

CENTRAL BOARD OF STUDY (EDUCATION)

B.Ed. SYLLABUS

PROGRAM CODE : 0801

COURSE CODE: BED 101 to BED 406

B. Ed. 0801 course code details

Paper no B.Ed.:	B.Ed. Subject Name:	B.Ed. Subject Code no.	B.Ed. Semester :
Paper 1:	Philosophical Perspectives of Education.	BED. 101	B.Ed. Semester I
Paper 2:	Nai Talim:An experimental learning	BED. 102	B.Ed. Semester I
Paper 3:	Pedagogy part I	BED. 103	B.Ed. Semester I
	Pedagogy teaching of Hindi	BED. 103 A	
	Pedagogy of language English	BED. 103 B	
	Pedagogy of Social science	BED. 103 C	
	Pedagogy of Mathematics	BED. 103 D	
	Pedagogy of Biological science	BED. 103 E	
Practicum:	Pedagogy of Physical science	BED. 103 F	B.Ed. Semester I
	Preparation of Teaching Aids	BED. 104 A	
Practicum:	Community Activities	BED. 104 B	B.Ed. Semester I
Paper 4:	Sociological perspective of Education	BED. 201	B.Ed. Semester II
Paper 5:	Learner and Learning process	BED. 202	B.Ed. Semester II
Paper: 6	Elective I	BED. 203	B.Ed. Semester II
	A) Educational and mental measurements	BED. 203 A	
	B) Educational Administration and management	BED. 203 B	
	C) Art Education	BED. 203 C	
	D) Curriculum and knowledge	BED. 203 D	
Paper: 7	Educational Technology and management	BED. 204	B.Ed. Semester II
Practicum:	Micro teaching on skills of teaching	BED. 205 A	B.Ed. Semester II
	Internship (4weeks) school experience	BED 205 B	
	Preparation of Question Bank	BED. 205 C	

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Paper : 8	Pedagogy part II Pedagogy teaching of Hindi Pedagogy of language English Pedagogy of Social science Pedagogy of Mathematics Pedagogy of Biological science Pedagogy of Physical science	BED. 301 BED. 301 A BED. 301B BED. 301 C BED. 301 D BED. 301 E BED. 301 F	B.Ed. Semester III
Paper : 9	Nai Talim : Skill based learning	BED.. 302	B.Ed. Semester III
Practicum	Internship(16weeks) Reflective diary and supervisors assessment	BED. 303A BED. 303 B	B.Ed. Semester III
Paper :10	Gender School and Society	BED. 401	B.Ed. Semester IV
Paper : 11	Assessment in Learning	BED.402	B.Ed. Semester IV
Paper : 12	Elective II E) Computer Education F) Inclusive Education G) Teaching of Values	BED. 403 BED. 403 A BED. 403 B BED. 403 C	B.Ed. Semester IV
Practicum:	Training in yoga and Sport Psycho- Metric Assessment Viva- voce on teaching experience	BED. 404 BED. 405 BED. 406	B.Ed. Semester IV

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B.Ed. SYLLABUS

B.Ed. Learning outcome

Programme Outcomes (B.Ed.) 0801

- To help students discover and appreciate their unique vocation in society.
- To create a learning environment which integrates theory and practice
- To nurture, in particular, the values of peace, justice, equality and fraternity.
- To enable students to understand and cater to the needs of a diverse student population.
- To encourage students to become catalysts of social transformation
- To revitalise education through collaboration with different organisations and universities
- 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.
- 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.
- To draw out latent talents and creativity through varied co-curricular programmes.

Programme Specific Outcomes (B.Ed.): 0801

Outcome 1 Curriculum and Planning:

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.

Outcome 2 The Learner and the Learning Environment:

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.

Outcome 3 Teaching:

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.

Outcome 4 Professional Responsibilities for Self-Renewal:

Students will demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.

Outcome 5 Professional Responsibilities for School and Community:

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- Handwritten signature: *Arb Sunayal*, date: *22/06/23*
- Handwritten signature: *Meir*, date: *22/06/23*
- Handwritten signature: *Nisha*, date: *22/6/23*
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Paper No	PAPER NAME:	EXTERNAL	INTERNAL
		THEORY/PRACTICAL	THEORY/PRACTICAL
SEMESTER I			
	THEORY		
Paper 1	Philosophical Perspectives of Education	80	20
Paper 2	Nai Talim: An Experiential Learning	80	20
Paper 3	Pedagogy Part I	80	20
	PRACTICUM I		
	Preparation of Teaching Aids ➤ Minimum 6 charts on school contain ➤ Minimum 3 sets of Transparency to Transact school content ➤ Minimum 3 Power Point Presentations to transact school content ➤ Minimum 1 video lesson on school content ➤ Minimum one static model to aid school teaching content	Nil	50
	Community Activities ➤ Village Survey ➤ Awareness Rally/Program	Nil	50
SEMESTER II			
	THEORY		
Paper 4	Sociological Perspectives of Education	80	20
Paper 5	Learner and Learning Process	80	20
Paper 6	Elective I	80	20
Paper 7	Educational Technology & Management	80	20
	PRACTICUM II Micro Teaching on Skills of Teaching (any 5 skill) Internship (Two weeks) School Experience a) Observation of School Documents b) Mentor's Report Preparation of Question Bank on school content	Nil	50
SEMESTER III			
	THEORY		
Paper 8	Pedagogy Part II	80	20
Paper 9	Nai Talim: Skill Based Learning	80	20
	PRACTICUM III		
	Internship (Sixteen Weeks)	Nil	100
	Reflective Diary & Supervisor's Assessment	Nil	50
SEMESTER IV			
	THEORY		
Paper 10	Gender, School and Society	80	20
Paper 11	Assessment in Learning	80	20
Paper 12	Elective II	80	20
	PRACTICUM IV		
	Training in Yoga and Sports & Games	Nil	50
	Psycho-Metric Assessment	50	Nil
	Viva Voce on Teaching Experience	100	Nil
	TOTAL	1110	240 + 350 = 590
	GRAND TOTAL	1700	

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PART-A INTRODUCTION			
PROGRAM: B.ED.SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2022
		SESSION: 2022-24	
SUBJECT: NAI TALIM: AN EXPERIENTIAL LEARNING			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 102	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	- Understand the concept of local community engagement in teacher education - Understand the context of the child from various backgrounds & occupations. - Know the school education programs and policies which have local community engagement aspects - Learn the process of connecting the text with the Child/learner within the local Context - Distinguish traditional from constructivist approaches of local community engagement - Train in usage of dialogic method of community engagement - Train in usage of organic intellectual approach for local community engagement - Experiential learning of best practices in community engagement - Participate effectively in the local community service - Develop insights and field realities on indignity and indigenous models. - Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukkherji for rural reconstruction - Explore models of art, craft for entrepreneurship for self-reliance.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

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UNIT II PHILOSOPHICAL SYSTEMS	” Major Philosophical systems - their salient features and their impact on education. • Realism with reference to Aristotle and Jainism. • Naturalism with reference to the view! Of Rousseau and Rabindra Nath Tagore. • Idealism with reference to Plato. Socrates and Advaita Philosophy. • Pragmatism with reference to Dewey“ instrumentalism & Experimentalism” • Humanism: Historical, Scientific and Buddhists. • Constructivism: Teaching, Method & Role of teacher.	10
UNIT-III INDIAN THINKERS	▶ Educational thinkers and their contribution in developing principles of education. ▶ M.K.Gandhi : Wardha Shikshan /Education and Life Education. ▶ Gijju Bhai: The world of the child. ▶ Swami Vivekananda: Man making education. ▶ J.Krishna Murthy; Child Centered Education. ▶ Dr. A P J Abdul Kalam: Technology Enhanced Education.	8
UNIT-IV WESTERN THINKERS	• John Heinrich Pestalozzi: • Friedrich Frobel: • John Locke (Classical Liberalism) • Paulo Friere (Democratic Education) • Bertrand Russell:	8
UNIT-V CONTEMPORARY THOUGHT	• Critical and comparative study of the period and socio-political perspective of the western and Indian Thinkers. • Contemporary philosophical perspectives of Education; Modernization, globalization in thought and education	6

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 Nisha 22/06/23
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B.Ed. SYLLABUS:

PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2022
			SESSION: 2022-24
SUBJECT: PHILOSOPHICAL PERSPECTIVE OF EDUCATION			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 101	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	- To help students discover and appreciate their unique vocation in society. - To create a learning environment which integrates theory and practice - To nurture, in particular, the values of peace, justice, equality and fraternity. - To enable students to understand and cater to the needs of a diverse student population. - To encourage students to become catalysts of social transformation - To revitalise education through collaboration with different organisations and universities - 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. - 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.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS		NUMB ER OF LECT URES
UNIT-I AIMS OF EDUCATION	- Education Nature and Meaning its objectives/aims in relation to the time and place. - Educational aims in the Western context; with specific reference to Russell , Dewey. Their impact on education although and class room practices, interm of progressive trends in education. - Educational aims in the Indian context with specific reference to Indian thinkers such as Gandhi, Tagore. - Philosophy and Education: Significance of studying philosophy in understanding educational practices and problem.		8

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Students will demonstrate a disposition of professionalism, efficiency, and integrity in their teaching and interactions with students, colleagues, parents, and the community.

