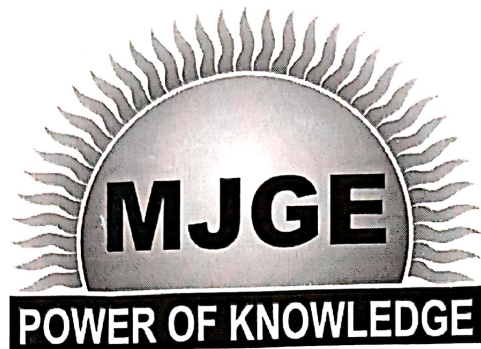


M J College (An Autonomous PG College) Bhilai (C.G.)

Website : www.mjge.in Email : info@mjge.in



SCHEME OF EXAMINATION & SYLLABUS of

**B.Ed. Semester Exam
Session 2025-27**

**(Approved By Board Of Studies)
Effective From June 2025**

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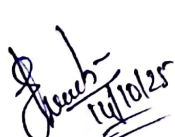
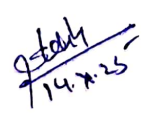
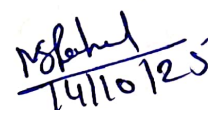
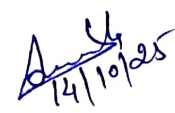
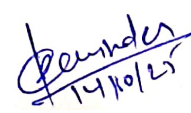
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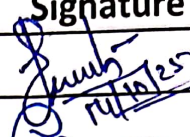
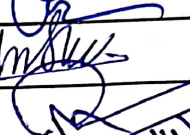
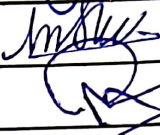
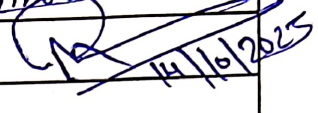
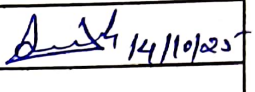


Paper No	PAPER NAME:	EXTERNAL THEORY/PRACTICAL	INTERNAL THEORY/PRACTICAL
SEMESTER I			
	THEORY		
Paper 1	Philosophical Perspectives of Education	80	20
Paper 2	Nai Talim: An Experiential Learning	80	20
Paper 3	Pedagogy Part 1	80	20
	PRACTICUM I		
	Preparation of Teaching Aids ➤ Minimum 6 charts on school content ➤ Minimum 3 sets of Transparency to Transact school content ➤ Minimum 3 Power Point Presentations to transact school content ➤ Minimum 1 video lesson on school content ➤ Minimum one static model to aid school teaching content	Nil	50
	Community Activities ➤ Village Survey ➤ Awareness Rally/Program	Nil	50
SEMESTER II			
	THEORY		
Paper 4	Sociological Perspective of Education	80	20
Paper 5	Learner and Learning Process	80	20
Paper 6	Elective I	80	20
Paper 7	Educational Technology and Management	80	20
	PRACTICUM II		
	Micro Teaching on Skill of Teaching (Any 5 skill) Internship (Two weeks) School experience a) Observation of School Documents b) Mentor's Report Preparation of Question Bank on School Content	Nil	50
SEMESTER III			
	THEORY		
Paper 8	Pedagogy Part II	80	20
Paper 9	Nai Talim Skill Based Learning	80	20
	PRACTICUM III		
	Internship 16 weeks	Nil	100
	Reflective Diary And Supervision's Assessment	Nil	50
SEMESTER IV			
	THEORY		
Paper 10	Gender School And Society	80	20
Paper 11	Assessment in Learning	80	20
Paper 12	Elective II	80	20
	PRACTICUM IV		
	Training in Yoga and Sports & Games	Nil	50
	Psychometric Assessment	50	Nil
	Viva Voce on Teaching Experience	100	Nil
	TOTAL	1110	240+350=590
	GRAND TOTAL	1700	

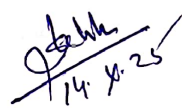
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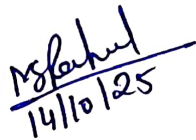
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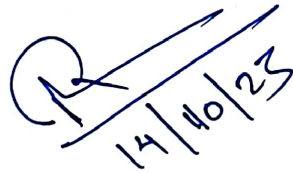
S.No.	Name of Members	Signature
1	Dr. Shweta Bhabu	
2	Dr. Kavita Verma	
3	Dr. Manju Sahel	
4	Mr. Rakesh Mishra	
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7	Dr. Shakti Talwar	
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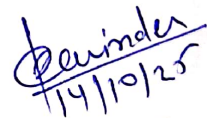

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B.Ed. SYLLABUS:

PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS	CLASS: (SEMESTER I)	YEAR: 2025	SESSION: 2025-27
SUBJECT: PHILOSOPHICAL PERSPECTIVE OF EDUCATION			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 101	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	- To help students discover and appreciate their unique vocation in society. - To create a learning environment which integrates theory and practice - To nurture, in particular, the values of peace, justice, equality and fraternity. - To enable students to understand and cater to the needs of a diverse student population. - To encourage students to become catalysts of social transformation - To revitalise education through collaboration with different organisations and universities - To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence. - To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMB ER OF LECT URES	
UNIT-I AIMS OF EDUCATION	- Education Nature and Meaning its objectives/aims in relation to the time and place. - Educational aims in the Western context; with specific reference to Russell , Dewey. Their impact on education although and class room practices, interm of progressive trends in education. - Educational aims in the Indian context with specific reference to Indian thinkers such as Gandhi, Tagore. - Philosophy and Education: Significance of studying philosophy in understanding educational practices and problem.	8	

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

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Outcome 6 Professional Responsibilities for Technology in Education:

Outcome 7 Culturally Responsive Teaching Practice:

Outcome 8 Effective Communication:

Outcome 9 Professional Dispositions:

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Anand C.L. et.al.	: Teacher and Education in Emerging India,	NCERT, New Delhi.
Anant Padmnabhan	: Population Education in Classrooms,	NCERT, New Delhi
Bhatnagar, S.:	Adhunik Bhartiya Shiksha Aur Uski Samasyayen,,	Lyal Book Depot, Meerut
Chakravorty M.	: Gandhian Dimension in Education.	Daya Publishing House New Delhi
Kalam Abdul, A.P.J. (1998).	India 2020-A Vision for the New Millenium,	Penguin Books India Ltd.
Ministry of Human Resource Development	: National Policy on Education, 1996, New Delhi.	Sterling Publication, New Delhi.
Mohanty Jagannath:	Indian Education in Emerging Society,	
Mani R.S	: Educational ideas and ideals of Gandhi and Tagore,	New Book Society, New Delhi.
Pathak and Tyagi :	Shiksha Samanya Siddhant,	Vinod Pustak Mandir, Agra.
Pandey, Shyam Swaroop	: Shikshaki Darshanik evam Samajik Shastriya Pursht Bcomi.	Vinod Pustak Mandir, Agra
Sharma, K. Yogendra	The Doctrines of the Great Western Educators (From Plato to Bertrand Russell)	Kanishka Publication, New Delhi.
Dr. Vikrant Mishra	The Educational Thoughts of APJ Abdul Kalam	(http://www.educationindiajournal.org)
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED.SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2025
		SESSION: 2025-27	
SUBJECT: NAI TALIM: AN EXPERIENTIAL LEARNING			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 102	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Understand the concept of local community engagement in teacher education • Understand the context of the child from various backgrounds & occupations. • Know the school education programs and policies which have local community engagement aspects • Learn the process of connecting the text with the Child/learner within the local Context • Distinguish traditional from constructivist approaches of local community engagement • Train in usage of dialogic method of community engagement • Train in usage of organic intellectual approach for local community engagement • Experiential learning of best practices in community engagement • Participate effectively in the local community service • Develop insights and field realities on indignity and indigenous models. • Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukkherji for rural reconstruction • Explore models of art, craft for entrepreneurship for self-reliance.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Nai Talim-An Introduction	• Introduction of Nai Talim and its significance in Indian context. historical perspectives. • Concept, Aims, Objectives and Scope of Nai-Talim • Main Principles of Basic Education • Nai Talim in NCF-2005, NCFTE-2010, • RTE-2009 and its Educational Implication	8
UNIT II Social and Philosophical Perspectives of Nai Talim	• Gandhian thoughts and Philosophy • Gandhian Philosophy and Aims of Education • Models of Education, Approach to Learning- Constructivism, Paulo Freire Critical Pedagogy and Dialog Method • Course outline at Primary, Middle and Secondary Level	8
Unit III: Work Based Learning and Community Involvement	• Principle of Community Involvement • Nai Talim and Craft Education • Nai Talim and Moral Education • Agencies of School & Society • Self Help Groups	8
Unit IV: Planning and Organization of Skill Development	• Methods of Skill Development • Establishment of Experimental Education and Rural Education • Connecting Knowledge to life outside the School. • Execution of digitalization • Importance of Renewable Energy	8

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Unit V: Health & Hygiene	• Nutrition - Balance Diet • Communicable and non communicable Disease & its Prevention • First Aid • Personal & Community Hygiene	8
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Ministry of Education, GOI. 1949	Report of the University Education Commission	(1948-49), New Delhi.
	Report of the Secondary Education Commission	(1952-53), New Delhi.
	Report of the Secondary Education Commission	(1964-66), New Delhi
	Report of the Secondary Education Commission	(1983-84), New Delhi
MHRD, GOI	National Policy on Education,	(1986) New Delhi.
NCERT. 2005.	National Curriculum Framework-Report of the Focus Group on Aims of Education,	New Delhi
Dewey, John. 2010.	Essays in Experimental Logic, Aakar Books,	New Delhi.
Russell, Bertrand. 2003.	Human Knowledge. Routledge,	London
Swami Satprakashanand a. 1995	Methods of Knowledge according to Advaita	
Vedanta. Advaita	Ashrama(Publication Department),	Calcutta.
NCERT	National Council of Educational Research and Training	, New Delhi.
Locke, John. 1690.	An Essay Concerning Human Understanding.	
Lewis, C.L. 1929.	Mind and the World-order. Dover Publications Inc.,	New York.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2025
SUBJECT:		PEDAGOGY TEACHING OF HINDI	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 A	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	- भाषा के अलग-अलग भूमिकाओं को जानना - भाषा के स्वरूप और व्यवस्था को समझना - स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना - भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना - भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना - पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना - भाषा और साहित्य सम्बंध को जानना - हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना - भावों और विचारों की स्वतंत्र अभिव्यक्ति करना - अनुवाद के महत्व और भूमिका को जानना - विद्यार्थियों की सृजनात्मक क्षमता को पहचानना - भाषा के मूल्यांकन की प्रक्रिया को जानना - भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को जानना	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I भाषाकीभूमि का	1 समाज में भाषा-भाषा और लिंग, भाषा और सत्ता भाषा और अस्मिता, भाषा और वर्ग 2 विद्यालय में भाषा- घर की भाषा और स्कूल की भाषा, समझ का माध्यम (बच्चे की भाषा) समूचे पाठ्यक्रम में भाषा, ज्ञान सृजन और भाषा, माध्यम भाषा एक आलोचनात्मक दृष्टि, विषय के रूप में भाषा और माध्यम भाषा में अंतर, विविध भाषिक प्रयुक्तियों बहुभाषिक कक्षा, शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा 3 संविधान और शिक्षा समितियों के रिपोर्ट में भाषा-भाषाओं की स्थिति (धारा 343-351,350) कोठारी कमिशन (64से 66) राष्ट्रीय शिक्षा नीति-1986, पो.आ 2005 (भाषा अध्ययन) ए-1992, राष्ट्रीय पाठ्यचर्या- गतिविधि/पोर्टफोलियो पशिक्षण के दौरान छोटे समूह में बांट कर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा। - विज्ञान, समाजविज्ञान और गणित की कक्षा VI से VII की किताबों से कुछ अंश चुनकर निम्नलिखित बिंदुओं को ध्यान में रखते हुए विश्लेषण करें- - विभिन्न भाषिक प्रयुक्तियों को कैसे प्रस्तुत किया गया है। - उस अंश में प्रयुक्त भाषा विषय संबंधीभाव स्पष्ट करने में कहाँ तक समर्थ है। - बच्चे के स्तर के अनुरूप हैं? - क्या इसने तकनीकी भाषा का बहुत इस्तेमाल किया गया है ? - क्या यह भाषा सीखने में सहायक है? कक्षा-शिक्षण के दौरान कक्षा-शिक्षण के दौरान बच्चों के परिवेश और उनकी भाषा के बारे में जानकारी प्राप्त करें और बहुभाषी कक्षा को स्रोत के रूप में इस्तेमाल करते हुए हिंदी शिक्षण की एक कक्षा-प्रविधि तैयार करें परियोजना कार्य - संविधान में भारतीय भाषाओं संबंधी अनुसंधानें तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए.द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना । - कक्षा छह से बारह तक के हिंदी की किताबों में 'लिंग और शांति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करना। - अपने आस-पास के पांच स्कूलों का दौराकर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?	8

