Study & Evaluation Scheme

of

Bachelor of Education (B.Ed.)

[Applicable w.e.f. Academic Session - 2019-20 till revised]

[As per CBCS guidelines given by UGC]

TEERTHANKER MAHAVEER UNIVERSITY

N.H.-24, Delhi Road, Moradabad, Uttar Pradesh-244001

Website: www.tmu.ac.in

Study & Evaluation Scheme	
SUMMARY	
Institute Name	*Faculty of Education*
Programme	*Bachelor of Education (B.Ed.)*
Duration	*Two Years full time (Four Semesters)*
Medium	*English/Hindi*
Minimum Required Attendance	*75%*
Credits	
Minimum Credits Required for Degree	*90*

Assessment:				
Evaluation		**Internal**	**External**	**Total**
Theory		40	60	100
Practical/Internship/EPC/VAC/Project Reports/Viva Voce		50	50	100
Class Test-1	**Class Test-2**	**Class Test-3**	**Assignment(s)**	**Attendance& Participation**	**Total**
Best two out of three					
10	10	10	10	10	40
Duration of Examination		**External**		**Internal**	
		3 Hours		1.5 Hours	

To qualify the course a student is required to secure a minimum of 45% marks in aggregate including the semester end examination and teachers continuous evaluation.(i.e. both internal and external).A candidate who secures less than 45% of marks in a course shall be deemed to have failed in that course. The student should have at least 45% marks in aggregate to clear the semester.

Question Paper Structure	
1	*The question paper shall consist of six questions. Out of which first question shall be of short answer type (not exceeding 50 words) and will be compulsory. Question no. 2 to 6 (from Unit-I to V) shall have explanatory answers (approximately 350 to 400 words) along with having an internal choice within each unit.*
2	*Question No. 1 shall contain 8 parts from all units of the syllabus with at least one question from each unit and students shall have to answer any five, each part will carry 2 marks.*
3	*The remaining five questions shall have internal choice within each unit; each question will carry 10 marks.*

IMPORTANT NOTES:	
1	*The purpose of examination should be to assess the Course Outcomes (COs) that will ultimately lead to of attainment of Programme Specific Outcomes (PSOs). A question paper must assess the following aspects of learning: Remembering, Understanding, Applying, Analyzing, Evaluating & Creating/ Designing/ Developing (reference to Bloom's Taxonomy).*
2	*There shall be continuous evaluation of the student and there will be a provision of fortnight progress report.*

Program Structure- Bachelor of Education (B.Ed.)

A. Introduction:

Present B.Ed. curriculum of two years program has been designed as per the different context, concerns and visions underscoring the symbiotic relationship between teacher education and school education, elaborated in National Curriculum Framework for Teacher Education (NCFTE, 2009).Present B.Ed. curriculum are designed in such a manner so as to help the students to broaden their horizon along with problem solving abilities, managerial skills with scientific frame of mind it is being enriched through interdisciplinary approach. A deep insight is given into the methodology of teaching. The pupil teachers are trained in such a manner that after completing their course they become well accomplished and effective teachers as well as role models both for students and society at large and to work for growth and development of the nation. This curriculum has been developed for making a professional, evaluator and humane teacher who can fulfill the developmental needs of local/ national as well as global world. The present curriculum has been designed and developed after examination of the issues related to the preparation of teachers as well as to prune the theory and practice of teacher education. B.Ed. curriculum has been developed for all stages of school education by keeping in mind about the new concerns of school curriculum and the expected transactional modalities as centre-stage viz. inclusive education, perspectives for equitable and sustainable development, gender perspectives, role of community knowledge in education and ICT in schooling as well as e-learning those are very important in present scenario.

The institute emphasis on the following courses ***balanced with core Courses, elective courses and Internship****:* The curriculum of B.Ed. program emphasizes an intensive, flexible teacher education with 46 credits of core courses (all types), 12 credits of electives and 32 credits of professional capacities/field/internship. Total 90 credits are allotted for the B.Ed. degree.

Out of 90 credits of classroom contact teaching, 35 credits are to be allotted for core courses (CC), 11 credits are allotted to ability enhancement compulsory courses (AECC), 8 credits are allotted to Pedagogy elective courses (PEC), 04 credits are allotted to Elective/optional courses (EC), 8 credits are allotted to enhancing professional capacities (EPC), 04 credits are allotted to engagement with the field (EWF) and rest of 20 credits are allotted to Internship: School Internship(SI).

Course handouts for students will be provided in every course. A course handout is a thorough teaching plan of a faculty taking up a course. It is a blueprint which will guide the students about the pedagogical tools being used at different stages of the syllabus coverage and more specifically the topic-wise complete plan of discourse, that is, how the faculty members treat each and every topic from the syllabus and what they want the student to do, as an extra effort, for creating an effective learning. It may be a case study, a role-play, a classroom exercise, an assignment- home or field, or anything else which is relevant and which can enhance their learning about that particular concept or topic. Due to limited availability of time, most relevant topics will have this kind of method in course handout.

	B.Ed. : Two-Year (4-Semester) CBCS Program		
	Basic Structure: Distribution of Courses		
S.No.	**Type of Course**	**Credit Hours**	**Total Credits**
1	Core Course (CC)	09 Courses (08 Course of Credit Hrs. each and 01 Course of 3 Credit) (Total Credit Hrs. 8X4+1X3)	35
2	Ability-Enhancement Compulsory Course (AECC)	03 Courses (02 Courses of 04 Credit Hrs. each and 01 Course of 03 Credit) (Total Credit Hrs. 2X4+1X3)	11
3	Pedagogy Elective Courses (PEC)	10 Courses of 04 Credit Hrs. each (Select Any Two) (Total Credit Hrs. 2X4)	08
4	Elective / Optional Courses (EC)	07 Courses of 04 Credit Hrs. each (Select Any One) (Total Credit Hrs. 01X04)	04
5	Enhancing Professional Capacities (EPC)	04 Courses of 02 Credit Hrs. each (Total Credit Hrs. 4X2)	08
6	Engagement with the field (EWF)	02 Courses of 02 Credit Hrs. each (Total Credit Hrs. 02X02)	04
7	Internship : School Internship (SI)	03 Courses (01 Course of 16 Credit Hrs. and 02 Courses of 02 Credit Hrs. each) (Total Credit Hrs. 01X16+02X2)	20
8	Value Added Course (VAC)	02 Courses of 0 Credit Hrs. each (Total Credit Hrs. 2X0)	00
	Total Credits		**90**

Contact hours include work related to Lecture and Practical (L & P), where our institution will have flexibility to decide course wiserequirements.

B. Choice Based Credit System(CBCS)

Choice Based Credit System (CBCS) is a versatile and flexible option for each student to achieve his target number of credits as specified by the UGC and adopted by our University.

The following is the course module designed for the B.Ed. program:

Core Courses (CC): Core courses of B.Ed. program will provide a holistic approach to teacher education, giving students an overview of the field, a basis to build and specialize upon. These core courses are the strong foundation to establish teaching-learning knowledge in the field of education. The core courses will provide more practical based knowledge and collaborative learning. The core courses will focus on aspects of social and emotional development, self and identity, and cognition andlearning.

We offer core courses in semester I, II & IV during the B.Ed. program (four in Semester-I, two in Semester-II and three in Semester-IV).

*Ability Enhancement Compulsory Courses (AECC):*As per the guidelines of Choice Based Credit System (CBCS) for all Universities, including the private Universities, the Ability Enhancement Compulsory Course (AECC) is a course designed to develop the ability of information and communication technology, physical health and yoga and environmental studies in students.

We offer three AECCs - two in Semester II & one in Semester IV of the program.

Pedagogical Elective Courses (PEC): Pedagogical Elective courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the social context of learning. These courses shall enable student-teachers to recognize the nature of knowledge in various subject areas (Science-Biological/ Physical/Mathematics/Social Science/ Languages–Hindi/English /Urdu /other region-specific languages), and pursue efforts to keep themselves abreast with advancements in their areas of specialization. A student-teacher will take up two subject areas of his/her choice.

We offer ten Pedagogical Elective courses and students will have the choice of taking 2 PEC's: one each in Semester I & II.

Elective/Optional Courses (EC): Elective/ Optional courses are interdisciplinary additional courses that are compulsory in the fourth semester of a program.
We offer seven Elective/Optional courses and students will have the choice of taking 1 EC in Semester IV.

Enhancing Professional Capacities Courses (EPC): Several specialized courses shall be offered to enhance professional capacities of a student-teacher such as course on language and communication, arts in education, self development and ICT. A course on understanding of ICT shall be offered as important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources and promotion of constructivist approaches. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama.

We offer four EPCs- one in Semester I , one in Semester II and two in Semester IV.

Engage with the field (EWF): Engagement also refers to a "willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding."Engagementwiththefieldisalsoausefullyambiguoustermforthecomplexityof'engagement' beyond the fragmented domains of cognition, behavior, emotion or affect, and in doing so encompass the historically situated individual within their contextual variables (such as personal and familial circumstances) that at every moment influence how engaged an individual (or group) is in their learning. All students are engaged to do one project under Preliminary School Engagement.

We offer two courses under EWF- one each in Semester I & II.

Internship: School Internship (SI): School Internship would be a part of the broad curricular area of Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. Thus internships in schools will be for a minimum duration of 16 weeks for a two year program, 4 weeks in first year and 16 weeks in the second year. This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.
This is a compulsory course of Semester III that does not have any choice and will be of 20 credits.

Value Added Courses (VAC): A value added courses are audit and non-credit courses which is basically meant to enhance general ability of students in areas like soft skills, quantitative aptitude and reasoning ability - required for the overall development of a student. The student possessing these skills will definitely develop acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in day-to-day life. The aim is to nurture every student for making effective communication, developing aptitude and a general reasoning ability for a better performance. It will be compulsory for every student to pass these courses with minimum 45% marks. These marks will not be included in the calculation of CPI.

We offer two courses under VAC- one each in Semester II & IV.

C. Programme Specific Outcomes(PSOs)

The learning and abilities or skills that a student would have developed by the end of two-year **B.Ed. Program:**

PSO – 1	Understanding concepts, theories, methods and techniques of Teaching Learning process, Pedagogy, Assessment, School Management and Community Involvement.
PSO – 2	Applying psychological principles and theories in identifying the abilities, traits and problems of students.
PSO – 3	Analyzing specific academic situations and selecting appropriate approaches, tools & techniques to deal with academic issues.
PSO – 4	Evaluating individual student's learning requirement and designing specific strategy for the improvement.
PSO – 5	Devising plans for administration of school, delivery of courses, assessment of learning and training of staff.
PSO – 6	Developing the teaching skills relevant to employment opportunities.

D. Pedagogy & Unique practices adopted: "Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept". In addition to conventional time-tested lecture method, the institute will **emphasize on experiential learning:**

*1. Case Based Learning***:** Case based learning enhances student skills at delineating the critical decision dilemmas faced by organizations, helps in applying concepts, principles and analytical skills to solve the delineated problems and develops effective templates for business problem solving. Case method of teaching is used as a critical learning tool for effectivelearning.

2. Role Play & Simulation: Role-play and simulation are forms of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings. Role-play and simulation function as learning tools for teams and groups or individuals as they "play" online or face-to-face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centered space can enable learner-oriented assessment, where the design of the task is created for active student learning.

*3. Video Based Learning (VBL) & Learning through Movies (LTM):*These days technology has taken a front seat and classrooms are well equipped with equipment and gadgets. Video-based learning has become an indispensable part of learning. Similarly, students can learn various concepts through movies. In fact, many teachers give examples from movies during their discourses. Making students learn few important theoretical concepts through VBL & LTM is a good idea and method. The learning becomes really interesting and easy as videos add life to concepts and make the learning engaging and effective. Therefore, our institute is promoting VBL & LTM whereverpossible.

*4. Field trips and school visits***:** Field trips and school visits are the essential part of the curriculum where students get an opportunity to complete their assigned projects individually and interact with students in real teaching-learning environment. School visit are essential to give students hand-on exposure and experience of how things and processes work. Our college organizes such visits to enhance students' exposure to practical learning and work out for a report of such a visit relating to their specific topic, course or evendomain.

5. Special Guest Lectures (SGL): Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific domain to make things/concepts clear for a better understanding from the perspective of the educational institutions. Hence, to cater to the present needs of educational institutions we organize such lectures, as part of lecture-series and invite prominent personalities from academia and institutions from time to time to deliver their vital inputs andinsights.

*6. **Student Development Programs (SDP):*** Harnessing and developing talent for the professional and competitive environment an overall development of a student is required. Apart from the curriculum teaching various student development programs (training programs) relating to soft skills, interview skills, teaching skills, communication skills, training etc. that may be required as per the need of the student and institution trends are conducted across the wholeprogram.

*7. **Special assistance program for slow learners & fast learners:*** Students who are either slow learners or fast learners are assisted and paid extra attention on individual bases. With the help of remedial teaching their problems are solved and learning takes place under same roof with otherstudents.

*8. **Skill development programs :***Establishing collaborations with various institution partners to deliver the programme on sharing basis. The specific courses are to be delivered by education experts to provide practice based insight to thestudents.

*9. **Orientation program:***

College organizes two weeks orientation program. The purpose of Orientation Program is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self exploration. Students Induction could cover a number of different aspects : **Socializing:** meeting other new students, senior students, students union, lectures by Eminent People; **Associating:** visits to University / college, visits to Dept./Branch/ Programme of study and important places in campus, local area, city and so on; **Governing**: rules and regulations, student support etc; **Experiencing:** Subject lectures, study skills, small-group activities, physical activity, creative and performing arts, literary activities, universal human values, etc.

*10. **Mentoring scheme***: In this concept professional or faculty member act as a mentor and student act as a mentee. and the process is called mentoring of the student. Ideally friendship will develop in such a way that student feel comfortable in appearing their mentors for help with academic social and personal. The practice mentoring is implemented in Maintaining the Cumulative records of Mentee and proper guidance to the mentee.

*11. **Career & personal counseling:*** Career counseling is a specialization of personal counseling much like other specialty areas of counseling (i.e., school, family, rehabilitation, etc.), which implies a particular emphasis, population, or setting for its practice. Counseling is a process that assists individuals in gaining helpful information about themselves, others, and the world around them as they problem solve or make decisions to improve their quality of life.

*12. **Competitive exam preparation:*** Competitive exams will enhance the skill of understanding the application of concepts, which is required in a broader context when we appear for exams. We offer trail of many competitive as TET, CTET and TGT during the semester.

*13. **Extracurricular Activities*:** organizing& participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

B.Ed. Curriculum
B.Ed. Semester I

S.No.	Course Type	Course Code	Course/Paper	Periods		Credit	Evaluation Scheme		
				L	P		Internal	External	Total
Core Courses (CC)									
1.	CC-1	BEDS 101	Childhood and Growing up	04	0	04	40	60	100
2.	CC-2	BEDS 102	Contemporary India and Education	04	0	04	40	60	100
3.	CC-3	BEDS 103	Language across the curriculum	03	0	03	40	60	100
4.	CC-4	BEDS 104	Understanding Discipline and Subjects	04	0	04	40	60	100
Pedagogy Elective Courses (PEC): Select Any One									
5.	PEC-1	BEDS 131/231	Pedagogy of Hindi	04	0	04	40	60	100
	PEC-2	BEDS 132/232	Pedagogy of English	04	0	04	40	60	100
	PEC-3	BEDS 133/233	Pedagogy of Sanskrit	04	0	04	40	60	100
	PEC-4	BEDS 134/234	Pedagogy of Social Science	04	0	04	40	60	100
	PEC-5	BEDS 135/235	Pedagogy of Commerce	04	0	04	40	60	100
	PEC-6	BEDS 136/236	Pedagogy of Computer Science	04	0	04	40	60	100
	PEC-7	BEDS 137/237	Pedagogy of Home Science	04	0	04	40	60	100
	PEC-8	BEDS 138/238	Pedagogy of Mathematics	04	0	04	40	60	100
	PEC-9	BEDS 139/239	Pedagogy of Physical Science	04	0	04	40	60	100
	PEC-10	BEDS 140/240	Pedagogy of Biology	04	0	04	40	60	100
Practical **Courses on Enhancing Professional Capacities (EPC)**									
6.	EPC-1	BEDS 151	Drama & art Education	00	04	02	50	50	100
Engagement with the field (EWF)									
7.	EWF-1	BEDS 152	Preliminary School Engagement (PSE-I)	00	04	02	50	50	100
			Total	**19**	**08**	**23**	**300**	**400**	**700**

(Note: The "Pedagogy Elective Courses" column label appears vertically spanning rows PEC-1 through PEC-10.)

