

Revised Study & Evaluation Scheme

of

Bachelor of Education (B.Ed.)

[Applicable w.e.f. Academic Session 2017-18]

Approved by V.C. dated 11.10.2017



TEERTHANKER MAHAVEER UNIVERSITY

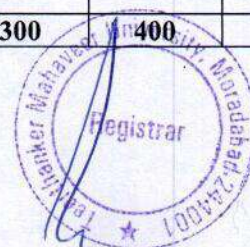
Delhi Road, Moradabad, Uttar Pradesh-244001

Website: www.tmu.ac.in

Faculty of Education
Two Year B.Ed. Syllabus 2017-18
First Year Syllabus of B.Ed. Programme
Semester - I

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total marks
Core Courses									
1.	BEDS 101	Childhood and Growing up	04			04	40	60	100
2.	BEDS 102	Contemporary India and Education	04			04	40	60	100
3.	BEDS 103	Language across the curriculum	02			02	40	60	100
4.	BEDS 104	Understanding Discipline and Subjects	02			02	40	60	100
Pedagogy Courses (Select Any One)									
5.	BEDS 131/231	Pedagogy of Hindi	02			02	40	60	100
	BEDS 132/232	Pedagogy of English	02			02	40	60	100
	BEDS 133/233	Pedagogy of Sanskrit	02			02	40	60	100
	BEDS 134/234	Pedagogy of Social Science	02			02	40	60	100
	BEDS 135/235	Pedagogy of Commerce	02			02	40	60	100
	BEDS 136/236	Pedagogy of Computer Science	02			02	40	60	100
	BEDS 137/237	Pedagogy of Home Science	02			02	40	60	100
	BEDS 138/238	Pedagogy of Mathematics	02			02	40	60	100
	BEDS 139/239	Pedagogy of Physical Science	02			02	40	60	100
	BEDS 140/240	Pedagogy of Biology	02			02	40	60	100
Practical									
Enhancing Professional Capacities (EPC) Course									
6.	BEDS 151	Drama & art Education	00		04	02	50	50	100
Field Engagement									
7.	BEDS 152	Preliminary School Engagement (PSE-I)	00		04	02	50	50	100
		Total	14		08	18	300	400	700

B.Ed. Semester syllabus applicable w.e.f. Academic session 2017-18



First Year Syllabus of B.Ed. Programme

Semester- II

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Core Courses									
1.	BEDS 201	Learning and Teaching	04			04	40	60	100
2.	BEDS 202	Information & Communication Technology	02			02	40	60	100
3.	BEDS 203	Knowledge and curriculum	04			04	40	60	100
4.	BEDS 204	Physical, Health and Yoga Education	02		04	04	40	60	100
Pedagogy Courses (Select Any One)									
5.	BEDS 131/231	Pedagogy of Hindi	02			02	40	60	100
	BEDS 132/232	Pedagogy of English	02			02	40	60	100
	BEDS 133/233	Pedagogy of Sanskrit	02			02	40	60	100
	BEDS 134/234	Pedagogy of Social Science	02			02	40	60	100
	BEDS 135/235	Pedagogy of Commerce	02			02	40	60	100
	BEDS 136/236	Pedagogy of Computer Science	02			02	40	60	100
	BEDS 137/237	Pedagogy of Home Science	02			02	40	60	100
	BEDS 138/238	Pedagogy of Mathematics	02			02	40	60	100
	BEDS 139/239	Pedagogy of Physical Science	02			02	40	60	100
	BEDS 140/240	Pedagogy of Biology	02			02	40	60	100
Practical									
Enhancing Professional Capacities (EPC) Course									
6.	BEDS 251	Reading and Reflecting on texts	00		04	02	50	50	100
Field Engagement									
7.	BEDS 252	Preliminary School Engagement (PSE-2)	00		04	02	50	50	100
		Total	14		12	20	300	400	700

B.Ed. Semester syllabus applicable w.e.f. Academic session 2017-18



Second Year B.Ed. Syllabus Semester – III

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

This semester shall entail a school internship of 16 weeks where in the Ist week will be exclusively 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.