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UNIT II हिंदीभाषा की स्थिति और भूमिका	हिंदी भाषा की भूमिका : स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी, हिंदी के विविध रूप, अंतर्राष्ट्रीय स्तर पर हिंदी ज्ञान की भाषा के रूप में हिंदी, हिंदी पढ़ने-पढ़ाने की चुनौतियाँ। गतिविधि/पोर्टफोलियो परिक्षणकेदौरान - स्वातंत्र्योत्तर भारत में हिंदी की भूमिका पर समूह में चर्चा करें। - जब शब्द नहीं रहते तब शस्त्र उठते हैं विषय पर परिचर्चा का आयोजन कक्षा-शिक्षण के दौरान - चुने हुए कुछ कक्षाओं में बच्चों की भाषा का जायजा लेते हुए हिंदी के विविध रूपों पर एक रिपोर्ट तैयार करें। - रोजमर्रा की जिंदगी में प्रयोग होने वाली कम से कम दोस क्रियाओं, जैसे नहाना, आना, पकाना, जाना आदि को कक्षा में मौजूद बच्चे किस-किस तरह से प्रयोग करते हैं-इस आधार पर सूची बनाएँ परियोजना कार्य - इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें, दस व्यक्तियों का साक्षात्कार करे इस साक्षात्कार के आधार पर हिंदी की स्थिति पर एक रिपोर्ट लिखें। - हिंदी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका पर आलेख पाठ करें। (हरेक विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करे)	8
Unit III: भाषा शिक्षण पर एकदृष्टि	(हिंदी में विज्ञान, गणित, समाजविज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।) भाषा सीखने सिखाने की विभिन्न दृष्टियाँ- भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉन ड्युई, ब्रूनर, जे.प्याजे, एल.वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसादगुरु, किशोरी दास वाजपेयी आदि) भाषाशिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण- व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढोंचा गत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्गुणात्मक) संप्रेषणात्मक प्रणाली आदि। गतिविधि/पोर्टफोलियो परिक्षणकेदौरान - मातृभाषा और अन्य भाषा विषय पर छोटे समूह में चर्चा करें। कक्षा शिक्षण के दौरान - भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।	8

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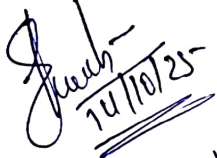
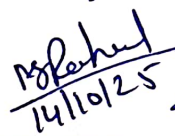
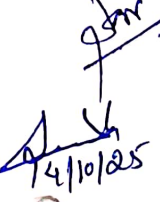
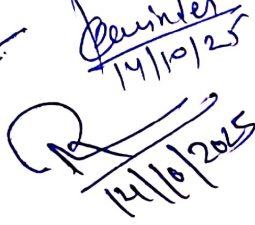
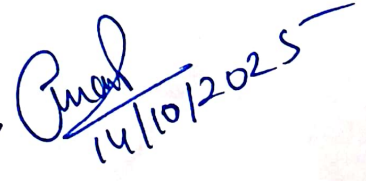
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	परियोजना कार्य विभिन्न राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।	
Unit IV: भाषा का स्वरूप	(कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोकव्यवहार से परिचालित होती है।) 1. भाषायी व्यवहार के विविध पक्ष—नियमबद्ध व्यवस्था के रूप में भाषा: भाषायी परिवर्तनशीलता (उच्चारण श्रेण संदर्भ में) हिंदी की बोलियाँ याक् तथा लेखन। 2. भाषायी व्यवस्थाएँ— सार्कभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ स्वनिमविज्ञान और रूप विज्ञान, (उपयुक्त उदाहरण देकर पढ़ाए जाएंगे) गतिविधि/पोर्टफोलियो पशिक्षण/कक्षा शिक्षण के दौरान लिखित और मौखिक भाषा में अंतर' विषय पर समूह में चर्चा करें	8
UNIT :V भाषायी दक्षताएँ	1. संदर्भ में भाषा— संदर्भ में व्याकरण और संदर्भ में शब्द 2. भाषायी दक्षताएँ—सुनना, बोलना, पढ़ना और लिखना सुनना और बोलना—सुनने का कौशल, बोलने का लहजा—भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने—पढ़ानेपर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण पढ़ना—पढ़ने के कौशल,पढ़ने के कौशल विकास में समझ का महत्व, मौनऔर मुखरपठन, गहन—पठन, विस्तृतपठन, आलोचनात्मक पठन,पढ़ने के कौशलविकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्व लिखना—लिखने के चरण, लेखन—प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी,कविता, संवाद, डायरी, पत्र,रिपोर्ट, समाचार आदि) गतिविधि/पोर्टफोलियो - सभी भाषायी कौशलों के सीखने से सम्बंधित 4-4 गतिविधियाँ तैयार करें और उनका कक्षाशिक्षण के दौरान प्रयोग करें। - पढ़ने के कौशल विकास को ध्यान में रखते हुए कक्षा छह हिंदी के विद्यार्थी के लिए तीन गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें। - सभी विद्यार्थी कक्षा छह से आठ के हिंदी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और उनपर समूह में चर्चा करें। परियोजनाकार्य - सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें	8

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2025
SUBJECT		PEDAGOGY OF LANGUAGE (ENGLISH)	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 B	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Understand the different roles of language; • Understand the relation between literature and language; • Understand and appreciate different registers of language; • Develop creativity among learners; • Understand the role and importance of translation; • Understand the use of language in context, such as grammar and vocabulary; • Develop activities and tasks for learners; • Understand the importance of home language and school language and the role of mother tongue in education; • Use multilingualism as a strategy in the classroom situation; • Develop an understanding of the nature of language system; • Understand about the teaching of poetry, prose and drama; • Identify methods, approaches and materials for teaching English at various levels in the Indian context; • Understand constructive approach to language teaching and learning;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT I: ROLE OF LANGUAGE	1. LANGUAGE AND SOCIETY: Language and Gender; Language and Identity; Language and Power; Language and Class (Society). 2. LANGUAGE IN SCHOOL: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; Critical view of Medium of Instruction; Multilingual classrooms; Multicultural awareness and language teaching. 3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION: Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE- 1986; POA-1992; National Curriculum Framework-2005 (language education). NPE 2020. Activities: Discussion on Position paper on 'Teaching of English' - Position paper on 'Teaching of Indian Languages' 'Multilingualism as a Resource' - Analysis of advertisements aired on Radio/Television on the basis of language and gender. - Take a few passages from Science, Social Science and Maths text books of Classes VI to VII and analyses; (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv) Is the language too technical? (v) Does it help in language learning? - Now write an analysis based on the above issues. Project - Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-SYLLABUS FOR TWO-YEAR BACHELOR OF EDUCATION 1986, and POA-1992. - Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools. - Teaching Practice	8

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	• Talk to the students and find out the different languages that they speak. • Prepare a plan to use multilingualism as a strategy in the English classroom. • On the basis of the English Text books (VI to XII) prepare a list of Topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the text books.	
UNIT II: POSITION OF ENGLISH IN INDIA	• ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English has a colonial language, • English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English. • Activities • Discuss in groups how the role of English language has changed in the twenty- first century. • Topic for Debate: Globalisation and English • Discussion on the topic 'War Begins When Words Fail' • Keeping in view the topics given in this unit, prepare a questionnaire. • Interview ten people and write a report on 'English Language in India'. • Project: • Do a survey of five schools in your neighbourhood to find out: 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom • Prepare a report on the challenges face by the teachers and the learners in the teaching-learning process.	8
UNIT III: AN OVERVIEW OF LANGUAGE TEACHING	DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT & SL) • Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:	8

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

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2025
SUBJECT		PEDAGOGY OF SOCIAL SCIENCES	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 C	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study; - To acquire a conceptual understanding of the processes of teaching and learning Social Sciences - To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes; - To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively. - To know wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life; - To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, - Promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuel etc.)	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMB ER OF LECT URES
UNIT I: SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS	- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools. - What is 'social' about various Social Sciences? - Uniqueness of disciplines vis-a-vis inter disciplinary - Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society. - Multiple perspectives /plurality of approaches for constructing explanations and arguments.	8
UNIT II: TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES	- People as resource: The significance of oral data. - Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, news papers, etc. - Using the library for secondary sources and reference material, such as dictionaries and encyclopedias. - Various teaching aids: Using at last are source for Social Sciences; maps, globe, charts, models, graphs, visuals. - Audio-visual aids, CD-Rom, multimedia, internet.	8
UNIT III: SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA	- Curriculum development process: National and State levels. - Studying the Social Sciences syllabus-aims and objectives, content organization and presentation of any State Board and CBSE for different stages of school education.	6
UNIT IV: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT	- Meaning, Nature and Scope of Geography: Current Trends - Teaching and Learning Major Themes and Key Concepts in Geography* *LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).	10

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	• *PLACE: Distinct physical and human characteristic of places that distinguish one from the other. • *MOVEMENTS: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands. • *REGIONS: Formation and change. • The above content may be used to understand teaching, learning strategies and skill development in Geography.* • Developing Skills in Geography • Observation, recording and interpretation of physical and social features and phenomena, Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analyzing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels. • Teaching Strategies in Geography • Questioning; Collaborative strategies; Games, simulations and roleplays; Values clarification; Problem-solving and decision-making. • METHODS: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature. • TECHNIQUES: Using text books and at last apart of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite image ries and aerial photographs; using audio-visual aids, CDs ,multimedia and internet; case study approach.
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UNIT V: TEACHING- LEARNING OF ECONOMICS: STATE, MARKET AND DEVELOPMENT	• As a branch of social science, economics is concerned with people. It studies how to provide them with means to realize the irpotential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course end eavours to introduce the learner stokey economic concepts and issues that affect their everyday lives. • Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics* • Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialization. • Classification of Economic System • Capitalism, Socialism, mixed economy (case study: India) • Developmental Issues in Economics • Sustainable Development—economic growth and economic development—indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Pricerise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary; • Economic Reforms and Globalization discuss these developmental issues with reference to India). • The above content may be used to understand the teaching, learning strategies and skill development in economics.* • Teaching-Learning Methods in Economics • In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g .Economic Survey, Five Year Plan), analyzing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged. • Teaching-Learning Materials • Using text book, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.	2
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bining & Bining	: Teaching of Social studies in the Secondary School,	McGraw Hill Book Co. New York..
James Fleming	The Teaching of Social studies in Secondary school,	Longman, Green & Co. London,
Sharde B.P. & Sharma, J.C.:	: Teaching of Geography.	Oxford, Pergamon Press.
Hall David :	Geography and Geography Teacher	London, OUP.
NCERT :	Teaching of History	New Delhi
Pandey, K.P. :	Artha Shastra Shikshan.	
Tiwari, G.S	..Artha Shastra Shikshan.	
Awasthi, P.P.	Nagrik Shastra Shikshan Vidhi.	
Desia, D.M. and	. : : Evaluation in Social studies, DEPSE, Ministry of Education	New Delhi.
Mehta, T.S	.. G ovt. of India	New Delhi.
Malayya, M	..Social Sciences,	Asia Publishing House, Bombay
Taneja, V.R.	Fundamentals of Teaching Social Studies,	Mohndra
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SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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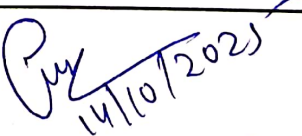
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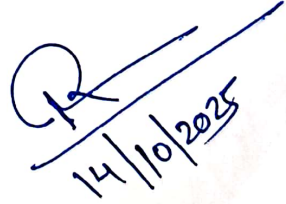
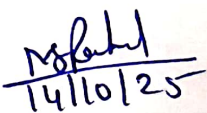
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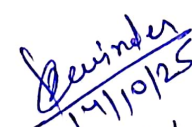
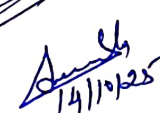
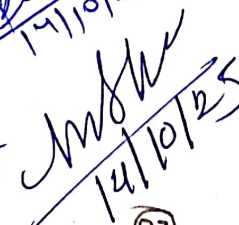
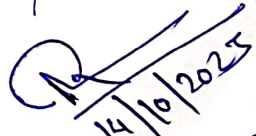
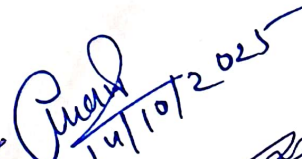
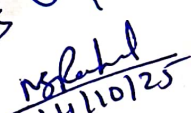


PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2025
SUBJECT		PEDAGOGY OF MATHEMATICS	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 D	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Develop insight into the meaning, nature, scope and objective of mathematics education; • Appreciate mathematics as a tool to engage the mind of every student; • Channelize, evaluate, explain and reconstruct their thinking; • See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together. • Pose and solve meaningful problems; • Construct appropriate assessment tools for evaluating mathematics learning; • Develop ability to use the concepts for life skills; • Stimulate curiosity, creativity and inventiveness in mathematics; • Develop competencies for teaching-learning mathematics through various measures.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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

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	- Construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry, etc.; - Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.	
UNIT V: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS	- Nature of concepts, concept formation and concept assimilation, - Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. - Comparing and contrasting; Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; - Difference between teaching of mathematics and teaching of science.	8
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
S.K.Arora(Bhimani)	How to teach mathematics	Shanti Publisher's 1998
-Capeland	How children learn mathematics	(New York): M.C. Millan Pub. 1979,
-W.R.Fuch	Mathematics for modern mind	(New York): M.C. Millan Pub. 1967.
J.N.Kapoor	Vidyalaya Ganit keliye sauprayog-	(New Delhi): Arya book Depot 1968
W.B.Saunders	How to teach mathematics in secondary school-	(Company) 1967
: J.N.Kapoor	The spirit of mathematics	(New Delhi): Arya book Depot 1964
Ashok Jhunjhunwala	Indian Mathematics-	(New Delhi): Wiley Eastern Ltd. 1993
.(R.C.Saxena	Curriculum and teaching of mathematics in secondary school	NCERT 1970.
N.K.Ayengar	The teaching of mathematics in the new Education	
S.K.Arora	How to teach mathematics-	(Bhimani): Shanti Publisher's 1998
Dr.S.K.Mangal	Teaching of mathematics (Hindi/English)	Agra publication
Dr.A.B.Bhatnagar	Teaching of mathematics (Hindi/English)	Agra publication
SUGGESTED DIGITAL PLATFORM		
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	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2025
SUBJECT		PEDAGOGY OF BIOLOGICAL SCIENCE	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 E	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning; • Appreciate that science is a dynamic and expanding body of knowledge; • Appreciate the fact that every child possesses curiosity about his/her natural surroundings • Identify and relate everyday experiences with learning biological science; • Use effectively different activities/experiments/demonstrations/ laboratory experiences for teaching-learning of biological science; • Integrate the biological science knowledge with other school subjects; • Analyse the contents of biological science with respect to its branches, process skills, knowledge organization and other critical issues; • Develop process-oriented objectives based on the content themes/units; • Explore different ways of creating learning situations for different concepts of biological science; • Examine different pedagogical issues in learning biological science; • Construct appropriate assessment tools for evaluating learning of biological science;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE	- Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; - Biological Science for environment and health, peace, equity; - History of biological science, its nature and knowledge of biological science independent of human application; - Origin of life and evolution, biodiversity, observations and experiments in biological sciences; - Interdisciplinary linkages, biological sciences and society.	8
UNIT II: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE	- Developing scientific attitude and scientific temper; Nurture the natural curiosity, aesthetic senses and creativity in biology; - Acquire the skills to understand the methods and process that lead to exploration; - Generalisation and validation of scientific knowledge in biological science; - Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; - Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment; - Solving problems of everyday life; Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners; - Specific objective of different content areas in biology.	8
UNIT III: EXPLORING LEARNERS	- Motivating learner to bring his /her previous knowledge in science /biology gained through classroom/ environment/ parents and peer group Cultivating in teacher-learner the habit of listening to child; - Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups,	8

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	Encouraging learners to collect materials from local resources and to develop /fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology.	
UNIT IV: SCHOOL CURRICULUM (BIOLOGICAL SCIENCE)	- Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology; - Analysis of text books and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; - Analysis of other print and non-print materials in the area of biological science used in various states.	8
UNIT V: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE	- Pedagogical shift from science as fixed body of knowledge to process constructing knowledge, - scientific method-observation, enquiry, hypothesis, experimentation, - data collection, generalization (teacher-educator will illustrate taking examples from different stage-specific content are as keeping in mind the variation, e.g. - Structure and function, molecular aspects, interaction between living and non living, biodiversity, etc.); - Communication in biological sciences; - Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

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

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Sharma, R.C. & Shukla C.S.(2002):	Modern Science Teaching..	Dhanpat Rai. Publishing Company. New Delhi
Sood, K.J.(1989):	New Directions in Science Teaching,	Kohli Publishers, Chandigarh
Vaidya, N(1996):	Science Teaching for the 21st Century	Deep & Deep Publications, New Delhi.
Gupta S.K.(1983):	Technology of Science Education,	Vikas Publishing House Pvt Ltd, Delhi
Chikara, M.S. and S. Sarma(1985)	www.wikipedia.com: Teaching of Biology,	Prakash Brothers, Ludhiana
S.K. Mangal:	Teaching of Biological Science.	
Dr. Shoti Shivendra Chandra	Contemporary Science Teaching.	
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER I)	YEAR: 2025
SUBJECT		SESSION: 2025-27	
PEDAGOGY OF PHYSICAL SCIENCE			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 F	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Identify and relate everyday experiences with learning physical science; • Appreciate various approaches of teaching-learning of physical science; • Understand the process of science and role of laboratory in teaching-learning situations; • Use effectively different activities/ demonstrations/ laboratory experiences for teaching-learning of physical science; • Integrate in physical science knowledge with other school subjects; • Analyse the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues; • Develop process-oriented objectives based on the content themes/units; • Explore different ways of creating learning situations in learning different concepts of physical science • Formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry • Examine different pedagogical issues in learning physical science	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMB ER OF LECT URES
UNIT I: NATURE OF SCIENCE	- Science as a domain of enquiry, as a dynamic and expanding body of knowledge; - Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); - Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); - Physical science for environment, health, peace, equity; Physical sciences and society; - Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J.C. Bose, C.V. Raman, Albert Einstein, etc.	8
UNIT II: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE	- Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage) /Physics and Chemistry (higher secondary stage); - Acquire the skills to understand the method and process of science /physical science that lead to exploration, generation and validation of knowledge in science /physical science; Relate Science/ Physics, and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; - Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everydaylife; - Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acid, Bases and Salts, Thermodynamics, Metallurgy,	8

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	Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in science/physics and chemistry.	
UNIT III: EXPLORING LEARNERS	- Motivating learners to bring his /her previous knowledge gained in science / physics and chemistry through classroom/ environment / parents and peer group; - Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process; - Encouraging learners to raise questions, appreciate in dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/ fabricate suitable activities in science/ physics and chemistry (individual or group work); - Role of learners in negotiating and mediating learning in science/ physical science.	8
UNIT IV: SCHOOL CURRICULUM SCIENCE (PHYSICAL SCIENCE)	- Trends in Science curriculum; Consideration in developing learner-centred curriculum in physical science, - Analysis of science/ physics and chemistry syllabi and text books of NCERT and States (at upper primary, secondary and higher secondary stage); - Analysis of other print and non-print materials used in various states in the area of physical science.	8
UNIT V: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE	- Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge— scientific method— observation, enquiry, hypothesis, experimentation, data collection, generalization (teacher-educator will illustrate each taking examples from specific contents of science/ physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.); - Communication in Science/ Physical science, Problem solving, investigatory approach, concept mapping, collaborating	8

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	learning and experiential learning in science/ physics and chemistry (teacher-learner will design learning experiences using each of these approaches), facilitating learners for self-study.	
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
UNESCO	New UNESCO Source Book for Science Teaching	(1978), Oxford & IBH, New Delhi..
Sharma, R.C. & Shukla C.S.(2002):	Modern Science Teaching, i.	Dhanpat Rai, Publishing Company, New Delh
Sood, K.J. (1989):	New Directions in Science Teaching,	Kohli Publishers, Chandigarh
Vaidya, N (1996):	Science Teaching for the 21st Century	Deep & Deep Publications, New Delhi.
Gupta S.K. (1983):	Technology of Science Education,	Vikas Publishing House Pvt Ltd, Delhi
Chikara, M.S. and S. Sarma (1985):	www.wikipedia.com Teaching of Biology,	Prakash Brothers, Ludhiana unter
Dr. Shoti Shivendra Chandra	: Contemporary Science Teaching.	, New Delhi.
R.A. Yadav, Siidiqui:	Teaching of Science.	Delhi
NCERT	AIIN CERT Science Text Books from class IX to XII.	New Delhi
UNESCO	New UNESCO Source Book for Science Teaching.	(1978), Oxford & IBH, New Delhi
Sharma, R.C. & Shukla C.S. (2002)	Modern Science Teaching,	Dhanpat Rai, Publishing Company, New Delhi.
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	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS	CLASS: (SEMESTER I)	YEAR: 2025	SESSION: 2025-27
SUBJECT	PRACTICAL		
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED.104 A & 104 B	
3.	COURSE TITLE	B.Ed. SEMESTER I	
4.	COURSE LEARNING OUTCOME	• Student should be able to understand various teaching aids. • Teaching Materials & Teaching Aids, their practical aspects. • Types of teaching aids & application in teaching learning process. • Importance of Teaching aids • The effect of using Teaching aids in different teaching condition. • How to select effective Teaching aids	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 50 (In both group)	INTERNAL : 50 (In both group) EXTERNAL: Nil
PART B- CONTENT OF COURSE			
Work	TOPICS	NUMBER OF LECTURES	
Preparation of Teaching Aids 104 A	➤ Minimum 6 charts on school contain ➤ Minimum 3 sets of Transparency to Transact school content ➤ Minimum 3 Power Point Presentations to transact school content ➤ Minimum 1 video lesson on school content ➤ Minimum one static model to aid school teaching content		
Community Activities 104 B	➤ Village Survey (Community Activities) Prepare a survey report of any village and submit in college ➤ Awareness Rally/Program Awareness program in any relevant social problem of your city/ state/ or country.		

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
NCERT	All NCERT Science Text Book from class IXtoXII.	New Delhi
NCERT	All NCERT Maths Text Booksfrom class IXtoXII.	New Delhi
NCERT	All NCERT Hindi Text Booksfrom class IXtoXII.	New Delhi
NCERT	All NCERT English Text Booksfrom class IXtoXII.	New Delhi
NCERT	All NCERT Social Science Text Books from class IXtoXII.	New Delhi
C G BOARD	Science Text Book from class IXtoXII.	C G
C G BOARD	Maths Text Booksfrom class IXtoXII.	C G
C G BOARD	Hindi Text Booksfrom class IXtoXII.	C G
C G BOARD	English Text Booksfrom class IXtoXII.	C G
C G BOARD	Social Science Text Books from class IXtoXII.	C G
C G BOARD	Science Text Book from class IXtoXII.	C G
C G BOARD	Maths Text Booksfrom class IXtoXII.	C G
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PART-A INTRODUCTION			
PROGRAM: B.ED SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2025
SUBJECT		SESSION: 2025-27	
SOCIOLOGICAL PERSPECTIVES OF EDUCATION			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 201	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	- To understand the social diversity in the state and the classroom and its implication for teaching - To understand and be able to use some key concepts relating to social stratification - To understand the nature of caste and changes occurring in it: to focus attention on the scheduled castes and their education - To understand the problems faced by the tribal communities and the issues in education of tribal children - To understand how poverty affects schooling prospects of children with special reference to migrant children	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT I: Understanding diversity in Indian society with special reference to Chhattisgarh	Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities. Profile of different communities in terms of their ecology, economy, language, culture and educational status will be taken up for discussion. Special focus will be on childhood in these communities and access to education. Student teachers will be encouraged to look at this diversity as a potential pedagogic resource within the classroom. i. Diversity in this classroom. Getting to know the diverse socio-cultural and linguistic background of fellow students. Getting to know about how they got themselves educated ii. Ethnographic profiling of some five communities of the state (for example, one tribal, one scheduled caste, one artisanal community, one farming caste, one minority religious community)	10	