B.Ed. Semester II

Core Courses (CC)

S.No.	Course Type	Course Code	Course/Paper	L	P	Credit	Internal	External	Total Marks
1.	CC-5	BEDS 201	Learning and Teaching	04	0	04	40	60	100
2.	CC-6	BEDS 203	Knowledge and curriculum	04	0	04	40	60	100

Academic Enhancement Compulsory Course (AECC)

S.No.	Course Type	Course Code	Course/Paper	L	P	Credit	Internal	External	Total Marks
3.	AECC-1	BEDS 202	Information & Communication Technology	03	0	03	40	60	100
4.	AECC-2	BEDS 204	Physical, Health and Yoga Education	02	04	04	40	60	100

Pedagogy Elective Courses (PEC): Select Any One

S.No.	Course Type	Course Code		Course/Paper	L	P	Credit	Internal	External	Total Marks
5.	PEC-1	BEDS 131/231	*Pedagogy Elective Courses*	Pedagogy of Hindi	04	0	04	40	60	100
	PEC-2	BEDS 132/232		Pedagogy of English	04	0	04	40	60	100
	PEC-3	BEDS 133/233		Pedagogy of Sanskrit	04	0	04	40	60	100
	PEC-4	BEDS 134/234		Pedagogy of Social Science	04	0	04	40	60	100
	PEC-5	BEDS 135/235		Pedagogy of Commerce	04	0	04	40	60	100
	PEC-6	BEDS 136/236		Pedagogy of Computer Science	04	0	04	40	60	100
	PEC-7	BEDS 137/237		Pedagogy of Home Science	04	0	04	40	60	100
	PEC-8	BEDS 138/238		Pedagogy of Mathematics	04	0	04	40	60	100
	PEC-9	BEDS 139/239		Pedagogy of Physical Science	04	0	04	40	60	100
	PEC-10	BEDS 140/240		Pedagogy of Biology	04	0	04	40	60	100

Practical
Courses on Enhancing Professional Capacities (EPC)

S.No.	Course Type	Course Code	Course/Paper	L	P	Credit	Internal	External	Total Marks
6.	EPC-2	BEDS 251	Reading and Reflecting on texts	00	04	02	50	50	100

Engagement with the field (EWF)

S.No.	Course Type	Course Code	Course/Paper	L	P	Credit	Internal	External	Total Marks
7.	EWF-2	BEDS 252	Preliminary School Engagement (PSE-2)	00	04	02	50	50	100
			Total	**17**	**12**	**23**	**300**	**400**	**700**

Value Added Course (VAC)

S.No	Course Type	Course Code	Course/Paper	L	T	P	Credit	Internal	Extern	Total
8.	VAC-1	TMUGS-202	Managing Self	02	1	0	00	50	50	100

B.Ed. Semester III
Internship

S.No.	Course Type	Course Code		Course/Paper	Credits	Evaluation Scheme		
						Internal	External	Total Marks
Internship Course : School Internship (SI)								
1.	SI-1	BEDS 351	School Internship	School Internship	16	50	50	100
2.	SI-2	BEDS 352		Evaluation of Teaching Skill-I	02	50	50	100
3.	SI-3	BEDS 353		Evaluation of Teaching Skill-II	02	50	50	100
		Total			**20**	**150**	**150**	**300**

B.Ed. Semester IV

S.No.	Course Type	Course Code	Course/Paper	Periods		Credits	Evaluation Scheme		Total Marks
				L	P		Internal	External	
Core Courses (CC)									
1.	CC-7	BEDS 401	Gender: School and Society	04	0	04	40	60	100
2.	CC-7	BEDS 402	Inclusive Education	04	0	04	40	60	100
3.	CC-9	BEDS 404	Assessment for Learning	04	0	04	40	60	100
Academic Enhancement Compulsory Course (AECC)									
4.	AECC-3	TMU-X01	Environmental Studies	04	0	04	40	60	100
Elective / Optional Courses (Select Any One)									
5.	EC-1	BEDS 411	Education of the Marginalized Groups	04	0	04	40	60	100
	EC-2	BEDS 412	School Leadership	04	0	04	40	60	100
	EC-3	BEDS 413	Work Education	04	0	04	40	60	100
	EC-4	BEDS 414	Adult &Population Education	04	0	04	40	60	100
	EC-5	BEDS 415	Life Skills Education	04	0	04	40	60	100
	EC-6	BEDS 416	Guidance and Counseling	04	0	04	40	60	100
	EC-7	BEDS 417	Human Value and Ethics	04	0	04	40	60	100
Practical **Courses on Enhancing Professional Capacities (EPC)**									
6.	EPC-3	BEDS 451	Critical Understanding of ICT	0	04	02	50	50	100
7.	EPC-4	BEDS 452	Understanding the Self	0	04	02	50	50	100
			Total	**20**	**08**	**24**	**300**	**400**	**700**

(The Elective / Optional Courses column is labeled vertically: "Elective / Optional Courses")

Value Added Course (VAC)

S.No.	Course Type	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		Total
				L	T	P		Internal	External	
8.	VAC-2	TMUGS-402	Managing Work and Others	02	1	-	00	50	50	100

COURE COURSES (CC)

S.No.	Code	Course	L	P	Credit
1	BEDS 101	Childhood and Growing up	04	0	04
2	BEDS 102	Contemporary India and Education	04	0	04
3	BEDS 103	Language across the curriculum	03	0	03
4	BEDS 104	Understanding Discipline and Subjects	04	0	04
5	BEDS 201	Learning and Teaching	04	0	04
6	BEDS 203	Knowledge and curriculum	04	0	04
7	BEDS 401	Gender: School and Society	04	0	04
8	BEDS 402	Inclusive Education	04	0	04
9	BEDS 404	Assessment for Learning	04	0	04

Academic Enhancement Compulsory Course (AECC)

S.No.	Code	Course	L	P	Credit
1	BEDS 202	Information & Communication Technology	03	0	03
2	BEDS 204	Physical, Health and Yoga Education	02	04	04
3	TMU-X01	Environmental Studies	04	0	04

Practical
Courses on Enhancing Professional Capacities (EPC)

S.No.	Code	Course	L	P	Credit
1.	BEDS 151	Drama & Art Education	00	04	02
2.	BEDS 251	Reading and Reflecting on texts	00	04	02
3.	BEDS 451	Critical Understanding of ICT	00	04	02
4.	BEDS 452	Understanding the Self	00	04	02

Engagement with the field (EWF)

S.No.	Code	Course	L	P	Credit
1.	BEDS 152	Preliminary School Engagement (PSE-I)	00	04	02
2.	BEDS 252	Preliminary School Engagement (PSE-2)	00	04	02

Internship: School Internship (SI)

S.No.	Code	Course	L	P	Credit
1.	BEDS 351	School Internship	0	0	16
2.	BEDS 352	Evaluation of Teaching Skill-I	0	0	02
3.	BEDS 353	Evaluation of Teaching Skill-II	0	0	02

Value Added Course (VAC)

S.No.	Code	Course	L	T	P	Credit
1.	TMUGS-202	Managing Self	02	01	0	0
2.	TMUGS-402	Managing Work and Others	02	01	0	0

PEDAGOGY ELECTIVE COURSES OFFERED (PEC)
To Choose any Two Courses (One in Semester I & another in Semester II)

S.No	Code	Course	L	P	Credit
1	BEDS 131/231	Pedagogy of Hindi	04	0	04
2	BEDS 132/232	Pedagogy of English	04	0	04
3	BEDS 133/233	Pedagogy of Sanskrit	04	0	04
4	BEDS 134/234	Pedagogy of Social Science	04	0	04
5	BEDS 135/235	Pedagogy of Commerce	04	0	04
6	BEDS 136/236	Pedagogy of Computer Science	04	0	04
7	BEDS 137/237	Pedagogy of Home Science	04	0	04
8	BEDS 138/238	Pedagogy of Mathematics	04	0	04
9	BEDS 139/239	Pedagogy of Physical Science	04	0	04
10	BEDS 140/240	Pedagogy of Biology	04	0	04

Elective / Optional Courses(EC)
(To Choose Any One Course in Semester- IV)

S.No	Code	Course	L	P	Credit
1	BEDS 411	Education of the Marginalized Groups	04	0	04
2	BEDS 412	School Leadership	04	0	04
3	BEDS 413	Work Education	04	0	04
4	BEDS 414	Adult & Population Education	04	0	04
5	BEDS 415	Life Skills Education	04	0	04
6	BEDS 416	Guidance and Counseling	04	0	04
7	BEDS 417	Human Value and Ethics	04	0	04
8	BEDS 411	Education of the Marginalized Groups	04	0	04

Note :			
L- Lecture	T- Tutorial	P- Practical	C- Credits
1 L = 1 Hour	1T = 1 Hour	1P = 1 Hour	1C = 1 Hour L or T 1C = 2 Hour P

Course Code: BEDS 101	Core Course B.Ed.- Semester- I **Childhood and Growing up**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the stages of human development and development tasks for childhood and adolescence.	
CO2.	Applying the various theories of lear7ning and development in education at different stages of life.	
CO3.	Analyzing the children with special needs and selecting specific interventional approaches and therapy.	
CO4.	Evaluating the children from diverse socio-economic background and selecting specific learner centered teaching methods for enhancing thinking, learning & skills.	
CO5.	Developing the social and cultural values in students by organizing community linked programmes at different level.	
Course Content:		
Unit-1:	**Introduction to Concept and Process of Childhood Development:** • Meaning of Childhood development, Principles of development • Study of Life span-Prenatal, early childhood, middle childhood, adolescence & adulthood and stage specific characteristics. • Meaning of cognition and its role in learning • Facilitating Holistic development for self and society • Procedure for studying Children-Observation, Interview and Case Study.	**12 Hours**
Unit-2:	**Theories of Childhood Development and their Significance :** • Erik Erikson‟s Psychosocial Theory, • Piaget‟s Cognitive Theory, • Arnold Gesell‟s MaturationTheory, • Bandura‟s Social LearningTheory, • Bronfen Brenner‟s EcologicalTheory, • Vygotsky‟s Socio-culturalTheory • Noam Chomsky‟s ProcessingTheory	**10 Hours**
Unit-3:	**Childhood and Adolescence :** • Defining Childhood and Adolescence as a distinct stage • Adolescence special feature and challenges • Characteristics and developmental task of Childhood and Adolescence • Socialization of Childhood and Adolescence in different culture. • Role of media in the life of adolescents with special reference to use of internet (Social networking sites, E-mails, Browsing).	**08 Hours**

Unit-4:	**Family School and Community:** • The Family-Meaning, function of the family, family as a social system, different styles of child rearing, Socioeconomic and Ethnic variation in Child Rearing, Cultural Influences of family. • School –Meaning and Function of school, school transition in childhood and adolescence, helping adolescence in school adjustment. Teacher student interaction, peer relation and its importance, Cultural value of peergroups. • Community- Meaning and Function of Community, case study of a community-linked programmeat local/national/international level.	**11 Hours**
Unit-5:	**Issues and Concern in Childhood and Adolescence :** • Children with difficult circumstances and Understanding of them- Juvenile delinquency, maladjustment, depression in adolescence. • Marginalized Children-Child labour, Overweight/Underweight children, Children growingup in poverty, HIV affected children,Orphans. • Approaches to intervention and therapy for wellbeing- Preventive and Promotive Approach, Individual counseling and familytherapy.	**9 Hours**
Text Books:	• Chauhan, Reeta. Childhood & Growing up, AgarwalPublication. • Pachauri, Girish. Childhood & Growing up, R. Lal Publication	
Reference Books:	• Anastasi, A. & Urbina, S. Psychological Testing (Seventh edition). Indian Reprint, Delhi PearsonEducation. • Atwata, E. Adolescence. New Jersey: PrenticeHall. • Erikson, E.H. Identity: Youth & Crises. London: Faber &Faber. • Berk, L.E Child Development . Allyn & Bacon.Boston, • Berk, L E Child Development. PHI learning Pvt ltd, NewDelhi • Bhargava,V. Adoption in India: Policies and Experiences. New Delhi: SagePublications • Elizabeth B. Hurlock Developmental Psychology Tata McGraw- Hill Publishing CompanyLtd. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/childhood-and-growing-up-book.html http://www.himpub.com/documents/Chapter1639.pdf http://www.bdu.ac.in/cde/docs/ebooks/BEd/I/CHILDHOOD%20AND%20GROWING%20UP.pdf http://egyankosh.ac.in/bitstream/123456789/46433/1/BES-121B2E.pdf https://www.learningclassesonline.com/2020/03/what-is-psychology.html https://www.learningclassesonline.com/2020/02/jean-piaget-theory-of-cognitive development.html	

Course Code: BEDS 102	Core Course B.Ed.- Semester- I **Contemporary India and Education**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Remembering facts, terms, basic concepts related to contemporary India and education.	
CO2.	Understanding Indian education system and its legal provisions, educational philosophy, issues and concerns in education.	
CO3.	Analyzing issues and concerns in Indian education system.	
CO4.	Distinguishing strengths and weakness of policy framework for public education.	
Course Content:		
Unit-1:	**Education and Indian Society** : • Education : Concept, process, basis and nature, Concept of education at different stages and functions of education • Indian Constitution and national goals: Preamble, fundamental rights and duties, Concepts of democracy, socialism, secularism and national integration, Constitutional provision.	**10 Hours**
Unit-2:	**Philosophical and Educational Thoughts:** • Relationship between Philosophy and Education • Thoughts on Education – Idealism, Naturalism, Pragmatism, Realism, Humanism-features and their educational implications • Eclectic tendencies in education	**12 Hours**
Unit-3:	**Philosophical and Educational Thoughts of Thinkers:** • Thinkers on Education – Western thinkers-Plato, Rousseau, Froebel, Montessori, Dewey • Indian thinkers –Mahatma Gandhi, Ravindra Nath Tagore, Swami Vivekananda, Shri Aurbindo Ghosh, J.Krishnamurti	**10 Hours**
Unit-4:	**Policy Frameworks for Public Education :** • Commission and policies : Recommendations of Indian Education Commission, NPE 1986 and its review (P.O.A., 1992), National Curriculum Framework (NCF)for school education 2005, Knowledge Commission 2005. • Programme for children.- Integrated Child Developmental Scheme (ICDS); • Integrated Programme for Street Children, Child-line service.	**8 Hours**
Unit-5:	**Issues and concerns in education :** • Different forms of diversity and inequality, its implication for education – Religion, caste and tribe; sex, class and others • Education and economic development, education and scientific development, Role of education equality in social change. • Meaning and Concept of liberalization, globalization and privatization and its impact on education, national integration, vocationalization of education and skill development. • Laws, Policies and Programmes for Children with in the framework of Human Rights	**10 Hours**

Text Books:	• Pandey, R. *Teacher in Emerging Indian Society*, Alok Prakashan, Allahabad • Saxena, N.R.S. *Principles of education,* Meerut : International Publishing House.	
Reference Books:	• Anand, C.L. *et al The teacher and education in emerging Indian society,* New Delhi: NCERT • Sharma, R.A. *Philosophical and Sociological Foundation of Education*, LalBook Depot, Meerut • Pathak, P.D. & Tyagi, G.S.D. *Principle of Education*, Vinod Pustak Mandir, Agra • NCERT (2006). *Position paper – National focus group on gender issues in education,* New Delhi : NCERT • G.O.I. (1966) *Report of education commission : Education and national development,*New Delhi: Ministry of Educaiton • G.O.I. (1986) *National policy of education,* New Delhi: MHRD • G.O.I. (1992) *National policy of education* New Delhi: MHRD • G.O.I. (2009) *The right of children to free and compulsory education Act2009* • G.O.I. (2011) *Sarva Shiksha Abhiyan : Framework for implementation based on the right of children to free and compulsory education Act 2009* • Kumar, K. *Politics of education in colonial India,* Routledge • Naik, J.P. and Narullah, S. *A students' history of education in India* • NCERT (2005). *National curriculum framework for school education,* New Delhi: NCERT *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/contemporary-india-and-education-inhindi.html http://www.uprtou.ac.in/other_pdf/MAED_01O.pdf	

Course Code: BEDS 103	Core Course B.Ed.- Semester- I Language Across The Curriculum	L-3 P-0 C-3
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding theories of language development and relationship between language and society	
CO2.	Applying language in teaching- learning process	
CO3.	Analyzing nature of speech defects	
CO4.	Evaluating reading, listening, speaking and writing skills and suggesting corrections	
CO5.	Developing reading, listening, speaking and writing skills	
Course Content:		
Unit-1:	**Language and Society :** • Relationship between language and society : identity, power and discrimination • Multilinguism: differential status of Indian classroom language, dialects vs standard language.	8 Hours
Unit-2:	**Language Development and Acquisition :** • Theories of language development and its implementation in teaching, Psychological basis of language. • Language acquisition: stages, language and thought, Language acquisition and cognitive development, language indifferent	12 Hours
Unit-3:	**Classroom Discourse :** • Classroom discourse : meaning, nature and medium, • Importance and elements of oral language, Strategies for using oral language: Discussion and questioning as tools for learning, debates, seminars. • Role of teacher in classroom discourse.	10 Hours
Unit-4:	**Reading, Listening and Speaking :** • Need and importance of Reading, Listening and Speaking • Types of reading : Skimming and scanning, strategies for effective reading : loud and silent readings, • Analyzing text of different nature, Developing listening skills, articulation of different sounds, stress, rhythm, tonal variations and intonation, • Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.	12 Hours
Unit-5:	**Developing Writing Skills :** • Need and importance of writing, • Making reading writing connections, • Strategies of writing for children – note taking, summarizing, Analysing children's writings, Text book analysis.	8 Hours

Text Books:	• Snehalata Chaturvedi Language Across the Curriculum , Agarwal Publication. Agra • Goyal, Raj kumar and Agarwal Meera, Language Across the Curriculum, R.Lal Publication.	
Reference Books:	• Agnihotri, R.K. Multilingualism as a classroom resource. In K. Heugh, A. Seigruhn & P. Pluddemann (Eds.) *Multilingual education for South Africa,*Heinemann Educational Books. • Eller, R.G. Johnny can't talk, either : The perpetuation of deficit theory in classrooms, -*The Reading Teacher*, 670-674 • Sinha, S. Acquiring literacy in schools. *Seminar*,38-42 • Thwaite, A. and Rivalland, J. How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy*, 32 (1), 38 • Anderson, R.C. Role of reader's schema in comprehension, learning and memory. InR.C. Anderson *et al. (eds) Learning to read in American schools: Basal readers and content texts*. Psychology Press. *** Latest editions of all the suggested books are recommended.**	
E- Resources	https://www.learningclassesonline.com/2019/09/ Language Across The Curriculum-in hindi.html https://drive.google.com/file/d/1x3I-cV_lubOeyg1DuoL52n2agKL_xj8_/view https://drive.google.com/file/d/1kjBkqcz5AJk0m8rB9I_FPB2Vr8NzWY2O/view?usp=sharing https://drive.google.com/file/d/1URag9J-sJYO1avzMfIV4UK6NjRWnLwr_/view?usp=sharing https://drive.google.com/file/d/1I1k3Q15h1BUscFhl1HXfTrBno8s9Krkd/view?usp=sharing https://drive.google.com/file/d/1K9I2pujQ7a7UnSq5Hg1tnAo_80BiZApZ/view?usp=sharing https://drive.google.com/file/d/1S-F9dqtWAYlqocqRu0URU4DvpiafsYqR/view?usp=sharing	

