

Syllabus and Course Scheme
Academic Year 2025-26



**UNIVERSITY OF KOTA,
KOTA**

FACULTY OF EDUCATION
Syllabus According to CBCS

**Integrated Programme of
B.Sc.B.Ed.**

Course Code:BSE9100P

Notice

1. Change in syllabus/ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of University of Kota headquarter Kota only and not any other place.

The syllabus of Academic Subjects (B.Sc. Part) will be according to the syllabus of B.Sc. of University of Kota, Kota

Ordinance and Regulations related to the Integrated B.Sc.-B.Ed. Degree

The Objective and the Learning outcomes of the Integrated B.Sc.-B.Ed. Degree are-

Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and right of the child.
- To acquire competencies and skills needed for teacher.
- To use competencies and skills needed for becoming an effective teacher.
- To become competent and committed teacher.
- To be sensitive about emerging issues such as environment, population general equality, legal literacy etc.
- To inculcate logical, rational thinking and scientific temper among the students.
- To develop critical awareness about the social issues & realities among the students.
- To use managerial organizational and information & technological skills.

Learning outcomes:

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to foster growth and development.

4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.
9. Readiness to spot talented and gifted children and capacity to meet their needs.
10. Ability to organize various school programmes, activities for pupil.
11. Developing guidance point of view in educational, personal and vocational matters.
12. Ability to assess the all-round development of pupils and to maintain a cumulative record.
13. Developing certain practical skill such as:
 - a. Black board work
 - b. Preparing improvised apparatus
14. Interest and competence in the department of the teaching profession and education Readiness to participate in activities of professional organization.

Q.32 The Objectives of Practical Work prescribed for the Integrated Programme of B.A./B.Ed. Degree (Four Year) are follows:

Objectives of Practical Work

To develop the ability and self-confidence of pupil teachers:

1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrate personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupil to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.
9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject matter in relation to the needs, interest and abilities of pupils.
11. Use the appropriate teaching methods and techniques.
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.

16. Co-relate knowledge of the subject being taught with other subjects and with real situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co-curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

Practical skill to teach the two school subjects offered under Theory papers III A/B and the following:

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co-curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.

Organization evaluation of practice teaching:

1. Every candidate will teach during practice teaching session. At least ten lessons in each subject should be supervised.
2. Micro teaching lesson to be used in addition for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.

4. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
5. At Integrated B.A-B.Ed III Year each candidate should be prepared to teach one lesson at the final practice examination. At the Integrated B.A-B.Ed IV Year exam candidate should be prepared to teach two lessons (one in each subject). The external examiners may select at least 10% of the candidates to deliver two lessons in Integrated B.A-B.Ed IV Year.
6. There will be a board of Examiners for the external examination for each college which will examine each candidate in at least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
7. The board of Examination will consist of:
 - (a) The principal of the college concerned.
 - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Kota.
 - (c) An external examiner appointed from the University of Kota. The board as far as possible will represent Social science, language and science.
8. Approximately 50 lessons will be examined by the board each day.

Some of the papers are fully Sessional of having according to their practical marks as the case may be Geography, Home Science.

Note:- N.C.T.E. Guidelines and University Guidelines should follow.

B.Sc. B.ED I Year (I Semester)

Course Code: BSE9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR I Semester	1.1	BSE 101/DCC	Subject-I: Theory-I	3 Hrs	4	---	4	30	70	100	12	28
	1.2	BSE 102 /DCC	Subject-I: Practical-I	6 Hrs	--	4	2	---	50	50	---	25
	1.3	BSE 103/DCC	Subject-II: Theory-I	3 Hrs	4	---	4	30	70	100	12	28
	1.4	BSE 104 /DCC	Subject-II: Practical -I	6 Hrs	--	4	2	---	50	50	---	25
	1.5	BSE 105/DCC	Subject-III: Theory-I	3 Hrs	4	---	4	30	70	100	12	28
	1.6	BSE 106 /DCC	Subject-III: Practical-I	6 Hrs	--	4	2	--	50	50	---	25
	1.7	BSE 107/DCC	Childhood and Growing up	3 Hrs	4	---	4	30	70	100	12	28
	1.9 & 1.10	BSE 109 & 110 /AEC	Hindi/English	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total				18	12	24	120	480	600	---	

Note: B.Sc. B.Ed. I Year (I Semester) syllabus and scheme course code BSE 101, 102, 103, 104, 105, 106 and 109 & 110 will be according to B.Sc. I year (I semester) academic course of University of Kota, Kota.

B.Sc. B.ED I Year (II Semester)

Course Code: BSE9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
I YEAR II Semester	2.1	BSE 201 /DCC	Subject-I: Theory-II	3 Hrs	4	---	4	30	70	100	12	28
	2.2	BSE 202 /DCC	Subject-I: Practical-II	6 Hrs	--	4	2	---	50	50	---	25
	2.3	BSE 203 /DCC	Subject-II: Theory-II	3 Hrs	4	---	4	30	70	100	12	28
	2.4	BSE 204 /DCC	Subject-II: Practical -II	6 Hrs	--	4	2	---	50	50	---	25
	2.5	BSE 205 /DCC	Subject-III: Theory-II	3 Hrs	4	---	4	30	70	100	12	28
	2.6	BSE 206 /DCC	Subject-III: Practical – II	6 Hrs	--	4	2	--	50	50	---	25
	2.7	BSE 207 /DCC	Contemporary India and Education	3 Hrs	4	---	4	30	70	100	12	28
	2.8	BSE 208/SEC	Open Air/SUPW Camp	6 Hrs	--	4	2	50	---	50	25	---
	1.9 & 1.10	BSE 109&110 /AEC	English/Hindi	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total				18	16	26	170	480	650	---	

Note: B.Sc. B.Ed. I Year (II Semester) syllabus and scheme course code BSE 201, 202, 203, 204, 205, 206 and 109 & 110 will be according to B.Sc. I year (II semester) academic course of University of Kota, Kota.

B.Sc. B.ED II Year (III Semester)

Course Code: BSE9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
II YEAR III Semester	3.1	BSE-301 /DCC	Subject-I: Theory-III	3 Hrs	4	---	4	30	70	100	12	28
	3.2	BSE-302 /DCC	Subject-I: Practical-III	6 Hrs	--	4	2	---	50	50	---	25
	3.3	BSE-303 /DCC	Subject-III: Theory-III	3 Hrs	4	---	4	30	70	100	12	28
	3.4	BSE-304 /DCC	Subject-II: Practical -III	6 Hrs	--	4	2	---	50	50	---	25
	3.5	BSE-305 /DCC	Subject-III: Theory-III	3 Hrs	4	---	4	30	70	100	12	28
	3.6	BSE-306 /DCC	Subject-III: Practical-III	6 Hrs	--	4	2	--	50	50	---	25
	3.7	BSE-307/DCC	Knowledge and curriculum	3 Hrs	4	---	4	30	70	100	12	28
	3.8	BSE-308 /GEC	Environment Science	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total				18	12	24	120	480	600	---	

Note: B.Sc. B.Ed. II Year (III Semester) syllabus and scheme course code BSE 301, 302, 203, 304, 305, 306 and 308 will be according to B.Sc. II year (III semester) academic course of University of Kota, Kota.

B.Sc. B.ED II Year (IV Semester)

Course Code: BSE9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
II YEAR III Semester	4.1	BSE 401/DCC	Subject-I: Theory-I	3 Hrs	4	---	4	30	70	100	12	28
	4.2	BSE 402/DCC	Subject-I: Practical-I	6 Hrs	--	4	2	---	50	50	---	25
	4.3	BSE 403/DCC	Subject-III: Theory-I	3 Hrs	4	---	4	30	70	100	12	28
	4.4	BSE 404 /DCC	Subject-II: Practical -I	6 Hrs	--	4	2	---	50	50	---	25
	4.5	BSE 405 /DCC	Subject-III: Theory-I	3 Hrs	4	---	4	30	70	100	12	28
	4.6	BSE 406/DCC	Subject-III: Practical-I	6 Hrs	--	4	2	--	50	50	---	25
	4.7	BSE 407 /DCC	Learning and Teaching	3 Hrs	4	---	4	30	70	100	12	28
	4.8	BSE 408/SEC	Drama and Art in Education	6 Hrs	--	4	2	50		50	25	--
	4.9	BSE 409 GEC	ComputerApplication	1.5 Hrs	2	---	2	---	50	50	---	20
	Semester Total				18	16	26	170	480	650	---	

Note: B.Sc. B.Ed. II Year (IV Semester) syllabus and scheme course code BSE 401, 402, 403, 404, 405, 406 and 409 will be according to B.Sc. II year (IV semester) academic course of University of Kota, Kota.