Semester – IV

S.No .	Course Code	Course/Paper	Periods			Credits	Evaluation Scheme		
			L	T	P		Internal	External	Total Marks
Core Courses									
1.	BEDS 401	Gender: School and Society	04			04	40	60	100
2.	BEDS 402	Inclusive Education	04			04	40	60	100
3.	TMU-X01	Environmental Studies	04			04	40	60	100
4.	BEDS 404	Assessment of Learning	04			04	40	60	100
Optional Courses (Select Any One)									
5.	BEDS 411	Education of the Marginalised Groups	02			02	40	60	100
	BEDS 412	School Leadership	02			02	40	60	100
	BEDS 413	Work Education	02			02	40	60	100
	BEDS 414	Adult & Population Education	02			02	40	60	100
	BEDS 415	Life Skills Education	02			02	40	60	100
	BEDS 416	Guidance and Counseling	02			02	40	60	100
	BEDS 417	Human Value and Ethics	02			02	40	60	100
Practical									
Enhancing Professional Capacities (EPC) Course									
6.	BEDS 451	Critical Understanding of ICT	00		04	02	50	50	100
7.	BEDS 452	Understanding the Self	00		04	02	50	50	100
		Total	18		08	22	300	400	700




Faculty of Education
Two Year B.Ed. Syllabus 2017-18
First Year Syllabus of B.Ed. Programme
Semester - I

S.No.	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
			L	T	P		Internal	External	Total marks
Core Courses									
1.	BEDS 101	Childhood and Growing up	04			04	40	60	100
2.	BEDS 102	Contemporary India and Education	04			04	40	60	100
3.	BEDS 103	Language across the curriculum	02			02	40	60	100
4.	BEDS 104	Understanding Discipline and Subjects	02			02	40	60	100
Pedagogy Courses (Select Any One)									
5.	BEDS 131/231	Pedagogy of Hindi	02			02	40	60	100
	BEDS 132/232	Pedagogy of English	02			02	40	60	100
	BEDS 133/233	Pedagogy of Sanskrit	02			02	40	60	100
	BEDS 134/234	Pedagogy of Social Science	02			02	40	60	100
	BEDS 135/235	Pedagogy of Commerce	02			02	40	60	100
	BEDS 136/236	Pedagogy of Computer Science	02			02	40	60	100
	BEDS 137/237	Pedagogy of Home Science	02			02	40	60	100
	BEDS 138/238	Pedagogy of Mathematics	02			02	40	60	100
	BEDS 139/239	Pedagogy of Physical Science	02			02	40	60	100
	BEDS 140/240	Pedagogy of Biology	02			02	40	60	100
Practical Enhancing Professional Capacities (EPC) Course									
6.	BEDS 151	Drama & art Education	00		04	02	50	50	100
Field Engagement									
7.	BEDS 152	Preliminary School Engagement (PSE-I)	00		04	02	50	50	100
		Total	14		08	18	300	400	700

B.Ed. Semester syllabus applicable w.e.f. Academic session 2017-18



New Course Add.
Post Revision
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

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TEERTHANKER MAHAVEER UNIVERSITY
(Established under Govt. of U.P. Act No. 30, 2008)
Delhi Road, Bagarpur, Moradabad (U.P.)

<u>Study & Evaluation Scheme</u>	
<u>SUMMARY</u>	
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%
<u>Credits</u>	
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.					

<u>Question Paper Structure</u>	
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.

<u>IMPORTANT NOTES:</u>	
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 and learning.

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." Engagement with the field is also a usefully ambiguous term for the complexity of 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 effective learning.

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 wherever possible.

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 even domain.

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 and insights.

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 whole program.

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 other students.

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 the students.

