="list-style-type: none"> <li>Importance of word processing in education</li> <li>Characteristic of modern word processing applications</li> <li>Toolbars and menu</li> <li>Text and objects</li> <li>Text entry-Running text and paragraphs</li> <li>Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering.</li> <li>Editing text- select text, find and replace, cut, copy and paste.</li> <li>Editing document- Applying styles, spell check, headers and footers, footnotes, pagination, subscript and superscript.</li> <li>Insertion of objects, pictures, symbols, fields, page break and section,</li> <li>Page setup – Margine, paper size, and layout, printing and saving documents.</li> </ul>	8	3,6

*[Signatures]*


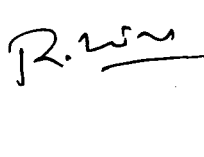
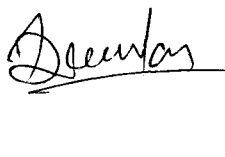
IV	<b>Modern data base management applications</b> <ul style="list-style-type: none"> <li>• Importance of data base management in education,</li> <li>• Charecteristics of modern data base management applications,</li> <li>• Concept of relational data base management system,</li> <li>• Fields name, Type , Width</li> <li>• Databases,</li> <li>• Forms,</li> <li>• Reports.</li> </ul>	6	4
V	<b>Computers for joyful learning</b> <ul style="list-style-type: none"> <li>• Need for joyful learning,</li> <li>• Computers as an aid for joyful learning,</li> <li>• Computer games,</li> <li>• Multimedia capabilities of modern desk top computers,</li> <li>• Internet-importance and need,</li> <li>• Use of interactive and educational software.</li> </ul>	8	5

#### Books Recommended:

1. Admas, D. M. *Computer and Teacher Training*.
2. Bhatnagar, S. C. & Ramani, K. V. *Computers and Information Management*.
3. CO-ROM Titles (Cyber Media, 35/4 Bays). *Echelon Institutional Area Publications*.
4. Desai, B. *Database Management System*.
5. Rajaram, V. *Fundamentals of Computers*. New Delhi: Prentice Hall of India.
6. SAM's. *Teach Yourself Office 97 in 24 Hours*. New Delhi: Prentice Hall of India.
7. Shelly, John & Hunt, Roger. *Computer Studies – First Course (Second Edition)*. Delhi: A. H. Wheeler & Co.
8. *Windows 96: Simplified*. New Delhi: Complex Publishing.
9. *Windows 98: No Experience Required*. New Delhi: BPB Publications.

#### Suggested Digital Platforms

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- NDL – National Digital Library of India (Developed by IIT Kharagpur, Ministry of Education)

### B.Ed. (Bachelor of Education) Semester -IV

Program	Subject	Year	Semester
B.Ed.	Education	2	IV
Course Code	Course Title		Course Type
BED403B	Inclusive Education		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	4	1	--
Maximum Marks	CIA		ESE
100	20		80

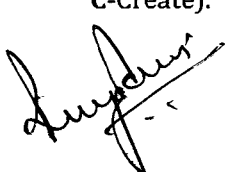
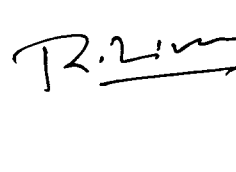

#### Learning Objective (LO):

The course aims to provide students with a deep understanding of various plan need based programmes for all children with the varied abilities in the classroom they learn about requirement of special needs children and use specific strategies involving skills in teaching special needs children in inclusive classroom.