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

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	• Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; • Education as liberal utilitarian, education as a tool of economic education, as an agent of Social change, education as a means of National welfare through the Immediate welfare of the society, education and human resource development. • Meanings of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; Means and measures taken for equality of opportunities in terms of castes, tribes, Disabled, Gender and Minorities;	
UNIT V: The Current Concerns of Indian Education	Private public partnership (PPP); yet others relate to the status of teachers-casualization and informalisation of teachers. Student teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature: (i) Professional ethics (ii) Impact of privatization and Developments on Human Resources on the institution PRACTICUM: 1. Field based surveys of status of marginalised social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects. 2. Action research to understand the problems faced by children of marginalized communities in schools of different kinds. 3. Action research to understand the implementation of government schemes for education of the marginalized groups. 4. Surveys to study condition of different kinds of schools and teachers and other staff working in them. 5. Surveys to understand field realities relating to policy issues under discussion Roleplay and dramatization of issues relating to education of marginal groups	8

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Education policy	Education policy documents and Commission Reports: Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992	New Delhi..
NPE 2020	NPE 2020. ncte.gov.in 2014-15	,New Delh
NCERT	Sociology, NCERT Text books for class XI and XII	New Delhi
SC Dube	Indian Society	NBT, Delhi
Russel & Hiralal	Tribes and Castes of CP & Berar	
Danda, Ajit Kumar [edit.].	Chhattisgarh: An Area Study,	Calcutta 1977. Anthropological Survey of India
Dr. Shoti Shivendra Chandra	: Contemporary Science Teaching.	New Delhi.
Azim Premji Foundation,	The Social Context of Elementary Education in Rural India,	Azim Premji Foundation, Bangalore, 2004
Reeta Chouhan	Sociological perspectives of Education	Agrwal publication Agra
Lal Raman bihari	Smajshastriye adhar	Agra
Shyam Benegal,	Making of the Constitution (12 parts)	Films & Documentaries
Shyam Benegal,	Bharat Ek Khoj (relevant parts on National movement)	Films & Documentaries
Shyam Benegal,	India untouch	
SUGGESTED DIGITAL PLATFORM		
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PART-A INTRODUCTION			
PROGRAM:B.ED. SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2025
SUBJECT:		LEARNER AND LEARNING PROCESS	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 202	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	- Acquire knowledge and understanding of stages of human development and developmental tasks; with special reference to adolescents learners. - Develop understanding of process of children learning in the context of various theories of learning. - Understand intelligence, motivation and various types of exceptional children. - Develop skills for effective teaching learning process and use of psychometric assessment. - To revitalise education through collaboration with different organisations and universities	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS:100	INTERNAL- 20
			EXTERNAL - 80

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

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

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

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

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Mathur, S.S	Educational Psychology	VinodPustakMandir,Agra.
Mathur, S.S.	Shiksha Manovigyan	Lyoll Book Dept Meerut
Srivastava,G.N.P	RecentTrendsInEducationalPsychology	Psycho,Research Cell.Agra
Tripathi, S. N	Prathiba Aur Srijntmakta	McmillanCo..Bombay.
Psychologyin a Third world country: theIndianexperience byDurganandSinha		
MotivationandRuraldevelopmentbyDurganandSinha		
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2025
SUBJECT		SESSION: 2025-27	
ELECTIVE I 203			
EDUCATIONAL AND MENTAL MEASUREMENT			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 203 A	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	All electives should have full bearing over the latest developments of the contemporary world • Able to use basic scientific concepts and practices in educational and mental measurement. • Student can tabulate and findout some standard meaning from the raw scores by using statistical procedures. • It may develop skills and competencies in the student teacher for the use of the techniques in the field. • Student teacher to interpret the result of educational measurement. • Student understands about various educational and mental measurement tools.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT1: • Concept of measurement: testing & Scale	• Concept of measurement: testing and evaluation. • Scales of measurement : nominal, ordinal, interval, and ratio scales. • Discrete and continuous variables. • Qualities of a test-reliability, validity and usability of a test : item analysis, procedures and item selection.	6	

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

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Asthana, Biptn & Agrawal, R.N.	1. :Mapan ewam moolyankan.	Vinod Pustak Mandir, Agra.
Asthana, Bipin and Agrawal, R.N.	2. :Measurement and Evaluation In Psychology and Education.	Vinod Pustak Mandir, Agra
Bhagwan, Mahesh	3. :Shiksha mein Mapan ewam moolyanankan.	Vinod Pustak Mandir Agra
Lindeman, R.H. and Merenda, P.F.	4. :Educational Measurement,	Scott foreman & Com-pany, London,
Rawat, D.L. :	5. Shaikshik Mapan ki Naveen Rooprekha,	Gaya Prasad and Sons, Agra
Sharma, R.A.:	6. Measurement and Evaluation In Education and psychology.	Lyall Book Depot Merrut
Sharma	7. Shikshatatha Manovigyan mai mapan Evam moolyankan.	Lyall Book Depot Merrut.
Verna R.S.:	8. Shaikshik Moolyankan.	Vinod Pustak Mandir, Agra.
SUGGESTED DIGITAL PLATFORM		
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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUM ER OF LECT URES
UNIT I: • Concept of Educational Administration & Management	• Conceptual frame work concept of educational administration. • Concept of educational management human beings as inputs, process and products inputs. • Nature, objectives and scope of educational aciministration	6
UNIT II: Administration planning, organizing directing and controlling:	• Role and functions of headmaster/teacher: Basic functions administration planning, organizing directing and controlling. • Maintenance of discipline, control management. • Co-ordination and growth, development, • Supervision and inspection, defects in the present supervision and inspection. • Scope of educational supervision, • Types of supervision. • Providing guidance; leadership function. • Crisis In management & Decision making	6
UNIT III: Administration & Role of communication	• Communication in Educational Administration Role of communication in effective manage-ment and administration. • Methods of communication. • Barriers of communication in educational administration. • Overcoming barriers to communication and effective communication in educational administration..	6
UNIT IV: • School management and administration	• Management of Schools: Role of headmaster in planning of school activities, approaches to management-manpower approach, cost benefit approach, social demand approach, social justice approach. • Involvement of other functionaries and agencies in the preparation of a plan.	8

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	• Delegation of authority and accountability. • Role of the headmaster in monitoring, supervision and evaluation. • Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts. • Role of the headmaster In creating resources and managing financial matters. • Optimum use of available resources for growth and development of the school. • Staff development programmes. • Role of teachers in school management and administration.	
UNIT V: Educational administration Functions & Problems	• Educational administration in the CG state: The administrative structure in the field of education in the state. • Control of school education in the state -a critical analysis. • Functions of the state government in relation to secondary and higher secondary schools. • Functions of the board of secondary education in controlling secondary schools. • Problems of secondary school administration in government schools. PRACTICUM • The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.	8
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bhatnagar, R.P. & Verma, I.B	Educational Administration	Lyall Book Depot Meerut..
Bhatnagar, R.R. & Agrawal, Vidya	Educational Administration, Supervision Planning and Financing.	R. Lal Nook Depot. Meerut.
Sukhiya SP	Educational Administration	Agra
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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2025
SUBJECT		SESSION: 2025-27	
ELECTIVE 203			
ART EDUCATION			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 203 C	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	- Students are able to work together on small and large projects. - It can develop the ability among students to free expression and creativity. - They acquaint with basic elements of design. - At the end of the course it develops an insight towards sensibility and aesthetic appreciation. - It develops a perspective of artistic and creative expression.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT I: Art appreciation / brief history of Indian Art	- Sculptures: (Any 2 Sculptures of every period giving brief introduction). - Indus valley (They must have read in this till 8th standard). - Mauryan Period - Gupta Period - Folk Art - Modern / Contemporary Art - Paintings; - Ajanta and themural traditions - Miniature Paintings	8	

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

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	c) Literature - Percussion instruments - Any two regional dances - Description of the region - Dialect - Costumes - Music - Tal - Discussions on - <table border="1" data-bbox="587 667 1230 1055"> <tr> <td>1.</td><td>Rajasthani Folk Dance</td><td>(ref. Tarana List CIET)</td></tr> <tr> <td>2.</td><td>Himachal Pradesh ke Lok Nritya</td><td>(ref. Tarana List CIET)</td></tr> <tr> <td>3.</td><td>Hamare Vadya Yantra Series</td><td>(ref. Tarana List CIET)</td></tr> <tr> <td>4.</td><td>Community Singing</td><td>(ref. Tarang list CIET)</td></tr> <tr> <td>5.</td><td>Song of Unity (KSSP)</td><td>(ref. Tarang list CIET)</td></tr> <tr> <td>6.</td><td>Rajasthan Folk</td><td>Langasand Manganlars</td></tr> <tr> <td>7.</td><td>Best of Carnatic</td><td>Various Instrumental</td></tr> <tr> <td>8.</td><td>Classical Dances of</td><td>(ref. Tarang List CIET) India Series</td></tr> </table>	1.	Rajasthani Folk Dance	(ref. Tarana List CIET)	2.	Himachal Pradesh ke Lok Nritya	(ref. Tarana List CIET)	3.	Hamare Vadya Yantra Series	(ref. Tarana List CIET)	4.	Community Singing	(ref. Tarang list CIET)	5.	Song of Unity (KSSP)	(ref. Tarang list CIET)	6.	Rajasthan Folk	Langasand Manganlars	7.	Best of Carnatic	Various Instrumental	8.	Classical Dances of	(ref. Tarang List CIET) India Series	
1.	Rajasthani Folk Dance	(ref. Tarana List CIET)																								
2.	Himachal Pradesh ke Lok Nritya	(ref. Tarana List CIET)																								
3.	Hamare Vadya Yantra Series	(ref. Tarana List CIET)																								
4.	Community Singing	(ref. Tarang list CIET)																								
5.	Song of Unity (KSSP)	(ref. Tarang list CIET)																								
6.	Rajasthan Folk	Langasand Manganlars																								
7.	Best of Carnatic	Various Instrumental																								
8.	Classical Dances of	(ref. Tarang List CIET) India Series																								
UNIT V: Heritage Crafts	- Introduction to the crafts traditions of India, details about the different crafts, their classifications, regional distribution etc. Each of these topics will incorporate aspects such as the Philosophy and aesthetics, Materials, processes and techniques, Environment and resource management, Social structures, Economy and marketing. - Clay, Stone work, Metal crafts, jewelry, natural fiber weaving and textile weaving.	6																								
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)																										
AUTHOR	TITLE	PUBLISHER																								
Pran Nath Mago	Contemporary Art in India: A perspective	Book published by NBT																								
Jasleem Dhamija	Indian folk Arts and Crafts	Book published by NBT																								
Krishna Deva	Temples of North India	Book published by NBT																								
K.R. Srinivasan	Temples of South India	Book published by NBT																								
Alokendra Nath Tagore	Abhanindranath Tagore	Book published by NBT																								

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MadhuPowle	Festival of Colours	Bookspublished by NBT
BadriNarayan	Find the Half Circles	Bookspublished by NBT
Ela Datta	Linesandcolours	Bookspublished by NBT
Upinder Singh	DiscoveringIndianArt	Bookspublished by NBT
PranNathMago	ContemporaryArt inIndia: A perspective	Bookspublished by NBT
JasleemDhamija	IndianfolkArtsandCrafts	Bookspublished by NBT
Krishna Deva	Temples of NorthIndia	Bookspublished by NBT
K.R.Srinivasan	Temples ofSouthIndia	Bookspublished by NBT
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PART-A INTRODUCTION			
PROGRAM: B.ED SYLLABUS		CLASS: (SEMESTER II)	YEAR: 2025
SUBJECT		SESSION: 2025-27	
ELECTIVE 203			
CURRICULUM AND KNOWLEDGE			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 203 D	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	- It develop the understanding the nature of curriculum and its relation to syllabi, text books and class room practices - To understand the nature of knowledge, moral values and skills - To examine the place of work in education - Student understand the implications of constructivism for education - Student applies a framework for studying curriculum documents.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMB ER OF LECT URES	
Unit I: Curriculum, Syllabi, Text books and Classroom	❖ What is a curriculum? Why do we need a curriculum? Objectives behind framing/developing a curriculum. Aims and curriculum; the relationship between the two. Relationship between these two and pedagogy. Curriculum, syllabi and textbooks: what's the relationship between these? what are implications of this for a teacher? ❖ The scope of curriculum: Knowledge, values, skill, dispositions, etc. some general discussions about each. ❖ The context/cultural embeddedness of curriculum. Curriculum as a mode of transmission of culture and social norms. Diverse strands of culture and contestations and debates within them. Problems involved in questions about	8	

