

Programme and Course Structure

**School of Education
B.Ed.**

Programme Code- SOE0101 Duration- 2Years Full Time

Batch : 2019-2021

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

**Transformative educational experience
Enrichment by educational initiatives that encourage global outlook
Develop research, support disruptive innovations and accelerate entrepreneurship
Seeking beyond boundaries**

Core Values

**Integrity
Leadership
Diversity
Community**

1.2 Vision and Mission of the School

Vision of the School

To serve the society by being a global institute that creates prospective teachers equipped with knowledge and skills required for teaching and research in the 21st century

Mission of the School

To prepare learner-sensitive educators with knowledge, skills and dispositions to contribute to a better society.

To prepare educational pathways so as to empower teachers and leaders who will assume positions as educators, school administrators, researchers and policy makers at various levels.

To create holistic teachers proficient at the art and science of teaching.

To inculcate integrity and values through curricular, co-curricular and extra-curricular choices.

Integrity

Leadership

Diversity

Community

1.3.1 Programme Educational Objectives (PEO)

PEO1: To prepare prospective teachers with a solid foundation in pedagogy, skills and technology for a successful career in teaching.

PEO2 : To prepare effective teachers who become effective collaborators/innovators in efforts to address social, psychological and philosophical challenges.

PEO3 : To prepare prospective teachers who engage in professional development through self-study, professional study, research and real practice in teaching.

PEO4 : To equip prospective teachers with integrity, inclusiveness and ethical values so that they become responsible citizens.

1.3.3 Program Outcomes (PO's)

PO1: Curriculum and Planning: Pupil teachers will be able to **design** meaningful goals and objectives for learning by applying the knowledge of core content and pedagogy.

PO2: The Learner and Learning Environment: Pupil teachers will be able to **develop** an understanding of cognitive, social and emotional skills. They will be able to **assess** individual differences, which will help them to get an understanding of how students come to view, develop and make sense of subject matter.

PO3: Teaching: Pupil teachers can deliver meaningful learning to students by integrating their knowledge of content, pedagogy, learner, learning environment, engaging in reflective instructional cycle of planning, instructing, assessing and applying various strategies of assessment for teaching

PO4: Professional responsibilities for School and Community : Pupil teachers will be able to **build** teacher leadership qualities by participating in the development and/or implementation of school-wide mission, strategic planning/improvement process, curriculum initiatives, student support and management systems. Thus, maintaining an environment that fosters student learning and demonstrating a commitment to ethical and responsible behavior.

PO5: Professional responsibilities towards ICT in teaching: Pupil teachers will be **adapted** to use the ICT effectively so as to design, implement and assess learning experience to enrich their professional experience and to provide positive models for students, colleagues and the community.

PO6: Culturally Responsive Teaching practice/ Inclusive Education: Pupils will **formulate** culturally responsive teaching practices to help all students regardless of barriers related to race, geographic location, special needs and economic background.

PO7: Research: The pupil teacher will be able to do Action research to scientifically solve the problems that occur during the classroom teaching, presentation and achieving learning objectives.

Programme Specific Objectives:

PSO1: To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that benefit diverse learners and learning contexts

PSO2 : To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

PSO3 : To provide student teachers self-identity as a ‘teacher’ through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions

PSO4 : To change the behaviour, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.

Teaching scheme

Program Structure
Name of the School: School of Education
Program - B.Ed. (2 Year)
Batch: 2019-2021
SEMESTER 1

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ¹ : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	BED101	Philosophical and Sociological Perspective of Education	3	1	0	4	CORE	CC
2.	BED102	Childhood and Growing up	3	1	0	4	CORE	CC
3.	BED104	Critical Understanding of ICT	2	1	0	3	Co Requisite	SEC
4.	BEP123	Drama & Art in Education	0	0	2	1	Co Requisite	AECC
5.	BEP104	Critical Understanding of ICT-P	0	0	2	1	Co Requisite	SEC
6.	BED152/ BED151/ BED157/ BED155	Pedagogy of Subject – I(English,Hindi, Physical Science, Commerce)	3	1	0	4	CORE	DSE
7.	BEP121	Micro and Simulated Teaching-I	0	0	3	2	Co Requisite	SEC

¹CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

8.	BEP122	School Experience & Psy. Practical	0	0	4	2	Co Requisite	SEC
9.	ARP101	Communicative English-I	0	0	3	2	Co Requisite	SEC
TOTAL CREDITS							23	

TERM: II

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ² : 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1	BED 103	Assessment for Learning	3	1	0	4	CORE	CC
2	BED105	Knowledge and Curriculum	3	1	0	4	CORE	CC
3.	BED106	Learning and Teaching	3	1	0	4	CORE	CC
4.	BED153/ BED154/ BED158/ BED156	Pedagogy of Subject – II(Social Science, Economics, Biological Science, Maths)	3	1	0	4	CORE	DSE
5.	BEP124	Micro and Simulated Teaching-II	0	0	2	2	Co Requisite	SEC
6.	BED107	Language Across the Curriculum	3	1	0	4	Co Requisite	AECC
7.	MOOC	University open elective/Swayam	2	0	0	2	ELECTIVE	AECC
8.	BEP141	Life Skills	0	0	2	2	Co Requisite	AECC
9.	ARP 102	Communicative English-II	0	0	2	2	Co Requisite	AECC
TOTAL CREDITS							28	

²CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: III

S. No	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course ³ :	
			L	T	P			5. CC	6. AECC
1.	BEP221	Internship Subject-I	-	-	-	8	CORE	SEC	
2.	BEP222	Internship Subject-II	-	-	-	8	CORE	SEC	
3.	CCU801	Community Based Project	-	-	-	2	Co-Requisite	SEC	
TOTAL CREDITS							18		

³CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

TERM: IV

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite		
THEORY SUBJECTS									
1	BED201	Gender, School and Society	3	1	0	4	CORE	CC	
2	BED202	Creating an Inclusive School	3	1	0	4	CORE	CC	
3	BED203	Contemporary India and Education	3	1	0	4	CORE	CC	
4	BED204	School Administration and Management	3	1	0	4	CORE	CC	
5	BED231 BED232 BED233 BED234 BED235	Environmental Education Peace Education and Human Rights Life Skills Education Health and Physical Education Guidance and Counseling	3	1	0	4	Generic Elective	GE	
6	BEP241	Understanding the Self	0	0	2	1	Co Requisite	AECC	
7	BEP242	Reading and Reflections on the Text	0	0	2	1	Co Requisite	SEC	
8	BEP 243	Professional Competency	0	0	3	2	Co Requisite	AECC	
9	SVA401	Social Thoughts of Gandhi	2	0	0	0	Value added	VA	
TOTAL CREDITS							24		
Total Credits of the Programme							93		

*Any two courses out of it:

BED151	Pedagogy of Hindi
BED152	Pedagogy of English
BED153	Pedagogy of Social Sciences
BED154	Pedagogy of Economics
BED156	Pedagogy of Mathematics
BED157	Pedagogy of Physical Science
BED158	Pedagogy of Biological Science
BED155	Pedagogy of Commerce

**Any one course out of it:

BED231	Environmental Education
BED232	Peace Education and Human Rights
BED233	Life Skills Education
BED234	Health and Physical Education
BED235	Guidance and Counseling

SYLLABUS

BED 101 : Philosophical and Sociological Perspectives of Education

School:		SOE	Batch : 2019-21
Program:		B.ED	Current Academic Year: 2019-20
Branch:		SOE	
1	Course Code	BED101	
2	Course Title	Philosophical and Sociological Perspectives of Education	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Compulsory	
5	Course Objective	<div><div>1.</div><div>To provide an understanding of the concept, meaning, aims and functions of Education .</div><div>2.</div><div>To reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.</div><div>3.</div><div>To critically examine the issues and concerns of education in the socio-economic context of India.</div><div>4.</div><div>To appreciate the need and relevance of the course in being a humane teacher</div><div>5.</div><div>To analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.</div><div>6.</div><div>To analyse the educational implications of different philosophies of education in present times.</div></div>	
6	Course Outcomes	<div><div>1.</div><div>Understand the concept, meaning, aims and functions of Education .</div><div>2.</div><div>Reflect upon the thoughts of Indian and Western thinkers on Education and explore their implications for practices in schools.</div><div>3.</div><div>Critically examine the issues and concerns of education in the socio-economic context of India.</div><div>4.</div><div>Appreciate the need and relevance of the course in being a humane teacher</div><div>5.</div><div>Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.</div><div>6.</div><div>Analyse the educational implications of different philosophies of education in present times.</div></div>	
7	Outline syllabus		
8	Unit 1	Education & Philosophy	
	A	Meaning, aims, functions and types of education.	
	B	Concept of Philosophy. Relationship between Education and Philosophy.	
	C	Philosophical analysis of Education, Training, Teaching and Indoctrination.	
9	Unit 2	Schools of Philosophy	
	A	Concept& principles of Idealism, Pragmatism	
	B	Concept & principles of Naturalism & Realism	
	C	Educational implications of these schools of Philosophy-Aims and objectives and Curriculum, Methodology, Teachers- Pupil Relationship and Discipline.	
10	Unit 3	Education and Sociology	

	A	Meaning & scope of Sociology		
	B	Social change: Meaning, Factors affecting, types and Role of education.		
	C	Social Mobility: Meaning, Importance, Types, and Role of Education.		
11	Unit 4	Education and Social system		
	A	Role of Family, & School in Education		
	B	Role of Mass Media in Education		
	C	Emerging trends in the Indian Context: Globalization ,Internationalization and Privatisation of Education: Positive and Negative Impact		
12	Unit 5	Education and Social Stratification.		
	A	Social Stratification- Meaning, Characteristics, and Types.		
	B	Caste, class, gender, religious stratification in Indian society		
	C	Relevance of Educational thoughts of Mahatma Gandhi, J.Krishnamurti, Swami Vivekananda, Paulo Freire and Plato to present education system		
13	Mode of examination	Theory		
14	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
15	Text book/s*	<ol style="list-style-type: none"> 1. Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi. 2. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO. 3. Dewey J. (1952) Experience in Education, Collier Macmillan. 4. Dewey J (1966) Democracy in Education, New York, Macmillan. 5. Gupta Rainu (2013) Philosophical, Sociological and Economic Basis of Education, Tondon Publications, Ludhiana-(Text Book) 6. Krishnamurthi, J Education and the Significance of life, KFI Publications. 7. Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman 8. Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan. 		
16	Other References	<ol style="list-style-type: none"> 1. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi 2. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers. 3. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication 		

BED102: Childhood and Growing Up

School:	SOE	Batch : 2019-21
Program:	B.Ed.	Current Academic Year: 2019-21
Branch:	SOE	
Course Code	BED102	
Course Title	Childhood and Growing Up	
Credits	4	
Contact Hours (L-T-P)	3-1-1	
Course Type	Compulsory	
Course Objective	1. To develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood. 2. To develop an understanding of the different aspects of a Child with diverse abilities in the Social, Cultural and Political context of India 3. To acquaint with the role of different agencies in the health and development of children. 4. To acquaint with theories of Growth and Development with applicable relevance.	
Course Outcomes	CO1:The student will be able to have knowledge about the concepts child and childhood behaviour in social and cultural context of India CO2: The student will be able to understand and critically differentiate various contexts required to assess at the process of exploration of childhood CO3: The student will be able to apply the understanding of theoretical perspectives into an applicative manner. CO4: The student will be able to analyse role and importance of work of various social agencies in the field of childhood development around the world. CO5: The student will be able to evaluate the significance of different aspects of a childhood with diverse applications in the Social, Cultural and Political context of India. CO6: The student will be able to create a structured format of experiential learning in context of the subject matter in relevance.	
Outline syllabus		
Unit 1	Growth and Development	
A	Meaning & difference between Growth and Development	
B	Stages of Growth and development	
C	Theories of Growth and Development	
Unit 2	Childhood and Development	
A	Physical- Motor Development	
B	Role of Parents and Teachers	
C	Social and Emotional Development	
Unit 3	Socialization Agencies and the Child	

A	The 21 century child and childhood		
B	Childhood and similarities and Diversities		
C	Concept of Socialisation		
Unit 4	Individual Differences and Adjustment		
A	Concept and types of individual differences		
B	Intelligence and its measurement.		
C	Concept of adjustment and maladjustment		
Unit 5	Health and Social Issues of Children		
A	Challenges of Children: Physical, mental, social and emotional		
B	Protection of Child Rights		
C	Child Health Concerns		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. AmbronS.R (1981) Child Development, Holt Rinchart& Winston, New York. 2. Bhatnagar, S educational Psychology, Legal Book Depot Agra. 3. Chauhan S(2000) Advanced Educational Psychology, Vikas Publication New Delhi.		
Other References	1. Harris, M. and Butterworth(2002) The two concepts of childhood ,Developmental Psychology: AStudentís handbook. New York: 2. Taylor & Francis. Chapter 1: A Brief History of DevelopmentalPsychology 3. Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence		

BEP 123: Drama and Art in Education

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BEP123	
Course Title	Drama and Art in Education	
Credits	1	
Contact Hours (L-T-P)	0-0-2	
Course Type	Compulsory	
Course Objective	1. Gain direct experiences. 2. Develop motor skill. 3. Make students believe in the dignity of labour. 4. Nurture children’s creativity and aesthetic sensibilities. 5. Develop aesthetic sensibilities and learn the use of art in teaching-learning. 6. Integrate curricular and co-curricular activities for overall development of learners. 7. Understand basics of different art forms and impact of art forms on the human mind.	
Course Outcomes	CO1:The student will be able to gain experiences. CO2: The student will be able to develop motor skills. CO3: The student will be able to understand the basic forms of drama. CO4: The student will be able to analyse the cultural ethos and values of society through drama. CO5: The student will be able to examine the impact of art and drama on his/her life. CO6: The student will be able to enhance finest skills in him/her.	
Outline syllabus		
Unit 1	Drama and its Fundamentals	
	Creative writing – Drama writing, Drama as a tool of learning, Different Forms of Drama Role play and Simulation, Use of Drama for Educational and social change (Street play, Dramatization of a lesson), Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation	
Unit 2	Music (Vocal & Instrumental)	
	Sur, Taal and Laya (Sargam), Vocal – Folk songs, Poems, Prayers, Singing along with —Karaokel, Composition of Songs, Poems, Prayers, Integration of Vocal & Instrumental in Educational practices	
Unit 3	The Art of Dance	

	Various Dance Forms – Bharat Natyam, Kathakali, Kuchipudi, Yakshagana- Folk dance and various other dances Integration of Dance in educational practices (Action songs, <i>NrityaNatika</i>)		
Unit 4	Drawing and Painting		
	Colours, Strokes and Sketching- understanding of various means and perspectives, Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting, Use of Drawing and Painting in Education –Chart making, Poster making, match-stick drawing and other forms, Model making – Clay modeling, Origami, Puppet making, Decorative – Rangoli, Ekebana, Wall painting (Mural), Kalameshuthu or any other local art.		
Unit 5	Practicum		
	Developing a script of any lesson in any subject of your choice to perform a Play / Drama. 2. Developing a script for the street play focusing on —Girl's education and Women empowermentll. 3. Preparing a pictorial monograph on —Various folk dance of South India. 4. Preparing a pictorial monograph on —Various Classical Dance forms in India. 5. Preparing a calendar chart on —Various Musical Instruments in India. 6. Develop an Audio CD based on newly composed Poems of any Indian language. 7. Preparing some useful, productive and decorative models out of the waste materials. 8. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning. 9. Development a Review of a theatre programme if possible 10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it. 11. Organizing a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1. Natyashastra by Bharathamuni 2. Deva, B.C. (1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India. 3. NCERT (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre 4. Theory of Drama by A. Nicoll
Other References	Web Resources Position Paper National Focus Group on Arts, Music & Dance, NCERT http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/art_education.pdf Arts in school education, (2012), http://azimpremjifoundation.org/pdf/LCXVIII.pdf Online courses on Arts, http://www.dsource.in/course/index.php Learning Indicators and Learning Outcomes at the Elementary Stage, (2014), NCERT http://www.ncert.nic.in/departments/nie/dee/publication/pdf/LI_Final_Copy_Revised_29.12.14.pdf