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	<b>At the end of the course, the students will be able to :</b>	
1	Demonstrate knowledge of different perspectives in the area of education of children with disabilities;	<b>R</b>
2	Reformulate attitudes towards children with special needs;	<b>U</b>
3	Identify needs of children with diversities;	<b>U</b>
4	Plan need-based programmes for all children with varied abilities in the classroom;	<b>Ap</b>
5	Use human and material resources in the classroom;	<b>An</b>
6	Use specific strategies involving skills in teaching special needs children in inclusive classrooms;	<b>Ap</b>
7	Modify appropriate learner-friendly evaluation procedures;	<b>E</b>
8	Incorporate innovative practices to respond to education of children with special needs;	<b>C</b>

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3	-
CO2	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3	-
CO3	3	3	-	3	-	2	1	-	2	2	3	1	2	-	-	3	3	-
CO4	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3	-
CO5	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3	-
CO6	3	3	-	1	-	2	1	-	2	2	3	1	2	-	-	3	3	-
CO7	3	3	-	2	-	2	1	-	2	2	3	1	2	-	-	3	3	-
CO8	3	3	-	3	-	2	1	-	2	2	3	1	2	-	-	3	3	-

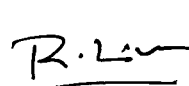

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS</b> <ul style="list-style-type: none"> <li>Historical perspectives and contemporary trends</li> <li>Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model</li> <li>• Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.</li> </ul>	6	1
II	<b>LEGAL AND POLICY PERSPECTIVES</b> <ul style="list-style-type: none"> <li>Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;</li> <li>Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.</li> <li>National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); Education in the National Policy on Disability, 2006.</li> <li>Programmes and Schemes of Education of</li> </ul>	10	2,3

*Signature* *R.L.* *Signature*

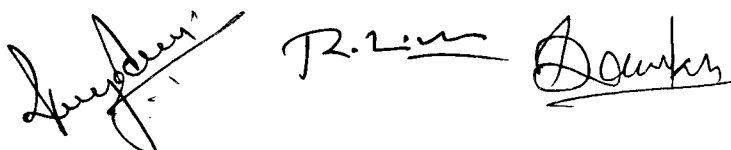
	<p>Children with Disabilities: Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the <i>Sarva Shiksha Abhiyan</i> (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).</p> <ul style="list-style-type: none"> <li>• Special Role of Institutions for the Education of Children with Disabilities Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.</li> </ul>		
III	<p><b>DEFINING SPECIAL NEEDS</b></p> <p>Understanding diversities—concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities)</p> <ul style="list-style-type: none"> <li>• Special needs in terms of the curriculum in the context of different disabilities and their learning styles</li> <li>• Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach</li> <li>• Community-based education.</li> </ul>	8	4,6
IV	<p><b>INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL</b></p> <ul style="list-style-type: none"> <li>• School's readiness for addressing learning difficulties</li> <li>• Assessment of children to know their profile</li> <li>• Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities</li> <li>• Classroom management and organisation</li> <li>• Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM</li> <li>• Pedagogical strategies to respond to individual needs of</li> </ul>	8	5,7

	<p>students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.</p> <ul style="list-style-type: none"> <li>• Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor</li> <li>• Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State</li> <li>• Documentation, record keeping and maintenance.</li> </ul>		
V	<p><b>DEVELOPING SUPPORT NETWORKS</b></p> <ul style="list-style-type: none"> <li>• Addressing social climate of the classroom</li> <li>• Child-to-child programme</li> <li>• Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners - developing positive relationships between school and home</li> <li>• Involving community resources as source of support to teachers</li> <li>• Involving external agencies for networking - setting up appropriate forms of communication with professionals and para professionals</li> <li>• Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.</li> </ul>	8	8

### Books Recommended:

1. Bender, W. N. (1995). *Learning disability*. Boston-London: Allyn & Bacon, Simon and Schuster.
2. Dunn, L., & Bay, D. M. (Eds.). (n.d.). *Exceptional children in the schools*. New York: Holt, Rinehart & Winston.
3. Jordan, T. E. (n.d.). *The exceptional child*. Ohio: Merrill.
4. Hewett, F. M., & Forness, S. R. (1984). *Education of exceptional learners*. Massachusetts: Allyn & Bacon.
5. Shanker, U. (n.d.). *Exceptional children*. Jullundur: Sterling Publications.
6. Strange, R. (n.d.). *Exceptional children & youth*. J. J.: Prentice Hall.