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Unit IV: Curriculum and Productive Work	❖ Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' incompatible with education? ❖ Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially useful productive work' (SUPW). ❖ Vocational Education: education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education. ❖ The place of work in curriculum – its role in integrating knowledge, skill and values in real life like contexts. The implication of its absence from curriculum.	8
Unit V: Frame works for Reviewing Curriculum Documents	❖ Visioning human beings and just society. ❖ Visioning the role of students and teachers ❖ Visioning the nature of knowledge and learning ❖ Areas of study (subjects) and the objectives of learning them ❖ Visioning the role of assessment and evaluation in education Practicum i. Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (some exemplar themes: 'let us find out about what kind of food we all eat and enjoy.' Or 'what is the nature of our family lives?' or 'what is the difference between a fly and an ant?' or let us find out the rules for use of masculine and feminine gender in Hindi language.) ii. Comparative study of various curriculum documents. iii. Prepare a report comparing national curriculum framework, the text books and class room practices in the school in which the student teacher has been interned. To what extent does the class room practice carry out the curricular objectives or the objectives set out in the text books?	6
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
NCFW	National Curriculum Framework	NCERT 2005, (Chapter 2)
Position Paper,	Position Paper, National Focus Group on Curriculum	NCERT, 2006

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	m.SyllabusandTextbooks	
PositionPaper,	Position Paper,NationalFocusGroup onWorkand Education	NCERT, 2007
John Dewey,	DemocracyandEducation	
रोहित घनकर,	लोकतंत्र, शिक्षा और विवेकशीलता,	आधार प्रकाशन,जयपुर, 2007
रोहित घनकर,	शिक्षाके संदर्भ	आधार प्रकाशन,जयपुर, 2007
Christopher Winch	PhilosophyandEducationPolicy,	chapter1 & 2. Routledge,2005.
RobinBarrow.	AnIntroduction to MoralPhilosophyand Moral Education.	Routledge, 2007.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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Unit-II: Communication Technology	❖ Concept ❖ Nature ❖ Process ❖ Principles ❖ Componentes ❖ Types ❖ Barriers ❖ Mode of communication: SMCR Model & SL,WR,VO. (Speak, Listen, Writing, Reading, Visual and Observing) ❖ Skill based learning- Micro Teaching.	8
Unit-III System Approach	❖ Concept and characteristics ❖ System approach. ❖ System Analysis. ❖ System Design Physical Resources of an instructional System - Concept - Classification (Project/NonProject/hardware/software) Hardware- Chalkboard, tape recorder, Educational radio, Educational Television, VCR, Instant Slide maker, OHP, FilmStrip, Slide Projector, Interactive Video, Computers, Reprographic Equipement. Software - Scripts (Audio & Video), slides, Programs, learning Materials, Film Strips, Transperencies, News Paper, Text Books, Maps Computer (MS WORD) use & practice, etc.	10
Unit-IV Innovations in Educational Technology	❖ Language laboratory ❖ Tele conferencing ❖ Multimedia, Web based learning, www. ❖ Computer Networking, CAI ❖ E learning; on line learning management and implementation of e-learning ❖ Concept of artificial intelligence and use in learning. Strategies-Brain-Storming, discussion, Seminar, Conference, Workshop	8

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Unit -V Human Resources of an Educational System & Management	- Identification of the Human Resources, resources within and outside the school system Meaning of Management in Education - Managing curriculum, managing co-curriculum, Managing school discipline and Managing physical resources. - Developing performance profiles of institutions Assignments 1. Term paper/Symposium 2. Developing Software - Transparencies/Slides/Scripts/Scenarios 3. Workshop on handling Hardware 4. Preparation of low-cost/improvised material 5. Conducting a lesson - Using OHP/Slide projector or computer	8
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Brown, J.W, Lewis Pb. 7 harclerac :	AV Instructional Technology	: McGraw Hills, new York.
Davies, I.K.	The Management of Learning,	McGraw hills, New York.
Goel, D.R	Educational TV in India - Organisation and Wilization, Unpublished post	Doctoral Thesis, M.S. University of Baroda.
Jerone, P.L & Clarence, M.W	A Guide to programmed Instruction.	J. Willey & sons, New York
Richmond, W. Kenneth:	The concept of educational Technology, A Dialogue with yourself,	London, Weldenfeld and Nicols, 1970.
Sharma, R.A. :	Technology of Teaching,	Meerut, Lyall Book Depot, 1986.
Singh P.:	Cybernetic Approach to Teaching: The progress Education,	Pune, May 1984.
Smith K.U : Snd smithmarget, F	Cybernetic principles of learning and Evaluation,	New York, Holt, Rinehart and Winston, 1966
Taber J.J., Glaser F4 & Schasffer, H.N:	learning and programmed Instruction,	Addison Waler Reading Massachuset, 1965
Brown, J.W, Lewis Pb. 7 harclerac	: AV Instructional Technology:	McGraw Hills, new York.
Davies, I.K.	The Management of Learning	, McGraw hills, New York.
Goel, D.R	Educational TV in India - Organisation and Wilization, Unpublished post	doctoral Thesis, M.S. University of Baroda.
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Richmond, W. Kenneth:	The concept of educational Technology, A Dialogue with yourself, London,	Weldenfeld and Nicols, 1970.
SUGGESTED DIGITAL PLATFORM		
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Preparation of Question Bank 205 C		- o Question Bank: - o Prepare a question bank record file on school subject. (As per pedagogy) (minimum 20 questions) - o Minimum 10 question MCQ (use of google form to develop questions)	
AUTHOR	TITLE	PUBLISHER	
NCERT	All NCERT Science Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT Maths Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT Hindi Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT English Text Books from class IXtoXII.	New Delhi	
NCERT	All NCERT Social Science Text Books from class IXtoXII.	New Delhi	
B k Passi	Micro teaching		
R A Sharma	Micro teaching	Agra	
CG	All Text books for practice	CG Board	
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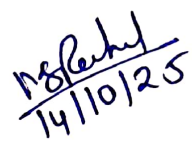
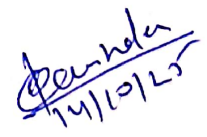
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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2025
SUBJECT:		PEDAGOGY PART II PEDAGOGY TEACHING OF HINDI	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301A	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	- भाषा के अलग-अलग भूमिकाओं को जानना - भाषा के स्वरूप और व्यवस्था को समझना - स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना - भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना - भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना - पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षाविशेष और बच्चों की समझ के अनुसार ढालना - भाषा और साहित्य सम्बंध को जानेगें - भावों और विचारों की स्वतंत्र अभिव्यक्ति करना जानेगें - अनुवाद के महत्व और भूमिका को जानेगें - भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-VI भाषा-साहित्य और सौंदर्य - 1	(विभिन्न अभिव्यक्तियों भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम है।) 1. सजनात्मक भाषा के विविध रूप - साहित्य के विविध रूप को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा, स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता, अनुवाद का महत्व और जरूरत 2. सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा। गतिविधि/पोर्टफोलियो पशिक्षण के दौरान • एक ही विषय पर किन्हीं तीन अखबारों के संपादकीय की भाषा पर बातचीत कर उनकी विषय प्रस्तुति को रेखांकित करें। • एक ही अंश के तीन अनुवाद को पढ़ें और अपनी भाषा में नया अनुवाद प्रस्तुत करें • समूह में बंट कर मीडिया लेखन के तीन अलग-अलग नमूनों (फीचर, रिपोर्ट, लेख आदि) को इकट्ठा कर उसमें समानता और अंतर को ध्यान में रखते हुए चर्चा करें। • अखबार की किसी खबर के आधार पर संवाद लिखना। कक्षा शिक्षण के दौरान • पानी से संबंधित पाठ पढ़ाने के बाद जलचक्र की जानकारी देना, पानी की बचत पर बातचीत, जल की तरल अवस्था से ठोस अवस्था का हल्का होने के कारण का पता लगाने का कार्य करवाना	8
UNIT VII भाषा साहित्य और सौंदर्य - 2	साहित्यिक अभिव्यक्ति के विविध रूप - कविता को पढ़ना-पढ़ाना, गद्य की विविध विधाओं को पढ़ना-पढ़ाना, नाटक को पढ़ना-पढ़ाना, समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।	8

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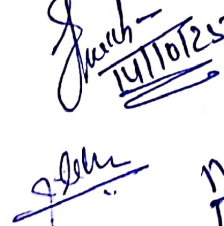
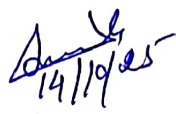
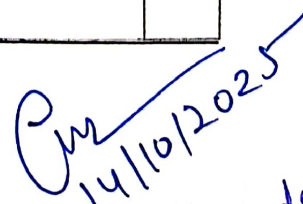
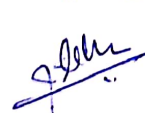
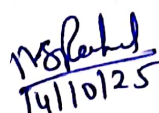
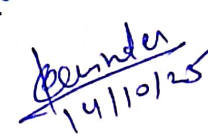
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	गतिविधि/पोर्टफोलियो प्रशिक्षण के दौरान • एक कहानी का चार अलग-अलग समूह द्वारा विश्लेषण और उसकी प्रस्तुति • सभी विद्यार्थी किसी एक रचना की समीक्षा करें तथा एक-दूसरे की समीक्षित बिंदुओं पर कक्षा में चर्चा करें • समूह में एक ही विषय पर अलग-अलग विधियों की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण • वर्तमान बाल साहित्य की समीक्षा • अपनी मनपसंद तीन कहानियों की समीक्षा कक्षा शिक्षण के दौरान • बच्चों से एक ही विषय जैसे 'बादल' पर स्वतंत्र रूप से कुछ लिखने को कहें (कोई विधा न सुझाएँ) . • रचना को जानें और कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को चुनकर) (क) एक रचना अनेक स्तर अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित) (ख) एक रचना अनेक अर्थ (अलग-अलग नजरियें से एक ही रचना को पढ़ना) (ग) एक रचना विभिन्न बच्चों (संदर्भ: चुनौतीपूर्ण बच्चे) • कोई नाटक या उपन्यास पढ़वाने के बाद उसके पात्रों के रहन-सहन, बोली आदि की चर्चा कर समाज में इनमें आए बदलाव पर चर्चा करना, विभिन्न व्यवसाय तथा व्यवसाय से जुड़े लोगों, उनके कार्यों, समस्याओं पर बातचीत • कक्षा छह हिंदी की पुस्तक में से झांसी की रानी कविता, नौकर (निबंध) पाठ के बाद -1857 के पहले, दौरान और बाद में घटी घटनाओं का टाइम लाइन (चार्ट) बनाना, गांधी जी के जीवन की महत्वपूर्ण घटनाओं का टाइम लाइन (चार्ट), गांधी जी द्वारा चलाए गए आंदोलनों का टाइम लाइन (चार्ट) परियोजना कार्य • (क) विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाई पर क्रियात्मक शोध • (ख) भाषा की कक्षा में उन अनुभवों को पिरोते हुए शिक्षण योजना बनाना स्थानीय कलाकार/कवि/लेखक से साक्षात्कार • कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से किसी एक कविता को चुनकर परिवेश से जोड़ते हुए उद्देश्य शिक्षण बिंदु तैयार करना	
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Unit VIII: पाठ्यक्रम आर पाठ्य-सामग्री का निर्माण और विश्लेषण	पाठ्यक्रम आर पाठ्य-सामग्री का निर्माण और विश्लेषण (पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं) पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के वाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए) गतिविधि/पोर्टफोलियो परिक्षण के दौरान ➤ नवीन पाठ्यचर्या की समीक्षा और प्रस्तुतीकरण (समूह कार्य) (क) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय पर चर्चा (ख) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय का विश्लेषण और प्रस्तुतीकरण (समूह) ➤ 'बच्चे की भाषा' या ऐसे अन्य किसी विषय पर एक संगोष्ठी आयोजित करें परियोजना कार्य - विभिन्न राज्यों के हिंदी के पाठ्यक्रम का विश्लेषण और प्रस्तुतीकरण (समूह कार्य) - अपनी मनपसंद कहानियों का संकलन तथा उनसे संबंधित लेख - किन्हीं दो राज्यों द्वारा विकसित किसी भी एक (6 से 12) कक्षा की हिंदी की पाठ्यपुस्तक का तुलनात्मक अध्ययन	8
Unit IX: सहायक शिक्षण सामग्री	सहायक शिक्षण सामग्री प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि, आई.सी.टी.-दृश्य-श्रव्य सामग्री, रेडियो, टेलीविज़न, फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि) गतिविधि/पोर्टफोलियो परिक्षण के दौरान - दसवीं और बारहवीं कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें - एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें - कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से ऐसे दस प्रश्न छांटें जिनमें भाषा मूल्यांकन का सृजनात्मक रवैया परिलक्षित होता है (समूह कार्य)	6