BED104: Critical Understanding of ICT

School:	SOE	Batch : 2019-21
Program:	B.ED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BED104	
Course Title	Critical Understanding of ICT	
Credits	3	
Contact Hours (L-T-P)	2-1-0	
Course Type	Co –Requisite	
Course Objective	<ol style="list-style-type: none">1. To get practical experience and reflective engagement on critical issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected readings.2. To understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT and in diverse socioeconomic contexts.3. To get a rich learning experience through various ICT tools which will enable them to engage diverse classroom contexts,4. To critically assess the quality and efficacy of resources and tools available,5. To access and suitably modify open educational resources,6. To develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities.	
Course Outcomes	<p>CO1 To know the practical experience on issues related to Information and Communication Technologies.</p> <p>CO2 To understand the role of ICT in education in relation to various policies and curriculum frameworks.</p> <p>CO3 To apply learning experience through various ICT tools in diverse classroom contexts,</p> <p>CO4 To critically analyse the ICT resources and tools for effective teaching learning process.</p> <p>CO5 To create pedagogies materials for using in professional skills.</p>	
Outline syllabus		
Unit 1	Orientation to ICT	
A	Meaning, Importance and Tools of ICT, Educational application of ICT	

	using appropriate hardware and software(Hardware: CD/DVD, Projectors, Interactive boards etc; Software: single and multiple media, animation and simulation)
B	Computer Fundamentals: Input-Output Devices, Storage Devices, Issues and Challenges related to ICT
C	Introduction to Operating System : Features of different operating system(Ex: Ubuntu, etc) , using ICT to create Text, data and Media.
Unit 2	Digital Sharing and Exchange of Information
A	Meaning, Characteristics and use of internet., Introduction to Website : Social websites (Blog/Twitter/Face book)
B	Understanding modes of web learning (virtual learning, blended learning etc), E-learning: concept, types, characteristics, e-learning tools and technologies, Learning Management Systems (LMS)
C	Computer Virus and its prevention, Search and Retrieval: Strategies and Techniques, web as a space for continuous learning.
Unit 3	Application of ICT in Education
A	Smart Classroom: Concept, Equipments, Organization, Operation and Importance in teaching., Developing an understanding of assistive technologies for inclusive classrooms
B	ICT for assessment of/for learning, ICTs for material development; TPACK framework
C	Computer security: privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices, fair use and piracy, Intellectual property and copyright and related issues of Plagiarism.
Unit 4	Application of ICT in Educational Administration and Management
A	ICT for educational administration: scheduling, record keeping, student information, electronic grade book, connecting with parents and community, school management systems
B	Managing the ICT infrastructure: software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software
C	UDISE :State and National Level Databases in Education
Unit 5	Application of ICT for Professional Development
A	Tools and opportunities: electronic teaching portfolio, web 2.0 technologies, technology and design based research
B	ICT for self-directed professional development, web conferencing, role of

	OER and MOOCs		
C	ICT for personal management: email, task, events, diary, networking		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1. Intel Education, NCETE(2007), Hand book for teacher educators, Bangalore. 2. Srinivasam, T.M.(2002), Use of computers and multimedia in Education. Aviskar Publications, Jaipur. 3. Goel, D.R., and Joshi, P. (1999). A Manual for INTERNET awareness. CASE: The M.S. Mahapatra, B.C. (2006). Education in Cybernetic Age. New Delhi: Sarup Sons. 4. Saxena S. (1999). Afirst course in computers. New Delhi: Vikas Publishing House. 5. Khirwadkar, A. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons. 6. GoI (2012) <i>National Policy on ICTs in School Education</i>, MHRD, Govt. of India. 7. DSERT Karnataka (2012). <i>Position Paper on ICT Mediation in Education</i>. DSERT 8. .Castells, M. (2009) <i>The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III</i>. John Wiley & Sons 		
Other References	<ol style="list-style-type: none"> 1. Benkler, Y (2006) <i>The Wealth of Networks: How social production transforms markets and freedom</i>. Yale University Press 2. Cuban, L. (2001). <i>Oversold & Underused: Computers in the classroom</i>. Cambridge, MA: Harvard University Press. 3. Khirwadkar, A (2010). <i>E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms</i>. New Delhi: Sarup Book Publication Ltd 		

BEP:104: Critical Understanding of ITC

School:	SOE	Batch : 2019-21
Program: B.ED	B.ED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BEP104	
Course Title	Critical Understanding of ITC-P	
Credits	1	
Contact Hours (L-T-P)	0-0-2	
Course Type	Co- Requisite	
Course Objective	<ol style="list-style-type: none">1. To critically assess the quality and efficacy of resources and tools available,2. To access and suitably modify open educational resources3. To develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities	
Course Outcomes	CO1: The student will be able to knowledge CO2: The student will be able to Understand CO3: The student will be able to Apply CO4: The student will be able to Analyse CO5: The student will be able to Evaluate CO6: The student will be able to Create	
Outline syllabus		
Unit 1	1. Prepare the printed teaching materials using the MS-Word (In any subject -Any unit to be selected, in any language).Use of self-learning materials for the anyone unit by using ICT.	
A		
B		
C	2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation	
Unit 2		
A		
B	3. Preparation of PPT slides (at least 10) for classroom usage.	
C		
Unit 3		
A	4. Create an e-mail-id and google account and exchange learning related information.	
B		
C		
Unit 3	5. Preparation of a blog in Individual / Group.	
A		
B		
C	6. Browse the search engines and download the relevant materials /information.	
Unit 4		
A		
B	7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.	
C		
Unit 4		
A	8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)	
B		
C		
Unit 5	9. Survey of educational sites based in India	
A		
B		
C	10. Use of available software or CDs with LCD projection for subject	
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		
C		
Unit 5		
A		
B		

A	learning interactions		
B	11. Generating subject-related demonstrations using computer software		
C	12. Enabling students to plan and execute projects (using computer based research)		
	13. Engaging in professional self-development		
	14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc		
	15. Collection of e-resources and Reporting. (Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)		
	16. Critical review of UNESCO ICT Competency standards for Teachers-2008		
	17. Write a report on INSAT programs.		
	18. Developing Educational blog in www.blogger.com , www.wordpress.com		
	19. Develop the news groups and report.		
	20. Creating an Account in Teacher tube/slideshare and sharing your video/powerpoint.		
	21. Downloading Anti-virus software through internet and installing to the system		
Mode of examination	Practical/Viva		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1. Intel Education, NCETE (2007), Hand book for teacher educators, Bangalore. 2. Srinivasam, T.M.(2002), Use of computers and multimedia in Education. Aviskar Publications, Jaipur. 3. Goel, D.R., and Joshi, P. (1999). A Manual for INTERNET awareness. CASE: The M.S. Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons. 4. Saxena S. (1999). Afirst course in computers. New Delhi: Vikas Publishing House. 5. Khirwadkar, A. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons. 6. GoI (2012) <i>National Policy on ICTs in School Education</i>, MHRD, Govt. of India. 7. DSERT Karnataka (2012). <i>Position Paper on ICT Mediation in Education</i>. DSERT 8. .Castells, M. (2009)<i>The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III.</i> 		

	<p>John Wiley & Sons</p> <p>9. Benkler, Y (2006) <i>The Wealth of Networks: How social production transforms markets and freedom</i>. Yale University Press</p>
Other References	<p>1. Cuban, L. (2001). <i>Oversold & Underused: Computers in the classroom</i>. Cambridge, MA: Harvard University Press.</p> <p>2. Khirwadkar, A (2010). <i>E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms</i>. New Delhi: Sarup Book Publication Ltd</p>

BEP 121: Micro and Simulated Teaching-I

School: Education	SOE			Batch : 2019-21
Program:	BED		Current Academic Year: 2019-20	
Branch:	SOE			
Course Code	BEP121			
Course Title	Micro and Simulated Teaching-I			
Credits	2			
Contact Hours (L-T-P)	0+0+3			
Course Type	Compulsory			
Course Objective	1) To develop interest about teaching skills among pupil teachers 2) To enable pupil teachers to practice the teaching skills.			
Course Outcomes	After the completion of the course the student teacher will be able to- CO1-Acquire knowledge about the skills of teaching. CO2-Demonstrate teaching skills in real setting. CO3- Explain the skills of teaching. CO4-Use acquired skills in their professional career. CO5- Discriminate appropriate skills for various phases of teaching.			
Outline syllabus				
Unit 1	Introduction			
A	Concept of Micro Teaching			
B	Micro Teaching skills			
Unit 2	Process of Micro Teaching			
A	Micro Teaching Cycles			
B	Micro teaching Plans			
Unit 3	Micro Teaching skills and its components			
A	Set Induction skill			
B	Explanation skill			
C	Reinforcement Skill			
Unit 4	Micro Teaching Skills and components			
A	Questioning skills			
B	Stimulus variation skill			
C	Black Board Writing Skill			
Mode of examination	Practical			
Weightage	CA	MTE	ETE	
Distribution	60%		40%	
Text book/s*	• L.C.Singh. 2008. Micro Teaching, Bhargava Book House: Delhi			

BED152: Pedagogy of English

School: SOE	SOE	Batch: 2019-21
Program:	B.ED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	Paper Code: BED152	
Course Title	Pedagogy of English	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Compulsory	
Course Objectives	The course will enable the student teachers to- 1. Develop the understanding of the pedagogical practices required for teaching English. 2. Enhance their capacity for developing basic language skills. 3. Promote reflective thinking of the students with relation to the classics and popular literature in English. 4. Critically evaluate and systematically reflect upon the process of language assessment. 5. Sharpen their perception of various concerns and issues in the assessment of English at various levels.	
Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1- To apply various approaches methods and techniques for teaching English. CO2- Interpret the Tasks, Materials and Resources for developing basic language skills. CO3-Reflect on issues pertaining to the role of literature in both academics and life. CO4- Examine various types of evaluation techniques .for language assessment CO5-Interpret and analyze various concerns and issues in the assessment of English at various levels	
Outline syllabus		
Unit 1	Approaches and Methods in English Language Teaching	
A	The Direct Method	
B	The Structural Approach, Communicative Language Teaching	
C	Language Learning in the Constructivist Paradigm	
Unit 2	Unit II: Listening and Speaking and speaking Skills	
A	The Concept of Listening; Sub-skills of Listening; Speaking skills Phonetics: the	

	consonant and vowel system, intonation, stress, pitch
B	Tasks, Materials and Resources for developing the Listening and speaking skills: story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
C	Assessing listening and Speaking skills
Unit 3	Unit III: The Reading and writing Skill
A	Teaching Reading: Theories; the mechanics of Reading; the sub skills of Reading; Reading as a process. The various stages of different types of Reading: extensive and intensive reading.
B	Teaching Writing: The mechanics of writing including punctuation, spelling, hand-writing, indentation; writing as a process; the various stages of different types of writing
C	Tasks, Materials and Resources for developing the Reading Skill through practice activities and games including skimming, scanning and comprehension. Using a thesaurus, dictionary, encyclopedia
D	Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages, reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry – writing, short stories.
Unit 4	Unit IV: Teaching Literature
A	Literature in the School Curriculum: Need, Objectives and Relevance; The relative importance of classics and popular literature in English.
B	Tasks and materials for developing study skills in English Literary forms including essays, short one – act play, short story, novel, long play, poetry, biography, autobiography
C	Planning lessons in prose, poetry, drama, novel, short story at various schools' levels
Unit 5	Unit IV: Practicum
A	Developing and using audio-visual aids, including CALL programmes
B	Assessing syllabi in use in schools in India

C	Analysing Issues and concerns in the Assessment of English at various schools' levels.		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Suggested Readings*	<ol style="list-style-type: none"> 1. Encyclopedia of Language Doff, A. (1988) Teach English. CUP: Cambridge. 2. Morgan J. & Rinvolutri M. (1986). Vocabulary, OUP: Oxford. 3. Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon. 4. Grellet, F. (1981). Developing Reading Skills, CUP: Cambridge. 5. Nutall, Chrishrine (1987) Teaching Reading Skills in a Foreign Language. London: Heinemann Educational Books Ltd. 6. Parrott, M. (1993). Tasks for Language Teachers. Cambridge: CUP. 7. Richards & Lockhart (1994) Reflective Teaching in Second Language Classrooms. Cambridge: CUP. 8. Hughes, A. (1989). Testing for Language Teachers Cambridge: CUP. 4 9. Nunan, D. and C. Lamb (1996). The Self-directed Teacher: Managing the Learning Process. Cambridge: CUP. 10. Weir, C. J. (1993). Understanding and Developing Language Texts. London's Prentice Hall. 11. Asher, R. E. (ed.) (1994). The and Linguistics. 12. Hedge, T. (1998). Writing : Resource Book for Teachers. Oxford : OUP. 13. Bygate, M. (1987). Speaking: Oxford: OUP. 14. Kuppel, F. (1984). Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP. 15. Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers. 16. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP. 17. Anderson & Lynch (1988). Listening. Oxford: OUP. 18. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document: 115, Oxford: Pegamon. 19. Brumfit and Carter (1986). Literature and Language Teaching: Oxford: OUP. 20. Underhill, N. (1987). Testing Spoken Language: Cambridge: CUP. 21. Ur, P. (1991). Discussions that work. Cambridge: CUP. 22. Ur, P. (2014). A Training Course in Teaching of English. CUP: Cambridge 23. Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford : OUP. 24. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP. 25. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage. 26. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: OUP. 		

BED151: हिंदी शिक्षण

School: SOE	Batch : 2019—2021
Program: B.Ed.	Current Academic Year: 2019-20
Branch: Education	SOE
Course Code	BED151
Course Title	हिंदी शिक्षण
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	अनिवार्य
पाठ्यक्रमकेउद्देश्य	<ol style="list-style-type: none"> 1. शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्व को समझना। 2. विद्यार्थियों में अपेक्षित भाषा कौशलों को विकसित करना। 3. हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का अध्ययन करना। 4. हिंदी शिक्षण में सहायक सामग्री के उपयोग एवं अधिगम में मूल्यांकन के महत्व को समझना। 5. पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना।
पाठ्यक्रमकेपरिणाम	<p>CO-1. भाषा की मूल अवधारणा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्व को स्पष्ट कर सकेंगे।</p> <p>CO-2. स्वयं में भाषा कौशलों के विकास के लिए सतत प्रयत्नशील रहेंगे।</p> <p>CO-3. हिंदी भाषा एवं साहित्य शिक्षण के उद्देश्यों की प्राप्ति के लिए प्रभावी विधियों और साधनों का प्रयोग कर सकेंगे।</p> <p>CO-4. हिंदी शिक्षण में सहायक सामग्री के महत्व एवं उपयोग का विवेचन कर सकेंगे।</p> <p>CO-5. विधार्थी अपने अधिगम का समुचित मूल्यांकन कर सकेंगे।</p> <p>CO-6. भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।</p>
इकाई:	हिन्दी भाषा-शिक्षण: सैद्धांतिक परिप्रेक्ष्य
A	भाषा: अर्थ, महत्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति, भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन

B	हिन्दी की व्याकरणिक व्यवस्था – ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार
C	हिन्दी शिक्षण के उद्देश्य-प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति
इकाई II	भाषा कौशल का विकास
A	<ul style="list-style-type: none"> भाषा कौशल से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व I मौखिक अभिव्यक्ति कौशल – तात्पर्य, महत्त्व, उद्देश्य, प्रकार, मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण, कौशल विकास क्रियाएँ, मूल्यांकन I
B	<ul style="list-style-type: none"> पठन कौशल – तात्पर्य, महत्त्व, उद्देश्य, पठन की, गहन अध्ययन निष्ठ पठन तथा व्यापक पठन, पठन कौशल विकास क्रियाएँ, पठन दोष-कारण तथा निराकरण I
C	<ul style="list-style-type: none"> लेखन कौशल – तात्पर्य, महत्त्व, शिक्षण-उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्तिके विविध रूप, लेखन कौशल विकास क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचना शिक्षण-निर्देशित लेखन, स्वतंत्र लेखन उच्चस्तरीय भाषिक कौशल का विकास
इकाई III	हिन्दी भाषा तथा साहित्य का शिक्षण
A	<ul style="list-style-type: none"> हिन्दी भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ भाषा और साहित्य – अन्तःसंबंध और भिन्नता, साहित्य के सौंदर्य बोध के तत्त्व
B	<ul style="list-style-type: none"> कविता का रसास्वादन – महत्त्व, उद्देश्य, आस्वाद के धरातल, कविता – शिक्षण के पक्ष-भाव एवं कलापक्ष, शिक्षण-विधियाँ, आस्वादन में शिक्षक की भूमिका, सौंदर्य बोध विकास युक्तियाँ, मूल्यांकन गद्य शिक्षण – महत्त्व, उद्देश्य, गद्य विधाओं के विविध रूप (निबंध एवं निबंधेतर) तथा उन की शिक्षण-विधियाँ, गहन अध्ययन निष्ठ पाठ एवं विस्तृत अध्ययन निष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन
C	<ul style="list-style-type: none"> भाषा एवं साहित्य विभिन्न विधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशल का विकास, हिन्दी भाषा और जनसंचार, जनसंचार के विविध रूप,