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I भाषाकीभूमि का	1 समाज में भाषा—भाषा और लिंग, भाषा और सत्ता भाषा और अस्मिता, भाषा और वर्ग 2 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 प्रयुक्तियाँ बहुभाषिक कक्षा, शिक्षक—शिक्षार्थी संबंध के पहलू के रूप में भाषा 3 संविधान और शिक्षा समितियों के रिपोर्ट में भाषा—भाषाओं की स्थिति (धारा 343–351,350) कोठारो कमोशन (64से 66) राष्ट्रीय शिक्षा नीति—1986, पो.आ 2005 (भाषा अध्ययन) ए—1992, राष्ट्रीय पाठ्यचर्या— गतिविधि/पोर्टफोलियो पशिक्षण के दौरान छोटे समूह में बांट कर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा। - विज्ञान, समाजविज्ञान और गणित की कक्षा VI से VII की किताबों से कुछ अंश चुनकर निम्नलिखित बिंदुओं को ध्यान में रखते हुए विश्लेषण करिए— - विभिन्न भाषिक प्रयुक्तियों को कैसे प्रस्तुत किया गया है। - उस अंश में प्रयुक्त भाषा विषय संबंधीभाव स्पष्ट करने में कहाँ तक समर्थ है। - बच्चों के स्तर के अनुरूप हैं? - क्या इसमें तकनीकी भाषा का बहुत इस्तेमाल किया गया है ? - क्या यह भाषा सीखने में सहायक है? कक्षा—शिक्षण के दौरान 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 परियोजना कार्य - संविधान में भारतीय भाषाओं संबंधी अनुसंशर्षे तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए.द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना । - 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। - अपने आस-पास के पांच स्कूलों का दौराकर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?	8

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UNIT II हिंदीभाषा की स्थिति और भूमिका	हिंदी भाषा की भूमिका : स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी, हिंदी के विविधरूप, अंतर्राष्ट्रीय स्तरपर हिंदी ज्ञान की भाषा के रूप में हिंदी, हिंदी पढ़ने-पढ़ाने की चुनौतियाँ। गतिविधि / पोर्टफोलियो पशिक्षणकेदौरान - स्वातन्त्र्योत्तर भारत में हिंदी की भूमिका पर समूह में चर्चा करें। - जब शब्द नहीं रहते तब शस्त्र उठते हैं विषय पर परिचर्चा का आयोजन कक्षा-शिक्षण के दौरान - चुने हुए कुछ कक्षाओं में बच्चों की भाषा का जायजा लेते हुए हिंदी के विविध रूपों पर एक रिपोर्ट तैयार करें। - 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 परियोजना कार्य - इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें, दस व्यक्तियों का साक्षात्कार करे इस साक्षात्कार के आधारपर हिंदी की स्थिति पर एक रिपोर्ट लिखें। - 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)	8
Unit III: भाषा शिक्षण पर एकदृष्टि	(हिंदी में विज्ञान, गणित, समाजविज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।) भाषा सीखने सिखाने की विभिन्न दृष्टियाँ- भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मकदृष्टि, 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) भाषाशिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण- व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढाँचा गत प्रणाली, प्राञ्छितिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्अनुशासनात्मक) संप्रेषणात्मक प्रणाली आदि। गतिविधि / पोर्टफोलियो पशिक्षणकेदौरान - मातृभाषा और अन्य भाषा विषय पर छोटे समूह में चर्चा करें। कक्षा शिक्षण के दौरान - भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।	8

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	परियोजना कार्य विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।	
Unit IV: भाषा का स्वरूप	(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 बोलियाँ 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 पशिक्षण / कक्षा शिक्षण के दौरान लिखित और मौखिक भाषा में अंतर विषय पर समूह में चर्चा करें	8
UNIT :V भाषायी दक्षताएँ	1. संदर्भ में भाषा— संदर्भ में व्याकरण और संदर्भ में शब्द 2. भाषायी दक्षताएँ—सुनना, बोलना, पढ़ना और लिखना सुनना और बोलना—सुनने का कौशल, बोलने का लहजा—भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने—पढ़ानेपर 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 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 लिखना—लिखने के चरण, लेखन—प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि) गतिविधि / पोर्टफोलियो - सभी भाषायी कौशलों के सीखने से सम्बंधित 4-4 गतिविधियाँ तैयार करें और उनका कक्षाशिक्षण के दौरान प्रयोग करें। - 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। - सभी विद्यार्थी कक्षा छह से आठ के हिंदी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और उनपर समूह में चर्चा करें। परियोजना कार्य - सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें	8

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
भाई योगेन्द्रजीत	हिन्दी भाषा शिक्षण,	विनोद पुस्तक मंदिर आगरा.
.क्षत्रिय के	मातृभाषा शिक्षण,	विनोद पुस्तक मंदिर आगरा
लाल रमन बिहारी	हिन्दी शिक्षण,	रस्तोगी पब्लिकेशन,मेरठ
शर्मा,डॉ. लक्ष्मीनारायण	भाषा 1,2 की शिक्षण विधियों और पाठ नियोजन,	विनोद पुस्तक मंदिर आगरा
शर्मा,राजकुमारी	हिन्दी शिक्षण,	राधा प्रकाशन मंदिर आगरा
सिंह सावित्री	हिन्दी	स्थल बुक डिपो मेरठ
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2022
SUBJECT		PEDAGOGY OF LANGUAGE (ENGLISH)	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 B	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	- Understand the different roles of language; - Understand the relation between literature and language; - Understand and appreciate different registers of language; - Develop creativity among learners; - Understand the role and importance of translation; - Understand the use of language in context, such as grammar and vocabulary; - Develop activities and tasks for learners; - Understand the importance of home language and school language and the role of mother tongue in education; - Use multilingualism as a strategy in the classroom situation; - Develop an understanding of the nature of language system; - Understand about the teaching of poetry, prose and drama; - Identify methods, approaches and materials for teaching English at various levels in the Indian context; - Understand constructive approach to language teaching and learning;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT I: ROLE OF LANGUAGE	1. LANGUAGE AND SOCIETY: Language and Gender; Language and Identity; Language and Power; Language and Class (Society). 2. LANGUAGE IN SCHOOL: 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. 3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION: 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. Activities: Discussion on Position paper on 'Teaching of English' - Position paper on 'Teaching of Indian Languages' 'Multilingualism as a Resource' - Analysis of advertisements aired on Radio/Television on the basis of language and gender. - Take a few passages from Science, Social Science and Maths text books of Classes VI to VII and analyses: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv) Is the language too technical? (v) Does it help in language learning? - Now write an analysis based on the above issues. Project - 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. - Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools. - Teaching Practice	8

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	• Talk to the students and find out the different languages that they speak. • Prepare a plan to use multilingualism as a strategy in the English classroom. • 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.	
UNIT II: POSITION OF ENGLISH IN INDIA	• ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English has a colonial language, • 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. • Activities • Discuss in groups how the role of English language has changed in the twenty- first century. • Topic for Debate: Globalisation and English • Discussion on the topic 'War Begins When Words Fail' • Keeping in view the topics given in this unit, prepare a questionnaire. • Interview ten people and write a report on 'English Language in India'. • Project: • Do a survey of five schools in your neighbourhood to find out: 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom • Prepare a report on the challenges face by the teachers and the learners in the teaching-learning process.	8
UNIT III: AN OVERVIEW OF LANGUAGE TEACHING	DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT & SL) • 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. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:	8

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	- Grammar translation method, direct method, Structural-situational method, bilingual method, communicative approach. - Activities - Discussion on the topic 'Mother Tongue and Other Tongue' - Project - Do a comparative study of positive features and weaknesses of different approaches to language learning. - Teaching Practice - Prepare four activities keeping in view 'Constructivism in a Language Classroom'.	
UNIT IV: NATURE OF LANGUAGE	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. 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. Activities - Have a discussion on the topic 'Difference Between Spoken and Written Language'.	8
UNIT V: ACQUISITION OF LANGUAGE SKILLS	- Grammar in context; vocabulary in context - Acquisition of language skills: Listening, speaking, reading and writing. - 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 - 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. - 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. Activities - Collect ten examples of Grammar in context from English Text books of Classes VI to VIII and have a group discussion. - Teaching Practice	8

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	• Prepare activities for listening, speaking, reading and writing.(5Each) • Prepare three activities to develop the reading skills of Class VI students. Project • Keeping in view the needs of the children with special needs prepare two activities for English teachers.	
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bond, L G et al (1980)	Reading Difficulties—Their Diagnosis and Correction,	New York, Appleton Century Crafts.
.Byrne, D (1975):	Teaching Writing, London,	London, Longman.
Choudhary, N.R. (2002):	English Language Teaching,	Himalaya Publish House. Mumbai
David, E (1977):	Classroom Techniques- Foreign Languages and English as a Second Language	New York, Harcourt Brace. 30
Grillett, M (1983):	Developing Reading Comprehension,	London, CUP.
Halbe Malati, (2005)	Methodology of English Teaching,	Himalaya Publish House, Mumbai
Johnson, K (1983):	Communicative Syllabus Design and Methodology,	Oxford, Pergamon Press.
:Morgan & Rinvoluri (1991):	New Ways of Dictation,	London, Longman.
Mukalel, J.C. (1998):	Approaches to English Language Teaching, Sterling Publishing House	, New Delhi.
Parrot, M (1993):	Tasks for the Classroom Teacher,	London, Pergamon.
Sharma, K.L.:	Methods of 'Teaching English in India.	
Sachdeva, M.L.:	A New Approach to Teaching of English in India	
Valdmen., (1987)	"Trends in Language Teaching,	New York, London Mac Graw Hill.
Widdowson, HG (1979):	Teaching language as Communication,	London, OUP.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2022
SUBJECT		PEDAGOGY OF SOCIAL SCIENCES	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 C	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study; - To acquire a conceptual understanding of the processes of teaching and learning Social Sciences - To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes; - To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively. - To know wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life; - To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, - Promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuel etc.)	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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	• *PLACE: Distinct physical and human characteristic of places that distinguish one from the other. • *MOVEMENTS: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands. • *REGIONS: Formation and change. • The above content may be used to understand teaching, learning strategies and skill development in Geography.* • Developing Skills in Geography • 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. • Teaching Strategies in Geography • Questioning; Collaborative strategies; Games, simulations and roleplays; Values clarification; Problem-solving and decision-making. • 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. • TECHNIQUES: Using text books and at last apart of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite image ries and aerial photographs; using audio-visual aids, CDs ,multimedia and internet; case study approach.	
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bining & Bining	: Teaching of Social studies in the Secondray School.	McGraw Hill Book Co. New York..
James Fleming	The Teaching of Social studies in Secondary school,	Longman, Green & Co. London,
Sharde B.P. & Sharma, J.C.:	: Teaching of Geography.	Oxford,PergamonPress.
Hall David :	Geography and Geography Teacher	London,OUP.
NCERT :	Teaching of History	New Delhi
Pandey, K.P. :	Artha Shastra Shikshan.	
Tiwari, G.S	..Artha Shastra Shikshan.	.
Awasthi, P.P.	Nagrik Shastra Shikshan Vidhi.	.
Desia, D.M. and	. : : Evaluation in Social studies, DEPSE, Ministry of Education	New Delhi.
Mehta, T.S	:. G ovt. of India	.New Delhi.
Malayya, M	.Social Sciences,	Asia Publishing House, Bombay
Taneja, V.R.	Fundamentals of Teaching Social Studies,	Mohndra
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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2022
SUBJECT		PEDAGOGY OF MATHEMATICS	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 D	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Develop insight into the meaning, nature, scope and objective of mathematics education; • Appreciate mathematics as a tool to engage the mind of every student; • Channelize, evaluate, explain and reconstruct their thinking; • See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together. • Pose and solve meaningful problems; • Construct appropriate assessment tools for evaluating mathematics learning; • Develop ability to use the concepts for life skills; • Stimulate curiosity, creativity and inventiveness in mathematics; • Develop competencies for teaching-learning mathematics through various measures.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT I: NATURE AND SCOPE OF MATHEMATICS	• Meaning and scope of mathematics, • A mathematical theorem and its variants—converse, inverse and contra-positive, proofs and types of proofs, Difference between proof and verification; • Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, • Contribution of Indian mathematicians; Aesthetic sense in mathematics and beauty in mathematics.	8
UNIT II: EXPLORING LEARNERS	• Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer-group, • Promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).	8
UNIT III: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS	• Need for establishing general objectives for teaching mathematics; • Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of school education; • Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.	8
UNIT IV: SCHOOL MATHEMATICS CURRICULUM	• Objectives of curriculum, principles for designing curriculum, • Designing curriculum at different stages of schooling, Some highlights of curriculum like vision of school mathematics, main goal of mathematics education, • Core areas of concern in school mathematics, curricular choices at different stages of school mathematics education.	8