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	कक्षा शिक्षण के दौरान • चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना • विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों से हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना • विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार-पत्र का विकास करवाना	
UNIT: X आकलन की भूमिका और महत्व	(मूल्यांकन की भूमिका बच्चों की मौलिकता और भाषा प्रयोग में उनकी सृजनात्मकता को पैना बनाना है।) 2. भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो 3. प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु - समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न) 4. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट) गतिविधि/पोर्टफोलियो पशिक्षण के दौरान • दसवीं और बारहवीं कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें • एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें • कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से ऐसे दस प्रश्न छांटें जिनमें भाषा मूल्यांकन का सृजनात्मक रवैया परिलक्षित होता है (समूह कार्य) कक्षा शिक्षण के दौरान (क) कक्षा छह के किसी बच्चे की प्रथम त्रैमासिक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना (ख) इन सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियाँ सुझाना परियोजना कार्य • उच्च प्राथमिक स्तर पर आकलन एवं मूल्यांकन की मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें • एन सी ई आर टी द्वारा प्रकाशित आकलन स्रोत पुस्तिका भाषा हिंदी पढ़ें तथा इसमें आए आकलन संबंधी क्रियाकलापों को कक्षा 6 से 12 के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें “सीखने सिखाने की प्रक्रिया में अध्यापकों की भूमिका एक सहायक और मित्र की होगी। अध्यापकों के सामने यह चुनौती होगी कि वह हरेक विद्यार्थी से एक तरह की सृजनात्मक क्षमता (उनर भी) की अपेक्षा न करें।”	8

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नोट: परियोजना कार्य, विद्यार्थी और अध्यापक के पोर्टफोलियो, गतिविधियाँ, चर्चा-परिचर्चा, प्रस्तुतियाँ, कार्यशाला, दूर (नमूने के तौर पर कुछ गतिविधियाँ इत्यादि प्रत्येक इकाई के साथ दी गई है। ऐसी अन्य गतिविधियाँ स्वयं भी तैयार कर सकते हैं। प्रत्येक विद्यार्थी को अपना पोर्टफोलियो तैयार करना है तथा प्रत्येक वर्ष चारपरियोजना कार्य करने अनिवार्य हैं।		
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
भाई योगेन्द्रजीत	: हिन्दी भाषा शिक्षण,	विनोद पुस्तक मंदिर आगरा.
.क्षत्रिय के	: मातृभाषा शिक्षण,	विनोद पुस्तक मंदिर आगरा
लाल रमन बिहारी	: हिन्दी शिक्षण,	रस्तोगी पब्लिकेशन, मेरठ
शर्मा, डॉ. लक्ष्मीनारायण	: भाषा 1,2 की शिक्षण विधियाँ और पाठ नियोजन,	विनोद पुस्तक मंदिर आगरा
शर्मा, राजकुमारी	: हिन्दी शिक्षण,	राधा प्रकाशन मंदिर आगरा
सिंह सावित्री	: हिन्दी	स्थल बुक डिपो मेरठ
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2025
SUBJECT		PEDAGOGY OF LANGUAGE (ENGLISH)	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301 B	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	- Understand the different roles of language; - Understand the relation between literature and language; - Develop creativity among learners; - Understand the role and importance of translation; - Examine authentic literary and non-literary texts and develop insight and appreciation; - Understand the use of language in context, such as grammar and vocabulary; - Develop activities and tasks for learners; - Understand the importance of home language and school language and the role of mother tongue in education; - Understand about the teaching of poetry, prose and drama; - Identify methods, approaches and materials for teaching English at various levels in the Indian context;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL : 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMB ER OF LECT URES	
UNIT VI LANGUAGE LITERATURE AND AESTHETICS-I	Different Creative forms of English Language: Understanding different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity; through examples of translated texts into English from different Indian languages. Activities Take three editorial pieces on the same topic from different newspapers.	8	

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	Have a discussion on their language and presentation - Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself - Take any creative writing related to history, e.g. Discovery of India and prepare a flow chart on the main events - Review any story and have a discussion in groups - Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomena, e.g. climate change, water. Teaching Practice Take any topic of your choice and write about it in any form of creative writing.	
UNIT VII: LANGUAGE, LITERATURE AND AESTHETICS-II	Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels. Activities - Review any two stories of your choice - Interview any local artist/poet/writer - Collect Indian folktales in English (translated) for your portfolio - Prepare a newsletter on the basis of your school experience programme (hand written). Teaching Practice Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach: (a) Same pieces for different stages; (b) Understanding any creative piece at different levels; and (c) Teaching the same piece to children with special needs. Action Research - Identify and list language (English) related errors common among students. - Prepare a list of idioms, proverb in English - Teaching any creative piece in the classroom on the basis of (a) Level of the students (b) Perspective - Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.	8

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UNIT VIII: DEVELOPMENT AND ANALYSIS OF SYLLABUS	DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners.) Activities ➤ Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states ➤ Prepare an outline for the development of the textbook for the same class for your state. Project ➤ Prepare a collection of poems and stories of your choice.	6
UNIT XI: TEACHING- LEARNING MATERIALS AND AIDS	TEACHING-LEARNING MATERIALS AND AIDS Print media; Other reading materials, such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT- audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc. Activities • Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary • Identify and prepare different types of teaching aids for children with special needs (speech impaired) Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic. Project Prepare an outline for a school magazine development • The material for the school magazine based on your experiences during school experience practice (Handwritten) • Review contemporary children's literature • Review any two magazines for women.	6

UNIT X: ASSESSMENT-ITS ROLE AND IMPORTANCE	ASSESSMENT-ITS ROLE AND IMPORTANCE ➤ Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation. ➤ Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness. ➤ Feedback to students, parents and teachers. Activities • Write a report on current practices of assessment and evaluation at the Upper Primary Stage • Analyse the question papers of English language (Previous-3 Years)—Classes X and XII (any board) in the light of new approach of assessment • Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning • Analyse answers given by the learners for one particular question • Select any ten questions from the Class VI English textbook which lend scope to the creativity of the learners • Study the key points of the Ist Term assessment of any student of Class VI • Devise a strategy to incorporate the suggestions given in the Ist CCE report for the progress of the learner. Note • Project Work, Students-Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each Unit as examples. Such other activities may be developed as per the need. Every student has to prepare his/her own portfolio and four projects are compulsory for each year.) • Activities • Collect examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion. • Teaching Practice • Prepare activities for listening, speaking, reading and writing. (5 Each) • Prepare three activities to develop the reading skills of Class VI students. • Project • Keeping in view the needs of the children with special needs prepare two activities for English teachers.	8
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bond, L. G. et al (1980):	Reading Difficulties - Their Diagnosis and Correction,	New York, Appleton Century Crafts.
Valdman, (1987)	"Trends in Language Teaching,	New York, London Mac Graw Hill.
Johnson, K (1983):	Communicative Syllabus Design and Methodology,	Oxford, Pergamon Press.
Widdowson, HG (1979):	Teaching languages as Communication,	London, OUP.
David, E (1977):	Classroom Techniques - Foreign Languages and English as a Second Language	New York, Harcourt Brace. 30
Parrot, M (1993):	Tasks for the Classroom Teacher,	London, Pergamon.
Grillet, M (1983):	Developing Reading Comprehension,	London, CUP.
Byrne, D (1975):	Teaching Writing, London,	London, Longman.
Morgan & Rinvoluri (1991):	New Ways of Dictation,	London, Longman.
Mukalel, J. C. (1998):	Approaches to English Language Teaching,	Sterling Publishing House, New Delhi.
Halbe Malati, (2005):	Methodology of English Teaching,	Himalaya Publish House, Mumbai
Sharma, K. L.:	Methods of Teaching English in India.	
Choudhary, N. R. (2002)	English Language Teaching,	Himalaya Publish House, Mumbai
Sachdeva, M. L.:	A New Approach to Teaching of English in India	
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2025
SUBJECT		PEDAGOGY OF SOCIAL SCIENCES	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 103 C	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	; - To acquire a conceptual understanding of the processes of teaching and learning Social Sciences - To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes; - To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT VI: TEACHING-LEARNING OF HISTORY	Continuity and Change over Time and Historical Construction This Unit seeks to introduce student-teachers to some of the seminal issues and concepts of social change in Indian and World History. It also aims to explain how historians do History and how it ought to be done in schools. It, therefore, focuses on constructivist pedagogy in History and the general competencies that children are likely to develop through the study of History. Historical Methods Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History Thinking in terms of problems for analysis in History. Social Formations in History Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies State-formation and different	8	

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	types of states in History Capitalism, Select Issues of Social Change in Indian History Culture, social stratification and social change in India; Caste and class in Indian society Shared religious cultures and conflicts between religious communities in India Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India) The above content may be used to understand the teaching, learning strategies and skill development in History. Interactive, constructivist and critical pedagogies in History Going beyond the textbook; Getting children to craft little nuggets of History from primary sources Encouraging children to think from first principle in History. The Lateral Development of Different Skills Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal Learning to analyse critically and to argue; Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences Helping children to develop oral and written expression.	
UNIT VII: TEACHING-LEARNING OF POLITICAL SCIENCE	TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY The Unit on Political Science deals with the broad themes of democracy, development, and diversity. These three interrelated themes are concerned with political, economic, and social aspects of our everyday life. The contents in this unit contain key political concepts and issues. While explaining them, teachers are expected to refer to both historical and current events, processes and personalities from India and different parts of the world. They are also expected to make references to key concepts in the disciplines of Sociology, Economics, and Geography, so as to highlight the interrelationship between Political Science and these disciplines. *What is Politics? ❖ Political Science: Nature and scope, key concepts, current trends - Elements of State: Population, Territory, Government, and Sovereignty ❖ Forms of Government: Democratic (Liberal and Social), non-democratic, Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers, Organs of Government: Legislature, Executive, and Judiciary. ❖ Constitutional Vision for a Democratic India .The making of the	10

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	Constitution of India ❖ Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism, Secularism (Relationship between State and Religion): Western and Indian Versions ❖ Fundamental Rights (Prohibition of discrimination; Rights of Dalits, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled) ❖ Directive Principles of State Policy (with special reference to welfare of the people) Fundamental Duties. *The Working of the Government ❖ Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities) ❖ Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralisation, citizen participation. ❖ Society and Political Process, Elections, political parties, pressure groups ❖ Social movements: Dalit movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI • *The above content may be used to understand the teaching-learning strategies and skill development in Political Science. Teaching-learning Strategies The teaching-learning process needs to take into account the lived experiences of student- teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom. Social inquiry approaches can be used in teaching, learning of Political Science. The student-teachers may be encouraged to observe actual functioning of the institutions of different local Government bodies in own district and prepare reports as group projects. They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts. Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.	
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UNIT VIII: ASSESSMENT LEARNING IN SOCIAL SCIENCES	ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions .Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in Social Sciences.	8
UNIT XI: ANALYSIS OF SOCIAL SCIENCES	ANALYSIS OF SOCIAL SCIENCES TEXT BOOKS AND QUESTION PAPERS Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences) Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.	8
UNIT X: INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS	INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS ➤ Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspect of Social Sciences may be visualised as follows: ➤ Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs ➤ History and Political Science: Socio-political systems; Women's rights in society Economics and History: Agrarian change in India; Industrialisation in India ➤ History and Geography: Migration of people in a particular region— nature of migration, past and present trends Political Science and Geography: Sharing resources between regions/states and nations (e.g. water) ➤ Economics and Political Science: Family budget and impact of change in prices of essential commodities. ➤ These projects are just a few examples. Similar projects may be designed by student- teachers for better understanding of various issues.	8

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

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2025
SUBJECT		PEDAGOGY OF MATHEMATICS	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301 D	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	• Develop insight into the meaning, nature, scope and objective of mathematics education; • Appreciate mathematics as a tool to engage the mind of every student; • Channelize, evaluate, explain and reconstruct their thinking; • See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on; • Pose and solve meaningful problems; • Construct appropriate assessment tools for evaluating mathematics learning; • Develop ability to use the concepts for life skills; • Stimulate curiosity, creativity and inventiveness in mathematics; • Develop competencies for teaching-learning mathematics through various measures • Examine the language of mathematics, engaging with research on children's learning in specific areas.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT VI : PLANNING FOR TEACHING-LEARNING MATHEMATICS	PLANNING FOR TEACHING-LEARNING MATHEMATICS Organisation of concepts for teaching-learning of mathematics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.	6
UNIT VII: LEARNING RESOURCES IN MATHEMATICS	LEARNING RESOURCES IN MATHEMATICS Textbooks audio-visual multimedia–Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.	6
UNIT VIII: ASSESSMENT AND EVALUATION	ASSESSMENT AND EVALUATION Informal Creative Evaluation: Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation. Formal Ways of Evaluation: Variety of assessment techniques and practices Assessing Product Vs Process, Knowing Vs Doing In practice of midterm/terminal examination, practising continuous and comprehensive evaluation to test regular programmes/achievements of learner. Assessment Framework: Identifying and organising components for developing framework of question paper at different stages of learning: Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.	8