B.Sc. B.ED III Year (V Semester)

Course Code: BSE 9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
III YEAR V Semester	5.1	BSE 501 /DCC	Subject-I: Theory-V	3 Hrs	4	---	4	30	70	100	12	28
	5.2	BSE 502/ DCC	Subject-I: Pratical-V	6Hrs		4	2	-	50	50		25
	5.3	BSE 503 /DCC	Subject-II: Theory-V	3 Hrs	4	---	4	30	70	100	12	28
	5.4	BSE 504 /DCC	Subject-II: Pratical -V	6Hrs		4	2	-	50	50		25
	5.5	BSE 505 /DCC	Subject-III: Theory-V	3 Hrs	4	---	4	30	70	100	12	28
	5.6	BSE 506 /DCC	Subject-III: Pratical-V	6Hrs		4	2	-	50	50		25
	5.7	BSE 507 /DSE	Pedagogy of School Subject (Part-I)	3 Hrs	4	---	4	30	70	100	12	28
	5.8	BSE 508	VAC (<i>Mulya Pravaha</i>)			4	2	---	50	50	25	
	Semester Total				16	16	24	170	430	600	---	

Note: B.Sc. B.Ed. III Year (V Semester) syllabus and scheme course code BSE 501, 502, 503, 504, 505 and 506 will be according to B.SEIII year (V semester) academic course of University of Kota, Kota.

B.Sc. B.ED III Year (VI Semester)

Course Code: BSE 9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
III YEAR VI Semester	6.1	BSE 601 /DCC	Subject-I: Theory-VI	3 Hrs	4	---	4	30	70	100	12	28
	6.2	BSE 602/ DCC	Subject-I: Pratical -VI	6Hrs		4	2	--	50	50	--	25
	6.3	BSE 603 /DCC	Subject-II: Theory-VI	3 Hrs	4	---	4	30	70	100	12	28
	6.4	BSE 604 /DCC	Subject-II: Pratical VI	6Hrs		4	2	--	50	50	--	25
	6.5	BSE 605 /DCC	Subject-III: Theory-VI	3 Hrs	4	---	4	30	70	100	12	28
	6.6	BSE 606 /DCC	Subject-III: Pratical-VI	6Hrs		4	2	--	50	50	--	25
	6.7	BSE 607 /DCC	School of Internship Phase I (4 Weeks)			4	2	50		50	25	
	6.8	BSE 608/DCC	Final Lesson : Pedagogy of School Subject (Part-I)			8	4		100	100		50
	6.9	BSE 609	SEC (Skill Enhancement Courses)			4	2	---	50	50	25	
	Semester Total						26	190	460	650	---	

Note: 1. B.Sc. B.Ed. III Year (VI Semester) syllabus and scheme course code BSE 601, 602, 603, 604, 605 and 606 will be according to B.Sc III year (VI semester) academic course of University of Kota, Kota.

2. Micro Teaching and Criticism will be organized by college.

B.Sc. B.ED IV Year (VII Semester)

Course Code: BSE 9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
IV YEAR VII Semester	7.1	BSE 701 /DCC	Guidance and Counselling in School	3 Hrs	4	---	4	30	70	100	12	28
	7.2	BSE 702 /DCC	Creating and inclusive School	3 Hrs	4	---	4	30	70	100	12	28
	7.3	BSE 703 /DCC	Understanding Disciplined and subjects	3 Hrs	4	---	4	30	70	100	12	28
	7.4	BSE704/ DSE	Pedagogy of School Subject (Part-II)	3 Hrs	4	---	4	30	70	100	12	28
	7.5	BSE705/ SEC	Reading and reflecting on texts Internal assessment			4	2	50		50	25	
		BSE706/ DCC	Simulation & Criticism Lessons			4	2	50		50	25	
	7.6	BSE 707/SEC	Communication skill			4	2	50		50	25	
	7.7	BSE 708/GEC	Yoga and Self Development			4	2	50		50	25	
	Semester Total						24	320	280	600	---	

B.Sc. B.ED IV Year (VIII Semester)

Course Code: BSE 9100P (CBCS)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Duration of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	External Assess.	Total Marks	Internal Assess.	Sem. Assess.
IV YEAR VIII Semester	8.1	BSE 801 /DCC	School Internship (Phara II) 16 week			24	12	300		300	150	
	8.2	BSE 802 /DCC	Via-voce			8	4	100		100	50	
	8.3	BSE 803 /CEE	Case study Institution/Student			8	4	100		100	50	
	8.4	BSE804/ DSC	Critical Understanding of ICT				2	50		50	25	
	8.5	BSE805/ DCC	Final Lesson Pedagogy of School Subject (Part-B)			8	4		100	100		50
	Semester Total						26	550	100	650		

Syllabus

B.Sc. - B.Ed I year (Semester I)

Childhood and Growing up

Paper Code : BSE107/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attributes of an individual.
7. To reflect on the changing roles of children in contemporary society.

Unit I: Role of psychology to understand the child

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

Unit II: Multi dimensional development

- Growth and development- concept, stages principles, dimensions, Factors influencing development- genetic, biological, environmental and physical
- Theories of development :
 - a) Piaget's Vygotsky cognitive development
 - b) Freud's psycho- sexual development
 - c) Erikson's psycho social development

Unit III: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences: concept, areas (With Special Educational needs- Concept) and educational implication.

Unit IV: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehaviour,

Unit V: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.
- Socialization and Mental health: Process of Socialization - Group dynamics Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

• Practicum/Field Work

Comparative study of developing pattern's of children with reference to different in SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

Administration of an experiment on learning, span of attention, memory

Administration and interpretation of an individual group test of intelligence.

References:

1. Agarwal, Reetu, ShuklaGeeta (2014). BalVikasevamManovigyan, RakhiPrakashan, Agra
2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, DoabaBook
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). BalManovigyan, RakhiPrakashan, Agra
4. Bigge, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row
5. B.P. (2000). Personality theories, Bosten: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Adanaced educational psychology, New Delhi: VikasPublishing House.
7. Diane E. Papalia, Sally Wendkos olds, Ruth Durkin Feldman, Ninth Edition, HumanDevelopment, Tata Mcgraw Hill Publishing company Limited, New Delhi.
8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Publishedby Pearson Education Pre. Ltd. Indian Branch Delhi, India
9. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching,Houghton Mifflin Company, Bosten New York (<http://www.coursewise.com>)
10. Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing LearnersMultimedia Edition (<http://www.prenhall.com/ormrod>)
11. SarswatKuldeep (2015). BalVikasevamBachpan, Published by RakhiPrakashan,Agra
12. Woolfolk, A. (2004). Educational Psychology published by Dorling Kindersley(India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

Web Links:

- <https://www.classroom.kidshealth.org/9to12/body/system/endocrine/pdf>
- <https://old.nios.ac.in/secpsy.cour/unit/IIpdf>
- <https://www.classroom.kidshealth.org/9to12/body/system/endocrine /pdf 2>
- <https://old.nios.ac.in/secpsy.cour/unit/II pdf 3> <https://quinticsports.com images 4>
- <https://pinterest.com images>
- <https://www.jeffreyarnett.com. Emerging adulthood A theory of development from Late teens through twenties- “do you feel that you have reached adulthood”>
- <https://www.webmd.com-developmental tasks and variations 3> <https://www.youtube.com science activity on simple pendulum 4> <https://www.ocw.mit.educ. Motion and light experiments and images gallery>
- <https://www.sage publications.com 2009 – 10.1177/090756819011398->
- <https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html>
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/>
- <https://theconversation.com/diversity-in-the-classroom-means-childrendevelop-differently-33899>
- <http://abkibgnab.com book Introduction to early childhood a multidimensional approach to child centred care and learning Allyn and Bacon>
- [http://aifs.gov.au/publications/differential parenting-children-divers-cultural- \(Gonzalez-Mena 2001\)](http://aifs.gov.au/publications/differential parenting-children-divers-cultural- (Gonzalez-Mena 2001))
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/->
- <https://theconversation.com/diversity-in-the-classroom-means-childrendevelop-differently-33899 3> <https://extension publications.unl.edu/assets/pdf>
- <https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html>
- <https://www.planindia.org. K.Sekar and Kavitha P. Children in difficult circumstances a research report.>
- <https://www.cry.rog/blog/impact - poverty-children-India 3> [https://www.undir.org. - Child in armed conflict- United Nations Institute for Disarmament Research. Disarmament Forum \(three-2011\) – Children and conflict](https://www.undir.org. - Child in armed conflict- United Nations Institute for Disarmament Research. Disarmament Forum (three-2011) – Children and conflict)
- <https://www.jnnurm.rajiv Rajiv AvasYojana – Slum development plan>
- <https://www.childlineindia.org.in effects of poverty are more damaging to children. Anthony Lake, Executive Director, UNICEF.>
- <https://www.naeyc.org National Association for the Education of Young Children>
- <https://www.ncbi.nlm.gov/books NBK 310550/ 5> <https://www.extension publications.unl.edu/assets/pdf>
- <https://theconversation.com/diversity-in-the-classroom-means-children-developdifferently-33899>
- <https://www.ncbi.nlm.nih.gov/books/NBK310550/>