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	- Construction of syllabi in various disciplines of mathematics, for 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.	
UNIT V: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS	- Nature of concepts, concept formation and concept assimilation, - Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. - Comparing and contrasting; Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; - Difference between teaching of mathematics and teaching of science.	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
S.K.Arora(Bhimani)	Howtoteachmathematics	ShantiPublisher's1998
—Capeland	Howchildrenlearn mathematics	(NewYork):M.C.Millan Pub.1979,
—W.R.Fuch	Mathematicsformodernmind	(NewYork):M.C.MillanPub.1967.
J.N.Kapoor	VidyalayaGanit keliye sauprayog—	(NewDelhi):AryabookDepot1968
W.B.Saunders	Howtoteachmathematicsin secondaryschool—	(Company)1967
: J.N.Kapoor	Thespiritof mathematics	(NewDelhi):AryabookDepot1964
Ashok Jhunjhunwala	IndianMathematics—	. (NewDelhi)WileyEastern Ltd.1993
.(R.C.Sexena	Curriculumandteachingofmathematicsinsecond ayschool	NCERT1970.
N.K.Ayengar	Theteachingof mathematicsinthenewEducation	
S.K.Arora	Howtoteachmathematics—	(Bhimani):ShantiPublisher's1998
Dr.S.K.Mangal	Teaching of mathematics (Hindi/English)	Agra publication
Dr.A.B.Bhatnagar	Teaching of mathematics (Hindi/English)	Agra publication

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2022
SUBJECT		PEDAGOGY OF BIOLOGICAL SCIENCE	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 E	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning; • Appreciate that science is a dynamic and expanding body of knowledge; • Appreciate the fact that every child possesses curiosity about his/her natural surroundings • Identify and relate everyday experiences with learning biological science; • Use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science; • Integrate the biological science knowledge with other school subjects; • Analyse the contents of biological science with respect to its branches, process skills, knowledge organization and other critical issues; • Develop process-oriented objectives based on the content themes/units; • Explore different ways of creating learning situations for different concepts of biological science; • Examine different pedagogical issues in learning biological science; • Construct appropriate assessment tools for evaluating learning of biological science;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

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		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.	
UNIT IV: SCHOOL CURRICULUM SCIENCE (BIOLOGICAL SCIENCE)		- Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology; - Analysis of text books and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; - Analysis of other print and non-print materials in the area of biological science used in various states.	8
UNIT V: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE		- Pedagogical shift from science as fixed body of knowledge to process constructing knowledge, - scientific method-observation, enquiry, hypothesis, experimentation, - data collection, generalization (teacher-educator will illustrate taking examples from different stage-specific content as keeping in mind the variation, e.g. - Structure and function, molecular aspects, interaction between living and non living, biodiversity, etc.); - Communication in biological sciences; - 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.	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Sarup	Modern Methods of Teaching Biology, Teaching Series	Sarup & Sons, New Delhi.
Bhaskara Rao, D(2000):	Teaching of Biology,	(Nagarjuna Publishers, G4.
Moha, Radha(2004):	Innovative Science Teaching,	(Prentice Hall of India, New Delhi
Unesco Source	New Unesco Source Book for Science Teaching	(1978), Oxford & IBH, New Delhi.

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Sharma, R.C. & Shukla C.S.(2002):	Modern Science Teaching,.	Dhanpat Rai, Publishing Company, New Delhi
Sood, K.J. {1989):	New Directions in Science Teaching,	Kohli Publishers, Chandigarh
Vaidya, N(1996):	Science Teaching for the 21st Century	Deep & Deep Publications, New Delhi.
Gupta S.K.(1983):	Technology of Science Education,	Vikas Publishing House Pvt Ltd, Delhi
Chikara, M.S. and S. Sarma(1985)	www.wikipedia.com: Teaching of Biology,	Prakash Brothers, Ludhiana
S.K. Mangal:	Teaching of Biological Science.	
Dr. Shoti Shivendra Chandra	Contemporary Science Teaching.	
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT I: NATURE OF SCIENCE	- Science as a domain of enquiry, as a dynamic and expanding body of knowledge; - Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); - Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); - Physical science for environment, health, peace, equity; Physical sciences and society; - Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J.C. Bose, C.V. Raman, Albert Einstein, etc.	8
UNIT II: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE	- Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage) /Physics and Chemistry (higher secondary stage); - 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; - Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everydaylife; - 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,	8

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	Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in science/physics and chemistry.	
UNIT III: EXPLORING LEARNERS	- Motivating learners to bring his /her previous knowledge gained in science / physics and chemistry through classroom/ environment / parents and peer group; - Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process; - 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); - Role of learners in negotiating and mediating learning in science/ physical science.	8
UNIT IV: SCHOOL CURRICULUM SCIENCE (PHYSICAL SCIENCE)	- Trends in Science curriculum; Consideration in developing learner-centred curriculum in physical science, - Analysis of science/ physics and chemistry syllabi and text books of NCERT and States (at upper primary, secondary and higher secondary stage); - Analysis of other print and non-print materials used in various states in the area of physical science.	8
UNIT V: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE	- 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, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.); - Communication in Science/ Physical science, Problem solving, investigatory approach, concept mapping, collaborating	8

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	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.	
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
UNESCO	New UNESCO Source Book for Science Teaching	(1978), Oxford & IBH, New Delhi..
Sharma, R.C. & Shukla C.S.(2002):	Modern Science Teaching, i.	Dhanpat Rai, Publishing Company, New Delhi
Sood, K.J. (1989):	New Directions in Science Teaching,	Kohli Publishers, Chandigarh
Vaidya, N (1996):	Science Teaching for the 21st Century	Deep & Deep Publications, New Delhi.
Gupta S.K.(1983):	Technology of Science Education,	Vikas Publishing House Pvt Ltd, Delhi
Chikara, M.S. and S. Sarma (1985):	www.wikipedia.com Teaching of Biology,	Prakash Brothers, Ludhiana
Dr. Shoti Shivendra Chandra	: Contemporary Science Teaching.	, New Delhi.
R.A. Yadav, Siidiqui:	Teaching of Science.	Delhi
NCERT	All NCERT Science Text Books from class IX to XII.	New Delhi
UNESCO	New UNESCO Source Book for Science Teaching.	(1978), Oxford & IBH, New Delhi
Sharma, R.C. & Shukla C.S.(2002)	Modern Science Teaching,	Dhanpat Rai, Publishing Company, New Delhi.
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PART-A INTRODUCTION				
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2022	SESSION: 2022-24
SUBJECT		PRACTICAL		
1.	PROGRAM CODE	0801		
2.	COURSE CODE	BED.104 A & 104 B		
3.	COURSE TITLE	B.Ed. SEMESTER I		
4.	COURSE LEARNING OUTCOME	• Student should be able to understand various teaching aids. • Teaching Materials & Teaching Aids, their practical aspects. • Types of teaching aids & application in teaching learning process. • Importance of Teaching aids • The effect of using Teaching aids in different teaching condition. • How to select effective Teaching aids		
5.	CREDIT VALUE	4		
6.	TOTAL MARKS	MAXIMUM MARKS: 50 (In both group)	INTERNAL : 50 (In both group)	
			EXTERNAL: Nil	
PART B- CONTENT OF COURSE				
Work		TOPICS		NUMB ER OF LECT URES
Preparation of Teaching Aids 104 A		➤ Minimum 6 charts on school contain ➤ Minimum 3 sets of Transparency to Transact school content ➤ Minimum 3 Power Point Presentations to transact school content ➤ Minimum 1 video lesson on school content ➤ Minimum one static model to aid school teaching content		
Community Activities 104 B		➤ Village Survey (Community Activities) Prepare a survey report of any village and submit in college ➤ Awareness Rally/Program Awareness program in any relevant social problem of your city/ state/ or country.		

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	iii. Children at risk educationally—profiling communities of children who have not been integrated well into schooling (non-enrolment, early dropout, low achievement). iv. Profiling of the society of one's own village or town in terms of communities, professional groups, economic status, social respect, power, etc. v. How can a teacher use the social background of diverse students as a resource for teaching in the classroom?	
UNIT II: Sociological concepts relating to social stratification	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. i. Life opportunities, class, status and power: frameworks of Marx and Max Weber ii. Social discrimination, exclusion and exploitation. iii. Social capital, cultural capital, Science capital and economic capital— the approach of P. Bourdieu iv. Equality of opportunities and capabilities approach of Amartya Sen	8
UNIT III: Aims of Education	• Aims of Education in key policy and documents: • Mudaliar commission report • Kothari commission report • National policy on education, 1986 • Curriculum framework, 2000 and 2005 • NCFTE 2009: & 2014 • NPE 2020: Part I (chapter 5,6,7,8,) & Part II- (Teacher Education. With special reference)	8
UNIT-IV: DEMOCRACY AND EDUCATION	• Meaning of the term “National integration and Emotional integration” its need, role of teacher & educational institution in achieving National integration through democratic integration, explanation of cultural heritage, • Contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.	8

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	• Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; • 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. • 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:	
UNIT V: The Current Concerns of Indian Education	Private public partnership (PPP); yet others relate to the status of teachers—casualization and informalisation of teachers. Student teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature: (i) Professional ethics (ii) Impact of privatization and Developments on Human Resources on the institution PRACTICUM: 1. Field based surveys of status of marginalised social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects. 2. Action research to understand the problems faced by children of marginalized communities in schools of different kinds. 3. Action research to understand the implementation of 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 Roleplay and dramatization of issues relating to education of marginal groups	8

