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**SCHEME OF EXAMINATION
&
SYLLABUS
of
Bachelor of Education (B.Ed.)
(SEMESTER-II)**

Session 2018-19

(Approved by Board of Studies)
Effective from July 2018

SCHEME OF ASSESSMENT
B.Ed. Two Year Course (Session 2018-20)

3

SL. NO.	PAPER	SCHEME OF MARKS	
		EXTERNAL MARKS	INTERNAL MARKS
SEMESTER I			
	THEORY		
Paper I	Philosophical Perspectives of Education	80	20
Paper II	Learner and Learning Process	80	20
Paper III	Pedagogy - I	80	20
	PRACTICUM		
(i)	Preparation of Teaching aids	--	50
(ii)	Community Activities	--	50
	TOTAL	240	160
SEMESTER II			
	THEORY		
Paper IV	Sociological Perspectives of Education	80	20
Paper V	Curriculum and Knowledge	80	20
Paper VI	Elective - I	80	20
Paper VII	Arts Education	80	20
	PRACTICUM		
(i)	Internship (1 month) School Experience - a) Observation of School Document; b) Mentor's Report	--	50
	TOTAL	320	130
SEMESTER III			
	THEORY		
Paper VIII	Pedagogy - II	80	20
Paper IX	Assessment in Learning	80	20
	PRACTICUM		
	Internship (4 months)	--	100
	Reflective Diary & Supervisor's Assessment	--	50
	TOTAL	160	190
SEMESTER IV			
	THEORY		
Paper X	Gender, School and Society	80	20
Paper XI	Language Proficiency (A) Hindi (B) English	100 (50+50)	--
Paper XII	Elective - II	80	20
	PRACTICUM		
(i)	Training in Yoga, Sports & Games	--	50
(ii)	Psycho-metric Assessment	50	--

S. Surkari
25-06-2018

Nishu
25/06/2018

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Pradip
25/06/18

Pratibha
25/06/18

S. Surkari
25-06-2018

Nishu
25/06/2018

Pradip
25/06/18

Pratibha
25/06/18

घनश्याम सिंह आर्य कन्या महाविद्यालय, दुर्ग

B.ED. SYLLABUS (SEMESTER II)

PAPER - VI: ELECTIVE GROUP - I

TOTAL MARKS: 80

Note: Any one elective is to be chosen from the options given below:

(A) EDUCATIONAL AND MENTAL MEASUREMENT

(B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT

(C) EDUCATIONAL ADMINISTRATION AND MANAGEMENT

One elective subject to be decided by considering the following:

1. All electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in nature without being covered in any other area (of paper of B.Ed.).
4. All electives should have full bearing over the latest developments of the contemporary world.

PAPER - VI: ELECTIVE GROUP - I VI (A)

EDUCATIONAL AND MENTAL MEASUREMENT

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement;
- (ii) To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures;
- (iii) To develop skills and competencies in the student teacher for the use of the techniques in the field;
- (iv) To enable the student teacher to interpret the result of educational measurement; and
- (v) To enable the student understand about various educational and mental measurement tools.

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B.ED. SYLLABUS (SEMESTER II)

PAPER - VI: ELECTIVE GROUP - I

VI (B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To obtain a total perspective of the role of technologies in modern educational practices;
- (ii) To equip the student-teacher with his various technological applications available to him/her for improving instructional practices;
- (iii) To help the teacher to obtain a total gender of his role of scientific management in education;
- (iv) To provide the teacher the skills required for effective instructional and institutional management; and
- (v) To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.

Course Outline

Unit - I: Concept of Educational Technology

- Meaning
- Nature
- Scope
- Functions
- Need for educational technology in the schools of Chhattisgarh.

Unit - II: Communication Technology

- Concept
- Nature
- Process
- Principles
- Components
- Types
- Barriers
- Allied Skills Required: Micro-Teaching and other skill based techniques.

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B.ED. SYLLABUS (SEMESTER II)

PAPER - VI: ELECTIVE GROUP - I

VI (C) EDUCATIONAL ADMINISTRATION & MANAGEMENT

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To acquaint the student teachers with the concept and concerns of educational administration;
- (ii) To develop an understanding of the role of headmaster and the teacher in school management;
- (iii) To enable the students to understand to concept of importance of communication and its possible barriers in educational administration;
- (iv) To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
- (v) To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

Course Outline

Unit - I

- Conceptual framework; Concept of educational administration.
- Concept of educational management; Human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

Unit - II

- Role and functions of headmaster/teacher: Basic functions administration planning, organizing directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth, development.
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision.
- Types of supervision.
- Providing guidance; leadership function.
- Crisis in management.
- Decision making.

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B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II

TOTAL MARKS: 80

Note: Any one elective is to be chosen from the options given below:

(D) COMPUTER EDUCATION

(E) INCLUSIVE EDUCATION

(F) TEACHING OF VALUES

PAPER - XII: ELECTIVE GROUP - II XII (D)

COMPUTER EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

To enable the teacher-trainees:

- (i) To appreciate the role of computer education in the context of modern technological society;
- (ii) To develop understanding of computers and their application in education;
- (iii) To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level;
- (iv) To use computer based learning packages and organize effective classroom instructions;
- (v) To acquire necessary skills in using of modern word processing software; and
- (vi) To develop skills of creating and managing simple databases and handling of computers.

Course Outline

Unit - I

- Importance of information technology.
- Classification of computers by technology, type and size.
- Uses and scope of computers.
- Fundamentals of computers.
- Input/output devices;
- Central processing unit storage devices;

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II XII (E)

INCLUSIVE EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

The students will be able to-

- (i) demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- (ii) reformulate attitudes towards children with special needs;
- (iii) identify needs of children with diversities;
- (iv) plan need-based programmes for all children with varied abilities in the classroom;
- (v) use human and material resources in the classroom;
- (vi) use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- (vii) modify appropriate learner-friendly evaluation procedures;
- (viii) incorporate innovative practices to respond to education of children with special needs;
- (ix) contribute to the formulation of policy; and
- (x) implement laws pertaining to education of children with special needs.

Course Outline

Unit - I: Paradigms in Education of Children with Special Needs

- Historical perspectives and contemporary trends.
- Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

Unit - II: Legal and Policy Perspectives

- 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;

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B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II

XII (F) TEACHING OF VALUES

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To understand the nature and sources of nature, and disvalues.
- (ii) To understand the classification of values under different types.
- (iii) To appreciate educational values like democratic, secular, and socialist.

Course Outline

Unit - I

- Nature and sources of values, biological, psychological, social and ecological determinants of values- their bearing on education in varying degrees.

Unit - II

- Classification of values into various types: Material, social, moral and spiritual values; status of values; how can these be realized through education.

Unit - III

- 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.

Unit - IV

- Levels of values realization, how to resolve the conflicts among values; how to work for the integration of values that are embedded in education.
- Development of values as a personal and life-long process-teaching of values as an integral part of education.

Unit - V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.
- Value of self-sacrifice vs value of self-centredness.
- Values of excellence vs values of ego-centralism.
- Values of work vs values of selfishness.
- Every teacher or all teachers need to teach values.