	जनसंचारमाध्यमोंकीभाषाऔरविद्यार्थियोंकीभाषापरउसकाप्रभाव, हिन्दीशिक्षणमेंजनसंचारमाध्यमोंकीभूमिका		
इकाई IV	हिन्दी-शिक्षण: साधन, सामग्री और मूल्यांकन		
A	<ul style="list-style-type: none"> हिन्दीपाठ्यक्रमतथापाठ्यपुस्तकें – हिन्दीपाठ्यक्रमकाआलोचनात्मकअध्ययन, पाठ्यपुस्तकोंतथापूरकपुस्तकोंकामहत्त्व, उद्देश्य, विशेषताएँ, निर्माणप्रक्रियाएवंमूल्यांकन, पाठ्यपुस्तकसमीक्षाएवंपाठ्यपुस्तकोंकासमीक्षात्मकविश्लेषण पुस्तकोंकामहत्त्व, उद्देश्य, विशेषताएँ, निर्माणप्रक्रियाएवंमूल्यांकन, पाठ्यपुस्तकसमीक्षाएवंपाठ्यपुस्तकोंकासमीक्षात्मकविश्लेषण 		
B	<ul style="list-style-type: none"> हिन्दीशिक्षणमेंप्रयुक्तशैक्षिकउपकरण – शैक्षिकउपकरणोंकामहत्त्वएवंउनकीउपयोगिता, उपकरणोंकेविविधरूप-यांत्रिकएवंअयांत्रिकउपकरण, हिन्दीशिक्षणमेंसूचनाप्रौद्योगिकीकाउपयोग, ई-अधिगमसंसाधन, उपकरणोंएवंसंसाधनोंकाप्रसंगानुकूलउपयोग पाठ्यचर्यासहगामीक्रियाएँ-स्वरूप, प्रकारएवं भाषाभिव्यक्ति केविकासमेंउनकामहत्त्वऔरयोगदान I 		
C	<ul style="list-style-type: none"> मूल्यांकनकीसंकल्पना, महत्त्वएवंविधियाँ, उद्देश्यनिष्ठमूल्यांकनकीआवश्यकता,सततएवंव्यापकमूल्यांकन, मौखिक/लिखितपरीक्षण, परीक्षणप्रश्नोंकेप्रकारएवंउनकीनिर्माणप्रक्रिया,सभीप्रकारकेप्रश्नोंकेनिर्माणकाअभ्यास विद्यार्थियोंकेभाषाअधिगममेंसामान्यत्रुटियाँ, निदानात्मकएवंउपचारात्मककार्य 		
इकाईV	प्रायोगिकपक्ष		
A	<ul style="list-style-type: none"> आस-पासकेकिसीक्षेत्रकेकिसीविशिष्टसमुदायकेलोगोंकीभाषाकासवेक्षण औरउनकीशब्दावलीकाअध्ययन-विश्लेषण भाषाकौशलोंसंबंधीभाषाखेलनिर्माण कल्पनाप्रधानएवंभावप्रधानमौलिकनिबंधलेखनकेलिएविषयसूचीनिर्माणतथाउनमेंसेकिन्हींदोविषयोंपरनिबंधलेखन 	CO1, CO 2, CO6	
B	<ul style="list-style-type: none"> पत्र-पत्रिकाओंमेंप्रकाशितरचनाओं, नईसमकालीनसाहित्यिकपुस्तकोंका 	CO3, CO6	

		अध्ययन- विश्लेषण			
		• पाठ्यपुस्तकोंमेंनिर्धारितपाठोंकी अंतर्वस्तु से मिलती-जुलतीरचनाओंकासंकलन			
		• पाठ्यपुस्तकोंमेंनिहितअन्तःकथाओंकासंकलन			
	C	• पाठ्यपुस्तकोंमेंसंकलितमुहावरों, लोकोक्तियों कास्वतंत्रप्रयोगएवंउनकेअर्थसेमिलते-जुलतेमुहावरों, लोकोक्तियों कासंकलन			CO3, CO4, CO6
		• हिन्दीभाषाएवंसाहित्यके संवर्धन एवंप्रोत्साहनकेलिए दिए जानेवालेपुरस्कार,			
		पुरस्कृतरचनाकारएवंउनकीरचनाओंकीसूचीकानिर्माण			
		• पाठ्यपुस्तकोंमेंनिर्धारितपाठोंमेंसेकिसीएकके प्रतिपाद्य विषयकाचयनकर परियोजना निर्माण			
	परीक्षाकीविधि	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	संदर्भसूची:	1. अग्रवाल, पुरुषोत्तम एवंकुमार,संजय (2000), हिन्दी: नईचालमेंढली: एकपुनर्विचार, देशकालप्रकाशन, नईदिल्ली			
		2. अज्ञेय, सच्चिदानंदहीरानंदवात्स्यायन (2010), वत्सलनिधिप्रकाशनमाला: संवित्ति, सस्तासाहित्यमण्डलप्रकाशन, नईदिल्ली			
		3. कुमार, कृष्ण (2004), बच्चेकीभाषाऔरअध्यापक, राष्ट्रीयपुस्तकन्यास, नईदिल्ली			
		4. कौशिक, जयनारायण (1987), हिन्दीशिक्षण, हरियाणासाहित्यअकादमी, चंडीगढ़			
		5. गुप्ता,मनोरमा (1984), भाषाअधिगम, केंद्रीयहिन्दीसंस्थान, आगरा			
		6. गोस्वामी, कृष्णकुमार (1990), साहित्यभाषाऔरसाहित्यशिक्षण, उच्चशिक्षाऔरशोधसंस्थान, दक्षिणभारतहिन्दीप्रचारसभा, हैदराबाद			
		7. गोस्वामी, कृष्णकुमारएवंशुक्ल,देवेन्द्र (1992), साहित्यशिक्षण, उच्चशिक्षाऔरशोधसंस्थान, मद्रास			
		8. चतुर्वेदी, रामस्वरूप (2005), हिन्दीसाहित्यऔरसंवेदनाकाविकास, लोकभारतीप्रकाशन, दिल्ली			
		9. जोसेफ,जेस्सी(1997), भाषाकीजैविकता, ज्ञानोदयप्रकाशन, धारवाड़			

	<p>10. तिवारी, पुरुषोत्तम(1992), हिन्दीशिक्षण, राजस्थानहिन्दीग्रंथअकादमी</p> <p>11. तिवारी, भोलानाथ(1990), हिन्दीभाषाशिक्षण, लिपिप्रकाशन, दिल्ली</p> <p>12. पाण्डेय, रामशकल (1993), हिन्दीशिक्षण,विनोदपुस्तकमंदिर, आगरा</p> <p>13. पांडेय, हेमचन्द्र (2001), भाषिकसम्प्रेषणऔरउसकेप्रतिदर्श</p> <p>14. प्रसाद, केशव (1976), हिन्दीशिक्षण, धनपतरायएंडसंस, दिल्ली</p> <p>15. बाछोतियाहीरलाल (2011), हिन्दीशिक्षण: संकल्पनाऔरप्रयोग, किताबघरप्रकाशन, दिल्ली</p> <p>16. नागोरी,शर्माएवंशर्मा (1976),हिन्दीभाषाएवंसाहित्यशिक्षण,राजस्थानप्रकाशन</p> <p>17. लहरी,रजनीकान्त (1975),हिन्दीशिक्षण, रामप्रसादएंडसंस, आगरा</p> <p>18. व्यागात्सकी (2009), विचारऔरभाषा(अनू०), ग्रंथशिल्पी प्रकाशन, नईदिल्ली</p> <p>19. श्रीवास्तव, रवीन्द्रनाथ (2009), भाषाईअस्मिताऔरहिन्दी, वाणीप्रकाशन, नईदिल्ली</p> <p>20. शर्मा,रामविलास (1978), भारतकीभाषासमस्या, राजकमलप्रकाशन, नईदिल्ली</p> <p>21. सिंह, निरंजनकुमार (1981),माध्यमिकविद्यालयोंमेंहिन्दीशिक्षण, राजस्थानहिन्दीग्रंथअकादमी, जयपुर</p> <p>21.1 कुमार, सुरेश (2001), शैलीविज्ञान, वाणीप्रकाशन, नईदिल्ली</p>	
--	---	--

BED157: PEDAGOGY OF PHYSICAL SCIENCE

School: SOE	Batch: 2019—2021
Program: B.ED	Current Academic Year: 2019-20
Branch: Education	SOE
Course Code	BED 157
Course Title	Pedagogy of Physical science
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Compulsory
Course Objectives	<p>The course will enable the students to -</p> <p>1- Understand Pedagogical Foundations of physical sciences</p> <p>2-Analyse the Classroom processes</p> <p>3- Provide knowledge about Teaching- Learning Resources and assessment</p>
Course Outcomes	<p>After the completion of the Course the student teacher will be able to-</p> <p>CO1- Explain the pedagogical foundations of physical sciences.</p> <p>CO2- Understand the classroom processes</p> <p>CO2- Acquaint the knowledge about teaching knowledge processes.</p> <p>CO4- Apply the assessment tools and measurements.</p> <p>CO5- Conduct laboratory work efficiently.</p>
Course outlines	
Unit 1	Pedagogical Foundations
A	Place of science in school curriculum.
B	The concept of Pedagogical Content Knowledge (PCK) and its implications for science teaching.
C	Aims of teaching science at the upper-primary and secondary level; Objectives of teaching science with special reference to the development of thinking and process skills
Unit 2	Classroom processes
A	Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
B	A repertoire of teaching-learning processes: Inquiry based approach, inductive

	and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research		
C	Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes; Planning for conduct of science, experiments and laboratory work with a critique of the current practices		
Unit 3	Teaching- Learning Resources		
A	Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based; Textbook, reference books, encyclopedia, newspaper and alike.		
B	Instructional aids, computer aided instruction in science, multi-media packages, interactive software, websites, open Educational Resources (OER) etc.		
C	Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.		
Unit 4	<i>Assessment</i>		
A	<i>Nature of learning and assessment, analysis and critique of the present pattern of examinations.</i>		
B	<i>Design and analysis of Formative assessment tasks and Summative Assessment</i>		
C	<i>Assessment of laboratory work and project work, Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills</i>		
Unit 5	Practicum		
A	Organization of the science Laboratory; Layout and design of the science laboratory, Storage of apparatus etc.		
B	Developing Teaching-Learning resources Improvisations and Science Kits		
Mode of examination	THEORY		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Suggested Readings*	1. Heiss, Oburn and Hoffman: Modern Science, the Macmillan Company, New York 1961. 2. Thurber W. and A. Collette: Teaching Science in Today's Secondary schools,		

	<p>Boston Allyan and Bacon Inc., New York, 1959.</p> <ol style="list-style-type: none">3. Vaidya, N. "The Impact of Science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971.4. Richardson, S. : "Science Teaching in Secondary Schools", Prentice Hall, USA, 1957.5. Sharma, R.C. and Sukla : "Modern Science Teaching" DhanpatRai and Sons, Delhi, 2002.6. Ravi Kumar S.K., "Teaching of Science", Mangal deep Publications 2000.7. RaoAman : Teaching of Physics, Anmol Publications, New Delhi, 1993.8. WadhwaShalini : Modern Methods of Teaching Physics, Sarup and Sons, New Delhi,2001.9. Gupta S.K.: Teaching Physics Sciences in Secondary Schools, Sterling Publishers (P) ltd., New Delhi, 1989.
--	---

BED155: PEDAGOGY OF COMMERCE

Branch:	SOE
Course Code	BED155
Course Title	Pedagogy of Commerce
Credits	4
Contact Hours (L-T-P)	3-1-0
Course Type	Compulsory
Course Objective	<ol style="list-style-type: none"> 1. The Course will enable the student teachers to – 2. Develop understanding of various conceptions about commerce 3. Acquire knowledge about the curriculum construction and its related approaches 4. Appraise the objectives of commerce for democratic nature of our country. 5. Develop understanding about the various strategies of teaching commerce. 6. Familiarize with the various Resources in commerce. 7. Develop understanding of the evaluation processes for commerce. 8. Provide practical experience of analyzing curriculum policies, Critical appraisal of existing commerce curriculum and text books at school level.
Course Outcomes	After the completion of the Course the student teacher will be able to- CO1-Develop good understanding of commerce as a subject. CO2-Acquire knowledge about the teaching strategies, process of curriculum development, resources that can be used for teaching of commerce CO3-Develop understanding about the evaluation process. CO4- Understand the objectives of teaching commerce in democratic, secular and social set up CO5- Analyze the Commerce as a subject in dealing Global challenges related to marginalization, violence, environmental problems and financial crisis. CO6-Acquire the skill of preparing thematic lesson plan CO7-Develop the understanding of using ICT in teaching commerce CO8- Learn the skills of using evaluation and assessment.
Outline syllabus	
Unit 1	Nature of Commerce
A	Evolution and Foundation of commerce; Historical and Socio-Political Context

	of Commerce Education	
B	Meaning of commerce as a discipline under social sciences and humanities, reflection upon nature, relevance and interrelationship among different core subjects (business studies, accountancy, economics and mathematics) taken by commerce stream students in school,	
C	Aims and objectives of teaching commerce: expectations of school, parents and the students, life of a commerce student: (aspirations, capabilities, opportunities and stress.	
Unit 2	Pedagogy of Commerce	
A	Understanding terminology of commerce, Meaning, importance and steps of pedagogical analysis in commerce subject at senior secondary level,	
B	Lesson and unit planning in commerce,	
C	Relationship between lesson planning and pedagogical analysis, innovative practices in teaching of commerce with reference to NCF-2005 & its preparation, meeting the demands of school and students.	
Unit 3	Commerce as a School Subject	
A	Place of Commerce in School Curricula (Curriculum Frameworks/ Policy and Perspectives, National and International Position)	
B	Commerce Syllabus and Textbooks: Development and Organization and their dynamics in teaching, Theory and Practice: Mending the Gaps in Commerce Curriculum	
C	Learning and evaluation, business documents, newspapers and e-resources, (Blog, World Wide Web, and Social Networking.	
Unit 4	Commerce and Society	
A	Ethics education and ethical perceptions in commerce education	
B	Methods for bringing ethics to the classroom	
C	Contemporary Business Environment and Commerce Education.	
Unit 5	Practicum	
A	Visits to Banks, Insurance houses, Warehouse, Trade-Centers, Companies and other Business Houses.	
B	Collection of business documents, newspaper and magazines articles (cuttings), business forms, Collection of e-learning resources in Commerce.	
C	Exploring how currency, newspapers, magazines, documentaries etc. be used in teaching of commerce. Developing a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching	
Mode of examination	Theory/Jury/Practical/Viva	
Weightage Distribution	CA	MTE

	30%	20%
References		<ol style="list-style-type: none"> 1. Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd. 2. Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall. 3. Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing. 4. Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
Suggested Readings		<ol style="list-style-type: none"> 1. Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd. 2. Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd. 3. Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd. 4. Umesh (2009) Teaching of Commerce. New Delhi: Tandon Publications

BEP 124: Micro Teaching and Simulated Teaching-II

School: Education	SOE			Batch : 2019-21
Program:	B.ED Current Academic Year: 2019-20			
Branch:	SOE			
Course Code	BEP124			
Course Title	Micro Teaching and Simulated Teaching-II			
Credits	2			
Contact Hours (L-T-P)	0+0+3			
Course Type	Compulsory			
Course Objective	3) To develop interest about teaching skills among pupil teachers 4) To enable pupil teachers to practice the teaching skills.			
Course Outcomes	After the completion of the course the student teacher will be able to- CO1-Acquire knowledge about the skills of teaching. CO2-Demonstrate teaching skills in real setting. CO3- Explain the skills of teaching. CO4-Use acquired skills in their professional career. CO5- Discriminate appropriate skills for various phases of teaching.			
Course Description	The syllabus is comprised of knowledge about teaching skills and its practice.			
Outline syllabus				
Unit 1	Introduction			
A	Concept of Micro Teaching			
B	Micro Teaching skills			
Unit 2	Process of Micro Teaching			
A	Micro Teaching Cycles			
B	Micro teaching Plans			
Unit 3	Micro Teaching skills and its components			
A	Set Induction skill			
B	Explanation skill			
C	Reinforcement Skill			
Unit 4	Micro Teaching Skills and components			
A	Questioning skills			
B	Stimulus variation skill			
C	Black Board Writing Skill			
Mode of examination	Practical			
Weightage	CA	MTE	ETE	
Distribution	60%		40%	
	Text book/s*	1) Micro Teaching By L.C.Singh		

BEP 122: School Experience and Psychology Practical

School:	SOE	Batch : 2019-21
Program:	B.ED	Current Academic Year: 2018-19
Branch:	SOE	
Course Code	BEP122	
Course Title	School Experience and Psychology Practical	
Credits	2	
Contact Hours (L-T-P)	0-0-4	
Course Type	Co- Requisite	
Course Objective	To gain practical experiences from school teaching programme.	
Course Outcomes	CO1:The student will be able to knowledge CO2: The student will be able to Understand CO3: The student will be able to Apply CO4: The student will be able to Analyse CO5: The student will be able to Evaluate CO6: The student will be able to Create	
Outline syllabus		
Unit 1	Writing a reflective journal on observation of regular class room teaching with respect to pedagogical practices and class room management techniques used by the teachers	
A		
B		
C		
Unit 2	Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library , Laboratories, Playground, Canteen, Sports Facilities, Seminar Halls, Auditorium etc which are available in the school.	
A		
B		
C		
Unit 3	The Student teacher shall also undertake the field activities pertaining to the practical during this period	
A		
B		
C		
Unit 4	Writing a term paper on a selected theme.	
Unit 5	Administer any two of the following Psychological Tests and prepare a report on it: <input type="checkbox"/> Intelligence Test <input type="checkbox"/> Personality Test <input type="checkbox"/> Self-Concept Questionnaire/ Inventory <input type="checkbox"/> Creativity <input type="checkbox"/> Learning Style Inventory <input type="checkbox"/> Parenting Style Inventory	

	<input type="checkbox"/> Interest Test <input type="checkbox"/> Teaching Attitude <input type="checkbox"/> Conduct a case study on a problematic Child (M.R, L.D, V.I, H.I, disruptive behaviour and delinquent child etc.) and prepare a report on it.	
Mode of examination	Practical/Viva	
Weightage Distribution	CA	ETE
	40%	600%
Text book/s*	<ul style="list-style-type: none"> Chen, P.-S., Lambert, A. D., and Guidry, K. R. (2010). Engaging online learners: the impact of web-based learning technology on college student engagement. <i>Comput. Educ.</i> 54, 1222–1232. 	
Other References	<ul style="list-style-type: none"> Alexander, S. (2001). E-learning developments and experiences. <i>Educ. Train.</i> 43, 240–248. doi: 10.1108/00400910110399247 Braun, V., and Clarke, V. (2006). Using thematic analysis in psychology. <i>Qual. Res. Psychol.</i> 3, 77–101. 	