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Education policy	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..
NPE 2020	NPE 2020. ncte.gov.in 2014-15	,New Delh
NCERT	Sociology, NCERT Text books for class XI and XII	New Delhi
SC Dube	Indian Society	NBT, Delhi
Russel & Hiralal	Tribes and Castes of CP & Berar	
Danda, Ajit Kumar [edit.].	Chhattisgarh: An Area Study,	Calcutta 1977. Anthropological Survey of India
Dr. Shoti Shivendra Chandra	: Contemporary Science Teaching.	New Delhi.
Azim Premji Foundation,	The Social Context of Elementary Education in Rural India,	Azim Premji Foundation, Bangalore, 2004
Reeta Chouhan	Sociological perspectives of Education	Agrwal publication Agra
Lal Raman bihari	Smajshastriye adhar	Agra
Shyam Benegal,	Making of the Constitution (12 parts)	Films & Documentaries
Shyam Benegal,	Bharat Ek Khoj (relevant parts on National movement)	Films & Documentaries
Shyam Benegal,	India untouch	
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PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2022
SUBJECT:		LEARNER AND LEARNING PROCESS	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 202	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	- Acquire knowledge and understanding of stages of human development and developmental tasks; with special reference to adolescents learners. - Develop understanding of process of children learning in the context of various theories of learning. - Understand intelligence, motivation and various types of exceptional children. - Develop skills for effective teaching learning process and use of psychometric assessment. - To revitalise education through collaboration with different organisations and universities	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS:100	INTERNAL- 20
			EXTERNAL – 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Nature of psychology and learners	- Psychology: Its meaning, nature, methods and scope; functions of educational psychology. - Stages of human development; stage specific characteristics and developmental tasks. - Adolescence in Indian context- characteristics and problems of adolescents; their needs and aspirations. - Guidance and counseling for adolescents.	8
UNIT-II Learning	- Nature of learning; learning theories with specific reference to Piaget (Cognitive) Theory and Albert Bandura Social learning. - Factors influencing learning and teaching process: learner related; teacher related; process related and content related.	6
UNIT-III Intelligence	- Nature and characteristics of intelligence and its development. - Theories of intelligence; two factor theory- Multifactor Theory (PMA) and SI Model. - Measuring intelligence- Verbal, non-verbal and Performance tests (one, representative of group test and individual test of each), - Creativity- definition, measurement, "Four C" Model of Creativity.	8

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UNIT-IV Exceptional Children	• Concept of exceptional children - types, and characteristics of each type including Children with learning disabilities. • Individual differences- Nature; accommodating Individual differences in the class-room.Learner centered techniques for teaching exceptional children. • Personality-Definition, meaning and nature; development of personality; type and trait theories of personality. • GroupDynamics.Psycho-analysis.	8
UNIT-V Socialization, Culture and Education in Indian context & Application of statistic in Psychology	• History of Indian psychology with specific reference to religions and epics.Understanding diversity in Indian culture • Durganad Sinha's cognitive development • Statistical concept needed for treatment & Interpretation of Psychological data. • Measurement of Central Tendency & Variability (Standard deviation only) and their calculation. • Graphical representation of Data and their uses	10

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bhatia,H.R.	: Elementsof EducationalPsychology,	OrientLangman Ltd.,Bombay..
Chauhan, S.S	: AdvanceEducationalPsychology,	Vikas publishingHouse.New Delhi.
Chauhan, S.S	PsychologyofAdolescence	Allied Publishers,New Delhi.
Garrett,H.E	: GandhianDimension in Education.	Vakils,Fetterand simoLtd. Bombay
Gulati, Sushma	Education for Creativity	NCERT, 1985
Huriock,E.B	: AdolescentDevelopment,	McGraw Hill.New York.
Kapil,H.K	SankhiyikikeMool Tatva	Vinod pustak Mandir,Agra.
Kulshrenta S.P	EducationalPsychology.	
Mangal,S.K	PsychologicalEducation	PrakashBrother,Ludhiana.

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2022
SUBJECT		SESSION: 2022-24	
ELECTIVE I 203			
EDUCATIONAL AND MENTAL MEASUREMENT			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 203 A	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	All electives should have full bearing over the latest developments of the contemporary world • Able to use basic scientific concepts and practices in educational and mental measurement. • Student can tabulate and findout some standard meaning from the raw scores by using statistical procedures. • It may develop skills and competencies in the student teacher for the use of the techniques in the field. • Student teacher to interpret the result of educational measurement. • Student understands about various educational and mental measurement tools.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNITI: • Concept of measurement: testing & Scale	• Concept of measurement: testing and evaluation. • Scales of measurement : nominal, ordinal, interval, and ratio scales. • Discrete and continuous variables. • Qualities of a test-reliability, validity and usability of a test : item analysis, procedures and item selection.	6	

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UNIT II: Educational statistics:	• Educational statistics measures of central tendency from grouped and non-grouped data. • Measures of variability– range, quartile deviation, standard deviation. • Graphical Representation of Data.	6
UNIT III: Techniques of test & Report	• Techniques of test conduct • 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.	6
UNIT IV: Interpreting measurement	• Interpreting measurement: normal probability curve, skewness and kurtosis. • Percentiles and percentile ranks. • Standard scores, • Co-efficient of correlation by Spearman's method and its interpretation.	8
UNIT V: Different Test & Assessment of Personality	• Achievement tests : construction of standardized achievement tests. • Types of test items. • Measurement of intelligence: Concept of intelligence, Binet test, concept of IQ. • Individual and group tests of intelligence: • Aptitudes and personality tests: Use of aptitude tests - overview. • Use of interest inventories. • Assessment of personality, interview, self-report inventories, ratingscale, projective techniques. (Note-Some basic concepts and items covered, undercompulsory core courses have been dropped here to avoid repetition although these are relevant). PRACTICUM • Administration of a psychological test and interpretation of test results. • Determination of reliability or validity of any selfmade test. • Construction of a test battery with atleast five types of test items and trying out of the same on a class/group of students.	8

Signatures: Sumanjyoti, Nishu, Anand, and Pandey.

 Dates: 22/6/23, 22/06/23, 22/6/23.

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Asthana, Biptn & Agrawal, R.N.	1. :Mapan ewam moolyankan.	Vinod Pustak Mandir, Agra.
Asthana, Bipin and Agrawal, R.N.	2. :Measurement and Evaluation In Psychology and Education.	Vinod Pustak Mandir, Agra
Bhagwan, Mahesh	3. :Shiksha mein Mapan ewam moolyannkan.	Vinod Pustak Mandir Agra
Lindeman, R.H. and Merenda, P.F.	4. :Educational Measurement,	Scott foreman & Com-pany, London,
Rawat, D.L. :	5. Shaikshik Mapan ki Naveen Rooprekha,	Gaya Prasad and Sons, Agra
Sharma, R.A.:	6. Measurement and Evaluation In Education and psychology,	Lyall Book Depot Merrut
Sharma	7. Shikshatatha Manovigyan mai mapan Evam moolyankan.	Lyall Book Depot Merrut.
Verma R.S.:	8. Shaikshik Moolyankan.	Vinod Pustak Mandir. Agra.
SUGGESTED DIGITAL PLATFORM		
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	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT I: • Concept of Educational Administration & Management	• Conceptual frame work concept of educational administration. • Concept of educational management human beings as inputs, process and products inputs. • Nature, objectives and scope of educational aciministration	6
UNIT II: Administration planning, organizing directing and controlling:	• 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	6
UNIT III: Administration & Role of communication	• Communication in Educational Administration Role of communication in effective manage-ment and administration. • Methods of communication. • Barriers of communication in educational administration. • Overcoming barriers to communication and effective communication In educational administration..	6
UNIT IV: School management and administration	• 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. • Involvement of other functionaries and agencies In the preparation of a plan.	8

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS	CLASS: (SEMESTER II)	YEAR: 2022	SESSION: 2022-24
SUBJECT	ELECTIVE 203 ART EDUCATION		
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 203 C	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	- Students are able to work together on small and large projects. - It can develop the ability among students to free expression and creativity. - They acquaint with basic elements of design. - At the end of the course it develops an insight towards sensibility and aesthetic appreciation. - It develops a perspective of artistic and creative expression.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT I: Art appreciation / brief history of Indian Art	- Sculptures: (Any 2 Sculptures of every period giving brief introduction). - Indus valley (They must have read in this till 8th standard). - Mauryan Period - Gupta Period - Folk Art - Modern / Contemporary Art - Paintings; - Ajanta and themural traditions - Miniature Paintings	8	

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	- Contemporary Paintings - Folk Art	
UNIT II: Visual Arts.	- History of visual arts - The concept and meaning of visual arts 2D Arts, methods and techniques, Drawing, Painting, Still life, printing, life drawing, composition, collage, wallpainting, posters, Alpama/Rangoli/Mandra/Folk art forms etc. - Tribal computer Graphics: Animations 3-D Arts; Methods and techniques : Relief work, clay modelling, Hand poetry, molding, sculpture, Terracotta construction with mixed materials. 3-D animation. Folk / Tribal Art	8
UNIT III: Theatre.	- Sense of theoretical / dramatic self: - Factors of Drama; the plot, structure, characters, available material, performance space, performance etc. - Street plays; script writing, song writing, clowning, cartooning. - Issues of identity, gender, relationships, social status. - The roots of theatre; Ritual, Festival / Celebration, Myth, Primitive Man, Language Development. - Modern Indian Drama; Major plays and Playwrights.	8
UNIT IV: Music and Dance:	- Laya and Swara; Basic concepts of rhythm and note. - Sangeet; Gayan, vadan and nritya in the context to locally known songs and dances commonly performed. - Musical Instruments; categorization. ❖ Music of different geographical areas such as the desert, mountains, jungle and river-belt. ❖ The term 'Nritya' or 'Naach' - Movement of different parts of the body - Expression	8

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	c) Literature - Percussion instruments - Any two regional dances - Description of the region - Dialect - Costumes - Music - Tal - 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>	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	
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2.	Himachal Pradesh ke LokNritya	(ref. Tarana ListCIET)																								
3.	Hamare Vadya Yantra Series	(ref. Tarana ListCIET)																								
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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																								
UNIT V: Heritage Crafts	- 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. - Clay, Stone work, Metal crafts, jewelry, natural fiber weaving and textile weaving.	6																								

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
PranNathMago	ContemporaryArt inIndia: A perspective	Bookspublished by NBT
JasleemDhamija	IndianfolkArtsandCrafts	Bookspublished by NBT
Krishna Deva	Temples of NorthIndia	Bookspublished by NBT
K.R.Srinivasan	Temples ofSouthIndia	Bookspublished by NBT
AlokendranathTagore	AbhanindranathTagore	Bookspublished by NBT