- <https://study.com/academy/lesson/how-individual-differences-impact-earlychildhood-development.html> 5 [https://www.learningportal.iiep.unesco.org/en/improve-learning/teacherspedagogy/appropriate and effective](https://www.learningportal.iiep.unesco.org/en/improve-learning/teacherspedagogy/appropriate%20and%20effective)
- <https://www.learningportal.iiep.unesco.org/en/improve-learning/schoolsclassrooms/schools-conditions>
- [https://www.learningportal.iiep.unesco.org/en/improve-curriculum-materials/supplementary-learning materials](https://www.learningportal.iiep.unesco.org/en/improve-curriculum-materials/supplementary-learning-materials) 8
[https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/ preservice teacher training](https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/preservice-teacher-training)
- [https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/in-service teacher training](https://www.learningportal.iiep.unesco.org/en/improve-teachers-pedagogy/in-service-teacher-training)
- [School works.gvsu.edu>egi>vie](http://Schoolworks.gvsu.edu/egi/vie)
- <https://www.linkedin.com/pulse/role-education-sector-removing-genderinequality-manikandan-annadurai>
- [www.powershow.com/view/13d9bc-NDM1Z/Gender Equality in.](http://www.powershow.com/view/13d9bc-NDM1Z/Gender_Equality_in)
- [http://www.ncert.nic.in/departments/nie/dws/modules/RMSA Module.pdf](http://www.ncert.nic.in/departments/nie/dws/modules/RMSA_Module.pdf)
- http://www.ncert.nic.in/departments/nie/dws/pdf/overallreportDGS_24_8_17.pdf
- <https://en.unesco.org/themes/education-and-gender-equality>

Learning out Come -

The student teacher will understand child development and adolescence, role of family and the school in the child development. They will understand learning as divergent process and physical, social, emotional and intellectual development of child.

B.Sc. - B.Ed I year (Semester II)

Contemporary India and Education

Paper Code : BSE207/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:-

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

Course Content

Unit I Education as an Evolving Concept

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.

- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey, Krishnamurthy, Friere and Illich.

Unit – II: Issues and Challenges

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

Unit – III: Constitution and Education

- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality, Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

Unit – IV: Programme and Policies

- Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission–1952-53, Indian Education Commission– 1964-66, National Education Policy– 1986
- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF–2005, NKC–2006, NCFTE– 2009, RTE–2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

Unit – V: Innovative Practices

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,
- Education through interactive mode of teaching: Computer, Internet, Tally and Video Conferencing, Eduset, Smart Class Room, Role of E-learning, E- content, Emagazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

Practicum/Field Work

Any one of the following: -

- Debate or Organize a one day discussion on the topic related to the subject and submit a report.
- Critical appraisal on the report or recommendations of any commission and
- committee.
- Organize collage, Poster Making activity in your respective institution.
- Collection of at least three handouts of related topics of the subject.

REFERENCES :-

1. Agnihotri, R. (1994) AdhunikBhartiyaShikshaSamasyayeAurSamadhan, Jaipur:Rajasthan Hindi Granth Academy
2. Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi 2.Brubecher, John.S: A History of the Problems of Education
3. Altekar, A. S.(1992) Education in Ancient India, Varanasi: ManoharPrakashan
4. Dev, A.,Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT,Pp. 233.
5. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
6. Education and National Development: Report of the Kothari Commission on Education, New Delhi, 1966.
7. अग्निहोत्री, रवीन्द्र : आधुनिकभारतीय शिक्षासमस्याएँ औरसमाधान, राजस्थानहिन्दीग्रंथअकादमी।
8. Gore. M. S. (1982) Education and Modernization in India, Jaipur: Rawat Publications
9. Ghosh, S.C. (1995) The History of Education in Modern India (1757-1986), NewDelhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology
11. Kabir, H. (1982) Education in New India, London: George Allen and Unwin.

12. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws, National Book Trust India, 2011.
13. Keay, F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
15. Mookerji, R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist) London: Mac Milan and Co. Ltd.
16. Mookerji, R.S: Ancient Indian Education
17. Naik, J. P., Nurullah, S.(1974) A Student's History of Education in India, (1800-1973), New Delhi : Orient Longman Ltd.
18. Nayar, P. R. Dave, P.N. Arora, K. (1983) The Teacher and Education in Emerging Indian Society, New Delhi: Orient Longman Ltd
19. National Curriculum Framework. (2005).
20. National curriculum Framework for teacher education (2004).
21. Rama Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
22. Rusk, R. R. (Scotland, J. Revised) (1979) Doctrines of the Great Educators, Delhi, Dublin, New York: The Mac Milan Press Ltd.,
23. Saiyidain. K.G. (1966) The Humanist Tradition in Indian Education Thought, New Delhi: Aria Publishing House
24. Shukla, R.P. (2005). Value Education and Human Rights, New Delhi: Samp&Sons.
25. Varghese, A. (2000) Education for the Third Millennium, Indore Satprachar Press
26. अल्तेकर, अ.स. : प्राचीन भारतीय शिक्षा पद्धति ।
27. आर, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर ।
28. गुप्ता एस.पी. एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास भारदा पुस्तक प्रकाशन, इलाहाबाद ।
29. रावत, प्यारेलाल : भारतीय शिक्षा का इतिहास, आगरा ।
30. जोषी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएँ, भारदा पुस्तक भवन, इलाहाबाद ।

31. लालरमनबिहारी : भारतीय शिक्षाऔरउसकीसमस्याएं, रस्तोगीपब्लिक ेन्स, मेरठ।

32. साथिनसंदर्भसामग्रीपुस्तिका : महिला एवंबालविकासविभाग, राज, सरकार, जयपुर।

Web Links:

- <http://www.drededucation.com/2013/08/data-statistics-india-student-college.html> (August 25, 2013)
- <https://www.zeroerp.com/>
- <http://www.yourarticlelibrary.com/essay/constitutional-provisions-regardingeducation-in-india/45229>
- <https://www.owlgen.com/question/which-constitutional-provisions-are-relatedto-education>
- <https://pcer.ac.in/wp-content/uploads/2015/12/Contemporary-India-andEducation.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/8525/1/Unit%204.pdf>
- <https://slideplayer.com/slide/13043561/6>.
- <https://www.ukessays.com/essays/education/education-important-factor-in-a-developing-country-education-essay.php>
- https://en.wikipedia.org/wiki/Preamble_to_the_Constitution_of_India
- <http://www.yourarticlelibrary.com/political-science/equality-meaning-featuresand-types-of-equality/40362>
- <http://www.simplydecoded.com/2013/10/28/indian-preamble-and-itsimportance/>
- <http://www.publishyourarticles.net/knowledge-hub/political-science/essay-onlegal-equality/4666/>
- <https://www.investopedia.com/terms/s/social-justice.asp>
- <https://www.quora.com/What-is-the-difference-between-a-government-schooland-a-private-school-in-India>
- <https://www.mapsofindia.com/my-india/education/condition-of-govt-schoolsin-india-quality-of-teachers-and-teaching>
- <https://yourstory.com/2018/09/technology-teacher-absenteeism-uttarakhand> (check for a case study)
- https://www.britishcouncil.in/sites/default/files/indian_school_education_system_-_an_overview_1.pdf
- <http://vesyeola.com/blog/others/3266-urban-education-v-s-rural-education.html>
- <https://www.mapsofindia.com/my-india/education/gap-between-private-andpublic-schools-how-it-is-hurting-india>
- <https://timesofindia.indiatimes.com/blogs/minorityview/time-to-end-themenace-of-single-teacher-schools/8>.
- <https://www.thehansindia.com/posts/index/Hans/2017-04-13/Single-teacherschools-affecting-education/293057>
- https://archive.org/stream/TheSingleTeacherSchool-J.P.Naik/1.Jp-TheSingleteacherSchool_djvu.txt