ARP101 : Communicative English - 1

Schools:SOE	Batch : 2019-21
	Current Academic Year: 2019-20
	B.ED
Course Code	ARP101
Course Title	Communicative English-1
Credits	2
Contact Hours(L-T-P)	0-0-3
Course Objective	To minimize the linguistic barriers that emerge in varied socio-linguistic environments through the use of English. Help students to understand different accents and standardise their existing English. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of themselves, giving them self-confidence and building positive attitude.
Course Outcomes	<p>CO1 Learn to use correct sentence structure and punctuation as well as different parts of speech.</p> <p>CO2 Learning new words its application and usage in different contexts helpful in building meaning conversations and written drafts.</p> <p>CO3 Develop overall comprehension ability, interpret it and describe it in writing. Very useful in real life situations and scenarios.</p> <p>CO4A recognition of one's self and abilities through language learning and personality development training leading up to greater employability chances.</p> <p>CO5 Learn to express oneself through writing while also developing positive perception of self.</p> <p>CO6 To be able to speak confidently in English.</p>
Outline syllabus	
Unit A	Sentence Structure
Topic 1	Subject Verb Agreement
Topic 2	Parts of speech
Topic 3	Writing well-formed sentences
Unit B	Vocabulary Building & Punctuation
Topic 1	Homonyms/ homophones, Synonyms/Antonyms
Topic 2	Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words)

Topic3	Conjunctions/Compound Sentences
Unit C	Writing Skills
Topic 1	Picture Description – Student Group Activity
Topic2	Positive Thinking - Dead Poets Society-Full-length feature film - Paragraph Writing inculcating the positive attitude of a learner through the movie SWOT Analysis – Know yourself
Topic3	Story Completion Exercise –Building positive attitude - The Man from Earth (Watching a Full length Feature Film)
Unit D	Speaking Skill
Topic 1	Self-introduction/Greeting/Meeting people – Self branding
Topic2	Describing people and situations - To Sir With Love (Watching a Full length Feature Film)
Topic3	Dialogues/conversations (Situation based Role Plays)
Evaluations	<i>Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations (60% CA and 40% ETE</i>
Texts & References Library Links	<ul style="list-style-type: none"> • Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication • Comfort, Jeremy (et.al). <i>Speaking Effectively</i>. Cambridge University Press

SEMESTER-II

BED103: Assessment for Learning

School:	SOE	Batch : 2019-21
Program:	B.ED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BED103	
Course Title	Assessment for Learning	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Compulsory	
Course Objective	<ol style="list-style-type: none">1. To describe and distinguish between assessment, evaluation and measurement.2. To develop skills and knowledge in assessing learners, classrooms, and investigate the selection and design of evaluation instruments.3. To develop effective grading rubrics to assess student work and to promote learning in the classroom.4. To expand their knowledge of how to interpret and use assessment data to improve learning in the classroom with the help of statistical techniques.5. To identify key principles of a learner-centered paradigm of student assessment.6. To identify key elements of reform in the assessment of student learning	
Course Outcomes	CO1understand the concept of assessment CO2understand the use of quantitative & qualitative tools and techniques of evaluation CO3develop the skill in preparing, administering and analysing diagnostic test CO4familiarize with new trends in assessment CO5develop the skill necessary to compute basic statistical estimates and interpret the test scores	
Outline syllabus		
Unit 1	Concept of Evaluation	
A	Meaning of Assessment, Measurement, Test, Examination, appraisal and Evaluation and their interrelationship. Perspectives of Assessment: Assessment for learning, Assessment of learning & Assessment as learning.	

B	Purposes of assessment: Prognostic, Monitoring of Learning, providing feedback, promotion, placement, certification, grading and Diagnostic; Principles of assessment and Evaluation: Behaviourist, cognivist and constructivist.		
C	Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance), Types of Assessment: Meaning & Features (Formative, Diagnostic and Summative)		
Unit 2	Statistical Methods and Interpretation of Scores		
A	Need and Importance of Statistics in Evaluation; Graphical Presentation: Histogram, Frequency Polygon, Pi-chart.		
B	Measures of Central Tendency: Mean, Median, Mode		
C	Measures of Variability: Range, Q.D., S.D.		
Unit 3	Characteristics of Instruments of Assessment		
A	Characteristics of good measuring instruments, Validity –Meaning & different methods of finding validity		
B	Reliability –Meaning & different methods of finding reliability		
C	Objectivity, Interdependence of validity, reliability and objectivity, Normal Probability Curve: Meaning & properties, Coefficient of Correlation- Spearman's Rank Difference Method (Meaning, Computation & Uses)		
Unit 4	Tools and Techniques of assessment		
A	Differentiation between instructional, learning and assessment objectives, Need for integrated objectives.		
B	Tools of Evaluation: Quantitative-Written, Oral and Practical Qualitative: Observation, Introspection, Projection and Sociometry.		
C	Preparation of Blueprint: Weightage to content, objectives, difficulty level, type of questions, allocation time, assembling the test items, guidelines for administration, scoring procedure- manual and electronic, Development of Rubrics, No detention policy.		
Unit 5	New Trends in Evaluation		
A	Question bank, Grading system(concept, Type, application, CBSE and State evolved indicators)		
B	Online Examination, Open Book Examination, Exam on demand (Meaning, Merits and Demerits)		
C	Meaning, purpose & guidelines of development: 1 i. Portfolios 2 ii. Reflective Journal 3 iii Policy Perspectives on examination and evaluation: Recommendation in NCF2005 and NPE1986.		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Gunter, Mary Alice et.al(2007)., Instruction: A Models Approach- Fifth Edition;		

	<p>Pearson Education Inc.; Boston.</p> <p>Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.</p> <p>Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.</p> <p>Gupta Rainu(2017), Measurement, Evaluation and Assessment for Learning, Shipra Publications, New Delhi-(Text Book)</p> <p>Aggarwal, Y.P. (2002). Statistical Methods: Concepts, Applications and Computation. New Delhi: Sterling Publishers Pvt. Limited.</p> <p>Bhargava, M. and Mathur, M. (2005).Psychometrics and Statistical Applications in Educational and Behavioural Sciences. Agra: H. P. Bhargava Book House.</p>
Other References	<p>Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; RoutledgeFalmer-Taylor and Francis Group; London.</p> <p>Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.</p>

BED105: Knowledge and Curriculum

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BED105	
Course Title	Knowledge and Curriculum	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Compulsory	
Course Objective	<ol style="list-style-type: none">1. Understand the concept of knowledge and knowing2. Classify different ways of knowing3. understand the facets of knowledge4. get knowledge about epistemology of different philosophies5. understand the concept and principles of curriculum6. understand the approaches of curriculum development7. know various designs of curriculum8. Understand the importance of evaluation of curriculum.	
Course Outcomes	CO1: To gain insight about knowledge and construction of knowledge. CO2: To differentiate facets of curriculum CO3: To organize various types of knowledge and curriculum transaction. CO4: To appreciate the need for continuous and comprehensive curriculum reconstruction. CO5: To understand the basis and determinants of curriculum construction. CO6: To understand implementation and evaluation of curriculum.	
Outline syllabus		
Unit 1	Meaning and nature of knowledge	
A	Meaning of knowledge, Nature of knowledge: Information, Knowledge, Conception, perception, Types and Sources of Knowledge	
B	Distinctions between Knowledge and information, Belief and opinion, Knowledge and skill, Teaching and Training; Process of Construction of Knowledge as given by Jean Piaget, and Lev Vygotsky	
C	Facets of knowledge and their relationship: Local and Universal, Concrete and Abstract, Theoretical and practical, Contextual and textual, School and out of school; Organisation of knowledge in school education. How is knowledge rendered in to action?	
Unit 2	Concept of Curriculum	
A	Concept of curriculum, Need of curriculum in schools; Differentiating curriculum framework, syllabus and unit; their significance in school education.	

B	Facets of Curriculum: Core, Hidden, Activity based, interdisciplinary, integrated		
C	Curriculum visualised at different levels: National, State, School, class and related issues.		
Unit 3	Bases, Determinants and Considerations of Curriculum		
A	Broad determinants of Curriculum Construction-Social bases in context to society, culture and modernity; economic, and political determinants; Multiculturalism, multilingual aspects, nationalism, universalism and secularism; technological determinants		
B	Modern child centered education with reference to Rousseau and Tagore, Activity, Discovery and Dialogue with reference to Gandhi, Tagore, Dewey and Plato/Buber/Freire.; Modern Values: equity and equality, individual opportunity and social justice and dignity with special reference to Ambedkar;		
C	Curriculum considerations; Educational objectives, Learners characteristics, Teacher Experience and Concerns, Environmental Concerns, gender, inclusiveness, social sensitivity.		
Unit 4	Curriculum Development		
A	Concept, need and scope of curriculum development, strategies of curriculum development,		
B	History of curriculum development, principles of curriculum development.		
C	Approaches of Curriculum development: Administrative, Grassroot, Demonstration and system approach		
Unit 5	Implementation and Evaluation of Curriculum		
A	Role of teacher in curriculum construction, Transaction, researching; as a critique pedagogue.		
B	Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, SCERT, and CIET.		
C	Curriculum evaluation: Planning, Programme, Evaluation of curriculum material; Text book analysis; Models of Curriculum Evaluation given by Tyler, Stakes, Screven, Kilpatrick.		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1. Agrawal J.C.(1990): Curriculum reform in India ,world overview : new Delhi. 2. Arends, Richard I.; Learning to Teach- Fifth Edition; McGraw Hill Higher Education;New York 3. Bawa, M.S. &Nagpal, B.M. Eds (2010). Developing Teaching Competencies; Viva Books. 4. Smith B.O. et al(1950). Fundamental of Curriculum Development, World Book Co. New York. 		

	<ol style="list-style-type: none">5. NCERT(2000). Special issues on curriculum Development. Vol,-II, Indian Education.6. Aggarwal Deepak (2007), Curriculum Development; Concept, Methods and Techniques, New Delhi, Book Enclave.
Other References	<ol style="list-style-type: none">1. NCF 2005, New Delhi.2. Curriculum Framework 2014 NCTE, New Delhi3. NCERT(1984), Curriculum and Evaluation, NCERT, New Delhi

BED 106: Learning and Teaching

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BED106	
Course Title	Learning and Teaching	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Compulsory	
Course Objective	<ol style="list-style-type: none">1. Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.2. Develop awareness of the different contexts of learning.3. Reflect on their own implicit understanding of the nature and kinds of learning.4. Gain an understanding of different theoretical perspectives of learning including the constructivist perspective.5. Develop understanding about the concept of teaching from various perspectives.6. Explore teaching strategies to address diversity of students in a classroom.7. Apply models and maxims of teaching	
Course Outcomes	CO1Understand differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties. CO2Develop awareness of the different contexts of learning. CO3Reflect on their own implicit understanding of the nature and kinds of learning. CO4Gain an understanding of different theoretical perspectives of learning including the constructivist perspective. CO5Understand the concept of teaching from various perspectives. CO6Explore teaching strategies to address diversity of students in a classroom. CO7Apply models and maxims of teaching	
Outline syllabus		
Unit 1	Understanding the Learner	
A	Dimensions of differences in psychological attributes-cognitive abilities, interest, aptitude, creativity, personality, values & Self Esteem, Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.	
B	Differences in learners based on predominant 'learning styles'. Differences in learners based on socio-cultural contexts: Impact of home language of learners	

	'and language of instruction, impact of differential cultural capital of learners.
C	Understanding differences based on range of cognitive abilities---learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference'. Rather than 'deficit' perspective.
Unit 2	Understanding Learning
A	Implicit knowledge and beliefs about learning (demystifying misconceptions). Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist,
B	Social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
C	(i) Concepts and principles of each perspective and their applicability in different learning situations. (ii) Relevance and applicability of various theories of learning for different kinds of learning situations. (iii) Role of learner in various learning situations, as seen in different theoretical perspectives. (iv) Role of teacher in teaching-learning situations: as a) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner
Unit 3	Learning in 'Constructivist' Perspective
A	Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'. Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
B	Processes to facilitate 'construction of knowledge : (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition
C	Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. Utilizing learners experiences (in and outside school) in classroom process.
Unit 4	Understanding Teaching
A	What is meant by teaching (teaching as a practice, activity and performance). Maxims of Teaching
B	Suchman's Inquiry Training Model, Glaser's Basic Model of Teaching.
C	Teaching as a complex activity -Reflective Teaching to enhance learning -teaching in diverse classrooms (addressing the diversity of student in classroom. Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity, differences resulting from disabilities, gender difference, diversity of student at risk), teacher as a critical pedagogue.
Unit 5	Teaching as a Profession
A	Teaching as profession (basic characteristics of teaching qualifying it as a profession. Teacher Autonomy and Accountability.
B	Professional development of teachers: -Need (link between professional development of teacher and substantial school improvement and student learning). -Phases of Professional Development (Pre-service and In-service).
C	Approaches (i) Conventional face to face (through various institutions). (ii) School based INSET (iii) Action Research

	(iv) Professional Learning Communities (PLC) (v) Self initiated learning (vi) Professional Development through distance mode - Facilitating professional development		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1. Aggarwal, J.C. (1995). Essential Educational Psychology. Vikas Publication House Pvt.Ltd. New Delhi 2. Bhatia, H.R. (1977). Textbook of Educational Psychology. The McMillan Company of India Ltd., New Delhi 3. Chauhan , S.S. (1988). Advanced Educational Psychology. Vikas Publication House Pvt. Ltd. New Delhi		
Other References	1. Dandapani, S.A. (2003). Text Book of Advanced Educational Psychology, AnmolPublications , New Delhi 2. Passi, B.K., Goel, D.R. and Senapathy, H.K. (2004) Piagetian Teaching Model for Cognitive Development, Modern Printers, Agra		

BED107: Language across the Curriculum

School:		SOE	Batch : 2019-21
Program:		BED	Current Academic Year: 2019-20
Branch:		SOE	
Course Code	BED107		
Course Title	Language Across the Curriculum		
Credits	4		
Contact Hours (L-T-P)	3-1-0		
Course Type	Compulsory		
Course Objective	<div>1. Understand the role of language and communication in our lives.</div> <div>2. To enrich the learning experience of students through various language skills</div> <div>3. Develop an understanding about relationship of language and society.</div> <div>4. Explain the concept of multilingual classroom and the concept of e-library</div>		
Course Outcomes	CO1: Understand the meaning of language and communication. CO2: Identify various skills of language and practice them in the classroom. CO3: explain the relationship between language and society. CO4: discuss the meaning of multilingualism and the use of e-library.		
Outline syllabus			
Unit 1	Nature and Functions of Language		
A	Language – Meaning and Concept, Functions of Language, Language of interaction in Maths, Use of language in Science, drama and historical writing and reading Map.		
B	Theories of Language Learning		
C	Barriers in Using a Language & Strategies to Overcome them, Verbal and Non-verbal communication		
Unit 2	Developing Receptive Skills and Productive Skills		
A	Barriers to Listening Skills, Activities for Developing Listening Skills		
B	Barriers to Reading Skills, Activities for Developing Reading Skills		
C	Barriers to Writing Skills, Activities for Developing Writing Skills, Need and Importance of Classroom Discourse. Barriers to Speaking Skills, Activities for Developing Speaking Skills		
Unit 3	Development of Language		
A	Human and Animal Communication		