Course Code: BEDS 104	Core Course B.Ed.- Semester- I **Understanding Disciplines and Subjects**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the nature and role of disciplinary knowledge in the school curriculum and its paradigm shifts.	
CO2.	Identifying the history of teaching of different disciplinary areas like Language, Math, Social Science and Science.	
CO3.	Analyzing the role of school subjects as a tool for social reconstruction and national development	
CO4.	Interpreting the differences among curriculum, syllabus and text books and determining the criteria for selection of good text books and magazines	
CO5.	Evaluating the advancement and changes in different disciplinary areas	
Course Content:		
Unit-1:	**Disciplinary Knowledge :** • Meaning, definition and nature of discipline. Role of disciplinary knowledge in overall scheme of school curriculum. • History of the teaching of different disciplinary areas like Language, Math, Social Science and Science. • Paradigm shift in the nature of discipline.	**10 Hours**
Unit-2:	**Syllabus and Content in Disciplinary Areas :** • Meaning, definition and nature of Syllabus in different disciplinary areas. • Selection criteria of contents in the syllabus, Sequencing and transformation of the contents in the syllabus for construction of learners own knowledge through it. • Criteria of inclusion and exclusion of subject area from the school curriculum.	**12 Hours**
Unit-3:	**Notion of the Disciplinary Doctrine :** • Discipline oriented vs. learner oriented school subject, • School subject as the tool of social reconstruction and national development.	**8 Hours**
Unit-4:	**Advancement of Knowledge and Sea Changes in Disciplinary Areas :** • In respect of Social Science, Science, • Math, • Language.	**8 Hours**
Unit-5:	**Designing of Discipline and Subject :** • Differentiate among curriculum, syllabus and textbook, • Designing of curriculum, syllabus and textbook, • Criteria of selection of good text books, magazine and journals, • Importance of practical, community and intuitive of tacit knowledge in the design of school subject.	**12 Hours**

Text Books:	• Jain payal Bhola & Ruhela Understanding Desciplines & Subjects, R.Lal Publication, Meerut. • Masisnam, Premlata., Lenka, S.K. and Gandhi, A.K. Understanding Desciplines & Subjects, R.Lal Publication, Meerut.	
Reference Books:	• Naik, J.P., & Nurullah, S. A students" history of education in India • Macmillan NCERT. National curriculum framework. NCERT. • Apple, M.W. Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3),239–261. • Apple, M.W., Au, W., & Gandin, L.A. (The Routledge international handbook of critical education. Taylor &Francis. • Apple, M.W., & Beane, J.A. Democratic schools: Lessons in powerful education. Eklavya. *** Latest editions of all the suggested books are recommended.**	
E- Resources	https://www.learningclassesonline.com/2019/09/understanding-disciplines-and-subjects-in hindi.html http://www.arvindguptatoys.com/ https://drive.google.com/file/d/1jBfyc7L56HIDrREwWTk3lKt-8tMuBYhv/view?usp=drivesdk https://drive.google.com/file/d/1iVEKThYhW-h2tcEjBgU73KpRwd7K59M/view?usp=drivesdk https://drive.google.com/file/d/1jBzegkLD5PDmIFY6vmPveuVYI21keRAe/view?usp=drivesdk https://drive.google.com/file/d/1jLbUaLyREOEEmuJzwP36G58xBsQSjo8u/view?usp=drivesdk https://drive.google.com/file/d/1jNpZho8tzlDY9fdG8sulpYN17zEdKEWg/view?usp=drivesdk	

Course Code: BEDS 131/231	Pedagogy Elective Courses B.Ed.- Semester- I Pedagogy of Hindi	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding various approaches and methods for teaching- learning of Hindi language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans.	
CO5.	Applying the concepts of Hindi language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Hindi course.	
Course Content:		
Unit-1:	• The nature and characteristics of Hindi language, it's phonology, morphology and syntax. • The importance of Hindi in the school curriculum in India. • Aims and objectives of teaching Hindi at secondary and Higher secondary stages.	10 Hours
Unit-2:	• General principles of curriculum construction. • A critical appraisal of the existing secondary school curriculum in Hindi. • General Principles of Teaching Hindi. • Problems of teaching Hindi at school level.	10 Hours
Unit-3:	• Audio – visual Aids for teaching of Hindi. • Use of test book and criteria of a good text book of Hindi. • Qualities of a good Hindi teacher. • Language (Hindi) room and library.	10 Hours
Unit-4:	• Methods of developing listening, speaking, reading and writing skills. • Methods and techniques of improving pronunciation and correcting spelling mistakes. • Methods of teaching prose, poetry, drama, story, composition and	10 Hours
Unit-5:	• Evaluation: meaning and importance. • Comprehensive and continuous evaluation (CCE) in Hindi. • Diagnostic tests and remedial teaching. • Preparation of achievement test.	10 Hours
Text Books:	• भटनागर, मिनाक्षीः हिन्दी शिक्षण, श्री विनोद पुस्तक मन्दिर, आगरा। • शर्मा, मार्तण्डः हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद ।	
Reference Books:	• नूतन हिन्दीशिक्षण–भाई योगेन्दजीत–अग्रवालपब्लिकेशनआगरा • मातृभाषा हिन्दीशिक्षण–डॉ एस. के. शर्मा–सीमापब्लिकेशनजयपुर • शिक्षण–डॉरामसकलपाण्डेय–प्रकाशनश्रीविनोदपुस्तकभण्डारआगरा *** Latest editions of all the suggested books are recommended.**	
E- Resources	http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_hindi.pdfhttps://www.learningclassesonline.com/2019/09/teaching-of-hindi-pdf-book.html http://www.uou.ac.in/sites/default/files/bed17/CPS-12.pdf https://exambaaz.com/hindi-pedagogy-notes/ https://www.learningclassesonline.com/2019/09/teaching-of-hindi-pdf-book.html	

Course Code: BEDS 132/232	Pedagogy Elective Courses B.Ed.- Semester- I Pedagogy of English	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding various approaches and methods for teaching- learning of English language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the English course.	
CO5.	Applying the concepts of English language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for English course.	
Course Content:		
Unit-1:	- The nature and characteristic of English language. - Aims and objectives of teaching English at the secondary and higher secondary stage. - Present position of English in the school curriculum and its importance in India. - General principles of English curriculum construction - Board principles of teaching English.	10 Hours
Unit-2:	- Methods: Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach. - The procedures of teaching prose, poetry, translation and composition.	11 Hours
Unit-3:	- Place of Grammar in teaching of English. - Advantages and disadvantage of teaching Grammar. - Audio-visual Aids in teaching of English. - Low cost and no-cost teaching aids. In teaching of English. - Qualities of a good English teacher.	9 Hours
Unit-4:	- Evaluation: meaning and importance. - Tools and devices of evaluation. - Comprehensive and continuous evaluation in English. - Preparation of achievement test.	9 Hours
Unit-5:	- Lesson planning- in English prose, poetry, translation and composition. - A critical appraisal of the existing secondary school curriculum in English.	11 Hours
Text Books:	- Rai, Geeta : Teaching of English, R.Lall Book Depot, Meerut. - Pahuja, Sudha; Teaching of English, Shri VinodPustak Mandir,Agra.	
Reference Books:	- Chaturvedi, M.G. A contractive study of Hindi –English phonology". - Frisby, A.W. Teaching English: Notes and comments in teaching English. - Gimson, A.C. An Introduction to the pronunciation of English : Edward Arnold, Second Edition ,London. - Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-english-pdf.html	

Course Code: BEDS 133/233	**Pedagogy Elective Courses** **B.Ed.- Semester- I** **Pedagogy of Sanskrit**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Sanskrit language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Sanskrit course.	
CO5.	Applying the concepts of Sanskrit language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Sanskrit course	
Course Content:		
Unit-1:	• Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society. • The position of Sanskrit in the school curriculum: its literacy, cultural and linguistic value, its relations with modern Indian language. • Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms.	**10 Hours**
Unit-2:	• Need, bases and principles of curriculum construction. • Precaution in developing curriculum of Sanskrit. • Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement.	**10 Hours**
Unit-3:	• Teaching Methods: Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method. • Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods. • Text book of Sanskrit- Characteristics and Evaluation procedure of textbook.	**10 Hours**
Unit-4:	• Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher. • Lesson plans for teaching of prose, poetry, grammar. • Composition, translation, drama, rapid reading and spelling in Sanskrit.	**10 Hours**
Unit-5:	• Evaluation in teaching of Sanskrit and its need. • Formative and Summative Evaluation. • Comprehensive and continuous Evaluation in Sanskrit. • Preparation of achievement test.	**10 Hours**
Text Books:	• शर्मा शिखा''संस्कृत शिक्षण'' अग्रवाल पब्लिकेशन, आगरा। • मित्तल डॉ0 संतोष''संस्कृत शिक्षण '', आर0लाल बुक डिपो, मेरठ।	
ReferenceBook	• पाण्डेय डॉ0 रामशकल, संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा। • वत्स डॉ0 वी0एल0 ''संस्कृत शिक्षण'' विनोद पुस्तक मन्दिर, आगरा। *** Latest editions of all the suggested books are recommended.**	
E-Resources	http://www.uou.ac.in/sites/default/files/bed17/CPS6.pdf https://www.learningclassesonline.com/2019/09/teaching-of-sanskrit-book.html	

Course Code: BEDS 134/234	**Pedagogy Elective Courses** **B.Ed.- Semester- I** **Pedagogy of Social Science**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Social Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Social Science course.	
CO5.	Applying the concepts of Social Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Social Science course.	
Course Content:		
Unit-1:	• The need for teaching social science in school. Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology. • Objectives of teaching social science at upper primary and higher Secondary levels. Discipline –oriented teaching of social science and social reconstruction approach. • Principles of designing social science curriculum with weightage to be given for each component subject studies areas, approaches to organizing	**10 Hours**
Unit-2:	• Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture – cum discussion, project and source method, socialized recitation and supervised studies. • Lesson Planning- Herbartian Evaluation, NCERT and RCEM Approaches • Lesson Planning – specification to clarify planning vise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples. • Knowledge of key concepts of Geography, Economics, History and civics subjects at secondary school level.	**12 Hours**
Unit-3:	• Resources : Primary and Secondary, Library, Natural flora and fauna, People, Institutions • Audio-visual aids – need, types and its uses in Social Science teaching. • Qualities of a good social science teacher.	**8 Hours**
Unit-4:	• Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and follow-up the field trip for learning the under lying importance of the subject. • Team teaching. • Organization of social studies club. • Organization of thought provoking programmes like Quizzes, word searches etc.	**10 Hours**

Unit-5:	• Purpose of evaluation in social Science, formative & summative evaluations and their features. • Diagnostic test and remedial teaching. Objective and essay type. • Comprehensive and continuous Evaluation in Social Science. • Preparation of achievement test.	**10 Hours**
Text Books:	• Sharma, R.A. 'Teaching of social studies' – R.Lal Book Depot, Meerut. • ं॰े॰ಉ॰न॰े ॰ ॰ ॰ ॰ ॰ ॰, ॰ ॰	
Reference Books:	• Saxena, Mishra & Mohanti, 'Teaching of Social Science' R.Lall Book Depot, Meerut. • Sahu, Surendra Kumar, 'Teaching of social science'. • Wesley, E.b. Teaching Social studies in high school. • Bining & Bining, 'Teaching social studies in secondary school'. • ॰ ॰ ॰, ॰ ॰ ॰ ॰ • ॰ ॰ ॰, ॰ ॰ ॰ ॰ • ॰ ॰ ॰, ॰ ॰ ॰ ॰ ॰ ॰ *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-social-science-pdf.html	

Course Code: BEDS 135/235	Pedagogy Elective Courses B.Ed.- Semester- I **Pedagogy of Commerce**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding various approaches and methods for teaching- learning of Commerce.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Commerce course.	
CO5.	Applying the concepts of Commerce in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Commerce course	
Course Content:		
Unit-1:	• Nature and scope of commerce. • Importance of commerce and Aims of teaching commerce. • Curriculum: Course of study in commerce, Knowledge of the subject matter content up to high school, a critical appraisal of the existing syllabus in course, suggestions for improvement.	**10 Hours**
Unit-2:	• Methods of teaching commerce, Lecture, Project, Unit, Discussion. Lesson planning. • Audio-visual Aids and their use in teaching of commerce • Innovative instructional method: Micro Teaching	**12 Hours**
Unit-3:	• Text books, criteria of good text books in commerce, critical appraisal of the present text books in commerce, suggestions for improvement.	**08 Hours**
Unit-4:	• Social responsibilities of business, consumer awareness, E- Commerce and E-Business. Qualities of a good commerce teacher	**10 Hours**
Unit-5:	• Concept of evaluation & measurement, Need of evaluation • Comprehensive and continuous evaluation (C.C.E.) in Commerce • Different type of test (Essay type, short answer type and objective) their construction and administration.	**10 Hours**
Text Books:	• Chandar, S.C. and Sharma 'Teaching of Commerce' – R..L.Book Depot, Meerut. • ꞏꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏ ꞏꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏꞏ	
Reference Books:	• ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏ • ꞏꞏꞏꞏ ꞏꞏꞏ ꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏ • ꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏꞏ ꞏꞏꞏꞏ ꞏꞏꞏꞏ ꞏꞏꞏꞏ ꞏꞏꞏꞏ *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-commerce-book.htmlhttps://drive.google.com/file/d/13PFMh0eoClQFI-E-aUIwqrCn1BHAbEUR/view https://www.learningclassesonline.com/2019/09/lesson-plan.html https://www.learningclassesonline.com/2019/09/assessment-for-learning-in-hindi-pdf.html https://www.learningclassesonline.com/2020/01/teaching-skills.html	

Course Code: BEDS 136/236	Pedagogy Elective Courses B.Ed.- Semester- I Pedagogy of Computer Science	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Computer Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Computer Science course.	
CO5.	Applying the concepts of Computer Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Computer Science course	
Course Content:		
Unit-1:	• Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools. • Objectives based teaching of computer science- • General objectives of teaching computer science. • Classification of educational objectives (bloom's taxonomy). • Statement of specific objectives in behavior terms.	**10 Hours**
Unit-2:	• Co-operative Learning Approach, Demonstration-cum-Discussion Method. • Personalized Instruction • System Approach • Multimedia Approach.	**10 Hours**
Unit-3:	• Importance of Planning a lesson. • Importance, Preparation and use of learning Aids. • Organizing a computer Laboratory	**10 Hours**
Unit-4:	• Meaning and importance of evaluation. • Comprehensive and continuous evaluation (CCE) in computer science. • Development of test items objective type, short answer type, essay type. • Preparation of an Achievement Test. • Analysis and Interpretation of Test results	**10 Hours**
Unit-5:	• Basic Programming. • Data Representation. • Computer Organization • Operating Environment. • Computer Network.	**10 Hours**

Text Books:	• Goel, Hemant Kumar "Teaching of Computer Science" R. LalBook Depot ,Meerut. • Singh Y.K, Teaching of Computer Science APH Publication ,New Delhi	
Reference Books:	• Khandal, H, Teaching of Computer Science APH Publication ,New Delhi • Sharma, A.H. Computer Science for Class XI and XII. • Hunt, jaggi, Raja Raman V. "Computer Science for class XII' fundamentals of computer: PHI Publications. • ગોહેલ ઉષા પ્રભા, અમૃ. ન લિસ્ટ શિક્ષણ પર અને ગણ ગૂજ. નવા ગોહેલ ઉષા સુધારાવળ. શિક્ષા પર ગા ગૂ ''ગ ગ સામળ. કૌશલ. અમૃ. ન લિસ્ટ'' અમળલ ગાંધીરંગ-ન. ઝપ્પ • રાઠ. અમળ. ''શિક્ષા ર અભ્યુ ઝ રહય ગો ગ ગ થ લિટાર''અમળલ ગાંધીરંગ-. ઝપ્ર *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/pedagogy-of-computer-science-pdf.html	

Course Code: BEDS 137/237	Pedagogy Elective Courses B.Ed.- Semester- I Pedagogy of Home Science	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Home Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Home Science course.	
CO5.	Applying the concepts of Home Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Home Science course	
Course Content:		
Unit-1:	• The concept of Home Science: Meaning and components; place of home science in secondary education. • Aims and objectives of teaching of Home Science at secondary and higher-secondary level. • Writing objectives in behavioral term. • Correlation of Home Science with other school subjects.	**10 Hours**
Unit-2:	• Foods, Nutrition and Health. • Child Care. • Fiber and Fabric. • Home Management – importance of planning, principles of budget making. • Hygiene and sanitation.	**10 Hours**
Unit-3:	• General principles and methods of teaching Home Science – project method, discussion method, demonstration, practical, individual work. • Micro-teaching skills – explanation, questioning, illustration, stimulus – variation and black board writing.	**10 Hours**
Unit-4:	• Development and designing of curriculum. • Teaching aids – classification, importance and uses. • Concept of lesson plan, preparation of lesson plan. • Criteria of Good textbook. • Planning of space and equipment of Home Science laboratory.	**10 Hours**
Unit-5:	• Evaluation in Home Science – Meaning and importance. • Comprehensive and continuous evaluation (CCE) in Home Science. • Evaluation devices – Written, oral, observation, practical work, assignment. • Preparation of achievement test.	**10 Hours**
Text Books:	• Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L.Book Depot, Meerut. • गृहविज्ञान शिक्षण - विनोद पुस्तक मन्दिर आगरा।	
ReferenceBooks:	• गृह विज्ञान शिक्षण - विनोद पुस्तक मन्दिर आगरा। • गृह विज्ञान शिक्षण - विनोद पुस्तक मन्दिर आगरा।	
E-Resources	https://www.learningclassesonline.com/p/home-science-lesson-plan-in-hindi.html	