- <https://www.civilsocietyonline.com/column/back-to-school/schools-with-justone-teacher/>
- <https://www.teachermagazine.com.au/columnists/geoff-masters/big-fivechallenges-in-school-education>
- <https://www.edexlive.com/news/2019/jan/23/single-teacher-schools-ktakaranks-6-in-india-with-4700-such-schools-5123.html>
- <https://www.livemint.com/Opinion/h5HSgEHlroT6PbmRFzHYnJ/OpinionReforms-to-save-government-schools-in-Karnataka.html>
- https://www.indiainfoonline.com/article/news-top-story/education-gender-gapand-rural-urban-differences-widespread-115070100222_1.html
- <http://vesyeola.com/blog/others/3266-urban-education-v-s-rural-education.html> 16.
- <https://women-s.net/difference-rural-and-urban-education>
- <https://home.hiroshima-u.ac.jp/cice/wp-content/uploads/2014/10/16-2-1.pdf>
- <http://www.khpt.org/wp-content/uploads/2017/04/barriers-and-enablers-toeducation.pdf>
- <https://plato.stanford.edu/entries/equal-ed-opportunity/>
- <https://www.youthkiawaaz.com/2018/02/education-in-india-some-debates/>
- <https://files.eric.ed.gov/fulltext/ED537169.pdf>
- <https://www.slideshare.net/siva8492/sociology-equalization-of-educationaloppurtunity>
- <https://www.thehindu.com/news/cities/bangalore/government-has-notaddressed-the-gap-in-universal-access-to-school/article23402575.ece>
- <https://www.infochangeindia.org/education/185-education/backgrounders/9215-challenges-in-implementing-the-rte-act3>
- <https://socialissuesindia.wordpress.com/2010/07/15/rte-act-2009-anomaliesand-challenges/>
- <http://www.dise.in/Downloads/Publications/Publications%202011-2/State%20Report%20Cards%202011-12.pdf>
- <http://indiacode.nic.in/coiweb/amend/amend86.htm>
- http://mhrd.gov.in/sites/upload_files/mhrd/files/RTI_ModeI_Rules.pdf
- https://www.academia.edu/11348054/challenges_for_implementation_of_right_to_education_act_rte_for_children_with_hearing_impairment_in_inclusive_education_-_a_survey
- http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/
- <http://mhrd.gov.in/pmmnmmtt>
- <http://www.vinsonias.com/DynImg/d1fe7d3b-2261-45c1-83de99765ae63656.pdf>
- <http://www.tezu.ernet.in/tlc/pdf/MHRD%20VISIT.pdf>
- <https://currentaffairs.gktoday.in/tags/pmmnmmtt>
- http://calem.tiss.edu/?page_id=4257 7. <http://www.indiagk.net/2015/07/pandit-madan-mohan-malaviyanational.html>

Learning out Come -

The student teacher will know about policy debaters over time, implementation of policies and programme for development of education. Learn the concepts of social change and social transformation in relation of education.

B.Sc. - B.Ed I year (Semester II)
Open Air/SUPW Camp
Paper Code : BSE208/SEC

External Assessment: 50 marks

Maximum Marks: 50

Credit : 2

Open Air session will be organized for B.Sc. B.Ed. students. Every student is also expected to participate in the Co-curricular activities, survey, health and social awareness programme in the institution during the session.

S.No.	Guideline for Assessment	Max. Marks
1.	Community Service	15
2.	Survey (Based on social and educational events)	10
3.	Co-curricular Activities	10
4.	Health and Social Awareness programme	15
	Total	50

B.Sc. - B.Ed II year (Semester III)

Knowledge and Curriculum

Paper Code : BSE 307/DCC

External Assessment: 70 marks

Maximum Marks: 100

Internal Assessment: 30 marks

Credit : 4

Objectives:-

After completing the course the students will be able to :

- To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
- To encourage the application of knowledge skills in the Indian educational institutions.
- To enhance the quality of pre-service and in-service teacher training.
- To realize the importance of curriculum modification.
- To provide awareness and understanding of social environment.
- To transform teacher- pupils in to a vibrant knowledge-based society.

Course Content

Course Content

Unit I Concept of knowledge & Child's Construction of Knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society. Culture and modernity.
- Distinctions between- Knowledge and Skill, Knowledge and information, Reason and belief.
- Sources of Knowledge: Empirical knowledge Vs Revealed knowledge.
- Different kinds of knowledge:
 - (a) Disciplinary knowledge: Concepts and Alternative

- (b) Course content knowledge criteria of Selection and concerns
- (c) Indigenous knowledge Vs Global knowledge
- (d) Scientific knowledge Vs Religious knowledge
- Concepts of Belief, Information. Knowledge and Understanding

Unit – II: Facts of Knowledge

- Different facts of knowledge and relationship such as-
 - Local and Universal
 - Concrete and Abstract
 - Theoretical and Practical
 - School and Out of School
- (With an emphasis on understanding special attributes of school knowledge).

Unit – III: Concept of curriculum

- Meaning. Nature and Objectives of Curriculum, Need for curriculum in schools.
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato
- Difference between curriculum and syllabus.
- Factors Influencing curriculum.
- Various types of curriculum- Subject centered. Experience centered. Activity centered, Child centered, and Craft centered..

Unit – IV: Curriculum Planning and Transaction

- Construction of Curriculum
- Models of Curriculum Development given by Franklin
- Team Teaching Panel discussion, Conference, Symposium, Workshop, cooperative learning Cup dienssion. Brain storming issues and concerns with respect to organize a teaching and learning process in a classroom such as study habits, self-learning, learning skills, interest, ability, giftedness with respect to economic background.

Unit – V: Teaching as profession

- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance competency and commitment area for teacher.
- Need of Professional enrichment of teachers
- Professional ethics and its development

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

Practicum/Field Work

- Preparation and practical implication of at least two technical learning resources (transparencies, Power Point Slides, Animated Videos)
- Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
- Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/any other agencies.
- Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

REFERENCES :-

REFERENCES:

1. Aggarwal JC (2004). " Educational Psychology". Vikas Publishing House Pvt. Ltd, New Delhi
2. Berk Laura (2007), " Child Development"; Prentice Hall of India, New Delhi.
3. Bichler Robert and Snowman Jack(1991). " psychology Applied to Teaching": Houghton Mifflin company, Boston.

Web Links:

- [https://www.mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%209%20Knowledge%20%26%20Curriculum%20\(English%20Version\).pdf](https://www.mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%209%20Knowledge%20%26%20Curriculum%20(English%20Version).pdf)
- <https://keydifferences.com/ Difference between information and knowledge>
<https://www.scribd.com>
- [Knowledge-Wikipedia-Process of knowing](#)<https://www.siue.>
- <https://www.washoesschools.net. Knowledge construction>
- <https://www.igi.global.com. Knowledge construction>
- www.igi-global.com.Contextual Knowledge
- www.your dictionary.com. Contextual Knowledge 8. <https://www.slidesshare.>
[Knowledge and Knowing](#)
- www.psychologytoday.com Culture
- <https://www.tllg.unisa.edu.au Culture>
- www.schoolofeducators.com Aurobindo's vision on education
- www.preservearticles.com Gandhiji
- <https://www.shareyouressays.com Contribution of Rabindranath Tagore in the field of education.>
- www.schoolofeducators.com Aurobindo's vision on education
- www.preservearticles.com Gandhiji
- <https://www.shareyouressays.com Contribution of Rabindranath Tago>
- <https://thesecond principle.com Types of Curriculum.>
- www.yourdictionary.com: Core Curriculum
- <https://www.quora.com: Core Curriculum> www.ascd.org: What is Core Curriculum
- www.thoughtco.com, Hidden Curriculum. 16. <https://www.encyclopedia.com ,>
[Hidden Curriculum.](#)

Learning out Comes -

The student teacher will understand the knowledge aim of education and knowledge construction as process; will understand the various principles and processes of curriculum development.