B	Perspectives in Language Development (with reference to how children acquire language at early age) : Skinner and Nativist Chomskian Perspective.		
C	Relationship of Language and Society: Identity, Power and Discrimination Language and Communication		
Unit 4	Language and Curriculum Transaction		
A	Bilingual or Trilingual Children: Implications for teachers		
B	Multilingual Classroom: Challenges and Strategies to Cater to Diversity		
C	Nature of Multilingualism: i) Hierarchical status of Indian Languages and its effect on classroom dynamics ii) Qualities and Competences of a Teacher to cater to a multilingual classroom		
Unit 5	Strengthening Reflective Reading		
A	Concept of e-library and use, Book review and report Writing.		
B	Reading Comprehension and its levels, texts and components		
C	NCF 2005: Concept of Language across the curriculum in NCF2005, centrality of language, Pedagogic Concerns, Developing text books.		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1. Batra, P. Ed.(2010) Social Science learning in schools ; Perspective and Challenges, Sage Publications New Delhi. 2. Dewey. J(1987) My Pedagogies Creed, School journal Vol.54 3. Corson, David(1990) Language across the curriculum (LAC). 4. Vollmer H.j. AN OTHERS (2006) Towards a common Instrument for language of school education www.coe.int/lang 5. PDF on Language across the curriculum, www.edb.gov.hk 6. Agnihotri, R.K. &Khanna, A.L. (eds.) (1994). <i>Second language acquisition</i>.NewDelhi:Sage Publications. 7. Agnihotri, R.K. (1999). <i>Bachchonkibhashaaseekhneshikshamata</i>, bhag 1 or2.<i>ShakshikSandarbh</i>. Bhopal: Eklavya . 8. Agnihotri, R.K. (2007). <i>Hindi: An essential grammar</i>. London: Routledge 9. Agnihotri, R.K. (2007). <i>Towards a pedagogical paradigm rooted in multilinguality</i>.InternationalMultilingual Research Journal, Vol.(2) 1-10 		

	<p>10. Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). <i>Bhasha, bhubhashita or</i></p> <p>11. <i>hindi: Ekanthsamvaad</i>, New Delhi: Shilalekh</p> <p>12. Butler, A. and Turbill, J. (1984). <i>Towards Reading-Writing Classroom</i>. New</p> <p>13. York:Primary English Teaching Association Cornell University.</p> <p>14. Krashen, S. (1982). <i>Principles and practice in second language acquisition</i>.Pergamon Press Inc.</p> <p>15. Kumar, K. (2000). <i>Childs language and the teacher</i>. New Delhi: National BookTrust.</p> <p>16. Mason, J. M. and Sinha, S. (1992). <i>Emerging Literacy in the Early Childhood years</i>.</p> <p>17. <i>Applying a Vygotskian Model of Learning and Development in B. Spodek</i></p> <p>18. (Ed.)<i>Handbook of Research on the Education of Young Children</i>, New York:</p> <p>19. Macmillan.137-150.</p>
Other References	<p>1. NCF (2009) NCTE, New Delhi.</p> <p>2. Curriculum Framework 2014, NCTE New Delhi.</p> <p>3. NCERT (2005). <i>National Curriculum Framework (NCF)</i>. New Delhi: NCERT. Reading Development Cell, NCERT (2008). <i>Reading for meaning</i>. New Delhi:NCERT.</p> <p>4. Rosenblatt, Louise M. (1980). <i>What Fact Does This Poem Teach?</i> Language Arts. 57(4).</p> <p>5. Yule, G. (2006). <i>The study of language</i>. Delhi: Cambridge University Press</p>

BEP 124: Micro Teaching and Simulated Teaching-II

School: Education	SOE			Batch : 2019-21
Program:	B.ED		Current Academic Year: 2019-20	
Branch:	SOE			
Course Code	BEP124			
Course Title	Micro Teaching and Simulated Teaching-II			
Credits	2			
Contact Hours (L-T-P)	0+0+3			
Course Type	Compulsory			
Course Objective	5) To develop interest about teaching skills among pupil teachers 6) To enable pupil teachers to practice the teaching skills.			
Course Outcomes	After the completion of the course the student teacher will be able to- CO1-Acquire knowledge about the skills of teaching. CO2-Demonstrate teaching skills in real setting. CO3- Explain the skills of teaching. CO4-Use acquired skills in their professional career. CO5- Discriminate appropriate skills for various phases of teaching.			
Course Description	The syllabus is comprised of knowledge about teaching skills and its practice.			
Outline syllabus				
Unit 1	Introduction			
A	Concept of Micro Teaching			
B	Micro Teaching skills			
Unit 2	Process of Micro Teaching			
A	Micro Teaching Cycles			
B	Micro teaching Plans			
Unit 3	Micro Teaching skills and its components			
A	Set Induction skill			
B	Explanation skill			
C	Reinforcement Skill			
Unit 4	Micro Teaching Skills and components			
A	Questioning skills			
B	Stimulus variation skill			
C	Black Board Writing Skill			
Mode of examination	Practical			
Weightage	CA	MTE	ETE	
Distribution	60%		40%	
Text book/s*	2) Micro Teaching By L.C.Singh			

BED154: Pedagogy of Economics

School:		SOE	Batch : 2019-21
Program:		B.ED	Current Academic Year: 2019-20
Branch:		SOE	
Course Code	BED154		
Course Title	Pedagogy of Economics		
Credits	4		
Contact Hours (L-T-P)	3-1-0		
Course Type	Elective		
Course Objective	<div>1. To familiarize with various strategies, methods, techniques and skills of teaching Economics at the secondary and senior secondary level.</div> <div>2. To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.</div> <div>3. To promote reflection on issues pertaining to teaching of Economics. ·</div> <div>4. To develop competence in designing effective instructional strategies to teach Economics.</div> <div>5. To develop ability to design, develop; and use various tools & techniques of evaluation.</div>		
Course Outcomes	<div>CO1Use various strategies, methods, techniques and skills of teaching Economics at the secondary and senior secondary level.</div> <div>CO2Do experimentation for finding out effectiveness of alternative strategies of teaching.</div> <div>CO3Reflect on issues pertaining to teaching of Economics. ·</div> <div>CO4Design effective instructional strategies to teach Economics.</div> <div>CO5Design, develop; and use various tools & techniques of evaluation.</div>		
Outline syllabus			
Unit 1	Introduction of Teaching of Economics		
A	Meaning, nature and scope of Economics. Economics as a part of social science programme in Indian schools. The perspectives presented by NCF-2005		
B	Aims and objectives of teaching Economics at Secondary and Senior secondary level.		
C	Learning objectives: Meaning; Bloom, Anderson and Krathwohl’s Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.		
Unit 2	Curriculum and Text Book in Economics		
A	Concept of Curriculum, Principles of curriculum construction, Critical examination of present day curriculum of Economics at senior secondary level.		

B	Text book- Meaning, Need & Importance, criteria for evaluation of economics text book.		
C	Essential qualities of a good economics teacher and role of economics teacher in teaching of Economics		
Unit 3	Instructional Methods and Skills		
A	Methods of Teaching i)Expository Based : Lecture, debate, discussion ii)Discovery Based : problem solving iii) Activity Based: survey method, project method. iv)Advanced methods of teaching economics-Team teaching ,co-operative learning, computer in teaching of economics.		
B	Skills of teaching economics. Explaining, probing question, stimulus variation, reinforcement, Illustration with examples.		
C	Meaning, need and importance of lesson plan. Steps of lesson planning.		
Unit 4	Concept mapping &Development of Instructional Material		
A	Development and utilization of instructional aids- charts, maps, graphs, table, models ,film strips, Television, computer. Reading beyond the textbooks: using textbook with other reference materials such as newspaper and GOI Reports		
B	Concept Mapping-Meaning, Importance and process, Co-curricular activities-types, role and significance of co-curricular activities in teaching of economics.		
C	Economics room- Importance and equipment, wall magazine, maps and using picture.		
Unit 5	Evaluation		
A	Meaning and importance of evaluation. Types of evaluation (formative, summative, diagnostic).		
B	Evaluation devices- written, oral, observation, records, preparation of achievement test.		
C	Recent trends in evaluation: New pattern introduced by CBSE for Continuous and Comprehensive Evaluation (CCE), Online Examination, Rubrics.		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1. Arora, P. N. (1985). Evaluation in Economics, New Delhi: NCERT,. 2. Arora, P.N. and Shorie, J.P. (1986). Open Book Examination Question in Economics, New Delhi: NCERT. 3. Hodgkinson, Steve, Whitehead, and David J. (ed) (1986). Economics Education: Research and Development Issues, London, New York:		

	<p>Longman.</p> <ol style="list-style-type: none">4. Khan, R. S., Teaching Economics (In Hindi), Kota Open University, BE-13.5. Gupta Rainu (2004) Teaching of Economics, Jagdamba Publications, New Delhi
Other References	<ol style="list-style-type: none">1. NCERT (1974). Teaching Units in Economics for High and Higher Secondary Stage, New Delhi.2. Siddiqi, M.H. (1993). Teaching of Economics, New Delhi: Ashish Publishing House.

BED 153: Pedagogy of Social Science

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BED153	
Course Title	Pedagogy of Social Sciences	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Elective	
Course Objective	<div>1. 1. To familiarize with various strategies, methods, techniques and skills of teaching Social Sciences at the elementary and secondary level.</div> <div>2. To inculcate spirit of experimentation for finding out effectiveness of alternative strategies of teaching.</div> <div>3. To promote reflection on issues pertaining to teaching of Social Sciences. ·</div> <div>4. To develop competence in designing effective instructional strategies to teach Social Science.</div> <div>5. To develop ability to design, develop; and use various tools & techniques of evaluation.</div>	
Course Outcomes	<div>CO1Use various strategies, methods, techniques and skills of teaching Social Sciences at the elementary and secondary level.</div> <div>CO2Do experimentation for finding out effectiveness of alternative strategies of teaching.</div> <div>CO3Reflect on issues pertaining to teaching of Social Science. ·</div> <div>CO4Design effective instructional strategies to teach Social Sciences.</div> <div>CO5Design, develop; and use various tools & techniques of evaluation.</div>	
Outline syllabus		
Unit 1	Concept of Social Sciences	
A	Meaning, Nature and Scope of Social Science.	
B	Aims and objectives of teaching Social Sciences at secondary level.	
C	Learning objectives: Meaning; Bloom, Anderson and Krathwohl’s Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.	

Unit 2	Curriculum and Text book
A	Meaning of Curriculum, Principles of curriculum construction and critical examination of present day curriculum of Social Sciences at secondary level
B	Critical appraisal of a Social Science Text book. Social Science Laboratory - organization and management
C	Organization and planning of Co-curricular Activities in Social Science- Field Trip/Excursion / Bulletin Board in Social Science, Drama, Debate etc. Social problems and their analysis; data, evidences, methods and resources in History, Geography, Political Science, Sociology etc.
Unit 3	Different Methods
A	Historical Methods - Evidence, facts, arguments, categories and perspective; distinctions between fact and opinion and between opinion, bias and perspective; evidence-based History teaching; primary sources and the construction of History
B	Teaching Strategies in Geography: Questioning; collaborative strategies; Games, simulations and role plays; values clarification; problem-solving and decision-making. Methods: Interactive verbal learning; Experiential learning through activities, experiments; investigative field visits based on students' own interests with teacher's support as facilitator; engagement with 'places' at an emotional or sensory level using art, poetry and literature. Map Reading and analysis.
C	Pedagogies in Social Science: Interaction, Critical and Constructivist. Teaching Skills: Explaining, Stimulus Variation, Reinforcement, Illustration with Examples, Probing Questions
Unit 4	Concept Mapping, Instructional Aids and its Applications
A	Concept Mapping-Meaning, Importance and process in Social Science
B	Instructional Aids: People as resource: The significance of oral data. • Types of primary and secondary Sources: data from field, textual materials, journals, magazines, newspapers, etc. • Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. • Various teaching aids: Using atlas as a resource for social sciences; maps, globe, charts, models, graphs, visuals. • Audio-visual aids, CD-Rom, multimedia, internet.

C	Social Science Teacher: Teaching skills, teacher as a reflective practitioner		
Unit 5	Evaluating Student learning		
A	Characteristics of assessment in Social Sciences: types of questions best suited for examining/assessing/understanding the different aspect of social sciences; questions for testing quantitative skills, questions for testing qualitative analysis; open-ended questions		
B	Open-book tests: strengths and limitations • Evaluating answers: what to look for? Assessing projects: what to look for? • Continuous and Comprehensive Evaluation (CCE) in social sciences. Online Examination, Rubrics.		
C	Preparation of an achievement test, Analysing question papers of any State Board/CBSE in the light of the subject specific requirements in terms of understanding and skills.		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1. Aggarwal, J.C. (1982), Teaching of Social Studies, New Delhi: Vikas Publications. 2. Gupta Rainu.(2014), Teaching of Social Sciences, New Delhi: Doaba Publications. 3. Kochhar, S.K. (1983), Teaching of Social Studies, New Delhi: Sterling Publications,. 4. Martorella H. Peter (1994) Social Studies for elementary School Children (Developin Young Citizens) 5. Mehta, D.D. (2004), Teaching of Social Studies, Ludhiana: Tandon Pub., 6. Michaels U. John(1992), Social Studies for Children 7. Mittal, H.C., Teaching of Social Studies, New Delhi: DhanpatRai&Chandna R.N. Sons. 		
Other References	<ol style="list-style-type: none"> 1. Preston, Ralph C (1955)., Handbook of Social Studies, Rhinehart and Company,. Teaching Social Studies in High School, Wesley Edgar Bruce 2. UNESCO (1981), Handbook for teaching of Social Studies. 3. Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co. 4. Zevin Jack (2000) ñ Social Studies for the Twenty first Century 		

BED156 : Pedagogy of Mathematics

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BED 156	
Course Title	Pedagogy of Mathematics	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Elective	
Course Objective	<ol style="list-style-type: none"> 1. Know the meaning and scope of mathematics. 2. Comprehend the aims and objectives of teaching Mathematics 3. Correlate Mathematics with other subjects 4. Appreciate the historical development in general and contribution of Indian Mathematician in particular. 5. Determine the aims and objectives and EBO's of pedagogy of Mathematics. 6. Formulate general instructional objectives and specific learning outcomes. 7. Acquire skills of teaching mathematics and develop competence in structuring lesson plans. 8. Explore and apply methods and strategies of teaching mathematics in classroom situations. 9. Integrate and organise mathematics curriculum 10. use various techniques to evaluate students performance. 11. Critically analyse the textbooks of mathematics 12. Understand the need and avenues for professional development. 	
Course Outcomes	CO1 Explain the meaning, nature and scope of Mathematics.	