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UNIT IX: MATHEMATICS FOR ALL	MATHEMATICS FOR ALL Identifying learners strength and weaknesses; Activities enriching mathematics learning - assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.	8
UNIT X: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS	PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS Types of in-service programme for mathematics teachers; Role of mathematics teacher's association; Journals and other resource materials in mathematics education; Professional growth— participation in conferences/seminars/workshops.	6
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
S.K.Arora Bhimani	Howtoteachmathematics	ShantiPublisher's1998
Capeland	Howchildrenlearn mathematics	(NewYork):M.C.Millan Pub.1979,
W.R.Fuch	Mathematicsformodernmind	(NewYork):M.C.MillanPub.1967.
J.N.Kapoor	VidyalayaGanit keliye sauprayog-	(NewDelhi):AryabookDepot1968
W.B.Saunders	Howtoteachmathematicsin secondaryschool-	(Company)1967
J.N.Kapoor	Thespiritof mathematics	(NewDelhi):AryabookDepot1964
Ashok Jhunjhunwala	IndianMathematics-	(NewDelhi)WileyEastern Ltd.1993
R.C.Saxena	Curriculumandteachingofmathematicsinsecond ayschool	NCERT1970.
N.K.Ayengar	Theteaching of mathematics in the nNw Education -	
S.K.Arora	How to teach mathematics-	(Bhimani):ShantiPublisher's1998
Dr.S.K.Mangal	Teaching of mathematics (Hindi/English)	Agra publication
Dr.A.B.Bhatnagar	Teaching of mathematics (Hindi/English)	Agra publication
SUGGESTED DIGITAL PLATFORM		
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NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)		

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMB ER OF LECT URES
UNIT VI: PLANNING FOR TEACHING- LEARNING OF BIOLOGICAL SCIENCE	PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE Identification and organisation of concepts for teaching-learning of biology; Determining acceptable evidences that show learners, understanding; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.	6
UNIT VII: LEARNING RESOURCES IN BIOLOGICAL SCIENCE	LEARNING RESOURCES IN BIOLOGICAL SCIEN Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organising field observation; Collection of materials, etc.; Textbooks, audio-visual materials, multimedia-selection and designing; Use of ICT experiences in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/district level; Handling hurdles in utilisation of resources.	6
UNIT VIII: TOOLS AND TECHNIQUES OF ASSESSMENT	TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE Performance-based assessment; Developing indicators for performance assessment in biological sciences; Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Developing assessment framework in biological science; Assessment of experimental work in biological science; Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to	8

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	examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.	
UNIT IX: BIOLOGICAL SCIENCE - LIFELONG LEARNING	BIOLOGICAL SCIENCE – LIFELONG LEARNING Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organising events on specific day, such as Earth Day, Environment Day, etc.; Planning and organising field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.	8
UNIT X: PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organisation; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher; Learning to understand how children learn science- action research in biological science.	8

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Sarup	Modern Methods of Teaching Biology. Teaching Series	Sarup & Sons, New Delhi.
Bhaskara Rao, D(2000):	Teaching of Biology,	(Nagarjuna Publishers, G4.
Moha, Radha(2004):	Innovative Science Teaching,	(Prentice Hall of India, New Delhi
Unesco Source	New Unesco Source Book for Science Teaching	(1978), Oxford & IBH, New Delhi.
Sharma, R.C. & Shukla C.S.(2002):	Modern Science Teaching,.	Dhanpat Rai, Publishing Company, New Delhi
Sood, K.J. (1989):	New Directions in Science Teaching,	Kohli Publishers, Chandigarh
Vaidya, N(1996):	Science Teaching for the 21st Century	Deep & Deep Publications, New Delhi.
Gupta S.K.(1983):	Technology of Science Education,	Vikas Publishing House Pvt Ltd, Delhi
Chikara, M.S. and S. Sarma(1985)	www.wikipedia.com: Teaching of Biology.	Prakash Brothers, Ludhiana
S.K. Mangal:	Teaching of Biological Science.	
Dr. Shoti Shivendra Chandra	Contemporary Science Teaching.	
SUGGESTED DIGITAL PLATFORM		
	N List National Library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2025
SESSION: 2025-27			
SUBJECT		PEDAGOGY OF PHYSICAL SCIENCE	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 301 F	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	- Understand the process of science and role of laboratory in teaching-learning situations; - Use effectively different activities /demonstrations/ laboratory experiences for teaching-learning of physical science; - Integrate in physical science knowledge with other school subjects; - Analyse the contents of physical science with respect to its branches, process skills, knowledge organization and other critical issues; - Develop process-oriented objectives based on the content themes/ units; - Examine different pedagogical issues in learning physical science; and - Construct appropriate assessment tools for evaluating learning of physical science.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT VI: LEARNING RESOURCES IN PHYSICAL SCIENCE	LEARNING RESOURCES IN PHYSICAL SCIENCE Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Interconversion of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), exploring alternative sources; Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia-	6	

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	selection and designing; Use of ICT experiences in learning science/physics and chemistry; Using community resources for learning science/physics and chemistry; Pooling of learning resources in school complex/block/district level, handling hurdles in utilisation of resources.	
UNIT VII: TOOLS AND TECHNIQUES OF ASSESSMENT	TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE Performance-based assessment, developing indicators for performance-based assessment in science/physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and administration of tests; Developing assessment framework in science/physics and chemistry; Assessment of experimental work in science/physics and chemistry; Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher- learners to examine variety of methods of assessments in science/ physical science; Continuous and comprehensive evaluation-appreciating evaluation as ongoing teaching- learning process and through overall performance of child.	8
UNIT VIII: PLANNING FOR TEACHING-LEARNING	PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE Identification and organisation of concepts for teaching-learning of science/ physics and chemistry (on different topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) developing them; Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry	6
UNIT IX: PHYSICAL SCIENCE- LIFELONG LEARNING	PHYSICAL SCIENCE-LIFELONG LEARNING Every child has natural curiosity of observation and drawing conclusion; Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in science; Organising various curricular activities, such as debate, discussion, drama, poster	6

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	making on issues related to science/ physics and chemistry; Organising events on specific day, such as Science Day, Environment Day, etc.; Planning and organising field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.	
UNIT X: PROFESSIONAL DEVELOPMENT	PROFESSIONAL DEVELOPMENT OF SCIENCE/ PHYSICS/ CHEMISTRY TEACHERS Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organisations; Teachers as a community of learners, collaboration of schools with universities; Journals and other resource materials in science/physical science education; Role of reflective practices in professional development of physics and chemistry teachers; Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science— action research in physical science.	6
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
UNESCO	New UNESCO Source Book for Science Teaching	(1978), Oxford & IBH, New Delhi.
Sharma, R.C. & Shukla C.S.(2002):	Modern Science Teaching, I.	Dhanpat Rai, Publishing Company, New Delhi
Sood, K.J.(1989):	New Directions in Science Teaching.	Kohli Publishers, Chandigarh
Vaidya, N.(1996):	Science Teaching for the 21st Century	Deep & Deep Publications, New Delhi.
Gupta S.K.(1983):	Technology of Science Education,	Vikas Publishing House Pvt Ltd, Delhi
Chikara, M.S. and S. Sarma(1985):	www.wikipedia.com Teaching of Biology,	Prakash Brothers, Ludhiana
Dr. Shoti Shivendra Chandra	: Contemporary Science Teaching.	, New Delhi.
R.A. Yadav, Siddiqui:	Teaching of Science.	Delhi
NCERT	All NCERT Science Text Books from class IX to XII.	New Delhi
UNESCO	New UNESCO Source Book for Science Teaching.	(1978), Oxford & IBH, New Delhi
Sharma, R.C. & Shukla C.S.(2002)	Modern Science Teaching.	Dhanpat Rai, Publishing Company, New Delhi.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER III)	YEAR: 2025
		SESSION: 2025-27	
SUBJECT		NAI TALIM: Skill Based Learning	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 302	
3.	COURSE TITLE	B.Ed. SEMESTER III	
4.	COURSE LEARNING OUTCOME	- Know the school education programs and policies which have local community engagement aspects. - Learn the process of connecting the text with the Child/learner within the local Context - Distinguish traditional from constructivist approaches of local community engagement - Train in usage of dialogic method of community engagement - Train in usage of organic intellectual approach for local community engagement - Experiential learning of best practices in community engagement - Participate effectively in the local community service - Develop insights and field realities on indignity and indigenous models. - Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukkherji for rural reconstruction - Explore models of art, craft for entrepreneurship for self-reliance.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
Unit I Teacher Autonomy and Accountability	Meaning of Autonomy - Freedom vs. Autonomy Teacher Autonomy - Characteristics of Teacher Autonomy - Domains of Teacher Autonomy - Arguments for Teacher Autonomy - Factors Affecting Teacher Autonomy - Ways to Develop Teacher Autonomy - How Does Teacher Autonomy Help in Enriching Learning Situations Meaning of Accountability - Meaning of Accountability - Types and Functions of Accountability Do Autonomy and Accountability Go Together?	8	

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Unit II Process and Modes of Education	• Education as an Activity or Process • Process of Education • Modes of Education: Informal, Formal, Non-formal, Face to Face and Distance Education • Inclusiveness of School Education • Need of School for all Children	8
Unit III Nai Talim and Personality Development	• Humanistic Approach to Education- Education for Citizenship, Character building Values and Ethics • Work, Play, Act, Craft, Theater, Music in School Curriculum and the Basis of creativity and social harmony. Its implication to development of Head, Heart and Hands • Context, Concern and Issues- Child work Vs Child Labor Education and alienation	8
Unit IV Reflection in Curriculum and Pedagogical Practices	• Relevance of curriculum content to the lives of Children. • Sensitization of student on global issues i.e., resource and technology availability, Inequity, Poverty, Climate Change, Global Warming, Value Crisis, Food and Energy Crisis. • Education in nonviolent school/classroom environment, Implication of above Issues on curriculum and pedagogy.	6
Unit V Nai Talim and Field Engagement	Practicum • Community Service and its implication • National Integration through Nai Talim • Nai Talim & Value Education • Disaster Management • Field Trip	6

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
. Ministry of Education, GOI. 1949	<i>Report of the University Education Commission</i>	(1948-49), New Delhi.
	<i>, Report of the Secondary Education Commission</i>	(1952-53), New Delhi.
	<i>, Report of the Secondary Education Commission</i>	(1964-66), New Delhi
	<i>: Report of the Secondary Education Commission</i>	(1983-84), New Delhi
MHRD, GOI	<i>National Policy on Education,</i>	(1986)New Delhi.
NCERT. 2005.	<i>National Curriculum Framework-Report of the Focus Group on Aims of Education,</i>	New Delhi
Dewey, John. 2010.	<i>Essays in Experimental Logic, Aakar Books,</i>	New Delhi.
Russell, Bertrand. 2003.	<i>: Human Knowledge. Routledge,</i>	London
: Swami Satprakashananda. 1995	<i>Methods of Knowledge according to Advaita</i>	
<i>Vedanta. Advaita</i>	Ashrama(Publication Department),	Calcutta.
NCERT	National Council of Educational Research and Training	, New Delhi.
Locke, John. 1690.	<i>An Essay Concerning Human Understanding.</i>	
Lewis, C.L. 1929.	<i>Mind and the World-order. Dover Publications Inc.,</i>	New York.
. Ministry of Education, GOI. 1949	<i>Report of the University Education Commission</i>	(1948-49), New Delhi.
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Reflective diary and supervisors assessment 303 B (4credit)		Reflective diary and supervisor's assessment.		
AUTHOR		TITLE		PUBLISHER
NCERT		All NCERT Science Text Books from class IXtoXII.		New Delhi
NCERT		All NCERT Maths Text Books from class IXtoXII.		New Delhi
NCERT		All NCERT Hindi Text Books from class IXtoXII.		New Delhi
NCERT		All NCERT English Text Books from class IXtoXII.		New Delhi
NCERT		All NCERT Social Science Text Books from class IXtoXII.		New Delhi
CG Board		All text book of class of X		CG
CG Board		All text book of class of IX		CG
CG Board		All text book of class of VIII		CG
CG Board		All text book of class of VII		CG
CG Board		All text book of class of VI		CG
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PART-A INTRODUCTION			
PROGRAMB.ED. SYLLABUS	CLASS: (SEMESTER IV)	YEAR: 2025	SESSION: 2025-27
SUBJECT: GENDER, SCHOOL AND SOCIETY			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 401	
3.	COURSE TITLE	B.Ed. SEMESTER IV	
4.	COURSE LEARNING OUTCOME	- Understanding the role of culture (apart from biology) as determinants of gender distinction in social living - Awareness of factors that shape gendered roles in Indian society - Understand the problems of girl child education in our society - Developing a critical perspective on gender-based discrimination and its effects - To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender. - To develop a critical understanding of inter sectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability. - To equip the teacher with the ability to create more meaningful and gender just experiences for her students	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL - 20
			EXTERNA- 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT-I Gender: Key Concepts - Social Construction of Gender EDUCATION	i. Examining one's own growing up as a boy or a girl ii. Gender, sex, sexuality, patriarchy, masculinity and feminism iii. Gender bias, gender roles and stereotyping, and its consequences iv. Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc) v. Female sex ratio and child sex ratio.(Special refrence of Chhattisgarh & their neighbor States)	8	