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 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)										
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	



B.Ed. Semester II

S.No.	Course Type	Course Code	Course/Paper	Periods		Credit	Evaluation Scheme			
				L	P		Internal	External	Total Marks	
Core Courses (CC)										
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)										
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										
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)										
6.	EPC-2	BEDS 251	Reading and Reflecting on texts	00	04	02	50	50	100	
Engagement with the field (EWF)										
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	Periods			Credit	Evaluation Scheme		
				L	T	P		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			
				L	P		Internal	External	Total Marks	
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	Elective / Optional Courses	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	

Value Added Course (VAC)

S.No.	Course Type	Course Code	Course/Paper	Periods			Credit	Evaluation Scheme		
				L	T	P		Internal	External	Total
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

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Course Code: BEDS 104	Core Course B.Ed.- Semester- I <u>Understanding Disciplines and Subjects</u>	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 : <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • In respect of Social Science, Science, • Math, • Language. 	8 Hours
Unit-5:	Designing of Discipline and Subject : <ul style="list-style-type: none"> • 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



Course Code: BEDS 201	Core Course B.Ed.- Semester- II <u>Learning and Teaching</u>	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Intra and Inter Individual differences : meaning, dimensions and factors • Intelligence : nature, theories- Thurstone's theory, Guilford's three Dimensional theory (S.I. Model), Gardner's theory of Multiple intelligence and assessment. • Personality: meaning and types, Allport's Trait theory. Freud's Psychoanalytical theory • Creativity : concept, factors and nurturing creativity 	10 Hours
Unit-4:	Classroom Dynamics and Role of teacher: <ul style="list-style-type: none"> • 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



Course Code: BEDS 203	Core Course B.Ed.- Semester- II <u>Knowledge and Curriculum</u>	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 : <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • 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



Course Code: BEDS 404	Core Course B.Ed. Semester- IV <u>Assessment for Learning</u>	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:- <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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:- <ul style="list-style-type: none"> • 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:- <ul style="list-style-type: none"> • 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
<u>Text Books:</u>	<ul style="list-style-type: none"> • Asthana, Vipin. Assessment for Learning, Agarwal Publication Agra. • Arya, Mohan Lal. Assessment for Learning, R.Lall Publication Meerut. 	



Course Code: BEDS 151	Enhancing Professional Capacities B.Ed.- Semester- I Practical <u>Drama & Art Education</u>	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:	<p>The need to integrate arts education in the formal schooling of our students is to retain our 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.</p> <p>Objectives: To help student-teachers to-</p> <ul style="list-style-type: none"> 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 art forms. Enhance understanding of different art forms & their impact on human mind. Overall development by integrating curricular & co-curricular activities. <p>Activities</p> <ul style="list-style-type: none"> An artist or artisan 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 Puppet etc. 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	<p>The assessment will be done in two components: Internal 50% and External 50%</p> <ul style="list-style-type: none"> 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. <table border="1"> <thead> <tr> <th>Practical</th><th>Internal Examiner (Marks 50)</th><th>External Examiner (Marks 50)</th></tr> </thead> <tbody> <tr> <td>Performance</td><td>10</td><td>20</td></tr> <tr> <td>File Work</td><td>20</td><td>20</td></tr> <tr> <td>Viva</td><td>10</td><td>10</td></tr> <tr> <td>Attendance</td><td>10</td><td>-</td></tr> </tbody> </table>		Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)	Performance	10	20	File Work	20	20	Viva	10	10	Attendance	10	-
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Performance	10	20															
File Work	20	20															
Viva	10	10															
Attendance	10	-															

Course Code: BEDS 251	Enhancing Professional Capacities B.Ed.- Semester- II <u>Reading and Reflecting on Texts</u>	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:	<p>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.</p> <p>Objectives: To enable student-teachers to-</p> <ul style="list-style-type: none"> • Develop study –habits • Strengthen the skill of reading & writing summarization. • Develop skill of summarization • Develop skill of note-taking. • Develop the ability to pronounce correctly • Strengthen the ability of communication correctly. <p><u>Activities</u></p> <p>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 –</p> <ul style="list-style-type: none"> • 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	<p>The assessment will be done in two components: Internal 50% and External 50%</p> <ul style="list-style-type: none"> • 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. <table border="1"> <thead> <tr> <th>Practical</th><th>Internal Examiner (Marks 50)</th><th>External Examiner (Marks 50)</th></tr> </thead> <tbody> <tr> <td>Performance</td><td>10</td><td>20</td></tr> <tr> <td>File Work</td><td>20</td><td>20</td></tr> <tr> <td>Viva</td><td>10</td><td>10</td></tr> <tr> <td>Attendance</td><td>10</td><td>-</td></tr> </tbody> </table>		Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)	Performance	10	20	File Work	20	20	Viva	10	10	Attendance	10	-
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Performance	10	20															
File Work	20	20															
Viva	10	10															
Attendance	10	-															