### B.Ed. (Bachelor of Education) Semester -IV

Program	Subject	Year	Semester
B.Ed.	Education	2	IV
Course Code	Course Title		Course Type
BED403C	Teaching of values		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	--
Maximum Marks	CIA		ESE
100	30		80


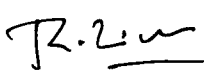

#### Learning Objective (LO):

The course aims to students understand the social and ecological determinants of values. they also know about the levels of values realization, and how to resolve the conflicts among values in daily life.

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To understand the nature and sources of nature, and disvalues.	R
2	To understand the classification of values under different types.	U
3	Appreciate educational values like democratic, secular, and socialist	Ap
4	Students understand the social and ecological determinants of values –their bearing on education in varying degrees.	An
5	Levels of values realization, how to resolve the conflicts among values in daily life.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	3	3	1	-	3	3	1	-	3	3	1	-	3	3	1	-	3	3
CO2	3	3	1	-	3	3	1	-	3	3	1	-	3	3	1	-	3	3
CO3	3	3	1	-	3	3	1	-	3	3	1	-	3	3	1	-	3	3
CO4	3	3	1	-	3	3	1	-	3	3	1	-	3	3	1	-	3	3
CO5	3	3	1	-	3	3	1	-	3	3	1	-	3	3	1	-	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

### Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	<b>Nature and sources of values</b> <ul style="list-style-type: none"> <li>Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.</li> </ul>	6	1
II	<b>Classification of values</b> <ul style="list-style-type: none"> <li>Classification Of values into various types, material, social, moral and spiritual values; status of values, how can these be realized through education.</li> </ul>	6	2
III	<b>Corresponding values</b> <ul style="list-style-type: none"> <li>Corresponding to values there are evils or dis-values- material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.</li> </ul>	6	3
IV	<b>values realization &amp; conflicts</b> <ul style="list-style-type: none"> <li>Levels of values realization, how to resolve the conflicts among values, how to work for the intergration of values of values that are embedded in education.</li> <li>Development of values as a personal and life-long process- teaching of values as an integral part of education.</li> </ul>	6	4
V	<b>Evalvation of value &amp; identification</b> <ul style="list-style-type: none"> <li>Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate.</li> <li>Value of self-sacrifice vs value of selg centredness.</li> <li>Values of excellence vs values of eco-centralism.</li> <li>Values of work vs values of selfishness.</li> <li>Every teacher or all teacher need to teach values.</li> </ul>	6	5

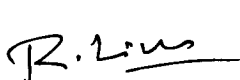
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### Books Recommended:

1. Hassh, I. R., Miller, J. R., & Fielding, G. D. (n.d.). *Models of moral education: An appraisal*. Lorigman Inc., New York.
2. Passi, B. K., & Singh, P. (n.d.). *Value education*. National Psychological Corporation, Agra.
3. Laths, L. E., Harmins, M., & Sydney, S. (n.d.). *Value and teaching*. Menhill, Ohio.
4. Rokeach, M. (n.d.). *The nature of human values*. Collier-Macmillan Publisher, London.
5. Frank, J. R. (n.d.). *How to teach value: An analytical approach*. Prentice Hall, New Jersey.

### Suggested Digital Platforms:

- **N-LIST**: National Library & Information Services (Shodh Sindhu subscription).
- **NDL**: National Digital Library (Ministry of Education, Govt. of India, developed by IIT Kharagpur).