Course Code: BEDS 138/238	**Pedagogy Elective Courses** **B.Ed.- Semester- I** **Pedagogy of Mathematics**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of mathematics.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the mathematics course.	
CO5.	Applying the concepts of mathematics in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for mathematics course	
Course Content:		
Unit-1:	- Meaning and nature of mathematics, Uses and significance of Mathematics - Contribution of Indian Mathematician – Arya Bhatt, Brahmagupta, Bhaskarachrya and Ramanujam. - Contribution of Foreign Mathematician- Euclid, Pythagoras and Rene-Descartes. - Aims and objectives of teaching of Mathematics at secondary and higher secondary school stage. - Objectives of teaching mathematics in terms of behavioral outcomes.	**12 Hours**
Unit-2:	- Methods: inductive – deductive, analytic – synthetic, problem solving, heuristic, project, laboratory. - Techniques: oral, written, drill, assignment, supervised study, programmed learning, Cooperative learning, Brain storming and concept mapping. - Innovative instructional method: Micro Teaching	**9 Hours**
Unit-3:	- Meaning and Importance of lesson plan - Performa of lesson plan (Herbart , Bloom, RCEM and NCERT approaches)and its rationale for unit plan and year plan. - Developing/preparing low cost improvised teaching aids, relevant to local ethos. - Skill in maintaining and using black board, models, charts, T.V. films, video tapes and VCR. - Application of computer in teaching of Mathematics, CAI	**12 Hours**
Unit-4:	- Principles and rational of curriculum development, Organizing the syllabi both logically and psychologically according the age groups of children. - Planning activities and methods of developing the substitute/ alternative material to the prescribed for completing the syllabi, Organization of library. - Text book in mathematics – qualities of a good text book in mathematics. - Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc. - Learning about the short cuts mentioned in Vedic mathematics Development of math's laboratory, Maths Club.	**8 Hours**

Unit-5:	• Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral development. • Need of Evaluation. • Comprehensive and continuous evaluation (C.C.E.) in Mathematics. • Development of test item (short answer and objective type). • Diagnostic testing and remedial teaching.	**9 Hours**
Text Books:	• Pratap, Naresh, Teaching of mathematics, R.Lall book Depot, Meerut. • नरेश. प्रताप ; गणित शिक्षण, आर.लाल बुक डिपो, मेरठ।	
Reference Books:	• Davis, D.R. The teaching of mathematics', Addition Wesley press, London. • Fexmont and Herbert; 'How to teach Mathematics in secondary school', w.b. saurders company, London. • Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod Pustak Mandir,Agra. • कुल. श्रेष्ठ ; गणित शिक्षण, आर.लाल बुक डिपो, मेरठ। *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-mathematics-pdf.html https://drive.google.com/file/d/1ZZtvZLsCcJPZ9zS3z6juYSmyYDHKOytn/view https://www.learningclassesonline.com/2019/09/lesson-plan.html https://www.learningclassesonline.com/2020/01/teaching-skills.html https://drive.google.com/file/d/1Q-NlNUgh6FF0jOAfWjtSflV1rbP4E9gY/view https://www.learningclassesonline.com/p/b-ed-lesson-plans.html	

Course Code: BEDS 139/239	**Pedagogy Elective Courses** **B.Ed.- Semester- I** **Pedagogy of Physical Science**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Physical Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Physical Science course.	
CO5.	Applying the concepts of Physical Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Physical Science course	
Course Content:		
Unit-1:	- Nature of science, Impact of science on modern communities - Globalization and Science. - Correlation of science with other subjects. - Aims and objectives of teaching physical science at secondary level. - Blooms taxonomy of educational objectives. - Writing instructional objectives.	**12 Hours**
Unit-2:	- Method of science teaching-Lecture cum demonstration method Project method, Heuristic method, Laboratory method. - Innovative instructional method: Tutorial, Seminar, Brain Storming Micro – Teaching, Programmed teaching, Team teaching and CAI (Computer Assistance Teaching).	**10 Hours**
Unit-3:	- Unit planning and Lesson planning: basic elements, characteristics, significance. - Use of RCEM approaches in developing lesson plan. - Designing Lesson plan for science teaching in school. - Teaching learning materials and improvised apparatus importance and construction.	**8 Hours**
Unit-4:	- Curriculum organization using procedures like concentric, topical, process and integrated Approaches. - Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides - Co-curricular Activities: Excursion, Science museums, Science club, Science Projects and Science fair	**10 Hours**
Unit-5:	- Concept of evaluation & measurement, Formative and summative evaluation - preparing various kinds of objectives tests. - Diagnostic testing and remedial teaching - Preparation of achievement test	**10 Hours**

Text Books:	• Kulshrestha, S.P.; 'Teaching of science,' R.Lall Book Depot, Meerut. • ▢▢▢▢, ▢▢▢ ▢▢▢▢▢ ▢▢▢▢ ▢▢▢▢ ▢▢▢▢▢▢▢ ▢▢ ▢▢▢ ▢▢▢	
Reference Books:	• Gaez, Alert v; 'Innovation in science education', world-wide Paris, The UNESCO press,Paris. • Heiss, obourn and hoff man, 'Modern Science teaching,' Mc Millan co, N.V. Kuhn David J; Science Education in a changing society'; Science Education 56(3). • Sharma, R.C. 'Modern Science teaching', Dhanpat Rai and sons, Delhi. • ▢▢▢▢, ▢▢▢▢ ▢▢ ▢▢ ▢▢▢ ▢ ▢▢▢▢ ▢▢▢▢ ▢▢▢▢ ▢▢▢▢▢ • ▢▢▢▢ ▢▢▢ ▢▢▢▢ ▢▢▢▢ ▢▢▢▢▢▢ ▢▢ ▢▢▢ ▢▢▢▢ • ▢▢▢▢, ▢▢▢ ▢▢▢ ▢▢▢, ▢▢▢▢ ▢▢▢▢▢, ▢▢▢ ▢▢▢▢▢▢ *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-science-pdf.html	

Course Code: BEDS 140/240	**Pedagogy Elective Courses** **B.Ed.- Semester- I** **Pedagogy of Biology**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of biological science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the biological science course.	
CO5.	Applying the concepts of biological science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for biological science course	
Course Content:		
Unit-1:	• Meaning and nature of Life Science. Path tracking discoveries and land mark development in Life Science. Impact of Life Science on modern communities. • Justification for including Life Science as a subject in school curriculum, professions in the area of Life Science, Eminent Indian and world Life Scientists-an introduction. • General aims and objectives of teaching Life Science at secondary and higher secondary school stage, Instructional objectives with special emphasis on Bloom's Taxonomy. • Concept of entering and terminal behavior.	**12 Hours**
Unit-2:	• Methods – Lecture, Demonstration, Heuristic, project, laboratory, problem solving. • Techniques – Team teaching, Micro-teaching, computer assistance teaching.	**10 Hours**
Unit-3:	• Non formal approaches to file science like: • Biology club • School gardening. • Maintenance of aquariums, herbariums and vivarium. • Excursions. • Life Science project.	**8 Hours**
Unit-4:	• Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science) • Developing unit plans and lesson plans. • Principles and approaches for curriculum development, curricular framing according to local needs.	**8 Hours**

Unit-5:	• Preparation and development of improvised apparatus, • Preparation, selection and use of teaching aids. • Curriculum accessories and support material – text books, journals, handbooks, student's workbook. • Developing tests for measuring specific outcomes – cognitive outcomes, affective outcomes and psychomotor outcomes. • Preparation of achievement test. • Measurement: meaning and need, evaluation meaning and types, Formative and summative evaluation, Diagnostic testing and remedial teaching.	**12 Hours**
Text Books:	• Pahuja, sudha: 'Teaching of Life science,' R.Lall Book Depot,Meerut. • पाहूजा, सुधा : जीव विज्ञान शिक्षण आर.एल.एल. बुक डिपो, मेरठ.	
Reference Books:	• Green. T.C. The Teaching and learning biology,' Allman and sons, London. • Kulshrestha,S.P. :'Teaching of biology,'Aggrawal Publications,Agra. • कुलश्रेष्ठ, एस.पी. : जीव विज्ञान शिक्षण, अग्रवाल पब्लिकेशन्स,आगरा. • यादव नरेन्द्र : जीव विज्ञान शिक्षण प्रकाशन हिन्दी ग्रन्थ अकादमी, जयपुर. • सूत्रा किशोर : प्रभावी विज्ञान शिक्षण शारदा पुस्तक भवन. * **Latest editions of all the suggested books are recommended.**	
E- Resources	https://drive.google.com/file/d/1l6TVtIy18swzheuu-WlKb28iUSHtppJA/view?usp=sharing https://drive.google.com/file/d/1wepfO0P-IgtWWh9SRgObRmk1ufIr2vDM/view?usp=sharing https://drive.google.com/file/d/1ZtXw22rg0iODJ0ohu8VWGv3vmbT59wJO/view?usp=sharing https://drive.google.com/file/d/1LwhB_SJSnszI-gvgNyGj_Dzd_kt4NKaP/view?usp=sharing https://drive.google.com/file/d/1_eoaboOBTZ0Czdh4D58DqXdWa26IhUoL/view?usp=sharing	

Course Code: BEDS 151	**Enhancing Professional Capacities** **B.Ed.- Semester- I** **Practical** **Drama & Art Education**	**L-0** **P-4** **C-2**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the Indian cultural heritage, art forms & artisans in depth.	
CO2.	Understanding the importance of Handicrafts & Village Cottage Industry.	
CO3.	Analyzing Indian art form, cultural heritage, movies and drama.	
CO4.	Creating stories, reports & drama based on Indian cultural & social setting.	
Course Content:		

The need to integrate arts education in the formal schooling of our students is to retainour unique cultural identity in all its diversity and richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart &hand so that the curriculum encompasses all and is not separated from the co-curricular or extra-curricular.

Objectives: To help student-teachers to-

- Enhance awareness of the rich cultural heritage, artist & artisans.
- Gain direct experiences
- Make students believe in the dignity of labour
- Develop creativity and aesthetic sensibilities in students for responding to the beauty indifferent at forms.
- Enhance understanding of different art forms & their impact on human mind.
- Overall development by integrating curricular & co-curricular activities.

Activities

- An artist or artisam may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare atleast 5- items of different categories- Paper meshing, Pot Decoration, Wall hanging, Paper cutting, Flower making, Candle Making, Embroidery, Soft toys making, Weaving or printing of textiles, Making of poster, Making of Rangoli, Making of Puppetsetc.
- Visit to place of art, exhibitions & cultural Festivals & preparation of a report.
- Interpretation of art work, movies & other media & preparation of a report on local cultural & art forms,
- Theme based project covering social, economic, cultural &scientific aspect.
- Street drama based on any social issue.

Evaluation	The assessment will be done in two components: Internal 50% and External 50% • TheExternalassessmentshallbedonebytheexternalexaminerappointedbythe controller of examination of university. • TheInternalassessmentshallbedonebytheFacultyConcernedorinternalexaminer appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner*(Marks 50)*
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

Course Code: BEDS 152	Engagement with the field B.Ed.- Semester- I **Preliminary School Engagement (PSE-I)**	L-0 P-4 C-2
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding institution based teaching resources and teaching learning process	
CO2.	Applying methods, techniques and materials in teaching-learning practice in the real environment of institution.	
CO3.	Analyzing teaching-learning processes, students' learning requirements and peers' style of teaching.	
CO4.	Identifying learning requirements of students.	
CO5.	Evaluating students' learning through assessment.	
Course Content:		
	School Experience: Details Engagement with the field (2 weeks) • During the school engagement the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management and prepared project on school experience.	
Evaluation	The assessment will be done in two components: Internal 50% and External 50% • TheInternalassessmentshallbedonebytheFacultyConcernedorinternalexaminer appointed by the principal. School engagement and practical shall be evaluated as follows:	

		Internal Marks
1.	Observation of Teaching and preparation of report	20
2.	Evaluation of teaching skills (through microteaching)	30
	Total	**50**

• TheExternalassessmentshallbedonebytheexternalexaminerappointedbythe controller of examination of university.

Practical	**External Examiner***(Marks 50)*
Performance	20
File Work	20
Viva	10
Total	**50**

Course Code: BEDS 201	Core Course B.Ed.- Semester- II Learning and Teaching	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept of teaching-learning process, level of teaching and learner's.	
CO2.	Understanding the principles and approaches of learning and theories of intelligence.	
CO3.	Applying the various theories of learning in developing personality of learners.	
CO4.	Analyzing the students' individual differences and selecting basic teaching skills and techniques of teaching.	
CO5.	Developing professional ethics and code of conduct in prospective teachers.	
Course Content:		
Unit-1:	**Process of Knowing and Learning:** • Concept and meaning of Education, Goals of Education • Differentiate between information, knowledge, belief and truth. • Learning : Meaning, nature, characteristics, principles &types. • Factors affecting Learning : maturation, attention, interest, fatigue, school related factors. • Motivation : definition, types and techniques, Maslow's theory	**10 Hours**
Unit-2:	**Approaches to Learning:** • Concept, theories and educational applicability of following approaches to learning. • Behaviorist Approach : Thorndike's theory of Trial & Error; Pavlov's theory of Classical Conditioning; Skinner's theory of Operant Conditioning. • Humanistic Approach : Roger's Social Learning Theory. • Cognitive Approach : Bruner's theory of Discovery Learning and Kurt-Lewin's Field theory. • Constructivism: cognitive constructivism and social constructivism (concept and features).	**13 Hours**
Unit-3:	**Differences in Individual Learners:** • Intra and Inter Individual differences : meaning, dimensions and factors • Intelligence : nature, theories- Thurnstorn's theory, Guilford's three Dimenstional theory (S.I. Model), Gardner's theory of Multiple intelligence and assessment. • Personality: meaning and types, Alport's Traittheory. Freud"s Psychoanalytical theory • Creativity : concept, factors and nurturing creativity	**10 Hours**
Unit-4:	**Classroom Dynamics and Role of teacher:** • Classroom climate and group dynamics. • Development of inter personal relationships, use of socio-metric Techniques. • Teacher as a leader of group and facilitator of learning. • Teacher's accountability. • Professional ethics and code of conduct for teachers in formal schools.	**9 Hours**

Unit-5:	**Teaching as a Complex Activity:** • Concept of Teaching : meaning, definition, characteristics, forms.' • Levels of Teaching :memory, understanding, reflective. • Basic teaching skills and competencies. • Strategies and techniques of teaching.	**8 Hours**
Text Books:	• Bhatnagar ,A.B and Anurag Learning and Teaching, R. Lal Publication. Meerut • Arya, Mohan lal. Learning and Teaching, R. Lal Publication. Meerut	
Reference Books:	• Bower and Hilgard (5th ed.) *Theories of Learning* New Delhi: Prentice Hall • Bruner, J.S. A Study of Thinking, New York: John Wiley • Chand, Tara and Prakash, Ravi *Advanced Educational Psychology* New Delhi: Kanishka Publications • Chauhan, S.S. (6th ed. Revised) *Advanced Educational Psychology* New Delhi: Vikas Publishing House • Kundu, C.L. and Tutoo, D.N. Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., • Kuppuswamy, B. *Advanced Educational Psychology* New Delhi Sterling Publishers • Mangal, S.K. Advanced Educational Psychology, Prentice hall of India New Delhi. New York. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/learning-and-teaching-pdf-book-free.html http://www.bdu.ac.in/cde/docs/ebooks/BEd/I/LEARNING%20AND%20TEACHING.pdf https://drive.google.com/file/d/1j1HmTKMTv16SCgC6-JqNjD4Sl180cr5t/view	

Course Code: BEDS 203	Core Course B.Ed.- Semester- II Knowledge and Curriculum	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the relationship of nationalism, universalism and secularism with education	
CO2.	Explaining the relationship among curriculum, syllabus and textbooks	
CO3.	Applying the concept of child centered education in curriculum development	
CO4.	Analyzing textbook, children's literature and teacher's handbooks with reference to NCF	
CO5.	Developing skills to critically analyze curriculum	
Course Content:		
Unit-1:	**Knowledge Generation and Child-centred Education :** • Knowledge meaning and facets • Process of knowing, Different ways of knowing • Organization of knowledge in schools • Forms of knowledge: Concrete and abstract, local and universal, theoretical and practical • Teacher autonomy and accountability • Learner autonomy • Concept of child centered education : Activity, discovery, dialogue with reference to Rousseau, Dewey, Tagore, Gandhi,	**10 Hours**
Unit-2:	**Sociological Bases of Education :** • Social bases of education in the context of society, culture and modernity with reference to historical changes by industrialization and democracy • Values in the emerging social context • Education in relation to modern values like equity and equality, opportunity and social justice and dignity with reference to Ambedkar. Critical multiculturalism and democratic education • Interrelationship of nationalism, universalism and secularism with education with reference to Tagore and Krishnamurti.	**9 Hours**
Unit-3:	**Concept of Curriculum :** • Meaning and Nature of curriculum, its need in schools. • Difference in curriculum framework, curriculum and syllabus • concerns of hidden Curriculum • Translation of syllabus in to textbooks • Curriculum visualization at national, state, school and class level	**9 Hours**

Unit-4:	**Curriculum Determinants and Curriculum Development :** • Broad determinants of curriculum making (at the national and state level) :priorities, socio-political-cultural-geographical-economic diversities, international contexts • Considerations in curriculum development : (at the school level) – structure of characteristics, relevance and teachers' experiences, specificity of educational objectives, issues like gender differences and inclusiveness. • Process of curriculum making, formulating aims and objectives, criteria for selecting knowledge, organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects, selecting and organizing learning situations.	**12 Hours**
Unit-5:	**Curriculum and Textbooks Evaluation :** • Understanding the relationship between curriculum, syllabus and textbooks. • Criteria of development of learning resources. • Analysis of textbooks, children's literature, and teacher's hand books etc. • Criteria and process of curriculum evaluation. • Salient features of NCF 2005 and NCFTE 2010, analysis of these documents w.r.t. aspects like foundations, concerns and changes made with important considerations.	**10 Hours**
Text Books:	• धूमाश, मैंगलाल पाठ्यक्रम एवं पाठ्यचर्या उदयपुर रिसाल देशर • Letha, Ram Mohan *Curriculum, instruction and evaluation,* Agra: Agarwal Publication	
Reference Books:	• Dewey, J. *Democracy and Education,* Couries Daver Publications • Freire, P. *Pedagogy of Freedom : Ethics, democracy and civic courage,* Rowman and little field • Hirst, Paul H. *Knowledge and curriculum,* Routledge publication • Kelly, A.V.*The curriculum: Theory and practice.* Sage publications • निम्नाश, सिंहास व न टी. पाठ्यक्रम प्रणाली और विकास अधुना उदयपुर रिसाल देशर • Tyler, R.W.*Basic principles of curriculum and instruction* • Taba, Hilda .*Curriculum Development. Theory and Practice, Har Court, Brace and Wald, New York* • Kelley, A.B. The c*urricular Theory & Practice*. Harper and Row, U.S • Basics in Education-Textbook for B.Ed course, NCERT *** Latest editions of all the suggested books are recommended**	
E-Resources	https://www.learningclassesonline.com/2019/08/knowledge-and-curriculum-notes.html https://drive.google.com/file/d/1EfQVzA8ziH5kQz_LaWu-OE6pZ_X_WzNT/view?usp=sharing https://drive.google.com/file/d/17wUqY_hNtpnEzvMQMXhIWRYDooh5bDvs/view?usp=sharing https://drive.google.com/file/d/1GNofqqCqr3l1l4zhb2KuILsyOpKDE2mH/view?usp=sharing https://drive.google.com/file/d/1Peoc7AsNrJRUHmaYEh-mPAJX5z7cejon/view?usp=sharing https://drive.google.com/file/d/1I7pymr6fYZLzDLirwkuXq8gHfbA5bvs2/view?usp=sharing	

Course Code: BEDS 202	**Academic Enhancement Compulsory Course** **B.Ed.- Semester- II** **Information and Communication Technology**	**L-3** **P-0** **C-3**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept, nature and scope of ICT in Education.	
CO2.	Applying ICT in enhancing professional competencies, curriculum enrichment and Educational administration & management.	
CO3.	Analyzing the changes occurring due to implication of ICT in Education.	
CO4.	Evaluating ICT based support services.	
CO5.	Developing the skills to operate computer and gadgets for e-learning.	
Course Content:		
Unit-1:	• ICT meaning, importance and tools of ICT. • Relevance of ICT in education [Radio, Television, Computer]. • Use of Audio visual Media • Role of ICT in Construction of Knowledge.	**9 Hours**
Unit-2:	• Educational Communication: Concept, elements, types and barriers. Components of effective Communication in teaching. • Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, programmed instruction, CAI. • Multimedia: Electronic media, print media and mass media.	**12 Hours**
Unit-3:	• Online educational resources: Concept, features and application. • E-mail • Teleconferencing, • Social networking • E learning & Online classes	**8 Hours**
Unit-4:	• Computer- Definition, Main Units. • Characteristics, Classification of Computer. • Computer Hardware-input-output devices. • Functional knowledge of operating computer.	**9 Hours**
Unit-5:	• ICT and curriculum enrichment – child centered curriculum / activity centered curriculum, web based resources. • ICT in educational administration and management:-On-line admission. • E content,e magazine, e journal, edusat, elibraries • Concept of technology in education, Components- Hardware and Software, Difference between software and Hardware. • Select gadgets of ICT and their educational implication-CCTV, O.H.P.& L.C.D Projector	**12 Hours**
Text Books:	• Sharma, H.S., Kalpana, Critical Understanding of ICT, Radha Prakashan. • Sharma, Silpi, Sandhya, Sudhir ICT in Education, R.Lall Book Depot.	