Course Code: BEDS 451	Enhancing Professional Capacities B.Ed.- Semester- IV <u>Critical Understanding of ICT</u>		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:																		
	<ul style="list-style-type: none">• 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 <p><u>Activities</u></p> <p>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:</p> <ul style="list-style-type: none">• 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	<p>The assessment will be done in two components: Internal 50% and External 50%</p> <ul style="list-style-type: none">• The External assessments shall be done by the external examiner appointed by the controller of examination of university.• The Internal assessments shall be done by the Faculty Concerned or internal examiner appointed by the principal. <table><tr><td>Practical</td><td>Internal Examiner (Marks 50)</td><td>External Examiner (Marks 50)</td></tr><tr><td>Performance</td><td>10</td><td>20</td></tr><tr><td>File Work</td><td>20</td><td>20</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Attendance</td><td>10</td><td>-</td></tr></table>			Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)	Performance	10	20	File Work	20	20	Viva	10	10	Attendance	10	-
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 <u>Understanding the Self</u>		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:																		
	<ul style="list-style-type: none">• 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-sensitivity among student-teachers. <p><u>Activities :</u></p> <ul style="list-style-type: none">• 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	<p>The assessment will be done in two components: Internal 50% and External 50%</p> <ul style="list-style-type: none">• The External assessments shall be done by the external examiner appointed by the controller of examination of university.• The Internal assessments shall be done by the Faculty Concerned or internal examiner appointed by the principal. <table><tr><th>Practical</th><th>Internal Examiner (Marks 50)</th><th>External Examiner (Marks 50)</th></tr><tr><td>Performance</td><td>10</td><td>20</td></tr><tr><td>File Work</td><td>20</td><td>20</td></tr><tr><td>Viva</td><td>10</td><td>10</td></tr><tr><td>Attendance</td><td>10</td><td>-</td></tr></table>			Practical	Internal Examiner (Marks 50)	External Examiner (Marks 50)	Performance	10	20	File Work	20	20	Viva	10	10	Attendance	10	-
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 <u>Preliminary School Engagement (PSE-I)</u>	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) <ul style="list-style-type: none">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	<p>The assessment will be done in two components: Internal 50% and External 50%</p> <ul style="list-style-type: none">The Internal assessments shall be done by the Faculty Concerned or internal examiner appointed by the principal. <p>School engagement and practical shall be evaluated as follows:</p> <table><tr><td></td><td></td><td>Internal Marks</td></tr><tr><td>1.</td><td>Observation of Teaching and preparation of report</td><td>20</td></tr><tr><td>2.</td><td>Evaluation of teaching skills (through microteaching)</td><td>30</td></tr><tr><td></td><td>Total</td><td>50</td></tr></table> <ul style="list-style-type: none">The External assessments shall be done by the external examiner appointed by the controller of examination of university. <table><tr><td>Practical</td><td>External Examiner (Marks 50)</td></tr><tr><td>Performance</td><td>20</td></tr><tr><td>File Work</td><td>20</td></tr><tr><td>Viva</td><td>10</td></tr><tr><td>Total</td><td>50</td></tr></table>				Internal Marks	1.	Observation of Teaching and preparation of report	20	2.	Evaluation of teaching skills (through microteaching)	30		Total	50	Practical	External Examiner (Marks 50)	Performance	20	File Work	20	Viva	10	Total	50
		Internal Marks																						
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Performance	20																							
File Work	20																							
Viva	10																							
Total	50																							