### B.Ed. (Bachelor of Education) Semester -IV

Program	Subject	Year	Semester
B.Ed.	Education	2	IV
Course Code	Course Title		Course Type
BED404,405,406	<ul style="list-style-type: none"> <li>• Training in Yoga and sports</li> <li>• Psychometric assesment</li> <li>• Viva Voce on Teaching experience</li> </ul>		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	1	--
Maximum Marks	CIA		ESE
200			50 (BED 404) 100 (BED 40 406)

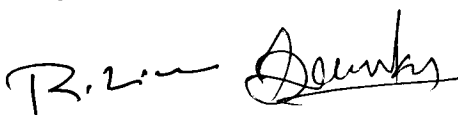
#### Learning Objective (LO):

The course objective is to provide students understanding and practical application of advanced teaching skills in teaching learning. they know how to select appropriate teaching aids. They learn use of psychological test in teaching learning process. Teaching of Yoga and Sports students gain the knowledge about different games and its rules, and its importance of our daily life.

#### Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Student should be able to understand how to use different skills.	R
2	How to select effective Teaching skills.	U
3	School experiences and their uses in actual condition.	Ap
4	Use of psychological test in teaching and learning process.	Ap
5	Students should have the knowledge about the rules of different games.	Ap
6	Use of yoga in daily life.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

### CO-PO/PSO Mapping for the course:

PO CO	POs									PSO								
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
CO1	2	3	1	2	1	2	3	3	3	3	2	3	1	2	1	2	3	3
CO2	3	3	1	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3
CO3	-	3	-	-	-	2	2	3	3	3	-	3	-	-	-	2	2	3
CO4	2	3	1	2	2	3	3	3	3	3	2	3	1	2	2	3	3	3
CO5	1	3	1	3	3	3	3	3	3	3	1	3	1	3	3	3	3	3
CO6	2	3	1	3	3	3	3	3	3	3	2	3	1	3	3	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

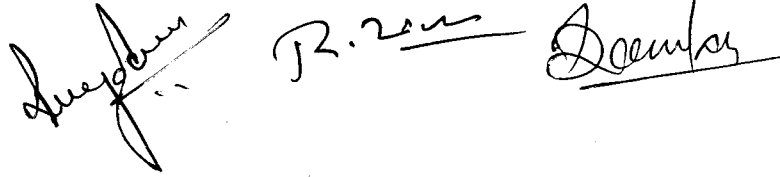
### Detailed Syllabus:

Work	Topics	No. of Lectures	C O N o.
<b>BED 404 (Internal)</b>	<b>Training in yoga and Sport: BED 404 (Internal)</b> <ul style="list-style-type: none"> <li>Prepare a project record file on Yoga (any 5 Asana) and Kho- Kho &amp; Kabaddi. (History, Rule, Ground,) OR</li> <li>Athlete's game.</li> </ul>	14	6
<b>BED 405 (External)</b>	<b>Psycho- Metric Assessment BED 405 (External)</b> <ul style="list-style-type: none"> <li>Aptitude Test in any school subject (Compulsory)</li> <li>Case Study to measure the problematic behavior of the child</li> <li>Achievement Test in any school subject with findings difficulty level only (Compulsory)</li> <li>Value Test</li> <li>Reasoning Ability Test</li> <li>Testing Emotional Intelligence (EIS)</li> <li>Transfer of Learning</li> <li>Span Of Attention</li> </ul> <p><b>Note:</b> at least 6 practicals have to be conducted. Out of which 2 is compulsory.</p> <p><b>Note:</b> "Subject" is compulsory to be present with the trainee during the annual Psychometric Practical Examination</p>		4-5
<b>BED 406 (External)</b>	<b>Viva- voce on teaching experience BED 406 (External)</b> During Annual Teaching Viva voce Practical Exam, it is compulsory to produce all teaching related work from Semester I to III.		1-4

*[Signatures]*

**Books Recommended:**

1. NCERT. *National Library of Educational and Psychological Tests (NLEPT)*. National Council of Educational Research and Training.
2. Dubey, L. N. *Moral Value Test*. Jabalpur.
3. Singh, A. K., & Sengupta. *General Classroom Achievement Test (GCAT)*. National Psychological Corporation, Agra.
4. Rao, C. R., & Naggappa. *Science Aptitude Test*. National Psychological Corporation, Agra.
5. Shrinivasan, P. *Emotional Intelligence Scale (E)*. National Psychological Corporation, Agra.
6. Singh, A. K., & Shruti. *Emotional Intelligence Scale (H/E)*. National Psychological Corporation, Agra.