Reference Books:	- Assessment and Evaluations - P.G. Pnog. - Information and communication - Kishore, Chavan. - NCERT position Paper on Educational Technology. - National policies on ICT in School Education. - Laxman, Mohenty.ICT strategies for school - Srivastava, Smita. Computer and Communication Technology - Nandkishore, Dyne. Information Technology *** Latest editions of all the suggested books are recommended**	
E-Resources	https://www.learningclassesonline.com/2019/08/critical-understanding-of-ict-book-free.html https://iite.unesco.org/pics/publications/en/files/3214627.pdf https://www.researchgate.net/publication/325087961_Information_Communication_Technology_in_Education http://www.itdesk.info/en/module-1-concepts-information-communication-technology-ict/module-1-basic-concepts-of-information-and-communication-technology-ict-notes/ http://archive.mu.ac.in/myweb_test/ma%20edu/ICT%20-%20Edu..pdf	

Course Code: BEDS 204	**Academic Enhancement Compulsory Course** **B.Ed.- Semester- II** **Physical, Health and Yoga Education**	L-2 P-4 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Remembering the concept of health, Physical fitness & Yoga Education.	
CO2.	Understanding school health programs, health problems and benefits of physical fitness.	
CO3.	Demonstrating and applying various yogic practices for health and stress management.	
Course Content:		
Unit-1:	**Health** • Introduction, Definition and Meaning of health & health education • Dimensions of health & Determinants of health • Meaning & Importance of balanced diet • School health programme and role of teacher in development of health	**10 Hours**
Unit-2:	**Physical Fitness** • Definition, Meaning and Types of physical fitness • Factors affecting physical fitness • Benefits of Physical Fitness • Importance of physical activities at school level • Principles of physical fitness	**10 Hours**
Unit-3:	**Health Problems in India** • Communicable and Non Communicable Diseases • Obesity, Malnutrition, Explosive Population. • Personal and Environmental Hygiene for schools • Objectives of school health services, Role of health education in schools	**10 Hours**
Unit-4:	**Yoga** • Introduction, Meaning and mis-concepts of Yoga • Introduction to Ashtang Yoga • Classification of Yoga • Importance of Yogasanas, Pranayama and Shudhikriya	**10 Hours**
Unit-5:	**Meditation & Stress Management** • Meditation: Meaning, Nature & Relationship with mind. • Importance of Meditation at school level • Stress: Meaning, Nature, Types and Factors • Role of Meditation in Stress Management.	**10 Hours**
Text Books:	• Tripathi, Anil Kumar Fundamentals of Health Education, New Delhi: Khel Sahitya Kendra, • Moorthy, Prof A.M Management of Health Education(Part-II), Delhi: Friends publisher.	

Reference Books:	- Singh,Dr. Ajmer Essentials of physical Education. Ludhiana: Kalyani publishers. - Daryl Syedentop Introduction to physical education, fitness and sports (2nded.). London: Mayfield publishing company. - Uppal, A.K. and Gautam,G. P. Physical education and Health. Delhi: Friends publisher. - Kangane, Sopan and Sonawane, Sanjeev Physical Education (D. Ed.). Pune: Nirali publication. - Patel ,Krishna Physical Health and Yoga Education, Agarwal Publication, Agra. - Jain ,Rajeev Trilok Sampoorn Yog Vidhya, Bhopal: Manjul Pub. - Gore C.S.Yoga and Health, New Delhi: Sports Publication. - Singh ,Wazir. Yoga and Health Promotions in Schools, New Delhi: Srishti Book Distributors. - Singh ,I.N. The Complete Book of Yoga & Health, New Delhi: The Reader Paradise. - Agashe, Sanjay R.. Introduction to Health Education, New Delhi: Khel Sahitya Kendra. *** Latest editions of all the suggested books are recommended**	
E-Resources	https://www.learningclassesonline.com/2019/08/health-and-physical-education-book.html	

Course Code: BEDS 131/231	Pedagogy Elective Courses B.Ed.- Semester- II **Pedagogy of Hindi**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding various approaches and methods for teaching- learning of Hindi language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans.	
CO5.	Applying the concepts of Hindi language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Hindi course.	
Course Content:		
Unit-1:	• The nature and characteristics of Hindi language, it's phonology, morphology and syntax. • The importance of Hindi in the school curriculum in India. • Aims and objectives of teaching Hindi at secondary and Higher secondary stages.	**10 Hours**
Unit-2:	• General principles of curriculum construction. • A critical appraisal of the existing secondary school curriculum in Hindi. • General Principles of Teaching Hindi. • Problems of teaching Hindi at school level.	**10 Hours**
Unit-3:	• Audio – visual Aids for teaching of Hindi. • Use of test book and criteria of a good text book of Hindi. • Qualities of a good Hindi teacher. • Language (Hindi) room and library.	**10 Hours**
Unit-4:	• Methods of developing listening, speaking, reading and writing skills. • Methods and techniques of improving pronunciation and correcting spelling mistakes. • Methods of teaching prose, poetry, drama, story, composition and	**10 Hours**
Unit-5:	• Evaluation: meaning and importance. • Comprehensive and continuous evaluation (CCE) in Hindi. • Diagnostic tests and remedial teaching. • Preparation of achievement test.	**10 Hours**
Text Books:	• भटनागर, मिनाक्षीः हिन्दी शिक्षण, श्री विनोद पुस्तक मन्दिर, आगरा। • शर्मा, मार्तण्डः हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद ।	
Reference Books:	• नूतन हिन्दीशिक्षण–भाई योगेन्दजीत–अग्रवालपब्लिकेशनआगरा • मातृभाषा हिन्दीशिक्षण–डॉ एस. के. शर्मा–सीमापब्लिकेशनजयपुर • शिक्षण–डॉरामसकलपाण्डेय–प्रकाशनश्रीविनोदपुस्तकभण्डारआगरा *** Latest editions of all the suggested books are recommended.**	
E- Resources	http://scert.cg.gov.in/pdf/bedmedstudy2015/bed/pedagogyof_hindi.pdfhttps://www.learningclassesonline.com/2019/09/teaching-of-hindi-pdf-book.html http://www.uou.ac.in/sites/default/files/bed17/CPS-12.pdf https://exambaaz.com/hindi-pedagogy-notes/ https://www.learningclassesonline.com/2019/09/teaching-of-hindi-pdf-book.html	

Course Code: BEDS 132/232	Pedagogy Elective Courses B.Ed.- Semester- II Pedagogy of English	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of English language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the English course.	
CO5.	Applying the concepts of English language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for English course.	
Course Content:		
Unit-1:	- The nature and characteristic of English language. - Aims and objectives of teaching English at the secondary and higher secondary stage. - Present position of English in the school curriculum and its importance in India. - General principles of English curriculum construction - Board principles of teaching English.	**10 Hours**
Unit-2:	- Methods: Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach. - The procedures of teaching prose, poetry, translation and composition.	**11 Hours**
Unit-3:	- Place of Grammar in teaching of English. - Advantages and disadvantage of teaching Grammar. - Audio-visual Aids in teaching of English. - Low cost and no-cost teaching aids. In teaching of English. - Qualities of a good English teacher.	**9 Hours**
Unit-4:	- Evaluation: meaning and importance. - Tools and devices of evaluation. - Comprehensive and continuous evaluation in English. - Preparation of achievement test.	**9 Hours**
Unit-5:	- Lesson planning- in English prose, poetry, translation and composition. - A critical appraisal of the existing secondary school curriculum in English.	**11 Hours**
Text Books:	- Rai, Geeta : Teaching of English, R.Lall Book Depot, Meerut. - Pahuja, Sudha; Teaching of English, Shri VinodPustak Mandir,Agra.	
ReferenceBooks:	- Chaturvedi, M.G. A contractive study of Hindi –English phonology". - Frisby, A.W. Teaching English: Notes and comments in teaching English. - Gimson, A.C. An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London. - Sharma, R.A.; Teaching of English, R. Lall book Depot, Meerut. *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-english-pdf.html	

Course Code: BEDS 133/233	Pedagogy Elective Courses B.Ed.- Semester- II **Pedagogy of Sanskrit**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Sanskrit language.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Sanskrit course.	
CO5.	Applying the concepts of Sanskrit language in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Sanskrit course	
Course Content:		
Unit-1:	• Sanskrit: its phonology, morphology and syntax and importance of Sanskrit in Indian society. • The position of Sanskrit in the school curriculum: its literacy, cultural and linguistic value, its relations with modern Indian language. • Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms.	**10 Hours**
Unit-2:	• Need, bases and principles of curriculum construction. • Precaution in developing curriculum of Sanskrit. • Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement.	**10 Hours**
Unit-3:	• Teaching Methods: Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method. • Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods. • Text book of Sanskrit- Characteristics and Evaluation procedure of textbook.	**10 Hours**
Unit-4:	• Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher. • Lesson plans for teaching of prose, poetry, grammar. • Composition, translation, drama, rapid reading and spelling in Sanskrit.	**10 Hours**
Unit-5:	• Evaluation in teaching of Sanskrit and its need. • Formative and Summative Evaluation. • Comprehensive and continuous Evaluation in Sanskrit. • Preparation of achievement test.	**10 Hours**
Text Books:	• शर्मा शिखा''संस्कृत शिक्षण'' अग्रवाल पब्लिकेशन, आगरा। • मित्तल डॉ0 संतोष''संस्कृत शिक्षण '', आर0लाल बुक डिपो, मेरठ।	
ReferenceBooks	• पाण्डेय डॉ0 रामशकल, संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा। • वत्स डॉ0 वी0एल0 ''संस्कृत शिक्षण'' विनोद पुस्तक मन्दिर, आगरा। *** Latest editions of all the suggested books are recommended.**	
E-Resources	http://www.uou.ac.in/sites/default/files/bed17/CPS6.pdf https://www.learningclassesonline.com/2019/09/teaching-of-sanskrit-book.html	

Course Code: BEDS 134/234	**Pedagogy Elective Courses** **B.Ed.- Semester- II** **Pedagogy of Social Science**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Social Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Social Science course.	
CO5.	Applying the concepts of Social Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Social Science course.	
Course Content:		
Unit-1:	- The need for teaching social science in school. Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology. - Objectives of teaching social science at upper primary and higher Secondary levels. Discipline –oriented teaching of social science and social reconstruction approach. - Principles of designing social science curriculum with weightage to be given for each component subject studies areas, approaches to organizing	**10 Hours**
Unit-2:	- Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture – cum discussion, project and source method, socialized recitation and supervised studies. - Lesson Planning- Herbartian Evaluation, NCERT and RCEM Approaches - Lesson Planning – specification to clarify planning vise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples. - Knowledge of key concepts of Geography, Economics, History and civics subjects at secondary school level.	**12 Hours**
Unit-3:	- Resources : Primary and Secondary, Library, Natural flora and fauna, People, Institutions - Audio-visual aids – need, types and its uses in Social Science teaching. - Qualities of a good social science teacher.	**8 Hours**
Unit-4:	- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and follow-up the field trip for learning the under lying importance of the subject. - Team teaching. - Organization of social studies club. - Organization of thought provoking programmes like Quizzes, word searches etc.	**10 Hours**

Unit-5:	• Purpose of evaluation in social Science, formative & summative evaluations and their features. • Diagnostic test and remedial teaching. Objective and essay type. • Comprehensive and continuous Evaluation in Social Science. • Preparation of achievement test.	10 Hours
Text Books:	• Sharma, R.A. 'Teaching of social studies' – R.Lal Book Depot, Meerut. • साङ्कृतिकसुब्रह्मण्या . ँ सामाजिक विज्ञान शिक्षण आगरा.साहित्य प्र. लि. आगरा	
Reference Books:	• Saxena, Mishra & Mohanti, 'Teaching of Social Science' R. Lall Book Depot, Meerut. • Sahu, Surendra Kumar, 'Teaching of social science'. • Wesley, E.b. Teaching Social studies in high school. • Bining & Bining, 'Teaching social studies in secondary school'. • त्यागी एस. 'भारतीय . ँ सामाजिक अध्ययन शिक्षण' • सिंह एवं त्यागी 'सामाजिक विज्ञान और उसका शिक्षण' • ख्याली रा.ब.त्यागी. 'सामाजिक अध्ययन का शिक्षण' रा ल बुक डिपो मेरठ आगरा । *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-social-science-pdf.html	

Course Code: BEDS 135/235	Pedagogy Elective Courses B.Ed.- Semester- II Pedagogy of Commerce	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Commerce.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Commerce course.	
CO5.	Applying the concepts of Commerce in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Commerce course	
Course Content:		
Unit-1:	• Nature and scope of commerce. • Importance of commerce and Aims of teaching commerce. • Curriculum: Course of study in commerce, Knowledge of the subject matter content up to high school, a critical appraisal of the existing syllabus in course, suggestions for improvement.	**10 Hours**
Unit-2:	• Methods of teaching commerce, Lecture, Project, Unit, Discussion. Lesson planning. • Audio-visual Aids and their use in teaching of commerce • Innovative instructional method: Micro Teaching	**12 Hours**
Unit-3:	• Text books, criteria of good text books in commerce, critical appraisal of the present text books in commerce, suggestions for improvement.	**08 Hours**
Unit-4:	• Social responsibilities of business, consumer awareness, E- Commerce andE-Business. Qualities of a good commerce teacher	**10 Hours**
Unit-5:	• Concept of evaluation & measurement, Need of evaluation • Comprehensive and continuous evaluation (C.C.E.) in Commerce • Different type of test (Essay type, short answer type and objective) their construction and administration.	**10 Hours**
Text Books:	• Chandar, S.C. and Sharma 'Teaching of Commerce' – R..L..Book Depot, Meerut. • ूेे. ेेेेेेेे ेेेेेे ेेेेे ेेेेे ेेेेेेेे. ेेेे	
Reference Books:	• ेेेे ेेेेे ेेेेे ेेेे ेेेेे ेेेेे ेेेेेेेे. ेेेे • ेेे ेेेे ेेेेे ेेेेेे ेेेेे ेेेेे ेेेेेेेेे. ेेेे • ेेेेे ेेेेेेेेे ेेेेे ेेेेे ेेेेेेे ेेेेे. ेेेे *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-commerce-book.htmlhttps://drive.google.com/file/d/13PFMh0eoClQFI-E-aUIwqrCn1BHAbEUR/view https://www.learningclassesonline.com/2019/09/lesson-plan.html https://www.learningclassesonline.com/2019/09/assessment-for-learning-in-hindi-pdf.html https://www.learningclassesonline.com/2020/01/teaching-skills.html	

Course Code: BEDS 136/236	Pedagogy Elective Courses B.Ed.- Semester- II **Pedagogy of Computer Science**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Computer Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Computer Science course.	
CO5.	Applying the concepts of Computer Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Computer Science course	
Course Content:		
Unit-1:	• Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools. • Objectives based teaching of computer science- • General objectives of teaching computer science. • Classification of educational objectives (bloom's taxonomy). • Statement of specific objectives in behavior terms.	**10 Hours**
Unit-2:	• Co-operative Learning Approach, Demonstration-cum-Discussion Method. • Personalized Instruction • System Approach • Multimedia Approach.	**10 Hours**
Unit-3:	• Importance of Planning a lesson. • Importance, Preparation and use of learning Aids. • Organizing a computer Laboratory	**10 Hours**
Unit-4:	• Meaning and importance of evaluation. • Comprehensive and continuous evaluation (CCE) in computer science. • Development of test items objective type, short answer type, essay type. • Preparation of an Achievement Test. • Analysis and Interpretation of Test results	**10 Hours**
Unit-5:	• Basic Programming. • Data Representation. • Computer Organization • Operating Environment. • Computer Network.	**10 Hours**