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UNIT-II Gender and Schooling	i. Schooling of girls (literacy rate, drop out rate, completion rate etc) and reasons why girls are not able to complete schooling (Special reference to your state) ii. Why do girls feel uncomfortable in schools? iii. Can schools be different so that more girls can be educated? iv. Gender bias in curriculum, textbooks, analysis of hidden curriculum v. Critical examination of school and classroom processes– challenging gender biases and stereotypes vi. Understanding relationships within the school – child-child, teacher-child and teacher peer group relationships from the perspective of gender vii. Feminization of teaching profession	8
UNIT-III Gender and Sexuality	i. Understanding sexuality (sexual orientation and sexual identity – third gender) and the relationship between power and sexuality - ii Violence against women - empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women - iii Legal (sexual and reproductive) rights of women	6
UNIT-IV Psychological and Sociological Perspectives	i. Radical Feminist ii. Socialist-Feminist iii. Psychoanalytical and other perspectives iv. Recent debates	6
UNIT-V Strategies for Change	i. Policy and management ii. In the school iii. Women's action groups iv. Mass media	6

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Dr. Senllina	Gender Analysis of State Policies : A case study of Chhattisgarh,	
R.Govinda	Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region	National University of Educational Planning and Administration, New Delhi.
Bhattacharjee, Nandini (1999)	Gender Socialisation in a Primary School in T.S. Saraswathi (ed.) <i>Culture, Socialization and Human Development: Theory</i> ,	<i>Research and Applications in India</i> . Sage: New Delhi.
Gectha, V. (2007)	<i>Gender</i> . Stree	Calcutta.
Ghai, Anita (2008)	..Educational ideas and ideals of Gandhi and Tagore. Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) <i>Perspectives on education and development: Revising Education commission and after</i> ,	National University of Educational Planning and Administration: New Delhi
Jeffery, P. and R. Jeffery (1994)	Education and Female Autonomy in Rural India .in Nita Kumar (ed.) <i>Women as Subjects</i> .	<i>South Asian Histories</i> . New Delhi:
Peggy Froerer:	Learning, Livelihoods, and Social Mobility Valuing Girls' Education in Central India, Anthropology and Education.	Brannel University,
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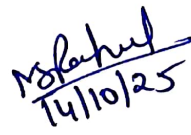
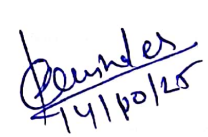
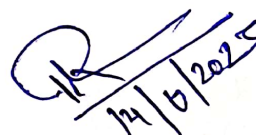
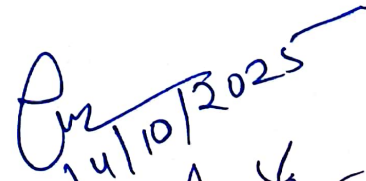
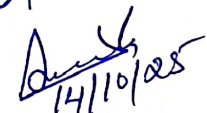
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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER IV)	YEAR: 2025
SESSION 2025-27			
SUBJECT: ASSESSMENT IN LEARNING			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 402	
3.	COURSE TITLE	B.Ed. SEMESTER IV	
4.	COURSE LEARNING OUTCOME	• Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm) • become cognisant of key concepts, such as formative and summative assessment, • evaluation and measurement, test, examination; • Be exposed to different kinds and forms of assessment that aid student learning; • Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and • Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL - 20
			EXTERNAL - 80

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

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

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Asthana, Bipin & Agrawal, R. N	Mapan ewam moolyankan	Vinod Pustak Mandir, Agra
Asthana, Bipin & Agrawal, R. N	Measurement and Evaluation In Psychology and Education,	Vinod Pustak Mandir, Agra
Bhagwan, Mahesh)	Shiksha mein Mapan ewam moolyankan	Vinod Pustak Mandir, Agra
Lindeman, R. H. and Merenda, P. F	Educational Measurement	Scott Foreman & Company, London
Rawat, D. L	Shaikshik Mapan ki Naveen Rooprekha,	Gaya Prasad & Sons, Agra
Sharma, R. A	Measurement and Evaluation In Education and psychology	Lyal Book Depot Merrut
Sharma	Shiksha Tatha Manovigyan mai mapan Evam moolyankan	Lyal Book Depot, Merrut
Verma R. S	Shaikshik Moolyankan	Vinod Pustak Mandir, Agra.
	CBSE Grading system	
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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER IV)	YEAR: 2025
SUBJECT:		ELECTIVE GROUP- II	
		COMPUTER EDUCATION	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 403 A	
3.	COURSE TITLE	B.Ed. SEMESTER IV	
4.	COURSE LEARNING OUTCOME	• Students will be able to appreciate the role of computer education in the context of modern technological society, • Students will be able to develop understanding of computers and their application in education, • Students will be able to acquire sufficient knowledge of handling computers with a view to impart computers independently at school level, • Students will be able to use computer based learning packages and organize effective classroom instructions, • Students will be able to acquire necessary skills in using of modern word processing software, • Students will be able to develop skills of creating and managing simple databases and handling of computers	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL - 20
			EXTERNA- 80

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

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UNIT-IV Modern data base management applications:	• Importance of data base management in education, • Charecteristics of modern data base management applications, • Concept of relational data base management system, • Fields name, Type , Width • Databases, • Forms, • Reports.	6
UNIT-V Computers for joyful learning	• Need for joyful learning, • Computers as an aid for joyful learning, • Computer games, • Multimedia capabilities of modern desk top computers, • Internet-importance and need, • Use of interactive and educational software.	8
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Admas,D.M	Computer and Teacher Training.	
Bhatnagar,S.C.&Ramani,K.V	Computers and Information management	
	CO-ROM-Titlesavailablea cyber media35(4bays)	EchelonInstitutionalarea,
Desai, B	Database Managementsystem	
Rajaram,V	Fundamentals of computers	Prentice Hall of India, new delhi.
	SAM'sTeachYour self Office 97 in 24 hrs	Prentice Hall ofIndia, newdelhi.
Shelly,John andHuntRoger	Computerstudies-firstcourse(secondedition),	A.H.Wheeler&Co., Delhi.
	Windows 96: simplified	Complexpublishing, New Delhi.
	Windows 98; Noexperience required	BPBPublications, New Delhi
SUGGESTED DIGITAL PLATFORM		
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PART-A INTRODUCTION				
PROGRAM: B.ED. SYLLABUS		CLASS: (SEMESTER IV)		YEAR: 2025
SESSION: 2025-27				
SUBJECT		INCLUSIVE EDUCATION		
1.	PROGRAM CODE	0801		
2.	COURSE CODE	BED. 403 B		
3.	COURSE TITLE	B.Ed. SEMESTER IV		
4.	COURSE LEARNING OUTCOME	• Demonstrate knowledge of different perspectives in the area of education of children with disabilities; • Reformulate attitudes towards children with special needs; • Identify needs of children with diversities; • Plan need-based programmes for all children with varied abilities in the classroom; • Use human and material resources in the classroom; • Use specific strategies involving skills in teaching special needs children in inclusive classrooms; • Modify appropriate learner-friendly evaluation procedures; • Incorporate innovative practices to respond to education of children with special needs;		
5.	CREDIT VALUE	4		
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL : 20	
			EXTERNAL: 80	
PART B- CONTENT OF COURSE				
UNIT		TOPICS		NUMBER OF LECTURES
Unit I PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS		❖ Historical perspectives and contemporary trends ❖ Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model ❖ Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.		6

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Unit II LEGAL AND PERSPECTIVES	➤ Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994: Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; ➤ Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. ➤ National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); Education in the National Policy on Disability, 2006. ➤ Programmes and Schemes of Education of Children with Disabilities: Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the <i>Sarva Shiksha Abhiyan</i> (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009). ➤ Special Role of Institutions for the Education of Children with Disabilities Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.	10
Unit III DEFINING SPECIAL NEEDS	Understanding diversities—concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities) • Special needs in terms of the curriculum in the context of different disabilities and their learning styles • Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach • Community-based education.	8

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

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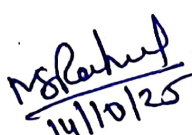
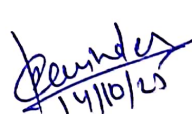
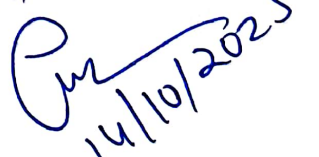
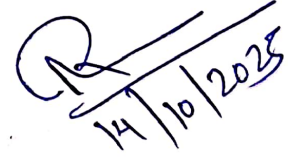
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bender, W.N. I.	Learning Disability, Allyn & Bacon, Simon and Schuster,	1995, Boston London
Dunn., L & Bay, D.M (ed.):	Exceptional Children in the Schools, New York : Holt, Rinehart,	Winston
Jorden, Thomas E	. The Exceptional Child,	Ohio: Merrill
Hewett, Frank M. & Forcness Steven R.,	Education of Exceptional Learners, Allyn & Bacon,	Masachusetts, 1984.
Shanker, Udey:	Exceptional Children, Jullundur: Sterling Publications	
. Strange, Ruth	: Exceptional Children & Youth J.J. :	Prentice Hall.
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UNIT-III Corresponding values	Corresponding to values there are evils or dis-values-material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.	6
UNIT-IV values realization & conflicts	- Levels of values realization, how to resolve the conflicts among values, how to work for the intergration of values of values that are embedded in education. - Development of values as a personal and life-long process-teaching of values as an integral part of education.	6
UNIT-V Evaluation of value & identification	- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate. - Value of self-sacrifice vs value of self centredness. - Values of excellence vs values of ego-centralism. - Values of work vs values of selfishness. - Every teacher or all teacher need to teach values.	6
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Hassh, IR. H. Miller, J. R. & fieding G D	Modelsof moral Education	An Appraisal, Lorigman Inc New York.
Passi, B. K. & Singh, p	Value Education	National Psychological Corporation. Agra.
Laths, L. E., Menu Harmins & Sydney, S	value and Teaching	Menhill, Ohio
Roclceach, M.	The Nature of human Values.	Coiler Mc Milon Publisher, London
Frank & JR.	How to teach Value	Analytical Approach Prentice Hall, New Jersey.
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PART-A INTRODUCTION			
PROGRAM: B.ED. SYLLABUS	CLASS: (SEMESTER IV)	YEAR: 2025	SESSION: 2025-27
SUBJECT	PRACTICAL		
1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED.404. 405. 406	
3.	COURSE TITLE	B.Ed. SEMESTER IV practical	
4.	COURSE LEARNING OUTCOME	• Student should be able to understand how to use different skills. • How to select effective Teaching skills. • School experiences and their uses in actual condition. • Use of pshycological test in teaching and learning process. • Students should have the knowledge about the rules of different games. • Use of yogasna in daily life.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 200	INTERNAL : 50 (404)
			EXTERNAL: 50+100 (405,406)
PART B- CONTENT OF COURSE			
Work	TOPICS	NUMBER OF LECTURES	
Training in yoga and Sport: BED 404 (Internal)	Training in yoga and Sport: BED 404 (Internal) • Prepare a project record file on Yoga (any 5 Asana) and • Kho- Kho & Kabaddi. (History, Rule, Ground,) OR • Athlete's game.	14	
Psycho- Metric Assessment BED 405 (External)	Psycho- Metric Assessment BED 405 (External) ➤ Aptitude Test in any school subject (Compulsory) ➤ Case Study to measure the problematic behavior of the child ➤ Achievement Test in any school subject with findings difficulty level only (Compulsory) ➤ Value Test ➤ Reasoning Ability Test ➤ Testing Emotional Intelligence (EIS) ➤ Transfer of Learning ➤ Span Of Attention		

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