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## *Internship Guide line*

### *Description of Roles*

**Interns** are students who are a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

**Mentor Teachers** are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

**Supervisors** work with school administrators/ Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

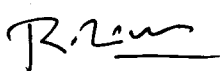
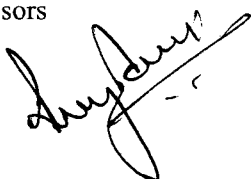
### *Intern Responsibilities*

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

### **Planning and Communication**

- Keep supervisor informed about classroom schedules and events
- Direct questions or concerns to supervisors or mentor
- Schedule observations and conferences with the mentor and inform supervisor of changes promptly
- Meet regularly with the mentor to discuss planning for instruction
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations
- Arrange to share all plans and materials with the mentor in a timely way, to allow for feedback before using them
- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times
- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors



- Provide mentor/supervisor with copies of plans and materials
- Confer regularly with the mentor teacher and supervisor about progress and concerns

### **Professional Activities**

- Prepare for and participate in seminars
- Participate in orientation activities, faculty meetings and other school events
- Initiate introductions to school faculty, staff and administrators
- Maintain accurate contact information for mentor teacher(s) and supervisor
- In case of absence, inform everyone affected promptly, i.e. prior to the absence
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence
- Comply with the internship attendance policy
- Dress professionally
- Comply with the Professional Conduct policy
- Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule

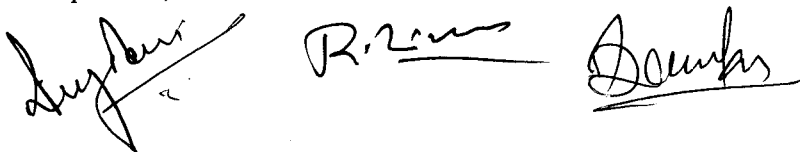
### **Personal Learning**

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments
- Prepare a professional portfolio (reflective diary)
- Observe teachers and students carefully, taking notes and asking questions
- Study and participate in the formation and maintenance of a classroom learning community
- Begin the year co-planning and co-teaching lessons and activities, moving toward independent planning and teaching as the year progresses

### ***Mentor Teacher Responsibilities***

#### **Planning and Communication**

- Negotiate with intern and supervisor a sequence of intern responsibilities in accordance with the program standards
- Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise



- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials
- Help identify places in the curriculum where the intern can try out ideas learned in seminars
- Confer regularly with the supervisor about progress and concerns
- Participate in all school activities from morning assembly to evening assembly

### **Supporting Intern Learning**

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching
- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback
- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

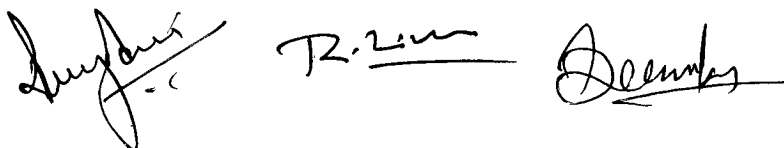
### **Assessment**

- Participate in assessment conferences
- Write and submit an Exit Performance Description at the end of the internship programme
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

### ***Supervisor Responsibilities***

#### **Meetings, Observation Visits, and Assessments**

- Provide copies of written assessments to interns and mentor teachers
- Conduct five feedback sessions with the intern and mentor teacher, at the appropriate point of time
- Prepare participants for sessions by explaining what to bring and topics to discuss
- Make at least five observation visits during a week
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your





intern's subject area, and provide copies for the intern and mentor teacher at the conference