Text Books:	• Goel, Hemant Kumar "Teaching of Computer Science" R. LalBook Depot, Meerut. • Singh Y.K, Teaching of Computer Science APH Publication ,New Delhi	
Reference Books:	• Khandal, H, Teaching of Computer Science APH Publication ,New Delhi • Sharma, A.H. Computer Science for Class XI and XII. • Hunt, jaggi, Raja Raman V. "Computer Science for class XII' fundamentals of computer:PHI Publications. • [Gujarati text] • [Gujarati text] *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/pedagogy-of-computer-science-pdf.html	

Course Code: BEDS 137/237	**Pedagogy Elective Courses** **B.Ed.- Semester- II** **Pedagogy of Home Science**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding various approaches and methods for teaching- learning of Home Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Home Science course.	
CO5.	Applying the concepts of Home Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Home Science course	
Course Content:		
Unit-1:	• The concept of Home Science: Meaning and components; place of home science in secondary education. • Aims and objectives of teaching of Home Science at secondary and higher-secondary level. • Writing objectives in behavioral term. • Correlation of Home Science with other school subjects.	**10 Hours**
Unit-2:	• Foods, Nutrition and Health. • Child Care. • Fiber and Fabric. • Home Management – importance of planning, principles of budget making. • Hygiene and sanitation.	**10 Hours**
Unit-3:	• General principles and methods of teaching Home Science – project method, discussion method, demonstration, practical, individual work. • Micro-teaching skills – explanation, questioning, illustration, stimulus – variation and black board writing.	**10 Hours**
Unit-4:	• Development and designing of curriculum. • Teaching aids – classification, importance and uses. • Concept of lesson plan, preparation of lesson plan. • Criteria of Good textbook. • Planning of space and equipment of Home Science laboratory.	**10 Hours**
Unit-5:	• Evaluation in Home Science – Meaning and importance. • Comprehensive and continuous evaluation (CCE) in Home Science. • Evaluation devices – Written, oral, observation, practical work, assignment. • Preparation of achievement test.	**10 Hours**
Text Books:	• Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L.Book Depot, Meerut. • गृहविज्ञान शिक्षण - शिक्षण, आर.एल.बुक डिपो, मेरठ	
ReferenceBooks:	• गृहविज्ञान शिक्षण, शिक्षण साहित्य एवं ग्रंथ भवन • गृह विज्ञान शिक्षण, शिक्षण साहित्य एवं ग्रंथ भवन	
E-Resources	https://www.learningclassesonline.com/p/home-science-lesson-plan-in-hindi.html	

Course Code: BEDS 138/238	**Pedagogy Elective Courses** **B.Ed.- Semester- II** **Pedagogy of Mathematics**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of mathematics.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the mathematics course.	
CO5.	Applying the concepts of mathematics in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for mathematics course	
Course Content:		
Unit-1:	• Meaning and nature of mathematics, Uses and significance of Mathematics • Contribution of Indian Mathematician – Arya Bhatt, Brahmagupta, Bhaskarachrya and Ramanujam. • Contribution of Foreign Mathematician- Euclid, Pythagoras and Rene-Descartes. • Aims and objectives of teaching of Mathematics at secondary and higher secondary school stage. • Objectives of teaching mathematics in terms of behavioral outcomes.	**12 Hours**
Unit-2:	• Methods: inductive – deductive, analytic – synthetic, problem solving, heuristic, project, laboratory. • Techniques: oral, written, drill, assignment, supervised study, programmed learning, Cooperative learning, Brain storming and concept mapping. • Innovative instructional method: Micro Teaching	**9 Hours**
Unit-3:	• Meaning and Importance of lesson plan • Performa of lesson plan (Herbart , Bloom, RCEM and NCERT approaches) and its rationale for unit plan and year plan. • Developing/preparing low cost improvised teaching aids, relevant to local ethos. • Skill in maintaining and using black board, models, charts, T.V. films, video tapes and VCR. • Application of computer in teaching of Mathematics, CAI	**12 Hours**
Unit-4:	• Principles and rational of curriculum development, Organizing the syllabi both logically and psychologically according the age groups of children. • Planning activities and methods of developing the substitute/ alternative material to the prescribed for completing the syllabi, Organization of library. • Text book in mathematics – qualities of a good text book in mathematics. • Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc. • Learning about the short cuts mentioned in Vedic mathematics Development of math's laboratory, Maths Club.	**8 Hours**

Unit-5:	• Evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral development. • Need of Evaluation. • Comprehensive and continuous evaluation (C.C.E.) in Mathematics. • Development of test item (short answer and objective type). • Diagnostic testing and remedial teaching.	**9 Hours**
Text Books:	• Pratap, Naresh, Teaching of mathematics, R.Lall book Depot, Meerut. • (illegible text)	
Reference Books:	• Davis, D.R. The teaching of mathematics', Addition Wesley press, London. • Fexmont and Herbert; 'How to teach Mathematics in secondary school', w.b. saurders company, London. • Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut. Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod Pustak Mandir, Agra. • (illegible text) *** Latest editions of all the suggested books are recommended.**	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-mathematics-pdf.html https://drive.google.com/file/d/1ZZtvZLsCcJPZ9zS3z6juYSmyYDHKOytn/view https://www.learningclassesonline.com/2019/09/lesson-plan.html https://www.learningclassesonline.com/2020/01/teaching-skills.html https://drive.google.com/file/d/1Q-NlNUgh6FF0jOAfWjtSflV1rbP4E9gY/view https://www.learningclassesonline.com/p/b-ed-lesson-plans.html	

Course Code: BEDS 139/239	**Pedagogy Elective Courses** **B.Ed.- Semester- II** **Pedagogy of Physical Science**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of Physical Science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the Physical Science course.	
CO5.	Applying the concepts of Physical Science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for Physical Science course	
Course Content:		
Unit-1:	- Nature of science, Impact of science on modern communities - Globalization and Science. - Correlation of science with other subjects. - Aims and objectives of teaching physical science at secondary level. - Blooms taxonomy of educational objectives. - Writing instructional objectives.	**12 Hours**
Unit-2:	- Method of science teaching-Lecture cum demonstration method Project method, Heuristic method, Laboratory method. - Innovative instructional method: Tutorial, Seminar, Brain Storming Micro – Teaching, Programmed teaching, Team teaching and CAI (Computer Assistance Teaching).	**10 Hours**
Unit-3:	- Unit planning and Lesson planning: basic elements, characteristics, significance. - Use of RCEM approaches in developing lesson plan. - Designing Lesson plan for science teaching in school. - Teaching learning materials and improvised apparatus importance and construction.	**8 Hours**
Unit-4:	- Curriculum organization using procedures like concentric, topical, process and integrated Approaches. - Curriculum accessories and support material- text books, journals, handbooks, student's workbook, display slides - Co-curricular Activities: Excursion, Science museums, Science club, Science Projects and Science fair	**10 Hours**
Unit-5:	- Concept of evaluation & measurement, Formative and summative evaluation - preparing various kinds of objectives tests. - Diagnostic testing and remedial teaching - Preparation of achievement test	**10 Hours**

Text Books:	• Kulshrestha, S.P.; 'Teaching of science,' R.Lall Book Depot, Meerut. • ्र।न्र्स, द्र्रौ़े 'र्भीनाचन नाछल्र्रा मिद्भा'' बनएल घर ्चन (बेप, मैला	
Reference Books:	• Gaez, Alert v; 'Innovation in science education', world-wide Paris, The UNESCO press,Paris. • Heiss, obourn and off man, 'Modern Science teaching,' Mc Millan co, N.V. Kuhn David J; Science Education in a changing society'; Science Education 56(3). • Sharma, R.C. 'Modern Science teaching', Dhanpat Rai and sons, Delhi. • ्राद्न्ट, द्र्र्ीन 'र्रे जा रिभ़'' ्री रिर्भेंद्र जुन्न मैद्भिग न ्मला • 'र्भार्द्रा ्न-रि 'रेज्रन रिभ़्र'', ्मग्न्नाटर जुन रौषी मैला • ्रु,र्गैद्ध, ्रैर्भी [-र्रन रिभ़्र, ग्रान न रिर्भौंह्नर, ग्रान ्रन मैन	
	* Latest editions of all the suggested books are recommended.	
E-Resources	https://www.learningclassesonline.com/2019/08/teaching-of-science-pdf.html	

Course Code: BEDS 140/240	**Pedagogy Elective Courses** **B.Ed.- Semester- II** **Pedagogy of Biology**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding various approaches and methods for teaching- learning of biological science.	
CO2.	Describing concepts, principles and theories of assessment of learning.	
CO3.	Identifying theories, principles and techniques of pedagogy and selecting relevant pedagogical tools for learning.	
CO4.	Recognizing principles, theories and procedures of lesson plan and preparing lesson plans for the biological science course.	
CO5.	Applying the concepts of biological science in inter-disciplinary situations.	
CO6.	Evaluating the learning assessment requirements and designing the assessment instruments for biological science course	
Course Content:		
Unit-1:	• Meaning and nature of Life Science. Path tracking discoveries and land mark development in Life Science. Impact of Life Science on modern communities. • Justification for including Life Science as a subject in school curriculum, professions in the area of Life Science, Eminent Indian and world Life Scientists-an introduction. • General aims and objectives of teaching Life Science at secondary and higher secondary school stage, Instructional objectives with special emphasis on Bloom's Taxonomy. • Concept of entering and terminal behavior.	**12 Hours**
Unit-2:	• Methods – Lecture, Demonstration, Heuristic, project, laboratory, problem solving. • Techniques – Team teaching, Micro-teaching, computer assistance teaching.	**10 Hours**
Unit-3:	• Non formal approaches to file science like: • Biology club • School gardening. • Maintenance of aquariums, herbariums and vivarium. • Excursions. • Life Science project.	**8 Hours**
Unit-4:	• Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science) • Developing unit plans and lesson plans. • Principles and approaches for curriculum development, curricular framing according to local needs.	**8 Hours**

Unit-5:	• Preparation and development of improvised apparatus, • Preparation, selection and use of teaching aids. • Curriculum accessories and support material – text books, journals, handbooks, student's workbook. • Developing tests for measuring specific outcomes – cognitive outcomes, affective outcomes and psychomotor outcomes. • Preparation of achievement test. • Measurement: meaning and need, evaluation meaning and types, Formative and summative evaluation, Diagnostic testing and remedial teaching.	**12 Hours**
Text Books:	• Pahuja, sudha: 'Teaching of Life science,' R.Lall Book Depot, Meerut. • पाहुजा, सुधा जीव विज्ञान शिक्षण आर. एल. बुक डिपो. मेरठ	
Reference Books:	• Green. T.C. The Teaching and learning biology,' Allman and sons, London. • Kulshrestha, S.P. : 'Teaching of biology,' Aggrawal Publications, Agra. • त्यागी, गुरुसरन जीव विज्ञान शिक्षण अग्रवाल पब्लिकेशन्स • यादव, नरेन्द्र जीव विज्ञान शिक्षण आगरा हिन्दी ग्रन्थ अकादमी, जयपुर • सूद जैन जीव विज्ञान शिक्षण एवं प्रविधियाँ जयपुर *** Latest editions of all the suggested books are recommended.**	
E- Resources	https://drive.google.com/file/d/1l6TVtIy18swzheuu-WlKb28iUSHtppJA/view?usp=sharing https://drive.google.com/file/d/1wepfO0P-IgtWWh9SRgObRmk1ufIr2vDM/view?usp=sharing https://drive.google.com/file/d/1ZtXw22rg0iODJ0ohu8VWGv3vmbT59wJO/view?usp=sharing https://drive.google.com/file/d/1LwhB_SJSnszI-gvgNyGj_Dzd_kt4NKaP/view?usp=sharing https://drive.google.com/file/d/1_eoaboOBTZ0Czdh4D58DqXdWa26IhUoL/view?usp=sharing	

Course Code: **BEDS 251**	**Enhancing Professional Capacities** **B.Ed.- Semester- II** **Reading and Reflecting on Texts**	**L-0** **P-4** **C-2**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Analyzing the text books and reference books related to core courses &pedagogy courses.	
CO2.	Analyzing Government's Educational Policies& Reports.	
CO3.	Developing the skills of reading, writing, communication and self study.	
Course Content:		

This course will serve as a foundation to enable student-teachers to read and respond to a variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

Objectives: To enable student-teachers to-
- Develop study –habits
- Strengthen the skill of reading & writing summarization.
- Develop skill of summarization
- Develop skill of note-taking.
- Develop the ability to pronnunciate correctly
- Strengthen the ability of communication correctly.

Activities

Student-teachers are expected to sit in the library regularly and to review at least 05- books of different categories in about 500 words each. These may be as follows –
- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of text Books related to Pedagogy courses
- Review of reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneous books.
- Presentation of the work done.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%
- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	**Internal Examiner** *(Marks 50)*	**External Examiner***(Marks 50)*
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

Course Code: BEDS 252	Engagement with the field B.Ed. Semester- II Preliminary School Engagement (PSE-2)	L-0 P-4 C-2
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding institution based teaching resources and teaching learning process	
CO2.	Applying methods, techniques and materials in teaching-learning practice in the real environment of institution.	
CO3.	Analyzing teaching-learning processes, students' learning requirements and peers' style of teaching.	
CO4.	Identifying learning requirements of students.	
CO5.	Evaluating students' learning through assessment.	
Course Content:		

School Experience: Details Engagement with the field(2weeks)

- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different arte facts and technology, classroom management, activities related to school-community- parent interface, and reflections on self development and professionalization of teaching practice and prepared project on school experience.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.
- School engagement and practical shall be evaluated as follows:

		Internal Marks
1.	Observation of Teaching and preparation of report	20
2.	Evaluation of teaching skills (through microteaching)	30
	Total	**50**

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.

Practical	External Examiner*(Marks 50)*
Performance	20
File Work	20
Viva	10
Total	**50**

Course Code: TMUGS-202	**Value Added Course** **B.Ed. Semester-II** **Managing Self**	**L-2** **T-1** **P-0** **C-0**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Utilizing effective verbal and non-verbal communication techniques in formal and informal settings	
CO2.	Understanding and analyzing self and devising a strategy for self growth and development.	
CO3.	Adapting a positive mindset conducive for growth through optimism and constructive thinking.	
CO4.	Utilizing time in the most effective manner and avoiding procrastination.	
CO5.	Making appropriate and responsible decisions through various techniques like SWOT, Simulation and Decision Tree.	
CO6.	Formulating strategies of avoiding time wasters and preparing to-do list to manage priorities and achieve SMART goals.	
Course Content:		
Unit-1:	**Personal Development:** Personal growth and improvement in personality Perception Positive attitude Values and Morals High self motivation and confidence Grooming	**10 Hours**
Unit-2:	**Professional Development:** Goal setting and action planning Effective and assertive communication Decision making Time management Presentation Skills Happiness, risk taking and facing unknown	**8 Hours**
Unit-3:	**Career Development:** Resume Building Occupational Research Group discussion (GD) and Personal Interviews	**12 Hours**
Reference Books:	1. Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18thed., Pearson Education 2. Tracy, Brian, Time Management (2018), Manjul Publishing House 3. Hill, Napolean, Think and grow rich (2014), Amazing Reads 4. Scott, S.J., SMART goals made simple (2014), Create space Independent Publication. 5. https://www.hloom.com/resumes/creative-templates/ 6. https://www.mbauniverse.com/group-discussion/topic.php 7. Rathgeber, Holger, Kotter, John, Our Iceberg is melting(2017), Macmillan 8. Burne, Eric, Games People Play (2010), Penguin UK 9. https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression *** Latest editions of all the suggested books are recommended.**	

Course Code: BEDS 351	Internship B.Ed. Semester- III **School Internship**	L-0 P-0 C-16
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.	
CO2.	Understanding the problems of schools and students which helps in their development as a teacher.	
CO3.	Developing competencies and skills in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do.	
CO4.	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.	
Course Content:		

This semester shall entail a school internship of 16 weeks where in the Ist week will be exclusivity dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation. In the next 15 weeks of internship the student teacher shall be engaged in teaching experience. Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan. 25 lessons each shall be taught at Upper Primary and secondary levels. During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table. Last 02 weeks shall be devoted to post teaching activities. Activities during this period shall be evaluated as follows:

S.No.	Components	Internal Marks	External Marks
1.	Evaluation based on the observations by Head of the school during teaching practice & pupil teacher participation in school activities.	-	**50**
2.	PPT Presentation of Internship	**10**	-
3	Achievement Test Report (ATR)(In one subject)	**10**	-
4.	Case Study	**10**	-
5.	Use of Teaching Learning Material	**05**	-
6.	Peer Group observation	**05**	-
7.	Scout-Gudie Camp	**10**	-
	Total	**50**	**50**

Course Code: BEDS 352	School Internship **B.Ed. Semester- III** **Evaluation of Teaching Skill-I**	**L-0** **T-0** **P-0** **C-2**
Course Outcomes:	**At the end of this course, the students will be-**	
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.	
CO.2	Developing abroad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.	
CO.3	Developing an ability to cater to diverse needs of learners in schools.	
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.	
Course Content:		

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner*(Marks 50)*	External Examiner*(Marks 50)*
Lesson Plan	20	20
Presentation	10	10
Learning Aids	10	10
Viva	10	10
Total	**50**	**50**

Course Code: BEDS 353	School Internship **B.Ed. Semester- III** **Evaluation of Teaching Skill-II**	**L-0** **T-0** **P-0** **C-2**
Course Outcomes:	**At the end of this course, the students will be-**	
CO.1	Understanding the real world of teaching with systematic supervisory feedback and tracking students' progress.	
CO.2	Developing a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.	
CO.3	Developing an ability to cater to diverse needs of learners in schools.	
CO.4	Developing the ability to write a reflective report that would facilitate to consolidate and reflection teaching experience.	

Course Content:

Objective of this paper is to assess subjective knowledge, teaching skills and teaching efficiency of the pupil teachers:

Evaluation of Teaching Skill

The assessment will be done in two components: Internal 50% and External 50%

- The External assessment shall be done by the external examiner appointed by the controller of examination of university.
- The Internal assessment shall be done by the Faculty Concerned or internal examiner appointed by the principal.