	<p>CO2 Understand the significance and contribution of various mathematicians in Mathematics</p> <p>CO3 Write aims objectives and EBOS' of pedagogy of Mathematics.</p> <p>CO4 Practice the skill of micro teaching.</p> <p>CO5 Use strategies for teaching mathematics content.</p> <p>CO6 Analyse textbooks of mathematics.</p>
Unit 1	Introduction
A	Meaning, Nature (axioms, postulates, patterns and language of Mathematics), and History of Mathematics. Contributions of Indian Mathematicians (Ramanujan, Aryabhatta, Bhaskaracharya, Shakuntala Devi).
B	Aims of teaching Mathematics, Values to be taught through teaching of Mathematics, Learning objectives: Meaning; Bloom, Anderson and Krathwohl's Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.
C	Difficulties in Learning Mathematics faced by students (Maths Phobia, Dyscalculia, Disgraphia, Maths Anxiety)
Unit 2	Methods & Approaches of Teaching Mathematics
A	Approaches: Inductive, deductive approach. Analytic and synthetic approach. Heuristic and project approach. Constructivist approach
B	Methods: Problem solving method. Activity method and cooperative learning.
C	Qualities of a good Mathematics textbook and its evaluation (Content analysis).
Unit 3	Learning Resources
A	Importance and Organization of Mathematics Club. Organising various activities - Mathematics fairs, quiz, Olympiad, talent search examination
B	Importance and Setting up of Maths Laboratory.
C	Preparation and use of Audio-Visual Material and equipments. Application of I.C.T in Teaching of Mathematics.
Unit 4	Micro Teaching & Unit Analysis
A	<p>Concept, components and preparation of Micro-teaching lesson plans for developing the skill of :</p> <p>i) Probing Question</p> <p>ii) Reinforcement</p>

	iii)Explanation iv)Illustration with examples and visuals v)Stimulus Variation			
B	Lesson planning-Meaning, importance and steps			
C	Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas: Teaching of Arithmetic (Commercial Maths) Teaching of Algebra (Polynomials, algebraic identities, Linear equations, Quadratic equations) Teaching of Geometry (Lines, Angles, Congruent Triangles and Similar triangles)			
Unit 5	Evaluation			
A	Meaning, importance and Tools (Written, Oral, Performance based) of Evaluation.			
B	Diagnostic Testing and Remedial Teaching. Achievement test: Steps of construction, item analysis.			
C	Professional Development of Mathematics teachers. Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive Measures to overcome them.			
Mode of examination	Theory			
Weightage Distribution	MT		ETE	
	E			
	20 %		50%	
Text book/s*	1. Aggarwal, S.M.(1999). Teaching of Modern Mathematics, DhanpatRai and Sons, New Delhi. 2. Sidhu, K.S. (1998). The Teaching of Modern Mathematics, Sterling, New Delhi. 3. Davis, D.R. (1951). The Teaching of Mathematics. London: Addison Wesclyh Press. 4. Kulshrestha, A. K. (2007). Teaching of Mathematics. Meerut: R. Lall Book Depot. 5. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot.			
Other References	1. York: McGraw-Hill Book Company. 6. Shankaran& Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics.New Delhi: NCERT			

BED 158: Pedagogy of Biological Science

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BED158	
Course Title	Pedagogy of Biological Sciences	
Credits	4	
Contact Hours (L-T-P)	3-1-0	
Course Type	Elective	
Course Objective	<ol style="list-style-type: none">1. Understand the aims and objective of teaching biological science and its inter-relationship with other branches of science.2. Appreciate the role of biological science in day today life and its relevance to modern society.3. Develop adequate skills to use different methods of teaching biological science for an effective teaching-learning process.4. Develop competency to organize laboratory facilities and equipment.5. Analyze the organization of biological science content at secondary level.6. develop skills to design and use various evaluation tools to measure the achievement of instructional objectives	
Course Outcomes	CO1Gain insight in the meaning, nature and scope of Biological Science. CO2. Understand the significance and contribution of various Biologists. CO3. Write aims and objectives and EBOS’ of pedagogy of Biological Science. CO4. Practice strategies for teaching Biological Science content. CO5. Analyse textbooks of biological science. CO6. Prepare appropriate Lesson Plans in pedagogy of biological science that make use of all available resources including multimedia lessons CO7. Use ICT in teaching –learning process	
Outline syllabus		
Unit 1	Nature Concept and Importance	
A	Meaning, nature and scope of Biology as a discipline in Science.	
B	Historical and developmental perspective of biological science; Major Scientific achievements in the biological sciences: Impact on society and futuristic views.	
C	Biological Science and Society, Biological Science and Sustainable environment, Role of a biological Science Teacher.	
Unit 2	Aims & Objective	
A	Aims of Learning Biological Science: Knowledge and understanding	

	through science, Nurturing Process skills; Development of Scientific attitude and scientific temper, nurturing the curiosity, Creativity and Aesthetic Sense; Imbibing the values, Development of problem solving skill		
B	Learning objectives: Meaning; Bloom, Anderson and Krathwohl's Taxonomy, Writing Learning objectives, Learning objectives in the Constructivist perspective.		
C	Concept Maps using variety of approaches.		
Unit 3	Exploring Learning		
A	Teaching Learning process with a focus on: Inclusive approach, Laboratory and Field method, Inquiry Approach, and heuristic method, problem solving, constructivism, Project Method and Collaborative Learning Approach(CLA). Micro- teaching skills- introduction, explaining, probing questions, illustration with examples and stimulus variation.		
B	Learning Design: Meaning, Importance, Principles and approaches		
C	Use of Different resources-Print, Non print, ICT in teaching learning process of biological science with computer aided methods like power point, simulation, software, webinars etc.		
Unit 4	Planning, Designing of Curriculum		
A	Biological Science in School Curriculum: From subject centered to behaviourist to constructivist approach in curriculum development. Curriculum to life experiences.		
B	Recommendations of NCFs-1975, 1988, 2000 and 2005-on biological science curriculum, Trends of NCERT syllabi		
C	Development of Lesson Plan-various approaches(Daily, Unit, Annual Unit plan), Criticism of plan and feedback.		
Unit 5	Evaluation		
A	Concept of test, examination, measurement, assessment and evaluation; and importance of evaluation.		
B	Tools and Techniques: Written test, construction of blue print, writing questions, project work, field trips and field diary, laboratory work, journal writing, rubrics and portfolios.		
C	Continuous Comprehensive Evaluation: Scope and Effective use in Biology Teaching-Learning, Performance based assessment. Learning indicators: concept, types and uses; Recording and Post-Critical constructive report writing of assessment Marking and grading evaluation.		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Bremmer, J (1967). Teaching Biology, London: MacMillan. 2. Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO 3. Miller, David, F. (1963). Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.		

	<ol style="list-style-type: none">4. NCERT (1969), Improving Instructions in Biology, New Delhi.5. Novak, J.D. (1970). The Improvement of Biology Teaching Modern Science Teaching, Delhi: Dhanpat Rai & Sons.6. Nunn, G (1951). Handbook for Science Teachers in Secondary Modern Schools, London: John Murray.
Other References	<ol style="list-style-type: none">1. Thurber, W (1964). Teaching of Science in Today's Secondary Schools, New Delhi: Prentice Hall.2. Vaidya, N. (1971). The Impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.

ARP 102: Communicative English – II

Schools:SOE	Batch : 2019-21
	Current Academic Year: 2019-20
	B.Ed
Course Code	ARP 102
Course Title	Communicative English-II
Credits	2
Contact Hours(L-T-P)	0-0-2
Course Objective	To minimize the linguistic barriers that emerge in varied socio-linguistic environments through the use of English. Help students to understand different accents and standardise their existing English. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of themselves, giving them self-confidence and building positive attitude.
Course Outcomes	<p>CO1 To empower them to capitalise on strengths, overcome weaknesses, exploit opportunities, and counter threats.</p> <p>CO2 To ingrain the spirit of Positive attitude in students through a full length feature film followed by a storyboarding activity</p> <p>CO3 Create a Self Brand, identity and self esteem through various interesting and engaging classroom activity.</p> <p>CO4 Exposing students to simulations and situations wherein students learn to describe people and situations and handle such situations effectively and with ease.</p> <p>CO5 Teaching students how to engage in meaningful dialogues and active conversational abilities to navigate through challenging situations in life and make effective conversations</p> <p>CO6 Learn how to transform adverse beginnings into positive endings – through writing activities like story completion.</p>
Outline syllabus	
Unit A	Subjective
Topic 1	Subject Verb Agreement
Topic 2	Parts of speech
Topic 3	Writing well-formed sentences
Unit B	Vocabulary Building & Punctuation
Topic 1	Homonyms/ homophones, Synonyms/Antonyms

Topic2	Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words)
Topic3	Conjunctions/Compound Sentences
Unit C	Writing Skills
Topic 1	Picture Description – Student Group Activity
Topic2	Positive Thinking - Dead Poets Society-Full-length feature film -Paragraph Writing inculcating the positive attitude of a learner through the movie SWOT Analysis – Know yourself
Topic3	Story Completion Exercise –Building positive attitude - The Man from Earth (Watching a Full length Feature Film)
Unit D	Speaking Skill
Topic 1	Self-introduction/Greeting/Meeting people – Self branding
Topic2	Describing people and situations - To Sir With Love (Watching a Full length Feature Film)
Topic3	Dialogues/conversations (Situation based Role Plays)
Evaluations	<i>Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations (60% CA and 40% ETE</i>
Texts & References Library Links	<ul style="list-style-type: none"> • Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication • Comfort, Jeremy (et.al). <i>Speaking Effectively</i>. Cambridge University Press

BEP141 : Life Skills

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2019-20
Branch:	SOE	
Course Code	BEP141	
Course Title	Life Skills Education	
Credits	2	
Contact Hours (L-T-P)	0-0-2	
Course Status	SEC	
Course Objective	The major objective of this Course is to introduce the students with the concept of Life skills and Behavioural health issues of youth and Children.	
Course Outcomes	This Course will help the students: CO1: To understand the concept of life Skills Development and its relevance to understanding community. CO2: To understand the concept of Life Skills and Interpersonal Skills for building a healthy environment for youth and children. CO3: To assess the importance of self-esteem and assertiveness in identifying behavioural health issues. CO4: To identify need of knowledge about child vulnerability, Child Rights and Protection of rights.	
Outline syllabus		
Unit 1	Life Skills and Wellness	
A	Core Life Skills: Introduction to ten generic Life Skills, Role of W.H.O, Life Skills Applications	
B	Know yourself, Positive Attitude, Emotional Enthusiasm, Self Confidence, Time Management.Know others, Acquiring information, Building Relationship, communicating and negotiating safer life situations, survival skills	
Unit 2	Life skills in social context /Interpersonal Skills and communication	
A	Meaning of interpersonal skills- Need to develop Interpersonal skills, Components of Interpersonal skills, Techniques required to improve skills	
B	Self Esteem and Assertiveness: Development of Self and Socialization, Managing Emotions, Active listening, Delegation Skills and assertiveness.	
Unit 3	Life skills to deal with specific problems/Vulnerable children, child protection & child rights	
A	Vulnerable Children: Vulnerability in Children, Juvenile Delinquency, Child abuse, Orphaned Children, Poverty	
B	General Social Skills: Basic Communication Skills, Rapport Building, Empathy, Accountability.	
Unit 4	Life Skills Methodologies for Career/Behaviour Modification	

A, B, C	Personal Self-Management Skills: Problem solving, Resisting stress, Communicating clearly, Managing time, Strengthening memory		
Mode of examination	Viva		
Weightage Distribution	CA	MTE	ETE
	40%	0%	60%
Text book/s*	<ul style="list-style-type: none"> Life Skills Education Paperback – 2016, by Dr. K. Ravikanth Rao, Dr. P. Dinakar. Life Skill Education by Dr. Rajeshkumar I. Bhatt 		
Other References	Relevant materials will be provided by the subject teacher.		

Semester III

BEP 221, 222: School Internship-16 weeks

School:	SOE	Batch : 2019-21
Program: B.ED	Current Academic Year: 2020-21	
Branch:	SOE	
Course Code	BEP 221, 222	
Course Title	School Internship	
Credits	8+8 = 16	
Contact Hours (L-T-P)	0-0-16	
Course Type	Compulsory	
Course Objective	1 To develop skills and techniques directly applicable to their careers. 2.To provide students the opportunity to develop attitudes conducive to effective interpersonal relationships 3.To provide students with an in-depth knowledge of the formal functional activities of a participating organization. 4.To enhance advancement possibilities of graduates.	
Course Outcomes	CO1: The student will be able to knowledge CO2: The student will be able to Understand CO3: The student will be able to Apply CO4: The student will be able to Analyse	
Outline syllabus		
Unit 1	1. Discussion Lessons (2 Lessons in each pedagogy course) Total 4	
A	Discussion Lessons	
B	2 15 Lesson Plans (in each pedagogy course) Total (15x2)= 30	
C	1. (In one subject)	
Unit 2	4 One Lesson to be Delivered in each pedagogy course through the use of Multimedia	
A	2. Use of Teaching Learning Material in Classroom Discourse	
B	(including teaching aids and reference material)	
C		
Unit 3	6 Peer Group observations -10	
A	7. Understanding the Internship School and the community around.	
B	8. Analysis of school syllabus and textbooks.	
C	9. Observing the classroom teaching of regular teachers.	
Unit 4	10. Preparation of case study of the internship school and the innovative activities that the school undertakes.	
A	11. Teaching as a substitute teacher.	
B		
C		
Unit 5		

A	12. Preparation of a question paper and other assessment tools. 13. Undertake case study of a child. 14. Undertake action research project on at least one problem area of schooling. 15. Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.		
B			
C			
Mode of examination	Practical/Viva		
Weightage Distribution	CA	ETE	
	40%	60%	
Text book/s*	10. Intel Education, NCETE (2007), Hand book for teacher educators, Bangalore		
Other References	3. Khirwadkar, A (2010). E-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd		

CCU801: Community Connect

School:	SOE	Batch : 2019-21
Program:	B.ED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	CCU801	
Course Title	Community connect (CC)	
Credits	2	
Contact Hours (L-T-P)	0-0-2	
Course Type	Compulsory /Elective/Open Elective	
Course Objective	<div>1. Make the students to relate to community life</div> <div>2. Connect the community life and daily life</div> <div>3. Make the students to aware of community problems and challenges</div> <div>4. Posing them to find out the solutions to community problems</div>	
Course Outcomes	<div>CO1Students will realise the understanding of community feeling around them</div> <div>CO2Students will feel the sensitivity of community problems and challenges</div> <div>CO3They come out with different solutions and alternatives to community problems.</div> <div>CO4Sensitize the masses and people about the wellbeing and a happy leading community life</div>	
Outline syllabus		
Unit 1	<div>• Finalization of topics to be surveyed by students must be done with the consultation of allotted supervisors in between:</div> <div>• Preparation and finalization of Questionnaire:</div>	
A		
B		
C		
Unit 2	<div>• Data Collection /Field Survey</div> <div>• Data analysis and report writing</div>	
A		
B		
C		
D		
Unit 3	<div>• Presentation of Report</div>	
A		

B	<ul style="list-style-type: none"> • Submission of final Report 		
C			
Mode of examination	Viva		
Weightage Distribution	CA	MTE	ETE
	40%	0%	60%
Text book/s*	<ul style="list-style-type: none"> • <u>A Friedman</u>, Avi. 2019. Neighbourhood Designing a Liveable Community 		
Other References	<ul style="list-style-type: none"> • https://www.springernature.com/gp/researchers/the-source/blog/blogposts-getting-published/looking-for-ways-to-stay-connected-with-your-research-community/17922798 		

SEM-IV

BED201: Gender, School & Society

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED201	
Course Title	Gender, School and Society	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Compulsory	
Course Objective	<div>1) To familiarize the pupil teachers with socio-political economic dimensions of Indian Society and appreciating its diversity.</div> <div>2) To develop an understanding of trends, issues and challenges regarding gender.</div> <div>3) To make them aware about social reform movements regarding gender issues.</div> <div>4) To make them able to debate the role of education in social processes as social change, social mobility and social control.</div> <div>5) To reflect on different theories of Gender and Education and relate it to power relations.</div> <div>6) To analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation</div> <div>7) To reflect on one’s aspirations and possibilities in order to develop a growing sense of agency as a ‘teacher’, a ‘professional’, as well as a ‘human being’</div>	
Course Outcomes	<div>Through this course the student teacher will be able to:</div> <div>CO1Familiarize with socio-political economic dimensions of Indian Society and appreciating its diversity.</div> <div>CO2Develop an understanding of trends, issues and challenges regarding gender.</div> <div>CO3Become aware about social reform movements regarding gender issues.</div> <div>CO4Debate the role of education in social processes as social change, social mobility and social control.</div> <div>CO5Reflect on different theories of Gender and Education and relate it to power relations.</div> <div>CO6Analyse the institutions involved in Socialisation processes and see how socialization practices impact power relations and identity formation</div> <div>CO7Reflect on one’s aspirations and possibilities in order to develop growing sense of agency as a ‘teacher’, a ‘professional’, as well as a ‘human being’.</div>	
Outline syllabus		

Unit 1	Society and Education		
A	Understanding the concept of Society, Structures and Processes in society		
B	School as a social System: Characteristics of a social system, characteristics of school as a social system, relationship between school and society.		
C	Sociological functions of Education-Critical Reflections: Education and Social Stratification, Education and Social Change, Education and Social Mobility, Education and Social Control.		
Unit 2	Gender challenges and education		
A	Gender equality: Meaning, need and importance. Gender inequality with reference to family, caste, class, religion, culture and region.		
B	Schooling of girls: Inequalities and Resistances.		
C	Removal of inequality with reference to media, various institutions, Law (Legal provisions) and state.		
Unit 3	Women and Society		
A	Historical backdrop: Some landmarks from social reform movements.		
B	Counseling and guidance related to gender issues.		
C	Role of media (Print & Electronic) in reinforcing gender parity through culture.		
Unit 4	Gender Issues in Curriculum		
A	Social Construction of Masculinity and Femininity		
B	Patriarchies in interaction with other social structures and identities		
C	Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions, Working towards gender equality in the classroom: Need and Strategies		
Unit 5	Gender, Power and Education		
A	Empowerment of Women: Strategies and Issues		
B	Efforts of Govt. agencies and Non-Govt. agencies to achieve gender parity: reservation and legal provision.		
C	Constitutional Provision of RTE.		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1) Unterhalter, E (2006) Measuring Gender Inequality in south Asia, London UNICEF 2) The global gender gap report 2013, World Economic forum, Switzerland 3) Michael G Pelete, Gender, Sexuality and body politics in modern asia, Ann Arbor MI : Association for Asian Studies, 2011 4) Victoria A Velk Off (October, 1998), Women of the world : women's education in india U.S.> Dept. Of Com. Retrieved 25 Dec. 2006 5) H.D. Report for 2012, U. N. Dev Projects Retrieved 31 March 2014.		