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PART-A INTRODUCTION				
PROGRAM:B.ED .SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2022	SESSION: 2022-24
SUBJECT		ELECTIVE 203		
CURRICULUM AND KNOWLEDGE				
1.	PROGRAM CODE	0801		
2.	COURSE CODE	BED. 203 D		
3.	COURSE TITLE	B.Ed. SEMESTER II		
4.	COURSE LEARNING OUTCOME	• It develop the understanding the nature of curriculum and its relation to syllabi, text books and class room practices • To understand the nature of knowledge, moral values and skills • To examine the place of work in education • Student understand the implications of constructivism for education • Student applies a framework for studying curriculum documents.		
5.	CREDIT VALUE	4		
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20	
			EXTERNAL:80	

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
Unit I: Curriculum, Syllabi, Text books and Classroom	❖ 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? ❖ The scope of curriculum: Knowledge, values, skill, dispositions, etc. some general discussions about each. ❖ 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	8

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	m, Syllabus and Textbooks	
Position Paper,	Position Paper, National Focus Group on Work and Education	NCERT, 2007
John Dewey,	Democracy and Education	
रोहित धनकर,	लोकतंत्र, शिक्षा और विवेकशीलता,	आधार प्रकाशन, जयपुर, 2007
रोहित धनकर,	शिक्षा के संदर्भ	आधार प्रकाशन, जयपुर, 2007
Christopher Winch	Philosophy and Education Policy,	chapter 1 & 2. Routledge, 2005.
Robin Barrow.	An Introduction to Moral Philosophy and Moral Education.	Routledge, 2007.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

PART-A INTRODUCTION			
PROGRAM: B.ED SYLLABUS	CLASS: (SEMESTER II)	YEAR: 2022	SESSION: 2022-24
SUBJECT			
EDUCATIONAL TECHNOLOGY AND MANAGEMENT			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 204	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	• To obtain a total perspectives of the role of technologies in modern educational practices. • To equip the student - teacher with his various technological applications available to him/her for improving instructional practices. • To help the teacher to obtain a total gender of his role of scientific management in education. • To provide the teacher the skills required for effective instrutional and institutional management. • To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80
PART B- CONTENT OF COURSE			
UNIT	TOPICS		NUMB ER OF LECT URES
Unit -I: Concept of Educational Technology	❖ Meaning ❖ Nature ▪ Scope ▪ Type ▪ Functions ❖ Need of educational technologyin the schools of chhattisgarh.		6

(Handwritten signatures and dates)

Unit –V Human Resources of an Educational System & Management	- Identification of the Human Resources, resources within and outside the school system Meaning of Management in Education - Managing curriculum, managing co-curriculum, Managing school discipline and Managing physical resources. - Developing performance profiles of institutions Assignments 1. Term paper/Symposium 2. Developing Software - Transparencies/Slides/Scripts/Scenarios 3. Workshop on handling Hardware 4. Preparation of low-cost/improvised material 5. Conducting a lesson - Using OHP/Slide projector or computer	8
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Brown, J.W, Lewis Pb. 7 harclerac :	AV Instructional Technology	: McGraw Hills, new York.
Davies, I.K.	The Management of Learning,	McGraw hills, New York.
Goel, D.R	Educational TV in India – Organisation and Wilization, Unpublished post	Doctoral Thesis, M.S. University of Baroda.
Jerone, P.L & Clarence, M.W	A Guide to programmed Instruction,	J. Willey & sons, New York
Richmond, W. Kenneth:	The concept of educational Technology, A Dialogue with yourself,	London, Weldenfeld and Nicols, 1970.
Sharma, R.A. :	Technology of Teaching,	Meerut, Lyall Book Depot, 1986.
Singh P.:	Cybernetic Approach to Teaching; The progress Education,	Pune, May 1984.
Smith K.U : Snd smithmarget, F	Cybernetic principles of learning and Evaluation,	New York, Holt, Rinehart and Winston, 1966
Taber J.J., Glaser F4 & Schasffer, H.N:	learning and programmed Instruction,	Addison Waler Reading Massachuset, 1965
Brown, J.W, Lewis Pb. 7 harclerac	: AV Instructional Technology:	McGraw Hills, new York.
Davies, I.K.	The Management of Learning	, McGraw hills, New York.
Goel, D.R	Educational TV in India – Organisation and Wilization, Unpublished post	doctoral Thesis, M.S. University of Baroda.
Jerone, P.L & Clarence, M.W.:	A Guide to programmed Instruction	, J. Willey & sons, New York
Richmond, W. Kenneth:	The concept of educational Technology, A Dialogue with yourself, London,	Weldenfeld and Nicols, 1970.

SUGGESTED DIGITAL PLATFORM

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

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PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2022
SUBJECT		SESSION: 2022-24	
PRACTICAL			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED.205 A , B, C	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	• Student should be able to understand about the different skill. • Teaching Materials & Teaching Aids their combination with skills. • Types of teaching skills and their practical aspects. • Importance of micro teaching . • The effect of using Teaching skills in different teaching condition. • How to select effective Teaching skills. • School experiences and their uses in actual condition. • How to prepare a different type of questions,	
5.	CREDIT VALUE	2	
6.	TOTAL MARKS	MAXIMUM MARKS:50	INTERNAL :50
			EXTERNAL:Nil
PART B- CONTENT OF COURSE			
Work	TOPICS	NUMBER OF LECTURES	
Micro teaching on skills of teaching 205 A	Micro Teaching on Skills of Teaching (any5 skill) Ex. Introduction Explanation Question skill Probing question Blackbord skill Stimules varience Reinforcement and other relevant skill.	8	
Internship(4weeks) school experience 205 B	a) Observation of School Documents b) Mentor'sReport		

Preparation of Question Bank 205 C		○ Question Bank: ○ Prepare a question bank record file on school subject. (As per pedagogy) (minimum 20 questions) ○ Minimum 10 question MCQ (use of google form to develop questions)	
AUTHOR	TITLE	PUBLISHER	
NCERT	All NCERT Science Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT Maths Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT Hindi Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT English Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT Social Science Text Books from class IXtoXII.	New Delhi	
B k Passi	Micro teaching		
R A Sharma	Micro teaching	Agra	
CG	All Text books for practice	CG Board	
SUGGESTED DIGITAL PLATFORM			

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-VI भाषा-साहित्य और सौंदर्य - 1	(विभिन्न अभिव्यक्तियों भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम है।) 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 2. सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा। गतिविधि/पोर्टफोलियो पशिक्षण के दौरान ● एक ही विषय पर किन्हीं तीन अखबारों के संपादकीय की भाषा पर बातचीत कर उनकी विषय प्रस्तुति को रेखांकित करें। ● एक ही अंश के तीन अनुवाद को पढ़ें और अपनी भाषा में नया अनुवाद प्रस्तुत करें ● 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। ● अखबार की किसी खबर के आधार पर संवाद लिखना। कक्षा शिक्षण के दौरान ● 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	8
UNIT VII भाषा साहित्य और सौंदर्य - 2	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।	8

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पशिक्षण के दौरान

- एक कहानी का चार अलग-अलग समूह द्वारा विश्लेषण और उसकी प्रस्तुति
- सभी विद्यार्थी किसी एक रचना की समीक्षा करें तथा एक-दूसरे की समीक्षित बिंदुओं पर कक्षा में चर्चा करें
- समूह में एक ही विषय पर अलग-अलग विधियों की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण
- वर्तमान बाल साहित्य की समीक्षा
- अपनी मनपसंद तीन कहानियों की समीक्षा

- बच्चों से एक ही विषय जैसे 'बादल' पर स्वतंत्रा रूप से कुछ लिखने को कहें (कोई विधा न सुझाएँ)।
- रचना को जानें और कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को सुनकर)

(क) एक रचना अनेक स्तर, अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित।

(ख) एक रचना अनेक अर्थ (अलग-अलग नजरिये से एक ही रचना को पढ़ना)

(ग) एक रचना विभिन्न बच्चों (संदर्भ: चुनौतीपूर्ण बच्चों)

- 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
- 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)

● (क) विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाई पर क्रियात्मक शोध

- (ख) भाषा की कक्षा में उन अनुभवों को पिरोते हुए शिक्षण योजना बनाना स्थानीय कलाकार/कवि/लेखक से साक्षात्कार
- 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

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Unit VIII: पाठ्यक्रम आर पाठ्य-सामग्री का निमाण और विश्लेषण	पाठ्यक्रम आर पाठ्य-सामग्री का निमाण और विश्लेषण (पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं) पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-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) गतिविधि / पोर्टफोलियो पशिक्षण के दौरान ➤ नवीन पाठ्यचर्या की समीक्षा और प्रस्तुतीकरण (समूह कार्य) (क) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय पर चर्चा (ख) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय का विश्लेषण और प्रस्तुतीकरण (समूह) ➤ 'बच्चे की भाषा' या ऐसे अन्य किसी विषय पर एक संगोष्ठी आयोजित करें परियोजना कार्य - विभिन्न राज्यों के हिंदी के पाठ्यक्रम का विश्लेषण और प्रस्तुतीकरण (समूह कार्य) - अपनी मनपसंद कहानियों का संकलन तथा उनसे संबंधित लेख - किन्ही दो राज्यों द्वारा विकसित किसी भी एक (6 से 12) कक्षा की हिंदी की पाठ्यपुस्तक का तुलनात्मक अध्ययन	8
Unit IX: सहायक शिक्षण सामग्री	सहायक शिक्षण सामग्री प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि, आई.सी.टी.-दृश्य-श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि) गतिविधि / पोर्टफोलियो पशिक्षण के दौरान - दसवीं और बारहवी कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें - एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें - 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)	6

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	कक्षा शिक्षण के दौरान • चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना • विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों से हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना • विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार-पत्र का विकास करवाना
UNIT: X आकलन की भूमिका और महत्व	(मूल्यांकन की भूमिका बच्चों की मौलिकता और भाषा प्रयोग में उनकी सृजनात्मकता को पैना बनाना है।) 2. भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो 3. 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) 4. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट) गतिविधि/पोर्टफोलियो पशिक्षण के दौरान • दसवीं और बारहवी कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें • एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें • 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) कक्षा शिक्षण के दौरान (क) कक्षा छह के किसी बच्चे की प्रथम त्रैमासिक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना (ख) इन सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियाँ सुझाना परियोजना कार्य • उच्च प्राथमिक स्तर पर आकलन एवं मूल्यांकन की मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें • 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 “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)