- Write and submit an Exit Performance Description at the end of the internship programme

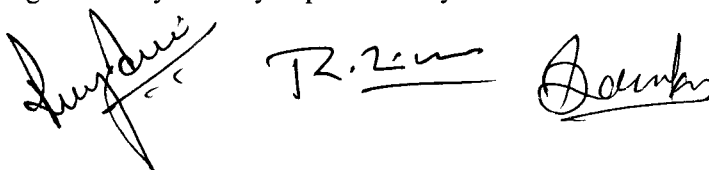
### **Communication**

- Facilitate communication among interns, mentor teachers and others involved with the internship
- Communicate regularly with each intern, at least every other day
- Communicate regularly with each mentor teacher
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits
- Make sure intern and mentor clearly understand expectations and program standards
- Keep informed about program developments and pass this information on to interns and mentors promptly
- Know where to direct questions and relay answers as soon as possible

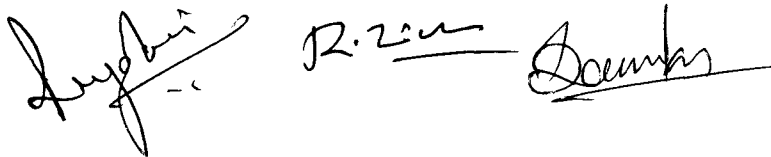
### **Support of Intern Learning by the supervisor**

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson
- Provide constructive written and oral feedback for each observed lesson
- Identify the intern's specific needs and work on them with the intern and mentor teacher
- Inform subject area leader about problems promptly
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. Records
- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken
- Keep notes of all communication with interns and mentor teachers
- Keep examples of intern work indicative of progress or problems
- Keep copies of all written assessments and professional development plans
- Submit evaluation reports and professional development plans to the department head

This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:

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- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week .
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.
- In the initial internship programme, short periods of increased lead(sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.
- Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at- school or in-class activities and less on lengthy reading or writing assignments.

The block contains three handwritten signatures in black ink. The first signature on the left is stylized and appears to be 'L. J. ...'. The middle signature is 'R. Z. ...'. The signature on the right is 'D. ...'.

(Format A)

## TEACHING REFLECTIVE LOG FORMAT

(This is to be completed daily during the weekly output.)

**Objectives for day:**

**Materials for day:**

**Instructional Strategies used (Explain how the strategies were implemented):**

**What I did well:**

**What my students did well:**

**What I didn't do so well:**

**What my students didn't do so well:**

**What I would keep the same:**

**What I would Change:**

**What did I learn about teaching today?**

**(If you had to modify your lesson to help students, briefly explain here).**

*Myf...*

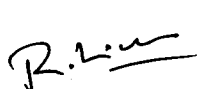
*12-2-2018*

*Danks*

**SCORESHEET FOR REFLECTION LOG ON FOCUS LESSON***(To be filled by the trainee, based on student reflection)***Name of the Trainee:****Duration:****Class:****Section:****Unit of Teaching:**

S.N.	CRITERION ON STUDENT RESPONSE	0	1	2	3	4
1	Ability to identify specific and/or varied instructional strategies.					
2	Examples to support the strategy					
3	Connectivity across disciplines					
4	Ability to identify learning styles					
5	Examples to reflect according to learning styles					
6	Ability to display personal reflections					
7	Examples reflected in support of personal reflection					
8	Group conformity					
9	Contribution to activity/strategy					
10	Acceptance in group/solo activity or strategy					

**Any other remarks by the trainee: Mentors' remarks:****Mentor's Signature**

**Trainee's Signature**



**MENTOR'S EVALUATION REPORT OF TRAINEE**

Name of the Trainee:.....

Period of Evaluation: From: .....to: .....

Focus Lesson No.: .....

Subject:

.....