Practical	Internal Examiner*(Marks 50)*	External Examiner*(Marks 50)*
Lesson Plan	20	20
Presentation	10	10
Learning Aids	10	10
Viva	10	10
Total	**50**	**50**

	Core Course **B.Ed.- Semester- IV** **Gender, School and Society**	L-4 P-0 C-4
Course Code: **BEDS 401**	Core Course **B.Ed.- Semester- IV** **Gender, School and Society**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concepts of gender, gender bias, gender stereotype, empowerment, Patriarchy and feminism in society & their challenges.	
CO2.	Explaining policies plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society.	
CO3.	Analyzing the need and importance of equality and equity in education.	
CO4.	Evaluating the paradigm shift from women studies to gender studies based on the historical backdrop.	
Course Content:		
Unit-1:	• Gender, Sex, Sexuality • Patriarchy, Masculinity and Feminism • Gender bias, Gender Stereotyping, and Empowerment • Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects • Polyandrous, Matrilineal and Matriarchal Societies in India :Relevance and Status of Education	**10 Hours**
Unit-2:	• Paradigm shift from Women's studies to Gender studies • Historical backdrop: Some landmarks from social reform movements • Theories on Gender and Education and their application in the Indian context • Socialisation theory • Gender difference • Structural theory • Deconstructive theory	**10 Hours**
Unit-3:	• Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls • Gender Identities and Socialisation Practices in: Family, other formal and informal organisation. • Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion). • Collection of folklores reflecting socialization processes.	**12 Hours**
Unit-4:	• Changing Perspectives with Legal Provisions: Right to Inheritance etc • Social Construction of Masculinity and Femininity • Patriarchies in interaction with other social structures and identities	**8 Hours**
Unit-5:	• Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions • Overcoming Gender Stereotypes • Working towards gender equality in the classroom: Need and Strategies Empowerment of Women: Strategies and Issues	**10 Hours**

	• Trapathi, Pratima, Gender School and Society, Agarwal Publication • Vinoti, Ojha, Trivedi, Gender School and Society, Agarwal Publication
Reference Books:	• Ambasht, et al Developmental Needs of TribalPeople,NCERT • Bhattacharjee, Nandini. Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization andHuman • Development: Theory, Research and Applications in India. Sage: New Delhi. • Frostig, M, and Maslow, P. Learning Problems in the Classroom: Prevention and Remediation. Grune & Stratton: New York. • Geetha, V .Gender. Stree: Calcutta. • Ghai, A. Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & • Ghai, Anita .Gender and Inclusive education at all levels In Ved Prakash &K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi *** Latest editions of all the suggested books are recommended**
E-Resources	https://www.learningclassesonline.com/2019/08/genderschool-and-society-and-inclusive-school-boo_____ https://drive.google.com/file/d/1K1GOEd7WDCaVvBBO-u8N4Wg8nA_A2X-u/view?usp=sharing https://drive.google.com/file/d/1FxO_MpXvWW32FEiCu4HvmJP77Ct46Uwg/view?usp=sharing https://drive.google.com/file/d/1x6BDPQwhXPSi0r4LWPNRKxarqo4X6WSd/view?usp=sharing https://drive.google.com/file/d/1C4_JYlgGgxBKLubbp2_u8LDGv65h4GIt/view?usp=sharing https://drive.google.com/file/d/1WeNo3oFCewDkRR4RfQ8KF_-2CQbK32lR/view?usp=sharing

Course Code: BEDS 402	Core Course B.Ed.- Semester- IV Inclusive Education	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concepts and nature of Inclusive and Special Education.	
CO2.	Applying the Inclusive Instruction Design in Education system to promote inclusion.	
CO3.	Analyzing the characteristics of children with special need and role of educational environment.	
CO4.	Evaluating the Government Efforts to promote Inclusive Education.	
CO5.	Developing the Inclusive Classroom environment for diversities.	
Course Content:		
Unit-1:	• Inclusive Education: concept, objective and need. • Development of Inclusive Education in India. • Legal provision of Inclusive Education in India. • Efforts for Inclusive Education.	12 Hours
Unit-2:	• Diversity – Meaning and Definition. • Disability – Legal Definition and discrimination based on disability. • Inclusive Education in Education: Curriculum, Linking individual objectives and the classroom curriculum. • Inclusive Lesson planning.	10 Hours
Unit-3:	• Exceptional, Learning Disable, Health Impaired, Orthopedic Handicapped and Delinquent children in Inclusive Education. • Emotional disturbed, Speech Impaired children, visually Impaired children and Hearing Impaired children in Inclusive Education.	10 Hours
Unit-4:	• Socially- economical-educational disadvantaged. • Government efforts to address these problems.	8 Hours
Unit-5:	• Classroom management in Inclusive Education. • Strategy for adapting diversities in Inclusive Education. • Family and its functions in Inclusive Education.	10 Hours
Text Books:	• Thakur, Yattendra, Inclusive Education, Agarwal Publication • ष्ठा. ाि॰ सभाॱ॰ी [ेम. ॰िंॱे॰े ॰ुॱ ॰ॉ ॰॰	
ReferenceBooks:	• Corbett Jenny- Supporting inclusive Education, Routledge falmer, Montgomary,D. Special need in ordinary school; children with learning , difficulties, cassel Educational Ltd. London. • Hallahan and Kauffman J.M. Exceptional Children and youth ohio: Columbus Charles E Merril Publishing co. A Bell and Howell co Loreman, Tim; deppeler J.and *** Latest editions of all the suggested books are recommended**	
E-Resources	https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Inclusive%20Education%20_%20MA_Edu%20-%20905E_%20English_21072017.pdf http://tnteu.ac.in/pdf/inclusive%20tamil.pdf https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20%2011%20%20Inclusive%20Education%20%20 (English%20Version)...pdf	

Course Code: BEDS 404	Core Course B.Ed. Semester- IV Assessment for Learning	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding concepts, principles and techniques of assessment of learning.	
CO2.	Understanding the process of test development &standardization of assessment for learning.	
CO3.	Applying the statistics for assessment in teaching –learning process.	
CO4.	Evaluating the assessment requirements and designing the assessment instruments for learning.	
CO5.	Developing ability to construct achievement tests to measure learning outcomes.	
Course Content:		
Unit-1:	**Concept of Assessment:-** ● Meaning & concept of assessment. ● Measurement, and Evaluation. ● Principles of Assessment. ● Classification of assessment: Base on purpose (Prognostic, Formative, Summative and Diagnostic).	**12 Hours**
Unit-2:	**Assessment Tools** ● Quantitative and qualitative Tools. ● Constructing an achievement test- blue-print, item-analysis, tryout. ● Standardization of test – objectivity, reliability validity, norms	**10 Hours**
Unit-3:	**Continuous and Comprehensive Evaluation (CCE)** ● Continuous and Comprehensive Evaluation: Concept, Need and Process. ● Assessment of affective learning: Attitude, values, interest, self – concept; ● Grading: Concept, types and Application ● Indicators for grading Psycho-Social dimensions of assessment.	**10 Hours**
Unit-4:	**Trends in Assessment:-** ● Continuous and Comprehensive Evaluation ● Marking system vs Grading system ● Semester system (C B C S) Choice Based Credit System ● Open book examination and question bank	**8 Hours**
Unit-5:	**Basic Statistics in Evaluation:-** ● Graphical representation of data ● Measure of Central Tendency: Mean , Median, Mode ● Measure of variability Range. Standard Deviation ● Correlation : Rank order method and product moment method.	**10 Hours**
Text Books:	● Asthana, Vipin. Assessment for Learning, Agarwal Publication Agra. ● Arya, Mohan Lal. Assessment for Learning, R.Lall Publication Meerut.	

Reference Books:	• Lal, Raman Bihari and Joshi Suresh Chand, Educational Measurement. Evaluation and statistics, R.Lall Book Depot Meerut. • Agarwal, S.N., Educational and Psychological Measurement, Vinod pustak Bhandar,Agra. • Stanly, J.C. and Hoppins, KD, measurement and evaluation, prentice hall, New Delhi. • Thoondike, R.L. and Hogen.E., Measurement and evaluation inPsychology and evaluation, John willey New Delhi. • Thorndike, E.L., and E.P. ,Hagen Measurement and Evaluation in Psychology and Education. Johan Wiley and Sons Inc. New York • Bhatnagar, A.B., mental measurement and evaluation, R.Lall Book Depot Meerut. *** Latest editions of all the suggested books are recommended**	
E-Resources	https://www.learningclassesonline.com/2019/08/assessment-for-learning-book.html http://www.bdu.ac.in/cde/docs/ebooks/BEd/I/ASSESSMENT%20FOR%20LEARNING.pdf http://egyankosh.ac.in/bitstream/123456789/46039/1/BES-127B1E.pdf https://www.learningclassesonline.com/2019/09/assessment-for-learning-in-hindi-pdf.html https://www.slideshare.net/abubashars/assessments-for-learning-bed-second-year-notes	

Course Code: TMU-X01	**Academic Enhancement Compulsory Course B.Ed.- Semester- IV Environmental Studies**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Remembering the facts, terms, basic concepts and scopes related to environmental studies	
CO2.	Understanding the concept of ecology and sustainable development	
CO3.	Explaining the control measures of different types of pollution	
CO4.	Analyzing the causes of global warming	
CO5.	Analyzing the technologies on the basis of ecological principles and environmental regulations that helps in sustainable development	
Course Content:		
Unit-1:	Definition and Scope of environmental studies, multidisciplinary nature of environmental studies, Concept of sustainability & sustainable development. **Ecology and Environment**: Concept of an Ecosystem-its structure and functions, Energy Flow in an Ecosystem, Food Chain, Food Web, Ecological Pyramid& Ecological succession, Study of following ecosystems: Forest Ecosystem, Grassland Ecosystem & Aquatic Ecosystem & Desert Ecosystem.	**10 Hours**
Unit-2:	**Natural Resources:** Renewable & Non-Renewable resources; Land resources and land use change; Land degradation, Soil erosion & desertification. **Deforestation**: Causes & impacts due to mining, Dam building on forest biodiversity & tribal population. **Energy Resources**: Renewable & Non-Renewable resources, Energy scenario & use of alternate energy sources, Case studies. **Biodiversity:** Hot Spots of Biodiversity in India and World, Conservation, Importance and Factors Responsible for Loss of Biodiversity, Bio geographical Classification of India	**10 Hours**
Unit-3:	**Environmental Pollutions:** Types, Causes, Effects & control; Air, Water, soil & noise pollution, Nuclear hazards & human health risks, Solid waste Management; Control measures of urban & industrial wastes, pollution case studies	**10 Hours**
Unit-4:	**Environmental policies & practices: Climate change & Global** Warming (Green house Effect),Ozone Layer -Its Depletion and Control Measures, Photochemical Smog, Acid Rain Environmental laws: Environment protection Act; air prevention & control of pollution act, Water Prevention & Control of Pollution Act, Wild Life Protection Act, Forest Conservation Acts, International Acts; Montreal & Kyoto Protocols & Convention on biological diversity, Nature reserves, tribal population & Rights & human wild life conflicts in Indian context	**12 Hours**
Unit-5:	**Human Communities & Environment:** Human population growth; impacts on environment, human health & welfare, Resettlement & rehabilitation of projects affected person: A case study, Disaster Management; Earthquake, Floods & Droughts, Cyclones & Landslides, Environmental Movements; Chipko, Silent Valley, Vishnoi's of Rajasthan, Environmental Ethics; Role of Indian & other regions & culture in environmental conservation, Environmental communication & public awareness; Case studies.	**8 Hours**

Text Books:	• Bhatnagar A.B., Anurag, Neeru, Environment Education, R.Lal Publication. • Tewari, Khulbe&Tewari Textbook of Environment Studies", I.K. Publication.
ReferenceBooks:	• BiodiversityandConservation", Bryant, P. J., HypertextBook. • Introduction to Environmental Engineeringand Science", Masters, G. M., PrenticeHall India Pvt.Ltd. • Fundamentals of Ecology", Odem, E. P., W. B. SanndersCo. *** Latest editions of all the suggested books are recommended**
E-Resources	https://www.learningclassesonline.com/2019/08/environmental-education-pdf.html https://drive.google.com/file/d/1Hj3nsMwS-FcT60Q4oX5HSsGoi55I_kVf/view?usp=sharing https://drive.google.com/file/d/1Hj3nsMwS-FcT60Q4oX5HSsGoi55I_kVf/view?usp=sharing https://drive.google.com/file/d/155rr8eokkraXUfjPi2tUpBgGI0Tm6mDj/view?usp=sharing https://drive.google.com/file/d/1nSzgY2iHHE1L5Ylsyqs-YzUyEUE_8q8d/view?usp=sharing https://drive.google.com/file/d/1TbKTkyIkmjFdPIkwcwHBCX4pkHjPKWzY/view?usp=sharing

Course Code: BEDS 411	Elective / Optional Courses B.Ed.- Semester- IV Education of the Marginalised Groups	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept, and types of Marginalization with constitutional rights and duties.	
CO2.	Identifying different Plans, Acts, Abhiyans and Human rights for Marginalized groups.	
CO3.	Analyzing the educational problems of marginalized groups.	
CO4.	Evaluating the strategies and interventions required for resolution of the consequences of Marginalization.	
Course Content:		
Unit-1:	• Marginalization- Concept, Definitions and Implications for education • Types of marginalization- Social, Political, Economic, Educational Psychological • Marginalization vs. Social Exclusion • Marginalization, Discrimination and Disadvantage	10 Hours
Unit-2:	• Foundation of composition of Indian Society and its multicultural multilingual nature • Identification of Marginalized Groups- Scheduled Castes, Scheduled Tribes, , OBCs, Primitive Groups, Religious and Linguistic Minorities, Women and Children, Economically Weaker Sections. • Constitutional provisions against any kind of Discrimination, Government Programmes, Schemes and Voluntary efforts to curb Discrimination.	10 Hours
Unit-3:	• Five year Plans and progress made towards education of marginalized groups in India-Inclusive growth and Development of all, Empowerment of marginalized communities in India. • RTE Act 2009, RMSA and RUSA and Provisions of the 12th Five Year Plan for education of the marginalized groups. • Human rights in India, role of organizations working for it. • India's commitment at international level for protection of human rights	10 Hours
Unit-4:	• India's Constitutional and legal framework for protection of fundamental rights and human rights • Constitutional rights of women, minorities and those on Schedules (SC,ST) • SCP and TSP plans and their achievements • States obligations for development of women, minorities, SCs, STs others-Plans and programmes • Issues- Social security, educational development, vocational courses and avenues, contextualization of education, partnership in governance and decision making process	10 Hours
Unit-5:	• Educational problems of marginalized groups- Enrolment, drop out, low achievement, assimilation, equal rights to work • Human rights issues related with equity and equality • Repercussions and Consequences- Health related problems, rise in crime and violence, disharmony, rise in terrorism, social conflicts. • Coping strategies and interventions required for resolution of the consequences of Marginalisation. • Future Perspectives and Policy directives in India	10 Hours

Text Books:	• Ahuja, Ram Rights of Women A Feminist Perspective, New Delhi: Rawat Publications. • Maheshwari, V.K. Education of the Deprived/ Marginalised group	
Reference Books:	• Basu, D.D. Shorter Constitution, Prentice Hall, New Delhi. • Centre for Development and Human Rights The Right to Development A Primer, New Delhi: Sage Publications. • UNDP Bank, Human Development Report, New Delhi. • Naila Kabeer (ed), Geetha B. Nambissan, Ramya Subramanian m Child-Labour and the Right to Education in South Asia, New Delhi: Sage Publications. *** Latest editions of all the suggested books are recommended**	
E-Resources	http://www.egyankosh.ac.in/bitstream/123456789/9063/1/Unit3.pdf https://www.idea.int/sites/default/files/publications/successful-strategies-facilitating-the-inclusion-of-marginalized-groups.pdfpdf http://www.bdu.ac.in/cde/docs/ebooks/BEd/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf http://egyankosh.ac.in/bitstream/123456789/27400/1/Unit-12.pdfhttps://journals.sagepub.com/doi/abs/10.1177/004908570603600207	

Course Code: BEDS 412	Elective / Optional Courses B.Ed.- Semester- IV **School Leadership**	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding types, roles and responsibilities of different educational Functionaries with reference to school effectiveness.	
CO2.	Recommending different educational leadership styles and desirable change in school administration and management.	
CO3.	Analyzing the experiences of different Schemes and implementing Inclusive Education in classroom.	
CO4.	Evaluating the structure and process of the education system and its impact on continuous professional development.	
Course Content:		
Unit-1:	• Types of schools within different administration bodies • Roles and responsibilities of education functionaries • Governance rules and financial management of different types of school. • Relationships between support organizations(Affiliating, Regulating and Financing bodies) and the school. • Concepts of school culture, organization, leadership and management. • Role of school activities such as assemblies, annual days etc., in the creation of school culture.	**10 Hours**
Unit-2:	• School effectiveness -meaning and its assessment. • Understanding and developing standards in education Bachelor of Education • Classroom management effective communication and motivational skills. • Learner- centred educational and inclusive Education.	**10 Hours**
Unit-3:	• Administrative and academic leadership • Styles of leadership • Team leadership • Pedagogical leadership • Leadership for motivation and change • Desirable Change in management • Conflict Management	**10 Hours**
Unit-4:	• Sarva Shiksha Abhiyan (SSA) experiences and RMSA • Equity in Education · Incentives and schemes for girl child • Issues in educational and school reform • Preparing for and facilitating change in education through Teacher Education system as primem over.	**10 Hours**
Unit-5:	• Role and functions of IASEs, DIETs, CTE · Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc. • Accountability and Continuous Professional Development	**10 Hours**
Text Books:	• Goel,Sonia "School leadership and management," Paragon international Publishers, New delhi • Gupta,Preeti., Apsara Ansari, "School leadership and management" Bookman India Publishers.	