Course Code: BEDS 252	Engagement with the field B.Ed. Semester- II <u>Preliminary School Engagement (PSE-2)</u>	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) <ul style="list-style-type: none">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	<p>The assessment will be done in two components: Internal 50% and External 50%</p> <ul style="list-style-type: none">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: <table><tr><td></td><td></td><td>Internal Marks</td></tr><tr><td>1.</td><td>Observation of Teaching and preparation of report</td><td>20</td></tr><tr><td>2.</td><td>Evaluation of teaching skills (through microteaching)</td><td>30</td></tr><tr><td></td><td>Total</td><td>50</td></tr></table> <ul style="list-style-type: none">The External assessment shall be done by the external examiner appointed by the controller of examination of university. <table><tr><td>Practical</td><td>External Examiner(Marks 50)</td></tr><tr><td>Performance</td><td>20</td></tr><tr><td>File Work</td><td>20</td></tr><tr><td>Viva</td><td>10</td></tr><tr><td>Total</td><td>50</td></tr></table>				Internal Marks	1.	Observation of Teaching and preparation of report	20	2.	Evaluation of teaching skills (through microteaching)	30		Total	50	Practical	External Examiner(Marks 50)	Performance	20	File Work	20	Viva	10	Total	50
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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:	<ol style="list-style-type: none"> 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, Napoleon, 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 <p>* Latest editions of all the suggested books are recommended.</p>	



New Course Added

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:	<ol style="list-style-type: none"> 1. Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18thed., 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.		



Course Code: BEDS 204	Academic Enhancement Compulsory Course B.Ed.- Semester- II <u>Physical, Health and Yoga Education</u>	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 <ul style="list-style-type: none"> • Introduction, Definition and Meaning of health & health education • Dimensions of health & Determinants of health • <u>Meaning & Importance of balanced diet</u> • School health programme and role of teacher in development of health 	10 Hours
Unit-2:	Physical Fitness <ul style="list-style-type: none"> • Definition, Meaning and Types of physical fitness • Factors affecting physical fitness • Benefits of Physical Fitness • Importance of physical activities at school level • <u>Principles of physical fitness</u> 	10 Hours
Unit-3:	Health Problems in India <ul style="list-style-type: none"> • <u>Communicable and Non Communicable Diseases</u> • Obesity, Malnutrition, Explosive Population. • Personal and Environmental Hygiene for schools • <u>Objectives of school health services, Role of health education in schools</u> 	10 Hours
Unit-4:	Yoga <ul style="list-style-type: none"> • <u>Introduction, Meaning and mis-concepts of Yoga</u> • <u>Introduction to Ashtang Yoga</u> • <u>Classification of Yoga</u> • <u>Importance of Yogasanas, Pranayama and Shudhikriya</u> 	10 Hours
Unit-5:	Meditation & Stress Management <ul style="list-style-type: none"> • <u>Meditation: Meaning, Nature & Relationship with mind.</u> • <u>Importance of Meditation at school level</u> • <u>Stress: Meaning, Nature, Types and Factors</u> • <u>Role of Meditation in Stress Management.</u> 	10 Hours
<u>Text Books:</u>	<ul style="list-style-type: none"> • 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. 	



Health and Physical Education

Course Code – BED 118

L	T	P	C
4	-	-	4

Objectives: To enable the student-teacher-

- to introduce the concept of holistic health.
- to understand the various dimensions and determinants of health.
- to acquaint them with school health programme and its importance.
- to understand the need and importance of physical education.
- to make them aware of the benefits of physical fitness and activities for its development.
- to introduce them the need of Yoga and its importance.

Unit-I

- Meaning and definition of physical education, Aims and objectives of physical education, Need and importance of physical education in different levels of school, Misconceptions about physical education
- Concept, dimensions and determinants of health.
- Health Education: Concept, aims, objectives and scope.
- School health programme and role of teacher in the development of health.

Unit-II

- Physical fitness: concept, factors affecting, benefits and assessment of physical fitness.
- Need and importance of physical activities at school level.
- Classification of foods, balance diet, role of various nutrients, vitamins and their role, malnutrition, adulteration of food.