	6) NCERT (2006) : Gender Issues in Education, National focus Group, Position paper, NCERT, New Delhi.
Other References	<ol style="list-style-type: none">1) Ramachandran, Vimala (2004), Genders and social equality in Education, Hierarchies of Access, Sage, New Delhi.2) UNESCO (2003), EFA Global Monitoring Report, Gender and Education for all, The leap to quality.

BED 231 Environmental Educations

School: SOE	SOE	Batch : 2019-21
Program:	B.ED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED231 (Optional Course)	
Course Title	Environmental Education	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Elective	
Course Objective	<div>1) To develop an understanding of the basic concepts of environmental studies.</div> <div>2) To develop an understanding about ecological energy dynamics and entropic pollution.</div> <div>3) To generate an awareness about major environmental issues.</div> <div>4) To develop an understanding about the concept of environmental education, its need and principles.</div> <div>5) To analyze various approaches of the environmental education.</div> <div>6) To create an awareness about the public efforts and government initiatives protecting and conserving environment.</div> <div>7) To develop an understanding about the concept and need for sustainable development</div> <div>8) To develop a positive attitude towards protecting and conserving environment.</div> <div>9) To develop skills of observation, participation and assessment through environmental projects.</div>	
Course Outcomes	<div>After learning this course pupil-teachers will be able to-</div> <div>CO1Understand basic concepts of environmental studies.</div> <div>CO2Understand ecological energy dynamics and entropic pollution.</div> <div>CO3Generate awareness about major environmental issues.</div> <div>CO4Understand the concept of environmental education, its need and principles.</div> <div>CO5Analyze various approaches of the environmental education.</div> <div>CO6Create awareness about the public efforts and government initiatives protecting and conserving environment.</div> <div>CO7Understand the concept and need for sustainable development</div> <div>CO8Develop a positive attitude towards protecting and conserving environment.</div> <div>CO9Develop skills of observation, participation and assessment through environmental projects.</div>	
Outline syllabus		
Unit 1	Nature and Scope of Environmental Education	
A	Nature, need and scope of environmental education and its conservation	
B	Role of individual in conservation of natural resources: water, energy and food	

C	Role of individual in prevention of pollution: air and water, Equitable uses of resources for sustainable livelihoods		
Unit 2	Community Participation and Environment		
A	Community participation in natural resource management, water, forests, etc.		
B	Sustainable land use management		
C	Traditional knowledge and biodiversity conservation		
Unit 3	Environmental Issues and Concerns		
A	Consumerism and waste generation and its management, Biomedical waste management, Agricultural waste: Their impact and management, Rain water harvesting and water resource management		
B	Environmental degradation and its impact on the health of people		
C	Organic farming		
Unit 4	Initiatives for Environment Education		
A	Environmental conservation in the globalised world in the context of global problem		
B	Impact of natural-disaster/man-made disaster on environment, Heat production and greenhouse gas emission		
C	Impact of industry/mining/transport on environment, Sustainable use of forest produces.		
Unit 5	Environmental Legislations and Role of different Agencies		
A	Environmental legislation: awareness and issues involved in enforcement, Supreme Court order implementation of Environmental Education (EE), Governmental and non-government initiatives.		
B	Role of information technology and media in environment awareness/consciousness, Issues involved in enforcement of environment legislation		
C	Role of local bodies in environmental management		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1) Gupta, V.K. (1998). Environmental Education, Jalandhar: New Academic Publishing House 2) Kormondy, E. (1991). Concept of Ecology, New Delhi: Prentice Hall of India 3) Palmer, J and Philips, N. (1994). The Handbook of Environmental Education. New York: Roulledge 4) Purdon, P.W. and Aredson, S (1980). Environmental Science, Columbus: Charlies E Merrill Publishing Co. 5) Sharma, P.D. (1993). Environmental Biology, Meerut: Rastogi and Co.		
Other References	1) Sharma, R.C. and Tan, M.C. (eds) (1990). Source Books of Environmental Education for Secondary School Teachers, Bangkok: UNESCO		

- | | |
|--|---|
| | 2) Ship, S.A.B.(1996). Education for the Environmental Concerns,
Implications and Predices. New Delhi: Radha Publication |
|--|---|

BED232: Peace Education and Human Rights

School: SOE	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED232 (Optional Course)	
Course Title	Peace Education and Human Rights	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Elective	
Course Objective	<div>1) To understand the concept and types of peace.</div> <div>2) To understand the constitutional values and their importance for social harmony.</div> <div>3) To understand the contribution of Mahatma Gandhi, Swami Vivekananda and the Dalai Lama in peace building.</div> <div>4) To understand concept and areas of peace education.</div> <div>5) To understand the need of peace education in present context.</div> <div>6) To understand challenges to peace in multicultural society.</div> <div>7) To understand and apply the values, attitudes and skills required for peace education.</div> <div>8) To understand and apply methodology for peace education.</div> <div>9) To acquire knowledge of programmes by UNESCO for promoting peace education.</div> <div>10) To understand and analyze the role of mass media in peace education.</div>	
Course Outcomes	<div>After the learning of this course the student-teacher will be able to:</div> <div>CO1Understand the concept and types of peace.</div> <div>CO2Analyse the constitutional values and their importance for social harmony.</div> <div>CO3Analyse the contribution of Mahatma Gandhi, Swami Vivekananda and the Dalai Lama in peace building.</div> <div>CO4Understand concept and areas of peace education.</div> <div>CO5Understand the need of peace education in present context.</div> <div>CO6Understand challenges to peace in multicultural society.</div> <div>CO7Apply the values, attitudes and skills required for peace education.</div> <div>CO8Apply methodology for peace education.</div> <div>CO9Acquire knowledge of programmes by UNESCO for promoting peace education.</div> <div>CO10Analyze the role of mass media in peace education.</div>	
Outline syllabus		
Unit 1	Understanding Peace and Peace Education	
A	Meaning and types of Peace, Constitutional values with reference to fundamental rights and their importance for social harmony.	

B	Contributions of Mahatma Gandhi, Swami Vivekananda and Dalai Lama in Peace Building.		
C	Concept of Peace Education and need for Peace Education in Present context.		
Unit 2	The Concept of Human Rights		
A	Meaning, needs and importance of Human Rights.		
B	Women Rights and Empowerment.		
C	Present Status of Human Rights in India and Challenges before Human Rights.		
Unit 3	Issues in Human Rights		
A	Child labour and Human Rights.		
B	Indian Constitution and Human Rights.		
C	Programmes / Activities for creating awareness regarding Human Rights.		
Unit 4	Integrating Peace Education in the Present Curriculum		
A	Integrating Peace Education in Curriculum: Subject context, subject perspectives, Teaching Methods, Co- curricular activities, Staff development, class- room management, School Management		
B	Practical steps to build Culture of Peace in schools: Simulations Classroom Discussions, Book Clubs, Experience-Sharing Sessions		
C	Educating for a Culture of Peace: Learning mutual respect, duty consciousness, and leadership skills through unilateral ethics, introspection and mutual learning through duty-consciousness.		
Unit 5	Violence for Peace and Conflict Resolution		
A	Conflict Management: Maintaining Normalcy in Conflict; Managing Conflicts through dialogue and discussion, cooperation; peace education in managing conflicts in family and student life		
B	Non-Violent Activism: Speech, Behavior and Action with others based on non-violence takes the justification of acting violently away from others; role of peace education in learning nonviolence		
C	Peace Education: Agencies Role of community, school and family in the development of values for Peaceful Co-existence		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1) Dash, B.N.(2004).Theories of Education & Education in Emerging Indian Society. Dominant Publishers and Distributors. 2) Pandey, S. (2004). Peace Education. New Delhi: NCERT. 3) Laing, R.D. (1978). A Teacher's Guide to Peace Education, New Delhi: The UNESCO Publications. 4) Fran, S. And Alice, F. (1988).Peacemaking Skills for Little Kids. Miami. Florida USA: Peace Education Foundation. 5) Kiruba, C. & V. Arul S. (2012). Peace and Value Education. New Delhi: Neelkamal Publications Pvt. Ltd. 6) Gultang, J. (1996). Peace by Peaceful Means: Peace and Conflict,		

	Development and Civilisation, PRIO: International Peace Research Institute of Oslo and Sage Publications.
Other References	<ol style="list-style-type: none">1) Alston, P, Goodman, R (2012) International human rights. Oxford: Oxford University Press.2) Wouters, J, Meuwissen, K. (2013) National human rights institutions in Europe: Comparative European and International perspectives, Cambridge: Intersentia.

BED 234: Health, Physical Education and Yoga

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED234	
Course Title	Health, Physical Education and Yoga	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Elective	
Course Objective	To make the student teacher able to: 1) Understand the meaning of health 2) Understand the importance of good health and well-being 3) Get acquainted with the aspects of health / physical education 4) Become aware of yoga , its various aspects and advantages	
Course Outcomes	After going through the course the student teachers will be able to: 1) Understand the meaning of health 2) Understand the importance of good health and well-being 3) Get acquainted with the aspects of health / physical education 4) Become aware of yoga , its various aspects and advantages	
Outline syllabus		
Unit 1		
A	Meaning and Concept of Physical Education.	
B	Aims and objectives of Physical Education in school.	
C	Meaning and Characteristics of communicable diseases, Mode, control and prevention of communicable diseases	
Unit 2		
A	Concept, Aims and objectives of Health Education	
B	Factors influencing health	
C	Role of the Teacher in School Health Programme	
Unit 3	Personal and Environmental hygiene	
A	Concept and Importance.	
B	Concept of first aid, Qualities and duties of a First- Aider , first aids for sunstroke, snake bite, dog bite, fracture etc.	
C	First Aid box and its importance in school.	
Unit 4	Yoga Education	
A	Yoga: Introduction, meaning, type and need, Misconception about Yoga. Importance of Yoga for Teachers.	
B	Various Yogic postures Asanas, Surya Namaskara and its importance.	
C	Importance of meditation in school, importance of Yoga practice in school w.r.t. yam, niyam, asana, pranayama, pratyahar, dharna and samadhi	
Unit 5	Posture	
A	Concept and Values of good posture, Causes of poor posture	

B	Common postural deformities and their management		
C	Classification of food, balance diet, role of various nutrients, vitamins and their role, malnutrition, adulteration of food.		
Mode of examination	Theory/Jury/Practical/Viva		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1) Bawana, B.V. (1993). AapkiApniBaat, Haryana: Divine Radiance Publications. 2) Basant, A. (2005). An Introduction to Yoga, New Delhi: Cosco 3) Bhattacharya, A.K. (2010) : Dimensions of Physical Education- Principles, Foundation & Interpretation, Kolkata, Classique Books. 4) Iyengar, B.K.S. (1996). Lighter on Yoga. New Delhi: Harper Collins India Pvt. Ltd. 5) Larson, J.G. and bhattacharya, R.S.(2007). Encyclopaedia of indian Philosophies, VolXII, New Delhi: Motilal Banarsidas Publications		
Other References	1) Manjul, J.V.S. (1996). School SwasthyaShiksha, Agra University, Universal Publishers 2) Saraswati, S. N.: (2012) – GherndaSamhitaMunger, Bihar, Yoga Publication Trust.		

BED 235: GUIDANCE AND COUNSELLING

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED235(Optional)	
Course Title	Guidance and Counseling	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Elective	
Course Objective	To enable the teacher trainees: 1) To understand the concept of Guidance and Counseling. 2) To assess the strength and learning difficulties of students. 3) To help students in selecting their subjects for future study. 4) To collect data using various tools like case study, achievement test etc. 5) To understand and apply the techniques of Guidance and Counseling.	
Course Outcomes	CO1To understand basic the concept of issues in guidance and counseling. CO2To able to students to develop aptitude in this area of field. CO3To enable to collect data on various tools like case study, achievement test etc. CO4To know and apply the techniques of Guidance and Counseling. CO5To examine the positives and negatives of learning difficulties of students.	
Outline syllabus		
Unit 1	Fundamentals of Guidance	
A	Guidance : i. Concept (Meaning and Characteristics) ii. Principles iii. Functions iv. Need (Individual and Social)	
B	Types of Guidance : Concept and Need in the Global Context i. Educational Guidance ii. Vocational Guidance and iii. Personal Guidance	
C	Agencies - Functions i. National Council of Research and Training ii. Central Institute for Research and Training in Employment Service, iii. State Guidance Bureau	
Unit 2	Testing Devices and Non-testing Techniques in Guidance	
A	Testing Devices – Uses i. Aptitude Test, Personality Inventories and Interest Inventory	

B	Non-testing Techniques - Uses <ul style="list-style-type: none"> i. Observation ii. Interview iii. Case study iv. Student portfolios 		
C	Personnel Associated with Guidance and Counseling <ul style="list-style-type: none"> i. School Counselor; Psychologist, Social Worker, Rehabilitation worker, Career Master ii. Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counseling Services in School 		
Unit 3	Fundamentals of Counseling		
A	Concept (Meaning and Characteristics)		
B	Needs of Counseling with special reference to present context		
C	Types of Counseling <ul style="list-style-type: none"> i. Directive ii. Non-Directive iii. Eclectic 		
Unit 4	Skills and Means of Counseling		
A	Skills required for Counseling <ul style="list-style-type: none"> i. Rapport building, ii. Listening, iii. Questioning and iv. Responding 		
B	Counseling for Adolescent Issues <ul style="list-style-type: none"> i. Bullying ii. Relationship [Peer and Parent] iii. Handling puberty issues 		
C	Other Issues <ul style="list-style-type: none"> i. Addiction [substance abuse, technology induced social networking] ii. Suicide iii. Academic Stress 		
Unit 5	Process, Career Guidance		
A	Process of Counseling <ul style="list-style-type: none"> i. Initial Disclosure ii. In-Depth Exploration iii. Commitment to Action 		
B	Career Guidance: <ul style="list-style-type: none"> i. Sources of Career Information and Strategies of disseminating Career Information 		
C	Career Decision Making Skills <ul style="list-style-type: none"> i. Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference 		
Mode of examination	Theory		
Weightage	CA	MTE	ETE

Distribution	30%	20%	50%
Text book/s*	1) Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984. 2) Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999. 3) Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962 4) Dave, Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi 5) Paul, Lengrand. An Introduction to Lifelong Education 2 Croom Hekn-London the UNESCO Press-Paris. London 6) Rao, Narayana. Counselling Guidance Tata McGrawHill. New Delhi 7) Vashist, S.R. Methods of Guidance Anmol Publication. New Delhi		
Other References	1) Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication .New Delhi 2) Bhatnagar, Asha & Gupta, Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi		

BEP 241: Understanding the Self

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BEP241	
Course Title	Understanding the Self	
Credits	1	
Contact Hours (L-T-P)	0+0+2	
Course Type	Compulsory	
Course Objective	1. Gain an understanding of the central concepts in defining self and identity 2. Reflect critically on factors that shape the understanding of self 3. Build an understanding about themselves, i.e. the development of self as a person as well as a teacher. 4. Reflect on one ‘s experiences, aspirations and efforts towards becoming a humane individual and teacher 5. Develop effective communication skills including the ability to listen, observe etc.	
Course Outcomes	The course will enable the student teachers to – CO1gain an understanding of the central concepts in defining ‘self’ and ‘identity’ CO2reflect critically on factors that shape the understanding of ‘self’ CO3build an understanding about themselves, i.e. the development of self as a person as well as a teacher CO4reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher CO5develop effective communication skills including the ability to listen, observe etc. CO6build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one’s surroundings CO7Appreciate the critical role of teachers in promoting ‘self’and students ‘well-being.	
Outline syllabus		
Unit 1	Concept and Development of Self	
A	Concept of self and self-Identity, Self-Esteem, Aspects of Development of the Inner Self, Self-Development Strategies, Factors contributing to Self	

	Development		
B	Development of self as a person and teacher		
C	Role of meditation and yoga in self-development, Forms of self-expression; personal and social constructs		
Unit 2	Development of Professional Self and Ethics		
A	Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity		
B	Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher, Reflections on experiences, efforts, aspirations, dreams etc. of peers		
C	Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings.		
Unit 3	Role of Teacher in Developing Understanding of Self among Learners		
A	Reflecting on one's own childhood and adolescent years of growing-up		
B	Facilitating development of awareness about identity among learners.		
C	Developing skills of effective listening, accepting, positive regard etc. as a facilitator. Knowing one's true potential and empowering the self.		
Mode of examination	Practical/ Viva		
Weightage	CA	MTE	ETE
Distribution	40%	0%	60%
Text book/s*	1) Richard S. (Ed.), Understanding the self, The open university, Amazon book store. 2) Frankle V. Man's search for meaning, Pocket books, New York. 3) Goel B.S. (1988) psycho-analyzing and meditation, Third eye foundation, Sonipat. 4) Snyder C.R. (2011) Positive psychology, Sage Publishers, New Delhi. 5) Hadfield. J.A. (1983) Psychology and Morals, Methuen & Co., London.		
Other References	1) Feldonam, RS(2009), Assentials for understanding psychology, Tata MC , Grow Hills, New Delhi. 2) Kubalker, R (2015), know your stress-manage your stress, Neel kamal Publications, New Delhi.		