B.Sc. - B.Ed II year (Semester IV)

LEARNING AND TEACHING

Paper Code: BSE-407/DCC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives:

The student teacher will be able:

After completing the course the students will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.
3. To study the relationship between teaching and learning and the factors which influence learning?
4. To make use of modern information and communication technology to improve teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio cultural factors influencing cognition and learning
7. To study and understand learning in constructivist perspective.
8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

Unit -I :Learning and Teaching Process

- Teaching: Meaning. Nature, Principle, Levels, Phases and maxims of teaching. Difference of training and instruction from teaching.
- Learning: Meaning, Nature, Factors affecting learning and types of learning
- Relationship between teaching and learning. Resource and their development for promoting teaching - learning process.
- Tradition and changes in view of the learning process a shift from teaching and learning.

Unit -II :Source of Effective Teaching Learning

- Effective teaching: Meaning, component and parameters of effective teaching. Classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system)

- Instructional objectives in terms of bloom's taxonomy.
- Programming Learning: Concept, principles and types of programme learning.
- Concept of micro teaching, various teaching skills.

Unit -III Educational Technology

- Educational Technology: Meaning, Importance and Approaches.
- Model of teaching: Meaning. Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching
- Learning process as the communication.

Unit -IV New Trends in teaching learning due to technological innovation

- Analysis and organisation learning in diverse class room: Issues and concerns.
- Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson
- Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a CriticalPedagogue.

Unit –V School : The Site of Curriculum Engagement

- Role of School Philosophy. Administration (and organization) in creating a context for transacting the curriculum effectively.
- Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory. Playground, Canteen etc.
- School Culture and Organizational ethos as the context for Teachers' Work.
- Teacher's role and Support is "Developing Curriculum. Transacting Curriculum and Researching Curriculum": Realities and expectations.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

Practicum/Field Work

- Seminars discussions, movie appraisals, group work. field works.
- Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.
- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
- Review of a text book of any school subject.
- Prepare a children's literature handbook.

Reference

- 1- चौबे एस.पी, 2005,बालविकास व मनोविज्ञान के मूलतत्वConcept Publishing Company Private Ltd, Mahan Garden, New Delhi.

- भू ण भौलेन्द्र, 2007-08, भौक्षिकतकनीकी,अग्रवानपब्लिके ान, आगरा-7
2. भार्माडॉ. आर.ए., 2008, ि ाक्षा के मनोविज्ञानआधार,इंटरने ानलपब्लि ि ांगहाउस,मेरठ ।
3. कुलश्रेष्ठएस.पी., 2007-08, भौक्षिकतकनीकी के मूलआधार, अग्रवालपब्लिके ान, आगरा
4. ऑवेरॉय डॉ. एस. सी, 1999, ि ाक्षकतकनीकी के मूलतत्व, आर्यबुकडिपो, करोलबाग, नईदिल्ली
5. भार्माडॉ. आर.ए., ि ाक्षणअधिनममेंनवीनप्रवर्तन 2005, आर. लालबुकडिपो, मेरठ ।
- 6- Shrama R.A., ARYA -2008, mega trends in instructional technology,(Programmed instruction E-learning, local book depot, Meerut (up)
- 7- ार्मा, डॉ. आर.ए.2005, ि ाक्षणअधिगममेंनवीनप्रवर्तन, आर.लालबुकडिपो, मेरठ ।
- 8- Siddiqui, mujebulhasan, 2009, teachings of teaching (classroom teaching). APH publishing, New Delhi.
- 9- Mathur, Dr. S.S, Mathur, Dr. Anju.2007-2008 development of learner and teaching learning process, agrawal publication Agra.
- 10- Rao. V.K, reddy, R.s.1992, learning and teaching commonwealth publishers, New Delhi.
- 11- Bhatnagar, Dr. A.B, bhatnagar, Dr. Meehakshi, bhatnagaranurag, 2008, Development of learner and teaching learning process, R.lal book, depot, Meerut.

Web Links:

- <https://www.studyquirk.com/teaching-and-learning-relationship-aspects-b-ed-notes/>
- <https://files.eric.ed.gov/fulltext/ED610428.pdf>
- <https://edu.google.com/workspace-for-education/editions/teaching-and-learning-upgrade/>
- <https://www.ox.ac.uk/admissions/graduate/courses/msc-learning-and-teaching>
- <https://tophat.com/glossary/l/learning-by-teaching/>
- <https://egyankosh.ac.in/bitstream/123456789/8501/1/Unit%201.pdf>
- <https://education.nsw.gov.au/teaching-and-learning>
- <https://www.beled.in/relationship-between-teaching-learning-for-beled-exams/>
- https://onlinecourses.swayam2.ac.in/cec20_ed11/preview
- <https://www.buffalo.edu/catt/develop/design/teaching-methods.html>
- <https://www.latrobe.edu.au/learning-and-teaching>

Learning out Comes -

The student teacher will use various teaching skill in classroom situation and adopt effecting classroom management skills, recognize and appreciate the role of a teacher as a leader manager, communicator and motivator.

B.Sc. - B.Ed II year (Semester IV)

Drama and Art in Education

Paper Code: BSE-408/SEC

Internal Assessment: 50 Marks

Credit : 2

Objectives

The student teacher will be able

- To nurture their creativity and aesthetic sensibilities.
- To create a whole experience of being fully present and working with all of one's faculties and being in relationship with other and nature.
- To extend their awareness, through multiple perspectives
- To shape their consciousness through introspection and imagined collective experience.
- To develop ability to appreciate the inherent rhythm, beauty and harmony in forms, relations and character.
- To critique the current trends in art education and develop a possible scenario for art for change.
- To develop feeling of empathy for and relate with the other can be nurtured through drama based on experience emotion and interpretation.
- To give opportunities for learner to recognize their agency, for transformational action.

S.No.	Types of Activities	No. of Activities	Per Activities and their reporting marks	Total marks
1.	Organise Drama in school	02	02	08
2.	Visit place of art and exhibition	02	02	08
3.	Visit place of cultural festival	02	02	08
4.	Visit of local culture and art forms	02	02	08

	and interpret art works, movies and other media			
5.	Watch movies and other media of educational significance and their interpretation	02	02	08
	Evaluation of report and viva – voce			10
	Grand Total			50

Procedure –

Internal Assessment = 50 marks

Pedagogy of School Subject (Part I and Part II)

**V & VI semester candidate shall be required to offer any two paper from
the following for Part I & Part II**

- *Pedagogy of General Science*
- *Pedagogy of Biology*
- *Pedagogy of Chemistry*
- *Pedagogy of Mathematics*
- *Pedagogy of Physics*

BSC.B.ED. III YEAR (V SEMESTER)

PEDAGOGY OF GENERAL SCIENCE

Paper Code: BSE-507/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives-

1. Student-teachers will be able to-
2. Understand General Science as an interdisciplinary area of learning.
3. Understands aims and objectives of teaching General Science at different levels.
4. Explore different ways of creating learning situations for different concepts of science:
5. Formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages.
6. Facilitate development of scientific attitudes in learners.
7. Examine different pedagogical issues in learning science.
6. Stimulate curiosity, inventiveness and creativity in science.
8. Develop ability to use science concepts for life skills.
9. Develop competencies for teaching, learning of science through different measures.
10. Construct appropriate assessment tools for evaluating learning of science.
11. Understands the CCE pattern of Evaluation.

Course Content

Unit 1: Nature of General Science as a Discipline

1. Meaning, Concept, Needs of General science teaching.
2. Nature and scope of General science teaching
3. Main discoveries and development of science (special reference to ancient India)
Science as a domain of enquiry, as a dynamic and expanding body of knowledge, science as a process of constructing knowledge. Science as an interdisciplinary area of learning (Physics, chemistry, biology etc.); science for environment, health, peace & equity, science and society. Fact, concept, principles, laws and theories- their characteristics in context of general science.
4. Constructivist approach in learning General Science.

Unit 2: General science as a school subject

1. Importance of General science in school curriculum.
2. Aims & objectives of teaching General science at secondary level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of General Science with other School Subjects
4. Changing trends and goals of teaching General Science with reference to N.C.F. 2005.
5. Concept mapping of themes related to General Science.