Reference Books:	- Early, P. and D. Weindling. A changing discourse: from management to leadership. - Fullan, M. Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA. Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6) Bachelor of Education - Govinda, R. Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001. - Madan Mohan. School without Walls Heinemann: New Delhi pp 24-40;128-1 - Senge, P.The Industrial Age System of Education. In Schools that Learn, NB: London. pp27-58. - श्रीवास्तव, छाया नरेन्द्र कुमार, ''विद्यालय नीतियां, विद्यालय नेतृत्व एवं प्रबन्धन'' राखी प्रकाशन प्रा0 लि0 आगरा *** Latest editions of all the suggested books are recommended**	
E-Resources	https://azimpremjiuniversity.edu.in/SitePages/pdf/Publications/Learning-Curve/LCIssue16-Eng.pdf https://www.researchgate.net/publication/255652040_Introduction_to_School_Leadership_and_Administration https://itpd.ncert.gov.in/pluginfile.php/12145/mod_label/intro/Module13.pdf	

Course Code: BEDS 413	Elective / Optional Courses B.Ed.- Semester- IV Work Education	L-4 P-0 C-4
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept of work education	
CO2.	Applying the techniques of teaching work education.	
CO3.	Analyzing the various aspects and significant changes of vocational education in India.	
CO4.	Developing healthy attitude towards vocational education.	
Course Content:		
Unit-1:	• Meaning and Concept of Nai Talim • Historical perspectives: Macaulay's Education Policy. Gandhi's philosophy of Work Education, Wardha Commission report1938 • Commissions and Education Policies and their recommendations on Work experience/ Work Education, post independence: Education Commission 1964, Secondary Education Commission 1958, Ishwar bhai Patel Committee report (1977), NPE 1986 , POA 1990, NCF2005 and current status.	**10 Hours**
Unit-2:	• Concepts – Education and technical education – Need and importance. Human resources development – skilled manpower – productivity – Vocational Education – Meaning and Definition • Work experience-concept – distinction between work experience and vocational education. • S.U.P.W. : Concept and Objectives	**10 Hours**
Unit-3:	• Concept of work and Hands on activities. • Concept of work and rationale for integration of work in Education • Psychological basis for work in education: Dewey, Piaget, Vygotsky • Constructivism and Work Education	**10 Hours**
Unit-4:	• Essential and Elective Work Education • Techniques/ methods of Teaching work education. • Objectives, Need and Significance and objectives of Work Education • Evaluating students work (Preparing Rating scales, checklist, Anecdotal records) ITI and polytechnic–need and importance-classification, admission process course of study – organization and administration at state level	**10 Hours**
Unit-5:	• Theories of integrated education and its educational implications • Pedagogy of teaching learning of work education • Planning lessons integrating work in education • Significance of integrating work in Education • Linkages of community and school	**10 Hours**
Text Books:	• Upreti, Mishrit Lal, Work Education, Agarwal Publication • Patnayak, K.P., Work Education, Agarwal Publication	

Reference Books:	• Education commission (1964-66), Report of Government of India • Kaul ML Gandhian Thoughts of Basic Education ; Relevance and Development Journal of Indian Education 8(5) p11-16 • Position Paper National Focus Group On Work And Education, NCF 2005,NCERT • Tarun Rashtriya, Vocational Education, APH Publishing Corporation, New Delhi, • Report National Policy on Education 1986 , Government of India • Mahmood S Work Experience, Its Role in Educational Process in Co Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia • के0 पी0 पटनायक, कार्य शिक्षा, आर0 लाल0 बुक डिपो, मेरठ • रोली देवी, कार्य और शिक्षा, आर0 लाल0 बुक डिपो, मेरठ *** Latest editions of all the suggested books are recommended**	
E-Resources	https://cbse.nic.in/workeducation.pdf http://cbseacademic.nic.in/web_material/publication/archive/workeducation.pdf http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11759/course/summary/UNIT%2015%20WOR_K%20EDUCATION%20IN%20SCHOOL.pdf	

Course Code: BEDS 414	Elective / Optional Courses B.Ed.- Semester- IV **Adult and Population Education**	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding concept, scope, need and importance of adult education.	
CO2.	Applying different methods of adult learning.	
CO3.	Analyzing the role of different agencies in population education.	
CO4.	Evaluating factors affecting population explosion.	
CO5.	Developing a healthy, rational and scientific attitude towards the natural phenomenon of birth and death.	
Course Content:		
Unit-1:	● Meaning, Concept and Scope of Adult and Continuing Education. ● Need and Importance of Adult Education for the development of an Individual for Social Change. ● National Literacy Mission - Aims, objectives and strategies.	**10 Hours**
Unit-2:	● Androgogy- Nature and Scope. Basic difference between Pedagogy and Androgogy. ● Agencies and Organizations: Local, State and Central level, their problems. ● Adult Learner — Characteristics, problems and motivation. Adult teaching — Different methods, Role of Mass media.	**10 Hours**
Unit-3:	● Evaluation Techniques for Adult Learning. ● Adult Education, lifelong learning and continuing Education ● Adult Education and Continuing education ● Lifelong learning- A component of adult education ● Lifelong learning in IT age- Exploring ICT as a Tool	**10 Hours**
Unit-4:	● Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition ● Symptoms of AIDS–causes, Prevention of AIDS–AIDS Education – meaning and objectives. Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each]	**10 Hours**
Unit-5:	● Role of Government and Non-Govt. Agencies concerning Population Education. ● Integration of Population Concept in different School Subjects. ● Population Education through co-curricular activities. ● Role of the Teacher in Population Education Programs.	**10 Hours**
Text Books:	● Pandey, Ramshakal, Adult Education, Agarwal Publication ● Sharma, Rama Malyeya, Population Education, Agarwal Publication	
ReferenceBooks:	● Agarwal, S. N., India's Population Problems, New Delhi, Tata McGraw Hill, Pub. House, ● Ambasht, N.K. Foundations of Adult Education in adult and lifelong learning, Indian Adult Education Association, New Delhi. ● Ghosh, B.N. Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi *** Latest editions of all the suggested books are recommended**	
E-Resources	https://www.parentsassembly.com/importance-adult-education-india/ https://www.amu.ac.in/emp/studym/100009801.pdf http://www.gcoekmr.org/pdf/EDU15104DCE_PopulationEducation_Unit1.pdf https://www.yourarticlelibrary.com/essay/population-essay/population-education-in-india-meaning-objectives-problems/45201	

Course Code: BEDS 415	**Elective / Optional Courses** **B.Ed.- Semester- IV** **Life Skills Education**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the theoretical foundations of Life skills education	
CO2.	Applying life skills in various spheres.	
CO3.	Analyzing the different life skills for integration with the teaching-learning process.	
CO4.	Evaluating the spirit of social responsibility in students for their development.	
CO5.	Developing professional life skills ability in youth.	
Course Content:		
Unit-1:	• Life Skills: Concept, need and importance of Life Skills for human beings. • Life Skills Education: Concept, need and importance of Life Skills Education for teachers. • Difference between Livelihood Skills and Life Skills. • Core Life Skills prescribed by World Health Organization. • Key Issues and Concerns of Adolescent students in emerging Indian context.	**10 Hours**
Unit-2:	• Classroom Discussions • Brainstorming and Role plays • Demonstration and Guided Practice • Audio and Visual activities, e.g. Arts, Music, Theatre, Dance • Small Groups discussions followed by a presentation of group reports. • Educational Games and Simulation • Case Studies, Story telling, Debates • Decision making and mapping of using problem trees.	**10 Hours**
Unit-3:	• Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures. • Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.	**10 Hours**
Unit-4:	• Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process. • Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.	**10 Hours**
Unit-5:	• Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching –learning process. • Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.	**10 Hours**
Text Books:	• Bhagyashre A. Dudhade Life Skill Education, Neel Kamal Publication • Dr. K Ravikanth Rao; Dr. P Dinkar Life Skill Education, Neel Kamal Publication	
Reference Books:	• A Life Skills Program for Learners in Senior Phase. University of Pretoria. Chapter in Thesis. ● Life Skills Based Education CCE. CBSE. *** Latest editions of all the suggested books are recommended**	
E-Resources	http://whqlibdoc.who.int/hq/1994/WHO_MNH_PSF_93.7A_Rev.2.pdf https://www.researchgate.net/publication/311883141_Significance_Of_Life_Skills_Education https://www.academia.edu/27615188/LIFE_SKILLS_EDUCATION_NEEDS_AND_STRATEGIES http://www.cbse.nic.in/cce/life_skills_cce.pdf	

Course Code: BEDS 416	Elective / Optional Courses B.Ed.- Semester- IV Guidance And Counselling	L-4 P-0 C-4
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept of guidance and counseling, career information and training & resource center for personal and social information.	
CO2.	Applying the various testing devices, principles of guidance and counseling to solve the learners' problems and issues in their life.	
CO3.	Analyzing the strength and weakness of learners in career.	
CO4.	Evaluating the requirements and developing instruments for learners' problems in India.	
Course Content:		
Unit-1:	**Concept of Guidance** ● Meaning and concept of Guidance. ● Need & Importance of Guidance. ● Principles of Guidance. ● Types of Guidance - Educational, vocational and personal.	**12 Hours**
Unit-2:	**Concept of Counselling** ● Meaning, concept, need and importance of counselling. ● Counselling and other terms (Guidance, advice, teaching, Interview). ● Principles and process of counselling. Role of counselor. ● Types of counseling (Directive, non directive, eclectic). ● Aims to study career information at different school levels.	**11 Hours**
Unit-3:	**Meaning and concept of career information.** ● Meaning of career and career information, rules of career building and components of career information. ● Meaning, need and importance of occupational information need and importance. ● How to obtain occupational information.	**9 Hours**
Unit-4:	**Career Information and Traning** ● Sorces, techniques (Standardized, Non Standardized), methods, filling- up and evaluation of career information. ● Recomandation about teacher education primary and secondary level of schools. ● Role of NCERT. ● Role of NCTE.	**10 Hours**
Unit-5:	**Personal Social Information and Resource Centre.** ● Case Study. ● Sociometry. ● Guidance Services at central and state level. ● Problems of guidance in India.	**8 Hours**
Text Books:	● Sodhi, T.S. & Suri, S. P., Guidance and Counseling, Patiala: Bawa Publication. ● Oberai , S.C. Guidance and Counseling, R. Lal Publication.	

Reference Books:	- Aggarwal, J. C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House. - Bhatia, K. K., Principles of Guidance and Counseling, Ludhiana: Vinod Publications. - Bhatnagar, R. P.; Rani. S. Guidance and Counseling in Education and Psychology. - Gibson, R.L. and Mitchell Introduction to counseling and Guidance. New Delhi: Bachelor of Education PHI Learning Pvt. Ltd. - Joneja G. K. Occupational Information in Guidance, NCERT publication - Oberoi S.C Educational, Vocational Guidance and Counseling - Rao S. N. Counseling and Guidance. - Safaya, B.N., Guidance & Counseling, Chandigarh: Abhishek Publications. - Sharma R A Fundamentals of Guidance and Counseling - Sharma, R. N. Guidance and Counseling - Sidhu, H. S., Guidance and Counseling, Twenty First Century, Patiala. Dr. S.C. Oberai Career guidance & career information, R. Lal Publication. *** Latest editions of all the suggested books are recommended**
E-Resources	https://www.learningclassesonline.com/2019/09/guidance-and-counseling-in-hindi.html http://www.uprtou.ac.in/other_pdf/MAED-05.pdf

Course Code: BEDS 417	**Elective / Optional Courses** **B.Ed.- Semester- IV** **Human Value and Ethics**	**L-4** **P-0** **C-4**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the need and importance of value education.	
CO2.	Applying the different methods of value education.	
CO3.	Analyzing the process of value education.	
CO4.	Developing professional ethics towards a profession.	
Course Content:		
Unit-1:	• **Ethics and Human Values** – Definition – Good Behaviour, Conduct and Character; Importance, Respects for Elders, Use and Relevance in Present-day Society. Need of Values Education for a Teacher.	**10 Hours**
Unit-2:	• **Indian Constitution and Values –** Fundamental Rights and Duties - Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem.	**10 Hours**
Unit-3:	• **Religious and Cultural Values**–Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family,	**10 Hours**
Unit-4:	• **Professional Ethics**–Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics.	**10 Hours**
Unit-5:	• **Health and Nutrition**: Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco.	**10 Hours**
Text Books:	• Pandey, Brajesh, Mulye parak Shiksha: Birthman paridrishye, Bhartiye Aadunik Shiksha. • Sharma, R.A, human Value of education, R.Lall book depot, Meerut. • Arumugam N, Mohana S, Lr. Palkani, Value based education, Saras publication.	
Reference Books:	• पाण्डेय, ब्रजेश, डॉ सेनी, बालम : मानव मूल्य परक शिक्षा बिरमन परिदृश्य भारतीय आधुनिक • शर्मा आर०ए० मानव मूल्यपरक शिक्षा आर लैला बुक डिपो. गाजियाबाद हिन्दी मध्य प्रदेश हिंदी ग्रंथ. • Learning the Way of Peace: A Teacher's Guide to PeaceEducation,UNESCO, New Delhi • अग्रवाल, शोभा मूल्य शिक्षा, आर० लाल० बुक डिपो, मेरठ *** Latest editions of all the suggested books are recommended**	
E-Resources	https://vit.ac.in/files/Ethics_Manual.pdf https://www.drishtiias.com/images/pdf/secondary%20political%20science.pdf https://crescent.education/wp-content/uploads/2018/12/Crescent-human-values-professional-ethics.pdf https://www.slideshare.net/hitesh0141/human-values-57703636 https://www.slideshare.net/vinay3711/human-values-professional-ethics	

Course Code: BEDS 451	**Enhancing Professional Capacities** **B.Ed.- Semester- IV** **Critical Understanding of ICT**	L-0 P-4 C-2
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Understanding the concept, nature and scope of ICT in Education.	
CO2.	Applying ICT in enhancing professional competencies, curriculum enrichment and Educational administration & management.	
CO3.	Analyzing the changes occurring due to implication of ICT in Education.	
CO4.	Evaluating ICT based support services.	
CO5.	Preparing the E-content for online Classes.	
Course Content:		

	• Fundamental Knowledge of ICT Tools • Fundamental Knowledge of Computer • Concept of ICT as an effective learning tool for learner's • E-learning through ICT for smooth working as a teacher **Activities** A Workshop on ICT for 10-15 days may be organized or a provision of four periods in one week may be made in the time-table to practices in computer labs as well as to learn how to conduct online classes or prepare teaching- learning material for online classes. Student-teachers are expected to learn the following: • Creation & Operation of G-mail account and management of Google Drive. • Use of Audio-Visual Aids Like: Computer, Projector, Android Mobile in education. • Functional Knowledge of operating computer software: MS Office- Word Document, MS-PowerPoint, MS-Excel etc. • Developing PowerPoint Presentation Slides. • Effective browsing of the internet for selecting relevant information. • Conduct & Operate at least five Online Learning Classes through Different Application. • Creation and Operation of You-tube Account for demonstrate five audio/video lectures related to their Pedagogy subject.
Evaluation	The assessment will be done in two components: Internal 50% and External 50% • TheExternalassessmentshallbedonebytheexternalexaminerappointedbythe controller of examination of university. • TheInternalassessmentshallbedonebytheFacultyConcernedorinternalexaminer appointed by the principal.

Practical	Internal Examiner *(Marks 50)*	External Examiner*(Marks 50)*
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

Course Code: BEDS 452	**Enhancing Professional Capacities** **B.Ed. Semester- IV** **Understanding the Self**	L-0 P-4 C-2
Course Outcomes:	On completion of the course, the students will be :	
CO1.	Understanding the concept of self-development and self-efficacy.	
CO2.	Applying the various aspects of his/her own self.	
CO3.	Analyzing the concept of self in context of Indian and western philosophy.	
CO4.	Developing holistic and integrated concept of self through workshop.	
Course Content:		

Course Content:

- Concept of self and various aspects of his/ her own self.
- Concept of self development and self efficacy.
- Facilitate development of skills of self expression-oral as well as written.
- Holistic and integrated concept of self through workshops.
- Development of social-senstivity among student-teachers.

Activities :

- Workshop for Personality grooming.
- Maintaining a reflective journal of practice teaching period
- Sharing of experiences where one has faced stereotyping
- Preparation of a report on concept & meaning of self in context of Indian/Western philosophy.
- Organizing at least two programme for the welfare of community like Literate India, Quit Mal-nutritious, Beti Bachao Beti Padhao, Green India, Clean India, Clean water e.t.c.

Evaluation

The assessment will be done in two components: Internal 50% and External 50%

- TheExternalassessmentshallbedonebytheexternalexaminerappointedbythe controller of examination of university.
- TheInternalassessmentshallbedonebytheFacultyConcernedorinternalexaminer appointed by the principal.

Practical	**Internal Examiner** *(Marks 50)*	**External Examiner***(Marks 50)*
Performance	10	20
File Work	20	20
Viva	10	10
Attendance	10	-

Course Code: TMUGS-402	**Value Added Course** **B.Ed. Semester-IV** **Managing Work and Others**	**L-2** **T-1** **P-0** **C-0**
Course Outcomes:	**On completion of the course, the students will be :**	
CO1.	Communicating effectively in a variety of public and interpersonal settings.	
CO2.	Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.	
CO3.	Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.	
CO4.	Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.	
CO5.	Handling difficult situations with grace, style, and professionalism.	
Course Content:		
Unit-1:	**Intrapersonal Skills:** Creativity and Innovation Understanding self and others (Johari window) Stress Management Managing Change for competitive success Handling feedback and criticism	**8 Hours**
Unit-2:	**Interpersonal Skills:** Conflict management Development of cordial interpersonal relations at all levels Negotiation Importance of working in teams in modern organisations Manners, etiquette and net etiquette	**12 Hours**
Unit-3:	**Interview Techniques:** Job Seeking Group discussion (GD) Personal Interview	**10 Hours**
Reference Books:	1. Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18[th]ed., Pearson Education 2. Burne, Eric, Games People Play (2010), Penguin UK 3. Carnegie, Dale, How to win friends and influence people(2004), RHUK 4. Rathgeber, Holger, Kotter, John, Our Iceberg is melting(2017), Macmillan 5. Steinburg, Scott, Nettiquette Essentials (2013),Lulu.com 6. https://www.hloom.com/resumes/creative-templates/ 7. https://www.mbauniverse.com/group-discussion/topic.php 8. https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression *** Latest editions of all the suggested books are recommended.**	