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2022
SUBJECT		PEDAGOGY OF LANGUAGE (ENGLISH)	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301 B	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	• Understand the different roles of language; • Understand the relation between literature and language; • Develop creativity among learners; • Understand the role and importance of translation; • Examine authentic literary and non-literary texts and develop insight and appreciation; • Understand the use of language in context, such as grammar and vocabulary; • Develop activities and tasks for learners; • Understand the importance of home language and school language and the role of mother tongue in education; • Understand about the teaching of poetry, prose and drama; • Identify methods, approaches and materials for teaching English at various levels in the Indian context;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT VI LANGUAGE LITERATURE AND AESTHETICS-I	: 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. Activities • Take three editorial pieces on the same topic from different newspapers.	8	

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bond, L. Getal (1980):	Reading Difficulties—Their Diagnosis and Correction,	New York, Appleton Century Crafts.
Valdmen., (1987)	“Trends in Language Teaching,	New York, London Mac Graw Hill.
Johnson, K (1983):	Communicative Syllabus Design and Methodology,	Oxford, Pergamon Press.
Widdowson, HG (1979):	Teaching language as Communication,	London, OUP.
David, E (1977):	Classroom Techniques- Foreign Languages and English as a Second Language	New York, Harcourt Brace. 30
Parrot, M (1993):	Tasks for the Classroom Teacher,	London, Pergamon.
Grillett, M (1983):	Developing Reading Comprehension,	London, CUP.
.Byrne, D (1975):	Teaching Writing, London,	London, Longman.
:Morgan & Rinvoluri (1991):	New Ways of Dictation,	London, Longman.
Mukalel, J.C. (1998):	Approaches to English Language Teaching,	Sterling Publishing House , New Delhi.
Halbe Malati, (2005):	Methodology of English Teaching,	Himalaya Publish House, Mumbai
Sharma, K.L.:	Methods of Teaching English in India.	
Choudhary, N.R. (2002) :	English Language Teaching,	Himalaya Publish House. Mumbai
Sachdeva, M.L.:	A New Approach to Teaching of English in India	
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2022
SUBJECT		PEDAGOGY OF SOCIAL SCEINCES	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 C	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	- To acquire a conceptual understanding of the processes of teaching and learning Social Sciences - To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflecton the desired changes; - 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;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMB ER OF LECT URES
UNIT VI: TEACHING-LEARNING OF HISTORY	Continuity and Change over Time and Historical Construction 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 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 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	8

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	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 Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India) The above content may be used to understand the teaching, learning strategies and skill development in History. Interactive, constructivist and critical pedagogies in History Going beyond the textbook; Getting children to craft little nuggets of History from primary sources Encouraging children to think from first principle in History. The Lateral Development of Different Skills Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and 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.	
UNIT VII: TEACHING-LEARNING OF POLITICAL SCIENCE <i>22/6/23</i>	TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY 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. *What is Politics? ❖ Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty ❖ 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. ❖ Constitutional Vision for a Democratic India .The making of the	10 <i>22/6/23</i>

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UNIT VIII: ASSESSMENT LEARNING IN FOR SCIENCES SOCIAL	ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES 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.	8
UNIT XI: ANALYSIS OF SOCIAL SCIENCES	ANALYSIS OF SOCIAL SCIENCES TEXT BOOKS AND QUESTION PAPERS Analysing 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) Analysing 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.	8
UNIT X: INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS	INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS ➤ 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 Social Sciences may be visualised as follows: ➤ Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs ➤ History and Political Science: Socio-political systems; Women's rights in society Economics and History: Agrarian change in India; Industrialisation in India ➤ 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) ➤ Economics and Political Science: Family budget and impact of change in prices of essential commodities. ➤ These projects are just a few examples. Similar projects may be designed by student- teachers for better understanding of various issues.	8

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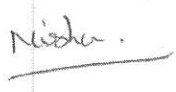
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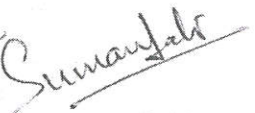
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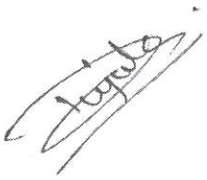
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bining & Bining	: Teaching of Social studies in the Secondray School,	McGraw Hill Book Co. New York..
James Fleming	The Teaching of Social studies in Secondary school,	Longman, Green & Co. London,
Sharde B.P. & Sharma, J.C.:	: Teaching of Geography.	Oxford,PergamonPress.
Hall David :	Geography and Geography Teacher	London,OUP.
NCERT :	Teaching of History	New Delhi
Pandey, K.P. :	Artha Shastra Shikshan.	
Tiwari, G.S	„Artha Shastra Shikshan.	
Awasthi, P.P.	Nagrik Shastra Shikshan Vidhi.	
Desia, D.M. and	. : : Evaluation in Social studies, DEPSE, Ministry of Education	New Delhi.
Mehta, T.S	.: G ovt. of India	.New Delhi.
Malayya, M	.Social Sciences,	Asia Publishing House, Bombay
Taneja, V.R.	Fundamentals of Teaching Social Studies,	Mohndra
	.:	
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SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	



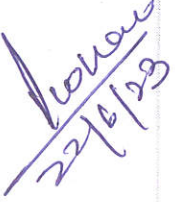











PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2022
SUBJECT		PEDAGOGY OF MATHEMATICS	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301 D	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	• Develop insight into the meaning, nature, scope and objective of mathematics education; • Appreciate mathematics as a tool to engage the mind of every student; • Channelize, evaluate, explain and reconstruct their thinking; • See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on; • Pose and solve meaningful problems; • Construct appropriate assessment tools for evaluating mathematics learning; • Develop ability to use the concepts for life skills; • Stimulate curiosity, creativity and inventiveness in mathematics; • Develop competencies for teaching-learning mathematics through various measures • Examine the language of mathematics, engaging with research on children's learning in specific areas.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80
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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMB ER OF LECT URES
UNIT VI : PLANNING FOR TEACHING-LEARNING MATHEMATICS	PLANNING FOR TEACHING-LEARNING MATHEMATICS 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
UNIT VII: LEARNING RESOURCES IN MATHEMATICS	LEARNING RESOURCES IN MATHEMATICS 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
UNIT VIII: ASSESSMENT AND EVALUATION	ASSESSMENT AND EVALUATION Informal Creative Evaluation: 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. Formal Ways of Evaluation: 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. Assessment Framework: Identifying and organising components for developing framework of question paper at different stages of learning; Framing questions based 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.	8

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UNIT IX: MATHEMATICS FOR ALL	MATHEMATICS FOR ALL 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
UNIT X: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS	PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS 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

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
S.K.Arora Bhimani	Howtoteachmathematics	ShantiPublisher's1998
Capeland	Howchildrenlearn mathematics	(NewYork):M.C.Millan Pub.1979,
W.R.Fuch	Mathematicsformodernmind	(NewYork):M.C.MillanPub.1967.
J.N.Kapoor	VidyalayaGanit keliye sauprayog–	(NewDelhi):AryabookDepot1968
W.B.Saunders	Howtoteachmathematicsin secondaryschool–	(Company)1967
J.N.Kapoor	Thespiritof mathematics	(NewDelhi):AryabookDepot1964
Ashok Jhunjhunwala	IndianMathematics–	(NewDelhi)WileyEastern Ltd.1993
R.C.Sexena	Curriculumandteachingofmathematicsinsecond aryschoo	NCERT1970.
N.K.Ayengar	Theteaching of mathematics in the nNw Education –	
S.K.Arora	How to teach mathematics–	(Bhimani):ShantiPublisher's1998
Dr.S.K.Mangal	Teaching of mathematics (Hindi/English)	Agra publication
Dr.A.B.Bhatnagar	Teaching of mathematics (Hindi/English)	Agra publication

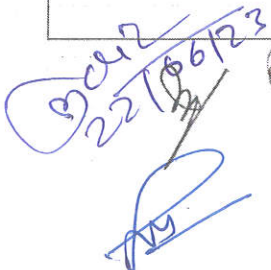
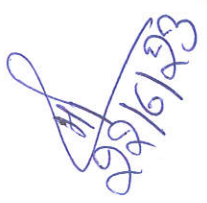
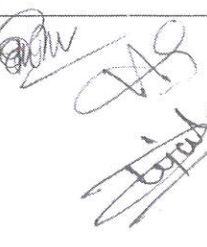
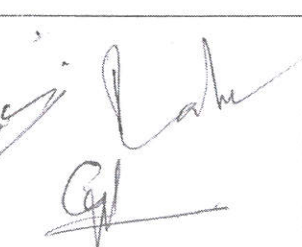
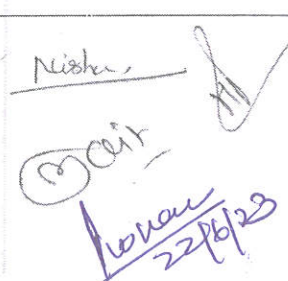
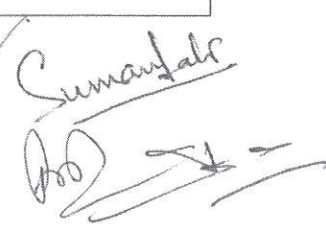
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PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2022
SUBJECT		PEDAGOGY OF BIOLOGICAL SCIENCE	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301E	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	• It develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning; • Explore the process skill in science and role of laboratory in teaching-learning; • Integrate the biological science knowledge with other school subjects; • Analyse the contents of biological science with respect to its branches, process skills, knowledge organization and other critical issues; • Explore different ways of creating learning situations for different concepts of biological science; • Construct appropriate assessment tools for evaluating learning of biological science;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

PART B- CONTENT OF COURSE	
1.	1. The course shall be designed to provide the student with a comprehensive understanding of the principles and practices of the field of study.
2.	2. The course shall include a thorough examination of the theoretical foundations of the discipline, as well as practical applications and case studies.
3.	3. The course shall emphasize the development of critical thinking and problem-solving skills, enabling students to analyze complex issues and make informed decisions.
4.	4. The course shall incorporate a variety of instructional methods, including lectures, seminars, and hands-on exercises, to facilitate active learning and engagement.
5.	5. The course shall provide students with the opportunity to collaborate with peers and work on group projects, fostering teamwork and communication skills.
6.	6. The course shall include a final assessment or project that evaluates the student's overall understanding and application of the course material.
7.	7. The course shall be evaluated regularly to ensure its relevance and effectiveness, with feedback from students and faculty used for continuous improvement.
8.	8. The course shall be open to all students who meet the minimum admission requirements, regardless of their background or previous experience.
9.	9. The course shall be taught by a qualified instructor with a strong background in the field of study and a commitment to high-quality education.
10.	10. The course shall be offered in a format that is accessible and convenient for students, including options for online or hybrid delivery.