Unit III: Methodology of Teaching and learning of General science

1. Methods and devices of teaching General science at secondary level – Lecture-cum-Demonstration, Project, Problem solving, Heuristic, Laboratory method.
2. Techniques of teaching General Science

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - a. Physics –light, Electricity, magnetism, Gravitation, Work and Energy, Sound
 - b. Chemistry– Atom And molecules, Chemical Reactions, Acid ,Bases and Salt, Carbon and Its Compounds, metal and non-metals
 - c. Biology –Cell and its Structure, Life processes, Diversity in living organisms,
 - d. Environmental Science– Our Environment , natural resources and its management
2. Modes of learning engagement in General Science-
 - a. Providing opportunities for group activities and observations.
 - b. Group/Individual Presentation
 - c. Providing opportunities for sharing ideas
 - d. Teaching aids and activities in laboratory work
 - e. Reflective written assignment

Unit V: Assessment & Evaluation of General Science learning

1. Meaning, concept and construction of Achievement test, diagnostic test and remedial teaching.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE) in Sciences.
5. Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them.

Practicum/Field Work-

Any two of the following

1. Visit Ayurveda college/ science labs to address lauding their working process and draft a report on their contribution to prosperity.
2. Prepare a concept map on any theme of General Science and explain its importance for Teaching and learning.
3. Collect Information about Indian Cultural traditions and find out the scientific basis or hidden concern for life and preservation of environment.
4. Being a Science teacher how you will remove superstitions from the Society. Report your Strategic planning.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

References-

1. Sood, J.K. (1987): Teaching Life Sciences, Kohli Publishers, Chandigarh.
2. Sharma, L.M. (1977): Teaching of Science and Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulshreshtha, S.P. (1988): Teaching of Biology, Loyal Book Depot, Merrut
4. Yadav, K. (1993): Teaching of Life Science Anmol Publishers, Daryaganj, Delhi.
5. Yadav, M.S. (2000): Modern Methods of Teaching Sciences, Anmol Publishers, Delhi
6. Singh, U.K. & Nayab, A.K. (2003) : Science Education Commonwealth Publishers, Daryaganj, New Delhi
7. Venkataiah, S. (2001): Science Education in 21st Century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed.) (2000): Teaching Science at Higher Level, Anmol Publishers, Delhi.
9. Edger, Marlow & Rao, D.B. (2003): Teaching Science Successfully, Discovery Publishing House, New Delhi.
10. Mangal, S.K. (1996): Teaching of Science, Arya Book Depot, and New Delhi.
11. Dave, R.H.: (1969): Taxonomy of Educational Objectives and Achievement
12. Testing, London University Press, London.
13. Sood, J.K. (1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh.

BSC.B.ED. III YEAR (V SEMESTER)

PEDAGOGY OF BIOLOGY

Paper Code: BSE-507/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives-

Student-teachers will be able to:-

- Develop insight on the meaning and nature of Biology 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 of Biology.
- Appreciate various approaches of teaching- learning of Biology.
- Explore the process, skill in science and role of laboratory in teaching- learning.
- Use effectively different activities / experiments/ demonstrations / laboratory experiences for teaching-learning of Biology.
- Integrate the Biology knowledge with other school subjects.
- Analyze the contents of Biology with respect to Content, process, skills, knowledge organization and other critical issues.
- Perform Pedagogical analysis of various topics in Biology.
- Develop process-oriented objectives based on the content themes/Units.
- To understand meaning, concept and various types of assessment.

Course Content

Unit I: Nature of Biology as a Discipline

1. Meaning, Concept, Nature and Need of Biology and Biology teaching.
2. Scope of Biology teaching
3. Historical development of Biology as a discipline. Contribution of Indian and western Biologist like HargobindKhurana, Mohinder Singh Randhawa, Salim Ali, Mendel, Darwin, and Lamark in the field of Biology
4. Constructivist approach in learning Biology.

Unit II: Biology as a school subject

1. Importance of Biology in school curriculum.
2. Aims & objectives of teaching Biology at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Biology with other School Subjects
4. Changing trends and goals of teaching Biology

Unit III: Methodology of Teaching and learning of Biology

1. Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in biology: essential skills, methods and process that lead to exploration, Generalization and validation of scientific knowledge in Biology.
2. Lecture –cum Demonstration, Team teaching, Project method, Problem solving method, Inquiry approach, Programmed instruction, Investigatory approach, Concept mapping, Collaborative learning, and Experiential learning in Biology: Facilitating learners for self-study.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior Secondary level- Biology for environment and health, peace, equity, origin of life and evolution, biodiversity, Photosynthesis, Life processes and factors affecting it.
2. Modes of learning engagement in Biology-
 - a. Observations and experiments in Biologys: interdisciplinary linkages,
 - b. Providing opportUnities for group activities
 - c. Group/Individual Presentation
 - d. Providing opportUnities for sharing ideas
 - e. Designing different working Models for concept formation.
 - f. Teaching aids and activities in laboratory work
 - g. Reflective written assignment

Unit V: Assessment & Evaluation in Biologys

1. Meaning, concept and construction of Achievement test
2. Blue print: Meaning, concept, need and construction.
3. Construction of test items (open-ended and structured) in Biology and administration of tests.
4. Open-book tests: Strengths and limitations
5. Formative and Summative Assessment in Biology.
6. Continuous and Comprehensive Evaluation (CCE)
7. Assessment of project work in biology (both in the laboratory and in the field)
8. Performance based assessment: learners' record of observations, field diary,
9. herbarium and collection of materials.
10. Oral presentation of learners' work in Biology, portfolio;

11. Developing assessment framework in Biology; assessment of experimental work in Biology.

Practicum/Field Work

Any Two of the following

1. Preparation of Scrap book to show the Contribution of any two Biologist
2. Conduct any activity among students for linking child's natural curiosity with natural phenomena like weather, flora and fauna; contexts. Report your Observations.
3. Preparation/ designing programmed instruction material on any topic of Biology to facilitate learners for self –study.
4. Prepare a low cost or waste material based experiment for secondary/ senior secondary schools.
5. Prepare a plan to assess Students' Practical work in Biology.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

References-

1. Sood, J.K., 1987: Teaching Life Sciences, Kohali Publisher, Chandigarh.
2. Sharma, L.M., 1977: Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi
3. Kulshrestha, S.P., 1988: Teaching of Biology, Loyal Book Depot, Meerut
4. Yadav K., 1993: Teaching of Life Science, Anmol Publisher, Daryaganj Delhi.
5. Yadav, M.S., 2000 : Modern Methods of Teaching Science, Anmol Publishers, Delhi.
6. Singh, U.K. & Nayab, A.K., 2003: Science Education Commonwealth Publishers, Daryaganj, New Delhi
7. Venkataih, S., 2001: Science education in 21st century Anmol Publishers, Delhi
8. Yadav, M.S. (Ed.), 2000 : Teaching Science at Higher Level, Anmol Publishers, Delhi
9. Ediger, Marlow & Rao, D.B., 2003 : Teaching Science Successfully Discovery Publishing House, New Delhi
10. Mangal, S.K., 1996: Teaching of Science, Arya Book Depot, New Delhi
11. Dave, R.H., 1969 : Taxonomy of Educational objectives & Achievement Testing, London University Press, London.
12. Sood, J.K., 1989 : New Directions in Science Teaching, Kohli Publishers, Chandigarh.

BSC.B.ED. III YEAR (V SEMESTER)

PEDAGOGY OF CHEMISTRY

Paper Code: BSE-507/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives-

- Student-teachers will be able to:-
- Gain insight on the meaning and nature of chemistry for determining aims and strategies of teaching-learning.
- Appreciate that chemistry 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 chemistry.
- Trace historical background of Chemistry..
- Appreciate various approaches of teaching-learning of chemistry.
- Analyze the contents of Chemistry with respect to Content, process, skills, knowledge organization and other critical issues.
- Perform Pedagogical analysis of various topics in Chemistry.
- Use effectively different activities/ demonstration/laboratory experiences for teaching-learning of chemistry.
- Integrate chemistry knowledge with other school subjects.
- To understand meaning, concept and various types of assessment.

Course Content

Unit I : Nature of Chemistry as a Discipline

1. Concept, Nature and Needs of Chemistry and Chemistry teaching.
2. Scope of Chemistry teaching.
3. Historical Background of Chemistry with special reference to India.
4. Constructivist approach in learning Chemistry.