S.N.	CRITERION	0	1	2	3	4
<b>I</b>	<b><i>INSRUCTINAL STRATEGIES USED-</i></b>					
1.	Are appropriate for the topic/topics					
2.	Has scope for learner engagement					
3.	Has suitability of learning materials					
4.	Assess learner's understanding through out the lesson					
5.	Has effective displays					
6.	Are consistent with the objectives					
<b>II</b>	<b><i>LEARNER'S(LEARNING STYLES)IN CLASS</i></b>					
7.	Identification of personalities and talents of learners					
8.	Identification of learning styles of learners					
9.	Ensuring learner participation					
10.	Identification of learner' space					
<b>III</b>	<b><i>LEARNING ENVIRONMENT</i></b>					
11.	Learners are motivated, appreciated and involved.					
12.	Learners are relaxed and confident					
13.	Management of classroom					
14.	Teacher-Student relationship					
15.	Class Control					
	<b>Overall Performance</b>					

Strengths of the trainee:

(May use separate papers for detailed report)

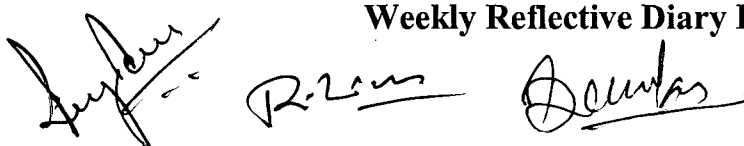
Areas of Improvement:

(May use separate papers for detailed report)

Sign.of Mentor with Name

(FormatD)

Weekly Reflective Diary Format



**We learn by doing and reflecting on what we do .(JohnDewey)**

**Use this template to record your observations weekly.This document will be turned in every Monday following each week in the field.The weeks you teach will have a different format to follow.Please note that your document will be longer than one page.**

**Name:**

**Date:**

**Analyze your observations to identify specific teaching and learning strategies you observed involving the classroom teachers and their students.You may include your behavior if you are involved in the teaching process.Include more than one strategy.**

<b>Instructional Strategies(Include more than one strategy)</b>	<b>Specific example describing how the strategy was implemented</b>

<b>Learning Stylesobserved</b>	<b>Specific examples how the learner was supported through instructional delivery</b>

- 1. What have you learned about teaching this week?**
- 2. What have you observed/learned about students and their learning this week?**

<b>Theory base observed</b>	<b>Specific example from classroom to apply/support theory</b>

**Personal Reflection:Reflect specifically on something you observed and connect to personal opinions.**

*Angela R. L. Danks*

## Formate for Nai Talim Lesson Plan

छात्राध्यापक का नाम :- \_\_\_\_\_

शिक्षणशास्त्र :- \_\_\_\_\_

सेमेस्टर :- \_\_\_\_\_

## कार्य अनुभव पाठ योजना[नई तालिम]

### Structure of the Experiential Lesson Plan [Nai Talim]

पाठयोजना क्र. :.....

Class: ..... स्कूल का नाम.....

पाठयोजना के सोपान[Steps of Lesson Plan]

1. प्रकरण[Title of the Lesson Plan/Active Lesson Plan]

2. सामान्य उद्देश्य[General Objectives/Goals/Purpose]

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

3. सक्रिय उद्देश्य[Active/Specific/ Productivity Objectives [Role of H3]

मस्तिष्क[Head]-

हृदय[Heart]-

हाथ[Hand]-

4. पूर्वज्ञान[Previous Mind/Knowledge/Memory]

*[Signature]*

*[Signature]* R. 2000

5. \_\_\_\_\_  
\_\_\_\_\_

6. शिक्षक की तैयारी[Teacher's Preparation]

शिक्षणसामग्री

[Resources/Material] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

शिक्षणविधि[Teaching Method ](A)

शिक्षणप्रविधि[Teaching Technique] (A)

(B)

शिक्षणसूत्र[Teaching Maxim](A)