UNIT	TOPICS	NUMBER OF LECTURES
UNIT VI: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE	PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE 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
UNIT VII: LEARNING RESOURCES IN BIOLOGICAL SCIENCE	LEARNING RESOURCES IN BIOLOGICAL SCIENCE 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
UNIT VIII: TOOLS AND TECHNIQUES OF ASSESSMENT	TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE 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; 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	8

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Sarup	ModernMethods of Teaching Biology. Teaching Series	Sarup&Sons,NewDelhi.
Bhaskara Rao, D(2000):	Teaching of Biology,	(Nagarjuna Publishers, G4.
Moha,Radha(2004):	Innovative Science Teaching,	(Prentice Hall ofIndia,New Delhi
UnescoSource	New Unesco Source Book for Science Teaching	(1978), Oxford&IBH,New Delhi.
Sharma, R.C. &Shukla C.S.(2002):	ModernScience Teaching,.	DhanpatRai, PublishingCompany, New Delhi
Sood, K.J.{1989):	New Directions in ScienceTeaching,	KohliPublishers,Chandigarh
Vaidya,N(1996):	Science Teaching for the21st Century	Deep & Deep Publications, NewDelhi.
Gupta S.K.(1983):	Technology of Science Education,	Vikas Publishing House PvtLtd,Delhi
Chikara, M.S. andS.Sarma(1985)	www.wikipedia.com: Teaching of Biology,	Prakashbrothers,Ludhiana unter
S.K. Mangal:	Teaching of Biological Science.	
Dr. Shoti Shivendra Chandra	Contemporary Science Teaching.	
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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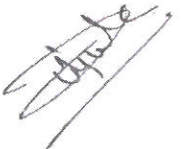
PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2022
			SESSION: 2022-24
SUBJECT		PEDAGOGY OF PHYSICAL SCIENCE	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301 F	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	- Understand the process of science and role of laboratory in teaching-learning situations; - Use effectively different activities /demonstrations/ laboratory experiences for teaching-learning of physical science; - Integrate in physicalscience knowledge with other school subjects; - Analyse the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues; - Develop process-oriented objectives based on the content themes/ units; - Examine different pedagogical issues in learning physical science; and - Construct appropriate assessment tools for evaluating learning of physical science.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80
PART B- CONTENT OF COURSE			
UNIT		TOPICS	NUMB ER OF LECT URES
UNIT VI: LEARNING RESOURCES IN PHYSICAL SCIENCE		LEARNING RESOURCES IN PHYSICAL SCIENCE 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–	6

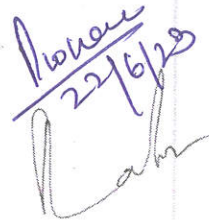
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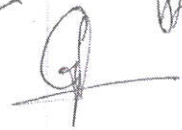
PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2022
		SESSION: 2022-24	
SUBJECT NAI TALIM: Skill Based Learning			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 302	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	- Know the school education programs and policies which have local community engagement aspects. - Learn the process of connecting the text with the Child/learner within the local Context - Distinguish traditional from constructivist approaches of local community engagement - Train in usage of dialogic method of community engagement - Train in usage of organic intellectual approach for local community engagement - Experiential learning of best practices in community engagement - Participate effectively in the local community service - Develop insights and field realities on indignity and indigenous models. - Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukherji for rural reconstruction - Explore models of art, craft for entrepreneurship for self-reliance.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80
PART B- CONTENT OF COURSE			
UNIT	TOPICS		NUMBER OF LECTURES
Unit I Teacher Autonomy and Accountability	Meaning of Autonomy - Freedom vs. Autonomy Teacher Autonomy - Characteristics of Teacher Autonomy - Domains of Teacher Autonomy - Arguments for Teacher Autonomy - Factors Affecting Teacher Autonomy - Ways to Develop Teacher Autonomy - How Does Teacher Autonomy Help in Enriching Learning Situations		8
	Meaning of Accountability - Meaning of Accountability - Types and Functions of Accountability Do Autonomy and Accountability Go Together?		

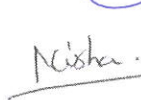
PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2022
SUBJECT		PRACTICAL	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 303 A & B	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	• Student should be able to understand, how to use the different skill. • Teaching Materials & Teaching Aids their combination with skills in actual condition. • Types of teaching skills and their practical aspects in school condition. • Practice of using Teaching skills in actual different teaching condition. • How to select effective Teaching skills. • School experiences and their uses in actual condition.	
5.	CREDIT VALUE	16	
6.	TOTAL MARKS	MAXIMUM MARKS: (A) 100. (B) 50	INTERNAL : (A) 100. (B) 50
			EXTERNAL:Nil
PART B- CONTENT OF COURSE			
Work	TOPICS	NUMBER OF LECTURES	
Internship(16 weeks) school experience 303 A (12 credit)	*Internship(16weeks) 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) Note: Format has been given at the end of the syllabus.		

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UNIT-II Gender and Schooling	i. 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) ii. Why do girls feel uncomfortable in schools? iii. Can schools be different so that more girls can be educated? iv. Gender bias in curriculum, textbooks, analysis of hidden curriculum v. Critical examination of school and classroom processes– challenging gender biases and stereotypes vi. Understanding relationships within the school – child-child, teacher-child and teacher peer group relationships from the perspective of gender vii. Feminization of teaching profession	8
UNIT-III Gender and Sexuality	i. Understanding sexuality (sexual orientation and sexual identity – third gender) and the relationship between power and sexuality ii 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 iii Legal (sexual and reproductive) rights of women	6
UNIT-IV Psychological and Sociological Perspectives	i. Radical Feminist ii. Socialist-Feminist iii. Psychoanalytical and other perspectives iv. Recent debates	6
UNIT-V Strategies for Change	i. Policy and management ii. In the school iii. Women's action groups iv. Mass media	6

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Dr. Senllina	Gender Analysis of State Policies : A case study of Chhattisgarh,	
R.Govinda	Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region	National University of Educational Planning and Administration, New Delhi.
Bhattacharjee, Nandini (1999)	Gender Socialisation in a Primary School in T.S. Saraswathi (ed.) <i>Culture, Socialization and Human Development: Theory</i> ,	<i>Research and Applications in India</i> . Sage: New Delhi.
Geetha, V. (2007)	<i>Gender, Stree</i>	Calcutta.
Ghai, Anita (2008)	..Educational ideas and ideals of Gandhi and Tagore, Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) <i>Perspectives on education and development: Revising Education commission and after</i> ,	National University of Educational Planning and Administration: New Delhi
Jeffery, P. and R. Jeffery (1994)	Education and Female Autonomy in Rural India. in Nita Kumar (ed.) <i>Women as Subjects</i> .	<i>South Asian Histories</i> . New Delhi:
Peggy Froerer:	Learning, Livelihoods, and Social Mobility Valuing Girls' Education in Central India, Anthropology and Education.	Brunel University,
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
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PART-A INTRODUCTION			
PROGRAM: B.ED.		CLASS: (SEMESTER IV)	YEAR: 2022
SYLLABUS			SESSION: 2022-24
SUBJECT:		ASSESSMENT IN LEARNING	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 402	
3.	COURSE TITLE	B.Ed. SEMESTER IV	
4.	COURSE LEARNING OUTCOME	• Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm) • become cognisant of key concepts, such as formative and summative assessment, • evaluation and measurement, test, examination; • Be exposed to different kinds and forms of assessment that aid student learning; • Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and • Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL -20
			EXTERNA- 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I OVERVIEW OF ASSESSMENT AND EVALUATION	- Perspective on assessment and evaluation of learning in a constructivist paradigm - Distinction between 'Assessment of Learning' and 'Assessment for Learning' - Purposes of assessment in a 'constructivist' paradigm: (i) To engage with learners' minds in order to further learning in various dimensions. (ii) To promote development in cognitive, social and emotional aspects. - Critical review of current evaluation practices and their assumptions about learning and development - Clarifying the terms (ii) Assessment, evaluation, test, examination, measurement (iii) Formative and summative evaluation (iv) Continuous and comprehensive assessment (v) Grading.	8
UNIT-II WHAT IS TO BE ASSESSED?	- Dimensions and levels of learning - Retention/recall of facts and concepts; Application of specific skills - Manipulating tools and symbols; Problem-solving; applying learning to diverse situations - Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection - Originality and initiative; Collaborative participation; Creativity; Flexibility - Contexts of assessment ;Subject-related ;Person-related	8

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UNIT-III ASSESSMENT OF SUBJECT-BASED LEARNING	• Enlarging notions of 'Subject-based Learning' in a constructivist perspective • Assessment tools • Kinds of tasks: projects, assignments, performances • Kinds of tests and their constructions • Observation of learning processes by self, by peers, by teacher • Self-assessment and peer -assessment - Constructing portfolios Quantitative and qualitative aspects of assessment: Appropriate tools for each	6
UNIT-IV TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS	• Visualising appropriate assessment tools for specific contexts, content, and student • Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses • Evolving suitable criteria for assessment • Organising and planning for student portfolios and developing rubrics for portfolio assessment • Using assessment feedback for furthering learning.	6
UNIT-V DATA ANALYSIS, FEED BACK AND REPORTING	• Feedback as an essential component of formative assessment • Use of assessment for feedback; For taking pedagogic decisions • Types of teacher feedback (written comments, oral); Peer feedback • Place of marks, grades and qualitative descriptions • Developing and maintaining a comprehensive learner profile • Purposes of reporting: To communicate • Progress and profile of learner • Basis for further pedagogic decisions • Reporting a consolidated learner profile.	8