Unit II : Chemistry as a school subject

1. Importance of Chemistry in school curriculum.
2. Aims & objectives of teaching Chemistry at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Chemistry with other School Subjects
4. Changing trends and goals of teaching Chemistry.

Unit III : Methodology of Teaching and learning of Chemistry

1. Scientific attitude and scientific temper: Nurture the natural curiosity, aesthetic senses and creativity in Chemistry: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in Chemistry.
2. Lecture –cum Demonstration, Team teaching, project method, problem solving method, Heuristic method, Group discussion, programmed instruction, Inductive- Deductive, investigatory approach, Concept mapping, Collaborative learning, and Experiential learning in chemistry: Facilitating learners for self-study.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior secondary level-Solutions, colloids, chemical equilibrium, electrochemistry, mechanical and thermal properties of matter, chemical bonding and molecular structure, periodic table, Atom and molecules, Chemical Reactions, Acid ,Bases and Salt, Carbon and Its Compounds, metal and non-metal etc.)
2. Modes of learning engagement in Chemistry-
 - a. Observations and experiments in Chemistry: interdisciplinary linkages,
 - b. Relating knowledge to students' daily life situations.
 - c. Providing opportunities for group activities and idea Sharing
 - d. Group/Individual Presentation
 - e. Teaching aids and activities in laboratory work
 - f. Reflective written assignment

Unit V: Assessment & Evaluation of Chemistry learning

1. Meaning, concept and construction of Achievement test, Diagnostic testing and remedial teaching.
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Continuous and Comprehensive Evaluation (CCE) in Sciences.
5. Assessment of project work in Chemistry(both in the laboratory and in the field)
6. Performance-based assessment; learner's record of observations, field diary,. Oral presentation of learners work, portfolio;
7. Developing assessment framework in Chemistry; assessment of experimental work in Chemistry.

Practicum/Field Work-

Any two of the following -

1. Perform Some Simple Experiment to clarify any Concept in Chemistry and to develop Observation Skills. Prepare a report of entire activity.
2. Organization of exploratory activities to develop scientific attitude and temper. Report your Experiences

3. Plan an innovation method of teaching chemistry so as to facilitate the correlation of content with other subjects/ day to day life. Teach that lesson in class and report complete activity with your experiences.
4. Write a reflective journal on some innovative trends in Chemistry teaching and their importance in Achieving aims of teaching chemistry at different level.
5. Prepare a diagnostic test and apply it in school, after discussion with concerning teacher and give remedial measures.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

References

1. adav, M.S.1995, Teaching of Chemistry, Anmol Publication, New Delhi.
2. Megi, J.S. & Negi, Rasuita, 2001, Teaching of Chemistry.
3. Yadav, M.S. 2000: Teaching Science at Higher level, Anmol Publications, New Delhi.
4. Misra, D.C. : Chemistry Teaching, Sahitya Preparation, Agra
5. Khirwadbar, Anjab 2003: Teaching of Chemistry by Modern Method, Sarup & Sons. New delhi.
6. Das, R.C., 1985: Science Teaching in Schools, Sterling publishers Pvt. Limited. New Delhi
7. Venkataih, S., 2001: Science Education in 21st Century, Anmol Publishers, New Delhi.
8. Rao, D.B., 2001 : World conference on Science Education Discovery publishing work, New Delhi.
9. Singh, U.K. & Nayab, A.K. : 2003 : Science Education, Commonwealth Publishers, Daryaganj, New Delhi.
10. Singh, Y.K. & Sharma Archnesh, 2003 : Modern Methods of Teaching Chemistry A.P.H. Publishing corporation, Daryaganj, New Delhi.

BSC.B.ED. III YEAR (V SEMESTER)

PEDAGOGY OF MATHEMATICS

Paper Code: BSE-507/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives:

The students will be able to-

- Gain insight into the meaning, nature, scope and objectives of mathematics
- Appreciate mathematics as a tool to engage the mind of every student.
- Understand the process of developing the concepts related to Mathematics.
- Appreciate the role of mathematics in day to day life.
- Learn important mathematics: mathematics more than formulas and mechanical procedures.
- Pose and solve meaningful problems.
- Construct appropriate assessment tools for evaluation mathematics learning.
- Understand methods and techniques of teaching mathematics.
- Perform pedagogical analysis of various Topics in mathematics at secondary level.
- Understand and use I.C.T. in teaching of mathematics.
- Understand and use continuous and comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics.

Course Contents

Unit: I - Nature of Mathematics as a Discipline

1. Mathematics is not merely subject of computations skill, it is much more, it has a logical structure.
2. Nature of mathematics – building blocks of mathematics (Concept, objectives, variables, function & relation, symbolization)
3. Important processes of mathematics-estimation, approximation, understanding or visualizing pattern representation, reasoning & proof, making connections, mathematical communication.
4. Historical development of mathematics as a discipline Contribution of Indian and western mathematicians like Ramanujan, Aryabhatt, Bhaskaracharya, Pythagorous and Euclid.
5. Constructivist approach in learning mathematics.

Unit: II - Mathematics as a School Subject

1. Importance of mathematics in school curriculum.
2. Aims and objectives of teaching mathematics at secondary level. Writing objectives in behavioral terms. Bloom's taxonomy (revised)
3. Correlation of mathematics with other school subjects.
4. Changing trends and goals of teaching mathematics with reference of NCF 2005 Concept mapping of themes related to mathematics.

Unit: III Mathematics as a School Subject

1. Nature of concept, concept formation and concept assimilation.
2. Methods of teaching mathematics at secondary level –
 - (a) Lecture cum demonstration
 - (b) Inductive-Deductive
 - (c) Problem Solving
 - (d) Project
 - (e) Heuristic
 - (f) Analytic & Synthetic
3. Techniques of teaching mathematics
 - (a) Oral work
 - (b) Written work
 - (c) Drill work
 - (d) Home assignment

Unit: IV - Pedagogical analysis and mode of learning engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level-
 - (a) Number system
 - (b) Measures of central tendency
 - (c) Congruency and similarity
 - (d) Trigonometrical ratios and identities
 - (e) Area and Volume
 - (f) Profit, loss and partnership
 - (g) Compound interest
 - (h) Graphical representation data
2. Modes of learning engagement in mathematics
 - (a) Providing opportunities for group activities

- (b) Group/Individual Presentation
- (c) Providing opportunities for sharing ideas
- (d) Designing different Working Models for concept formation
- (e) Teaching aids and activities in laboratory work (f) Reflective written assignments

Unit: V Assessment & Evaluation of Mathematics learning

1. Assessment of critical thinking, logical reasoning and to discourage mechanical manipulation and rote learning-
 - a) Planning of evaluation mathematics
 - b) Formative, Summative and predictive evaluation in mathematics
 - c) Continuous and compressive evaluation (CCE) in mathematics at secondary level
 - d) Diagnostic Testing, Remedial Teaching and enrichment programme for:
 - i. Gifted Learners
 - ii. Slow Learners
 - iii. Learners with Dyslaxica
 - iv. Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measure to overcome them.
2. Construction of achievement test/question paper in mathematics

Practicum/Field Work-

Any two of the following-

1. Prepare a Concept map related to any theme of Mathematics and Explain how it facilitates teaching and learning.
2. Prepare a project related to Mathematics and report your steps.
3. Prepare a power point presentation on brief history and contribution of two mathematicians.
4. Conduct a group activity on any topic of mathematics and report your Experiences. Observation of Mathematics class-room teaching in any secondary school and prepare a list of errors committed by students.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

References

1. Mangal, S.K. Sadharan Ganit Shikshan, Arya Book Depot, New Delhi.
2. Bhatnagar A.B. New Dimensions in the teaching of Maths, Modern Publishers, Meerut.
3. Jain S.L.: Ganit Shikshan Sansthan, Rajsthan Hindi Granth Academy, Jaipur.
4. Agrawal S.M. Teaching of Modern Mathematics Dhanpat Rai & Sons, Delhi.
5. Jagadguru Swami: Vedic Mathematics, Moti Lal Banarasis Das Publisher, Delhi
6. Kapur J.N. Modern Mathematics for Teachers, Arya Book Depot, New Delhi

BSC.B.ED. III YEAR (V SEMESTER)

PEDAGOGY OF PHYSICS

Paper Code: BSE-507/DSE

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives-

Student-teachers will be able to:-

- Gain insight on the meaning, nature and scope of physics for determining aims and strategies of teaching-learning.
- Appreciate that science is a dynamic and expanding body of knowledge;
- Trace historical background of physics.
- Identify and relate everyday experiences with learning physics;
- Appreciate various approaches of teaching-learning of physics;
- Perform Pedagogical analysis of various topics in physics.
- Analyze the contents of physics with respect to Content, process, skills, knowledge organization and other critical issues.
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physics;
- Integrate physics knowledge with other school subjects.
- To understand meaning, concept and various types of assessment.