Unit-III

- Personal and environmental hygiene: Concept and importance.
- Care of skin, mouth, nails, clothing, and bathing etc., brief account of housing, water supply, sewage and proper disposal, Development of personal and environmental hygiene.
- Concept of first aids, importance of knowledge of first aids for the school teacher, first aids for sun stroke, snake bite, dog bite, fracture, etc.
- First aid box and its importance in school.

Unit-IV

- NMEP (National Malaria Eradication Programme), DDCP (Diarrhea Diseases Control Programme), National TB Control Programme.
- STD Control Programme, NFPP (National family Planning Programme), Polio and Leprosy Control Programme.
- International Health Agencies: WHO, UNICEF, UNDP.



Course Code: BEDS 416	Elective / Optional Courses B.Ed.- Semester- IV <u>Guidance And Counselling</u>	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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 Training <ul style="list-style-type: none"> Sources, techniques (Standardized, Non Standardized), methods, filling- up and evaluation of career information. Recommendation 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. <ul style="list-style-type: none"> Case Study. Sociometry. Guidance Services at central and state level. Problems of guidance in India. 	8 Hours
Text Books:	<ul style="list-style-type: none"> Sodhi, T.S. & Suri, S. P., Guidance and Counseling, Patiala: Bawa Publication. Oberai, S.C. Guidance and Counseling, R. Lal Publication. 	

Educational Guidance And Counselling

Course Code – BED 211

L	T	P	C
4	-	-	4

Objectives: To enable the pupil teacher to-

- Explain the concepts of guidance and counseling.
- Develop an understanding of educational, vocational and personal guidance.
- Assess the needs of an individual for solving problems.
- Use testing devices and techniques of guidance.
- Describe collection and dissemination of occupational guidance for better carrier option.
- Explain problems faced by students and to develop right attitude and ability in the contemporary society.

Unit – I

- Meaning and concept of guidance.
- Types- educational, vocational and personal needs and principles.
- Counselling – need, functions and types.

Unit – II

- Meaning of career, career information and its components.
- Occupational information, information about education and opportunity and personal-social information.

Unit – III

- Aims to study career information at different school levels.
- Career information, sources, methods of collection, classification and filling-up of information and evaluation of the information.

Unit – IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

Unit – V

- Personal-social information at different school levels.
- Setting up of a Career Resource Centre, its major importance.

Suggested Readings:

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.



Course Code: BEDS 417	Elective / Optional Courses B.Ed.- Semester- IV <u>Human Value and Ethics</u>	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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> Indian Constitution and Values – Fundamental Rights and Duties - Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy; Our National Emblem. 	10 Hours
Unit-3:	<ul style="list-style-type: none"> Religious and Cultural Values-Values embedded in Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism; Religious Tolerance; Importance of a Family. 	10 Hours
Unit-4:	<ul style="list-style-type: none"> Professional Ethics-Need and Importance – Goals – Dignity of Labour – Ethical Values in Different Professions – Management, Teaching, Civil Services, Politics. 	10 Hours
Unit-5:	<ul style="list-style-type: none"> Health and Nutrition: Food Habits; Exercise; Communicable Diseases; Risk Behaviour - Substance Abuse – Drugs, Alcohol, Tobacco. 	10 Hours
<u>Text Books:</u>	<ul style="list-style-type: none"> 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. 	
<u>Reference Books:</u>	<ul style="list-style-type: none"> मानव मूल्य शिक्षा: जन्ममूल्य शिक्षा, भारतीय आधुनिक शिक्षा मानव मूल्य शिक्षा: जन्ममूल्य शिक्षा, भारतीय आधुनिक शिक्षा Learning the Way of Peace: A Teacher's Guide to Peace Education, UNESCO, New Delhi अग्रवाल, शोभा मूल्य शिक्षा, आर० लाल० बुक डिपो, मेरठ <p>* Latest editions of all the suggested books are recommended</p>	
<u>E-Resources</u>	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	