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Asthana, Bipin & Agrawal, R. N	Mapan ewam moolyankan	Vinod Pustak Mandir, Agra
Asthana, Bipin & Agrawal, R. N	Measurement and Evaluation In Psychology and Education,	Vinod Pustak Mandir, Agra
Bhagwan, Mahesh)	Shiksha mein Mapan ewam moolyannkan	Vinod Pustak Mandir, Agra
Lindeman, R. H. and Merenda, P. F	Educational Measurement	Scott Foreman & Company, London
Rawat, D. L	Shaikshik Mapan ki Naveen Rooprekha,	Gaya Prasad & Sons, Agra
Sharma, R. A	Measurement and Evaluation In Education and psychology	Lyall Book Depot Merrut
Sharma	Shiksha Tatha Manovigyan mai mapan Evam moolyankan	Lyall Book Depot, Merrut
Verma R. S	Shaikshik Moolyankan	Vinod Pustak Mandir, Agra.
	CBSE Grading system	
SUGGESTED DIGITAL PLATFORM		
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	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER IV)	YEAR: 2022
SESSION: 2022-24			
SUBJECT:		ELECTIVE GROUP- II COMPUTER EDUCATION	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 403 A	
3.	COURSE TITLE	B.Ed. SEMESTER IV	
4.	COURSE LEARNING OUTCOME	- 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 will be able to acquire sufficient knowledge of handling computers with a view to impart computers independently at school level, - Students will be able to use computer based learning packages and organize effective classroom instructions, - Students will be able to acquire necessary skills in using of modern word processing software, - Students will be able to develop skills of creating and managing simple databases and handling of computers	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL -20
			EXTERNA- 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Basic of computer & uses	• 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, • Operating systems • Application software.	8
UNIT-II Over view of Modern Operating Systems	• Files and folders • Use of pointing devices • Cut and paste • Shortcuts to applications • Use and exploring the contents of storage devices- floppy disk, drives, hard discs, CD ROM etc. • Running applications and exiting applications.	6
UNIT-III Modern word processing applications:	• Importance of word processing in education • Characteristics of modern word processing applications • Toolbars and menu • Text and objects • Text entry-Running text and paragraphs • Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering. • Editing text- select text, find and replace, cut, copy and paste. • Editing document- Applying styles, spell check, headers and footers, footnotes, pagination, subscript and superscript. • Insertion of objects, pictures, symbols, fields, page break and section, • Page setup – Margins, paper size, and layout, printing and saving documents.	8

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UNIT-IV Modern data base management applications:	• Importance of data base management in education, • Charecteristics of modern data base management applications, • Concept of relational data base management system, • Fields name, Type , Width • Databases, • Forms, • Reports.	6
UNIT-V Computers for joyful learning	• Need for joyful learning, • Computers as an aid for joyful learning, • Computer games, • Multimedia capabilities of modern desk top computers, • Internet-importance and need, • Use of interactive and educational software.	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Admas,D.M	Computer and Teacher Training.	
Bhatnagar,S.C.&Ramani,K.V	Computers and Information management	
	CO-ROM-Titlesavailablea cyber media35(4bays)	EchelonInstitutionalarea,
Desai, B	Database Managementsystem	
Rajaram,V	Fundamentals of computers	Prentice Hall of India, new delhi.
	SAM'sTeachYour self Office 97 in 24 hrs	Prentice Hall ofIndia, newdelhi.
Shelly,John andHuntRoger	Computerstudies-firstcourse(secondedition),	A.H.Wheeler&Co., Delhi.
	Windows 96: simplified	Complexpublishing, New Delhi.
	Windows 98; Noexperience required	BPBPublishations, New Delhi

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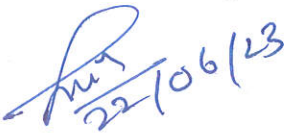
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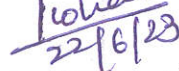
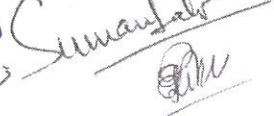
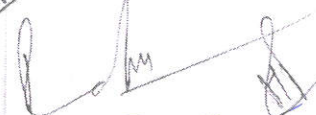
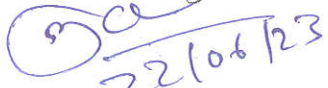
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Unit II LEGAL AND POLICY PERSPECTIVES	➤ Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; ➤ 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. ➤ 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. ➤ Programmes and Schemes of Education of 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). ➤ 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.	10
Unit III DEFINING SPECIAL NEEDS	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) • Special needs in terms of the curriculum in the context of different disabilities and their learning styles • Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach • Community-based education.	8

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Unit IV INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL	• School's readiness for addressing learning difficulties • Assessment of children to know their profile • Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities • Classroom management and organisation • Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM • Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc. • Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor • Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State • Documentation, record keeping and maintenance.	8
Unit V DEVELOPING SUPPORT NETWORKS	• Addressing social climate of the classroom • Child-to-child programme • Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home • Involving community resources as source of support to teachers • Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals • Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.	8

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UNIT-III Corresponding values	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.	6
UNIT-IV values realization & conflicts	- 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. - Development of values as a personal and life-long process-teaching of values as an integral part of education.	6
UNIT-V Evalvation of value & identification	- 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 selg centredness. - Values of excellence vs values of eco-centralism. - Values of work vs values of selfishness. - Every teacher or all teacher need to teach values.	6

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Hassh,IR.H.Miller.J.R&fieding G D	ModelsofmoralEducation	AnAppraisal,LorigmanIncNew York.
Passi,B.K.&Singh, p	Value Education	NationalPsychological Corporation. Agra.
Laths,L.E., Menu Harmins&Sydney. S	value and Teaching	Menhill, Ohio
Roclceach, M.	The Nature of humanValues.	Coiler Mc MilonPublisher,London
Frank&. JR.	How to teachValue	AnalyticalApproach PrenticeHall, New Jersey.

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Gaur

PART-A INTRODUCTION				
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER IV)	YEAR: 2022	SESSION: 2022-24
SUBJECT		PRACTICAL		
1.	PROGRAM CODE	0801		
2.	COURSE CODE	BED.404. 405. 406		
3.	COURSE TITLE	B.Ed. SEMESTER IV practical		
4.	COURSE LEARNING OUTCOME	• Student should be able to understand how to use different skills. • How to select effective Teaching skills. • School experiences and their uses in actual condition. • Use of pshycological test in teaching and learning process. • Students should have the knowledge about the rules of different games. • Use of yogasna in daily life.		
5.	CREDIT VALUE	4		
6.	TOTAL MARKS	MAXIMUM MARKS: 200	INTERNAL : 50	(404)
			EXTERNAL: 50+100	(405,406)
PART B- CONTENT OF COURSE				
Work		TOPICS		NUMBER OF LECTURES
Training in yoga and Sport: BED 404 (Internal)		Training in yoga and Sport: BED 404 (Internal) • Prepare a project record file on Yoga (any 5 Asana) and • Kho- Kho & Kabaddi. (History, Rule, Ground,) OR • Athlete's game.		14
Psycho- Metric Assessment BED 405 (External)		Psycho- Metric Assessment BED 405 (External) ➤ Aptitude Test in any school subject (Compulsory) ➤ Case Study to measure the problematic behavior of the child ➤ Achievement Test in any school subject with findings difficulty level only (Compulsory) ➤ Value Test ➤ Reasoning Ability Test ➤ Testing Emotional Intelligence (EIS) ➤ Transfer of Learning ➤ Span Of Attention		

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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

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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

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- 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

- 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.

- 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.

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

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

discuss with their field instructors how the intern's lead teaching time will be distributed

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throughout the year. Key aspects of any intern's lead teaching schedule include:

- 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.

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- Sumanjoh*
- AS*
- Rahy*
- Stacy*
- Wendy*
- Nisha*
- Ma* 22/06/23
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SCORE SHEET 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

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Subject:

S.N.	CRITERION	0	1	2	3	4
I	INSRUCTINALSTRATEGIESUSED-					
1.	Areappropriateforthetopic/topics					
2.	Hasscopeforlearner engagement					
3.	Hassuitabilityoflearningmaterials					
4.	Assesslearner'sunderstandingthroughoutthelesson					
5.	Haseffectivedisplays					
6.	Areconsistantwiththeobjectives					
II	LEARNER'S(LEARNINGSTYLES)INCLASS					
7.	Identificationofpersonalitiesandtalentsoflearners					
8.	Identificationoflearningstylesoflearners					
9.	Ensuringlearnerparticipation					
10.	Identificationoflearner'space					
III	LEARNINGENVIRONMENT					
11.	Learnersaremotivated,appreciatedandinvolved.					
12.	Learnersarerelaxedandconfident					
13.	Managementofclassroom					
14.	Teacher-Studentrelationship					
15.	ClassControl					
	OverallPerformance					

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(FormatD)

Weekly Reflective Diary Format

We learn by doing and reflecting on what we do. (John Dewey)

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.

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

Learning Stylesobserved	Specific exampleshowthe learner wassupportedthroughinstructional delivery

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

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

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

personal opinions.

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(FormatA)

TEACHING REFLECTIVE LOG FORMAT

(This is to be completed daily during the week you teach.)

Objectives for day:

Materials for day:

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

What I did well:

What mystudents 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).

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Mr. Naikhan
Ma 22/06/23
Sunnyak
Raj
Raj

छात्राध्यापककानाम :- _____

शिक्षणशास्त्र :- _____

सेमेस्टर :- _____

Structure of the Experiential Lesson Plan[Nai Talim]

Class: स्कूल का नाम.....

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

2. सामान्यउद्देश्य[General Objectives/Goals/Purpose]

B

D

E

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

मस्तिष्क[Head]-

हृदय[Heart]-

हाथ[Hand]-

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8. प्रस्तुतीकरण [Presentation/Classroom Activity]

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

9. पुनरावृत्ति[Recapitulation]

क्र.	छात्राध्यापककार्य	छात्रकार्य

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

11. आकलन एवं मूल्यांकन [Assessment and Evaluation]

A. विकासमस्तिष्क, हृदय, हाथ [Development of H3 [Head + Heart + Hand]

मस्तिष्क(Head) -

हृदय(Heart) -

हाथ(Hand) -

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

छात्राध्यापककाहस्ताक्षर

पर्यवेक्षककाहस्ताक्षर

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LESSON PLAN

Formate of Lesson Plan

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पाठ योजना

Lesson Plan No.....	Date
अभ्यास पाठ क्रमांक	दिनांक
School	Class Section
शाला	कक्षा वर्ग
.....Subject	Topics
विषय	प्रकरण
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	Audio
विशिष्ट शिक्षण सामग्री	श्रव्य
	Visual
	दृश्य
	Audio-Visual
	श्रव्य-दृश्य
	Activities

Previous Knowledge / पूर्व ज्ञान :-

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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

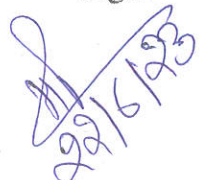
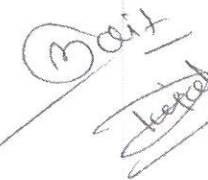
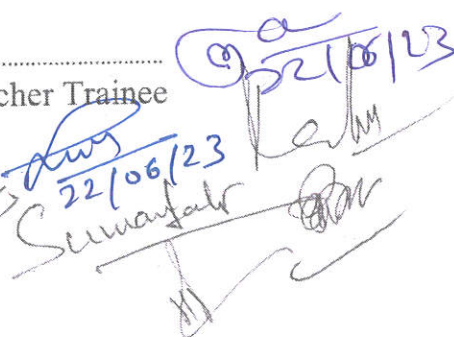
Application / प्रयोगात्मक :-

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

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