BED202: Creating an Inclusive School

School:	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED202	
Course Title	Creating an Inclusive School	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Compulsory	
Course Objective	1) To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All. 2) To identify and address the diverse needs of all learners. 3) To acquaint with the trends and issues in Inclusive Education 4) To develop capacity of student- teachers for creating an inclusive School 5) To appreciate various inclusive practices to promote Inclusion in the classroom	
Course Outcomes	On completion of this course the student teachers will be able to: CO1Develop sensitivity towards inclusive education. CO2Familiarise with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All. CO3Understand how to seek parental commitments and NGOs support for utilizing available resources for education in inclusive schools. CO4Identify, analyse and utilize various instructional strategies for inclusive schools CO5Understand the nature, needs and functional assessment of learners with reference to diverse needs and how to create conducive environment in the schools.	
Outline syllabus		
Unit 1	Inclusive Education	
A	Understanding diversities; Social, Cultural, Cultural, linguistic and Economic.	
B	Understanding disabilities; Visual, Hearing, Mental Retardation, Locomotors, neurological disorders and multiple disabilities	
C	Concept, need and scope of inclusive education, Education of All Movement, and Inclusive Education (A Journey from segregation to inclusion)	
Unit 2	Children with Special Needs	
A	Range of learning problems across various disabilities	
B	Assessment of learning problems in children with various disabilities.	
C	Assistive devices, equipment and technologies for different disabilities.	
Unit 3	Legislative frameworks and Programmes	
A	National Policy on education 1986	
B	Rehabilitation council of India act 1992	
C	National policy on disabilities 2006 and international instruments like	

	UNCRPD		
Unit 4	School's Preparedness for Inclusion		
A	School organization and management : Ideology, infrastructures		
B	Introducing gender in school for achieving gender equality: Curriculum inputs, Textbooks, Student – teacher interactions		
C	Support services available in the school to facilitate inclusion: Role and functions of the following personnel: i. Special Education Teacher ii. Audiologist cum Speech Therapist iii. Physiotherapist iv. Occupational Therapist, Counsellor		
Unit 5	Inclusive Practices in the Classroom		
A	Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.		
B	Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring , Social Learning , Buddy system, reflective teaching, Multisensory teaching		
C	Provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE), CCE and its implications to facilitate inclusion		
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1) Montogomary, D (1990) Special need in ordinary school; children with learning difficulties, Cassel Educational Limited, London. 2) GOI (1986), National policy of Education, Ministry of Education, New Delhi. 3) Bhargva M (1994), Introduction to exceptional children, sterling Publishers, New Delhi. 4) Daniels, Harry (1999), Inclusive Education, Kogan, London. 5) Das. M, Education of exceptional children, Atlantic Publisher, New Delhi. 6) Dessent, T (1987), Making ordinary school special, Kingsley Publication, Jessica. 7) Mangal SK, Education of Exceptional Children, PH 1, New Delhi. 8) Mathew, S (2004) Education of children with hearing impairment, RCI, Kanishka Pub., New Delhi.		
Other References	1) Panda, K C (1997), Education of Exceptional Children: An introduction to special Education, Vikash Publishing House, New Delhi. 2) Uday Shankar, Exceptional children, sterling publishers, New Delhi.		

BED 204: School Administration and Management

School:	SOE	Batch : 2019-21
Program:	B.ED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED204	
Course Title	School Administration and Management	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Compulsory	
Course Objective	1) To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School. 2) To develop an understanding about various components of school Administration 3) To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc. 4) To orient students with the concept of supervision and decision making 5) To acquaint the students with specific problems of school management.	
Course Outcomes	CO1To develop knowledge about school administration. CO2To understand about how school administration and management works. CO3To apply the appropriate and sort out the school related decisions. CO4To analyse the various component of school environment. CO5To able to evaluate the finance related aspects in school administration and management.	
Outline syllabus		
Unit 1	Administration of Schools	
	Meaning, Concept, Scope and Functions of Educational Administration	
	Principles of Educational Administration ,their Advantages and Disadvantages	
	Role of a Head in a School as a Transformative Leader :Analysis of Need and Relevance of any Change before institutionalizing the same, Taking the Team On-board	
Unit 2	School as an Organization	
	The School, its functions and relationship with the society	
	School building: Design and Components (including Hostels)	
	School Personnel-Roles and Responsibilities : Headmaster, Teachers, Non-Teaching Staff	
Unit 3	Dynamics of Supervision	
	Supervision: Concept, Need, Functions and Scope	

	Role of the Head and Teachers of the Institution in Supervision		
	Role of School Management Committees(SMCs),Mother Teacher Associations(MTAs),Parent Teacher Associations(PTAs) in School Development		
Unit 4	Elements of School Management		
	School Climate: Meaning and Types		
	Timetable Principles and Techniques of Time -table preparation		
	Preparation of a Calendar of Co-curricular Activities ,School Discipline : Concept and Approaches, Self Discipline: Concept and Relevance in a School		
Unit 5	Management of School Education		
	Juvenile Delinquency: Concept and Steps to Deal Effectively in a School		
	Problems Faced in School Management :Issues of Security and Disaster Management, Organizational Culture in a School to foster a Stress-free Work Environment for the Head ,Teachers, Staff and Students		
	School finance Sources of Income and Items of Expenditure, School Budget.		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	1) Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J., 2) Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y. 3) Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut, 4) Safaya, R.N. and Shaida, B.D.(2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi		
Other References	1) Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi 2) Gupta Rainu (2013): Curriculum and School Management, Doaba Book Nose, New Delhi		

BED 242 : Reading and reflections on text

School: SOE	SOE	Batch : 2019-21			
Program:	BED	Current Academic Year: 2020-21			
Branch:	SOE				
Course Code	BEP242				
Course Title	Reading and Reflections on Text				
Credits	2				
Contact Hours (L-T-P)	0+0+2				
Course Type	Compulsory				
Course Objective	7) To develop interest for reading among learners 8) To enable pupil teachers to read for comprehending ideas, reflect and think on different types of texts. 9) To make them able to appreciate different kinds of writings in different contexts. 10) To facilitate self-learning, reflection and ability to express.				
Course Outcomes	1) develop interest for reading among learners 2) read for comprehending ideas, reflect and think on different types of texts 3) Appreciate different kinds of writings in different contexts. 4) Facilitate self-learning, reflection and ability to express. 5) develop different types of reading skills through various activities and met cognition 6) understand and apply different levels, types, techniques and methods of reading				
Outline syllabus					
Unit 1	Reading the Text				
A	Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes;				
B	Importance of Different Texts in Curriculum				
Unit 2	Engaging with narrative and Descriptive Accounts				
A	Reading include academic publications, blogs, stories or chapters from fiction, multimedia texts, literary texts, Autobiographical text, historical narratives etc.				
Unit 3	Handling Educational Writings				
A	Selected Texts could be drawn from Articles, Blogs, Newspapers, Journals, essays, Abstracts or chapters on Education.				
Unit 4	Engaging with subject related Reference Books				
A	Parts of the book include cover page, physical features, content, author, index, glossary, references etc.				
B	Text Exploration- Layout, topics, structure				
Mode of examination	Practical				
Weightage	CA	MTE	ETE		
Distribution	40%	0%	60%		

Text book/s*	<ol style="list-style-type: none"> 3) Bright, J.A., and McGregor, G.P. (1970). Teaching English as a Second Language. ELBS: Longman. 4) Doff, A. (1988). Teach English: Training Course for Teachers. Cambridge: Cambridge University Press. 5) Hill, L.A., and Dobbyn, M.A. (1979). Training Course, Trainer's Book. London: Cassell.
Other References	<ol style="list-style-type: none"> 1) Hubbard, P., and Hywel, J. et al (1983). A Training Course for TEFL. Oxford University Press. 2) Joseph, K.S. (2004). Self-Instruction in English Grammar and Figures of Speech. Vadodara: Gold Rock Publications.

BED 203: Contemporary India and Education

School: SOE	SOE	Batch : 2019-21
Program:	BED	Current Academic Year: 2020-21
Branch:	SOE	
Course Code	BED203	
Course Title	Contemporary India and Education	
Credits	4	
Contact Hours (L-T-P)	3+1+0	
Course Type	Compulsory	
Course Objective	<p>The course will enable the student teachers to –</p> <ol style="list-style-type: none"> 1) appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc. 2) acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities 3) develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc. 4) appraise about the policy initiatives taken in education reform during pre- and post independent India. 5) develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country. 6) appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions. 7) familiarize with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities 8) develop understanding of the issues, and challenges faced by Indian contemporary Society 	
Course Outcomes	<p>After the completion of the course the student teacher will be able to-</p> <p>CO1appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.</p> <p>CO2acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities</p> <p>CO3develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.</p> <p>CO4appraise about the policy initiatives taken in education reform during pre- and post independent India. Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.</p>	

	<p>CO5 appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.</p> <p>CO6 familiarize with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities</p> <p>CO7 develop understanding of the issues, and challenges faced by Indian contemporary Society</p>
Outline syllabus	
Unit 1	Contemporary India
A	Social Stratification-forms and function; caste and class; region and religion; Types of Society-tribal, Agrarian; industrial, post industrial society;
B	Educational scenario of India: diversity in terms of educational opportunities, religion, caste, class, gender, language, region and tribes; Role of education in creating positive attitude towards diversity ;
C	Impact of Urbanization; Industrialization; , Globalization, modernization, economic liberalization and digitalization etc Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth;
Unit 2	Constitutional Provisions and Education
A	Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights.
B	Fundamental Rights & Duties of Citizens, Directive Principles of State Policy, Constitutional interventions for universalization of education and RTE Act 2009, Decentralization of Education and Panchayati Raj (specifically though 73 rd and 74 th amendment)
C	Role of Central and State governments in the development of education, Downward Filtration Theory: Its Critique, Demand of Education for All by Mahatam Gandhi, Jyotibai Phule, Gopal Krishan Gokhale.
Unit 3	Policy Framework for Development of Education in India
A	Overview of educational reform in the Pre-independence period Macaulay' minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education;
B	Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986 and its modified version 1992; Knowledge Commission;
C	Emerging trends in the interface between □ political process and education; □ economic developments and education; and □ Socio-cultural changes and education. □ Idea of Common School System □ National System of Education, Language Policy, Learning Without Burden-1993, Justice Verma Commission-2012
Unit 4	Initiatives of the Government of India
A	Sarva Shiksha Abhiyan (SSA),Mid-day Meal

B	Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Schemes for girls, SC, ST and Marginalized Group		
C	ICT In School Education- National Repository of Open Educational Resources (NROER), Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)		
Unit 5	Contemporary Indian Education: Concerns and Issues		
A	Challenges in Implementation of RTE Act 2009, Right to Education and Universal Access: □ Issues of a) Universal enrolment b) Universal retention c) Universal success □ Issues of quality and equity. (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- abled children) □ School safety		
B	Equality of Educational Opportunity: □ Meaning of equality and constitutional provisions □ Prevailing nature and forms of inequality, including dominant and minor groups and related issues		
C	Inequality in schooling: Public-private schools, rural-urban Schools , single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities		
Mode of examination	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Text book/s*	<ol style="list-style-type: none"> 1) Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi. 2) Govinda, R. (2011). Who goes to school?: Exploring exclusion in Indian education. Oxford University Press. 3) Krishnamurti, J. (1992). Education and world peace. In Social responsibility. Krishnamurti Foundation. Kumar, K. (2013). Politics of education in colonial India. India: Routledge. 4) Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers. 5) GOI (1964-1966):‘Education and National Development’. Ministry of Education, Government of India 1966. 6) GOI (2004):Learning without Burden, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004. 7) NCERT (2002): Seventh All India School Education Survey, NCERT: New Delhi. 8) NCERT. (2005). National curriculum framework. (NCF 2005). New Delhi: NCERT. 9) NCERT. (2006a). Position paper-National focus group on education with special needs 10) NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF 2005). NCERT. 11) NCERT. (2006c). Position paper-National focus group on problems 		

	<p>of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.</p> <p>12) NCERT. (2006d). Position paper-National focus group on teaching of Indian language</p> <p>13) Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.</p>
Other References	<p>1) Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.</p> <p>2) Govt. of India (1992). Programme of Action (NPE). Min of HRD.</p> <p>3) UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.</p> <p>4) World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.</p>

BEP243: Professional Competency

School:	SOE	Batch : 2019-21
Program:	B.ED	Current Academic Year: 2020-21
Branch:	SOPE	
Course Code	BEP243	
Course Title	Professional Competency	
Credits	2	
Contact Hours (L-T-P)	0-0-3	
Course Type	Compulsory	
Course Objective	To enable the students to: 1.Prepare resume and job application 2.Conduct case study 3.Develop official proposals 4.Organise mock interview 5.Reflect,act and solve any problematic situation in Education.	
Course Outcomes	They will be able to: CO1 Write and present resume and job application CO2 Process and analyse case study. CO3.Analyse and develop official proposal CO4.Organise mock interview session CO5.Reflect professional competency and etiquettes.	
Outline of syllabus		
Unit 1	1. Writing resume and Job application: Public Relation Communication(Media/Govt etc.)	
	2.Process and analysis of a case study	
	3.Official proposals: content, letters, memos, other brief messages	
Unit 2	1. Organizing mock interview sessions	
	2. Formal communication: Process and Pattern	
	3. Analytical writing for effective decision making	
Unit 3	1. Professional competencies required at different levels of education	
	2. Reflect, act and solve any problematic situations in the field of education	
	3. Understanding self: self-image, self –worth, self -esteem: Self-analysis using appropriate techniques	

Mode of examination	Theory /Practical / Viva		
Weightage Distribution	CA	MTE	ETE
	40%	0%	60%
Text book/s*	S. Lestera . Professional versus occupational models of work competence <i>Research in Post-Compulsory Education</i> , 19 (3) (2014), pp. 276-286		
Other References	J. Hwang, J. Lee Relationships among Senior Tourists' Perceptions of Tour Guides' Professional Competencies, Rapport, Satisfaction with the Guide Service, Tour Satisfaction, and Word of Mouth <i>Journal of Travel Research</i> (2018)		

SVA 401: Social thoughts of Gandhi

School:	SOE	Batch: 2019—2021
Program:	B.ED	Current Year: 2020-21
Branch: Education	SOE	
Course Code	SVA 401	
Course Title	Social thoughts of Gandhi and Social Work	
Credits	0	
Contact Hours (L-T-P)	2-0-0	
Course Type	Value Added Courses	
Course Objectives	The course has the following specific aims: 1-To provide value addition to the profession of teaching. 2- To let pupil teachers understand the society from Gandhian Perspectives.	
Course Outcomes	On the completion of this course, the pupil-teachers will be able to- CO1: Understand the Gandhian perspectives of society. CO2: Develop positive attitude towards social work.	
Course Description	It is a value-added course which emphasizes the need of developing positive attitude towards social work. This paper will be very helpful in developing mind set towards social work on the basis of the inspiration and thoughts of Gandhi ji.	
1	Mahatma Gandhi as a true social worker fighting against the evils of society	
2	Gandhi ji and social problems	
3-	History and Policies regarding Social work in India	
4-	Reflection of social work in the thoughts of Gandhi Ji	
Mode of examination	-----	
Weightage Distribution	Project	Viva
	-----	-----
Text book/s*	1. Shah, Ghanshyam (2013): “Hind Swaraj: A Moralists’ Outcry against Globalisation,” <i>Re-reading Hind</i> 2. Tendulkar, D G (1951): <i>Mahatma</i> , Vol 3, Delhi:m Publication Division, Ministry of Information and Broadcasting.. 3. Tom Walz and Heather Ritchie (2000). Gandhian Principles in Social Work Practice: Ethics Revisited. <i>Social Work</i> , Vol. 45, No. 3, pp. 213-222	