(B)

पाठ योजना कहाँ करवाया जाना है [Field/Community/Working Place]


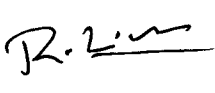

Field ☐ Community ☐ School Campus ☐

7. प्रस्तावना[Introduction]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. उद्देश्यकथन[Statement of the Aim]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



9. प्रस्तुतीकरण [Presentation/Classroom Activity]

महत्वपूर्णगतिविधियां[Performing Activity/key Activity]	शिक्षककार्यTeachers [Role/Instructional Area]	छात्रकार्य[Students Role/Activity Phase]	अधिगमकेपरिणाम[Learning Outcome/Panel Board/Field]

10. पुनरावृत्ति[Recapitulation]

क्र.	छात्राध्यापककाकार्य	छात्रकार्य

11. अनुप्रयोग/ दत्तकार्य/ परियोजनाकार्य[Application/Assignment/Project Work]

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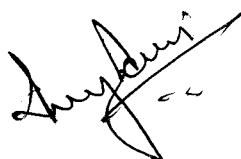
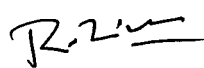

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12. आकलन एवं मूल्यांकन[Assessment and Evaluation]

. विकास मस्तिष्क,हृदय,हाथ[Development of H3 [Head + Heart + Hand]

मस्तिष्क(Head) -

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हृदय(Heart) -

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हाथ(Hand) -

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. सीखने के परिणाम स्वरूप परिणाम[Learning cum Productive Outcome]

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छात्राध्यापक का हस्ताक्षर

पर्यवेक्षक का हस्ताक्षर



R. L. M.



## LESSON PLAN

पाठ योजना

Lesson Plan No.....	Date
.....	दिनांक .....
अभ्यास पाठ क्रमांक .....	Class ..... Section
School .....	कक्षा ..... वर्ग .....
शाला .....	Topics .....
.....Subject .....	प्रकरण .....
विषय .....	
उम्र / Age .....	

सामान्य उद्देश्य (प्रथम दो कार्ययोजना में लिखेंगे) :-

**General Objectives (only in 1st two lesson) :-**

- |                   |    |
|-------------------|----|
| 1. Knowledge      | I  |
| ज्ञानात्मक        | II |
| 2. Under Standing | I  |
| भावात्मक          | II |
| 3. Application    | I  |
| प्रयोगात्मक       | II |

**Teaching Learning Materials:-**

Traditional

परम्परागत

Specific

विशिष्ट शिक्षण सामग्री

Audio

श्रव्य

Visual

दृश्य

Audio-Visual

श्रव्य-दृश्य

Activities

Previous Knowledge / पूर्व ज्ञान :-

*[Handwritten signatures]*

**Introduction / प्रस्तावना :-****Statement of Aim उद्देश्य कथन :-**

Skill Used कौशल प्रयोग	Teacher's Activity शिक्षक कार्य	Student's Response छात्र कार्य

**Methods of Teaching शिक्षण विधि****Techniques of Teaching शिक्षण युक्ति****Maxims of Teaching शिक्षण सूत्र****Presentation प्रस्तुतीकरण :-**

Teaching Points शिक्षण बिन्दु	Teacher's Activity शिक्षक कार्य	Student's Response छात्र कार्य	Teaching techniques शिक्षण युक्ति	Black Board Work श्यामपट कार्य

**Application / प्रयोगात्मक :-**

Teacher,s Activity	Student,s Response	Black Board Work श्यामपट कार्य
Recapitulation Questions पुनरावृत्ति प्रश्न (अधिकतम 15 प्रश्न अनिवार्य )		Class Work / श्यामपट कार्य  Application Test Question (Minimum Two types of items is Compulsory )  Home Work / गृह कार्य

**Reference / संदर्भ :-**

Signature of the Observer

Signature of Teacher Trainee