Course Content

Unit I: Nature of physics as a Discipline

1. Concept, Nature and Needs of Physics teaching.

2. Scope of Physics teaching.

3. Historical Background physics with special reference to India.

Contribution of C.V. Raman, M.N. Saha, K.S.Krishnan, J.C. Bose, H.JBhabha, S. Chandra Shekhar and A.P.J. Abdul Kalam in the field of Physics.

4. Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; physics as interdisciplinary area of learning

Unit II: Physics as a school subject

1. Importance of Physics in school curriculum.
2. Aims & objectives of teaching Physics at school level. Writing objectives in behavioural terms. Bloom's taxonomy (revised).
3. Correlation of Physics with other School Subjects

Unit III: Methodology of Teaching and learning of Physics -

1. Scientific attitude and scientific temper: essential skills, methods and process that lead to exploration: Generalization and validation of scientific knowledge in Physics.
2. Lecture –cum -Demonstration, Team teaching, project method, problem solving method, Group discussion, Programmed instruction, Inductive- Deductive, Investigatory approach, Concept mapping, Collaborative learning, and Experiential learning in Physics: Facilitating learners for self-study.

Unit IV: Pedagogical Analysis and mode of learning Engagement

1. Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary and Senior secondary level-light, Electricity, magnetism, Gravitation, Laws of motion, Work and Energy, Sound
2. Modes of learning engagement in Physics -
 - a. Observations and experiments in Physics: interdisciplinary linkages,
 - b. Relating knowledge to students daily life situations.
 - c. Providing opportunities for group activities and idea Sharing
 - d. Group/Individual Presentation
 - e. Designing different working Models for concept formation
 - f. Teaching aids and activities in laboratory work
 - g. Reflective written assignment

Unit V: Assessment & Evaluation of Physics learning

1. Meaning, concept and construction of Achievement test,
2. Blue print: Meaning, concept, need and construction.
3. Open-book tests: Strengths and limitations
4. Formative and Summative Assessment in physics.
5. Continuous and Comprehensive Evaluation (CCE)
6. Assessment of project work in Physics (both in the laboratory and in the field)
7. Performance-based assessment; learner's record of observations, Oral presentation of learners work, portfolio;

8. Developing assessment framework in Physics; assessment of experimental work in Physics.

Practicum/Field Work-

Any two of the following-

1. Prepare a concept map on any topic and explain how it Facilitates Students' Learning.
2. Description and Design of an Improvised Apparatus
3. Write a reflective journal on 'Radiations and Human Health'.

Planning an out of class activity to use local resources to teach Physics and report your experiences.

4. Prepare a plan to assess Students' Practical work in Physics.

Evaluation Procedure

100 Marks

Any two practicum & test

30 Marks

(Covering Unit I to V)

External Evaluation

70 Marks

References

1. Heiss, Oburn and Hoffman: Modern Science, the Macmillan Company, New York 1961.
2. Thurber W. and A. Collette : Teaching Science in Today's Secondary schools, Boston Allyn and Bacon Inc., New York, 1959.
3. Vaidya, N. "The Impact of Science Teaching", Oxford and IBH Publishing Company, New Delhi, 1971.
4. Richardson, S. : "Science Teaching in Secondary Schools", Prentice Hall, USA, 1957.
5. Sharma, R.C. and Sukla : "Modern Science Teaching" Dhanpat Rai and Sons, Delhi, 2002.
6. Ravi Kumar S.K., "Teaching of Science", Mangal deep Publications 2000.
7. Rao Aman : Teaching of Physics, Anmol Publications, New Delhi, 1993.
8. Wadhwa Shalini : Modern Methods of Teaching Physics, Sarup and Sons, New Delhi, 2001.
9. Gupta S.K. : Teaching Physics Sciences in Secondary Schools, Sterling Publishers (P) Ltd., New Delhi, 1989.
10. मंगल एस०के० : साधारण विज्ञान शिक्षण, आय बुक डिपो नई दिल्ली 1996
11. त्यागी एस०के० : भौतिक विज्ञान शिक्षण, साहित्य प्रकाशन, आगरा, 2000

EVALUATION FOR INTERNSHIP PROGRAMME

INTERNAL ASSESSMENT

Internship Programme Phase I (4 Weeks)

S.No.	Assessment is based on the following activities	Marks
1	School observation and Engage with filed (One week)	5
2	Creating and Maintaing teaching learning material for the school. (Which can become valuable resource for the regular teachers of the school)	5
3	Practice teaching in One pedagogy subjects in schools (15)	15
4	Lesson observations of the peers (Lesson in Pedagogy Subject)	5
5	Criticism lessons (Pedagogy Subject first)	10
6	Viva-Voce	10
	Grand Total	50

Note: Each student-teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. The file record; the lesson plan diary will form the basis of assessment of the internship programme.

EXTERNAL EVALUATION (FINAL LESSON)

- The external practical examination will be conducted at the end of year.
- The weightage of final lesson will be 100 marks.
- The internal assessment in practice of teaching internship programme will be finalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.
- During the final practical examination each candidate will have to teach one lesson in any one of two teaching subjects
- The Board of examiners for external examination will consist of.
 - (a) The principal of the college concerned.
 - (b) One senior member of the college.
 - (c) Two external members from any discipline appointed by the university.

BSC.B.ED. IV YEAR (VII SEMESTER)
GUIDANCE AND COUNSELLING IN SCHOOL
Paper Code :BSE-701/SEC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

OBJECTIVES:-

The course will enable the student teachers to-

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles, issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

UNIT 1. GUIDANCE IN SCHOOL

- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance (steps).
- .Issues and problems of Guidance.
- Role of school in Guidance.

UNIT 2.AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

- Personal, Educational and vocational Guidance.
- Tools: Records of students.
- Rating scale.
- Psychological tests.
- Questionnaire and Inventories.
- Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry.

UNIT 3. COUNSELLING IN SCHOOL

- Concept, Need and Meaning of Counseling.
- Principles of Counseling.

- Counseling Process and Role.
- Directive, Non-Directive and Eclectic counseling.
- Qualities and role of a school counselor.

UNIT 4. TOOLS AND TECHNIQUES IN COUNSELING

- individual counseling and Group counseling.
- Lectures, discussions and Dramatics as techniques in counseling.
- Importance of follow-up in counseling.
- Counseling for the children with special needs.
- Counselling for parents

UNIT 5. GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION

GUIDANCE OF CHILDREN WITH SPECIAL NEEDS

- Problems and needs.
- Guidance of the gifted and creative students.
- Guidance of under achiever.
- Slow learning and first generation learners.
- Guidance of learning disabled, Drug addicts and alcoholics.
- De addiction centers, Career resource centre.
- Evaluation of counseling, Need for research and reforms in guidance and counseling

Tasks and Assignments

- | | |
|----------------|----------|
| 1., Class Test | 10 Marks |
| 2. Any one | 10 Marks |

Practicum/Field Work

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report.

References:-

1. Anastasi A, Differential Psychology, New Youk: Macmillan Co, 1996
2. Arbuckle Dugland, Guidance and Counselling in the classroom, Allyn& Bacon Inco, 1985.
3. Baqrki. B.G., Mukhopadhyaya. B., Guidance and Counselling; A Manual, New Delhi: Stanley
1. Publishers, 1990.

4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S., Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones. A.J., Principles of Guidance, New Delhi: McGraw Hills Publishers, 1970.
7. Kochhar S.K., Educational and vocational Guidance in secondary schools, New Delhi, sterlingpublishers Pvt. Ltd., 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995.
9. NCERT, Guidance and Counseling in Indian Education, New Delhi: NCERT, 1978.

Web Links:

- https://www.inclusionproject.org/training/?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqJHa2hrTpyHC-t3x4qerWisul5zX6DNKoxJVG-F0prPbRRlZ48dSRhoCulIQAvD_BwE
- https://www.lilianefonds.org/child-development/inclusive-education?gad_source=1&gclid=CjwKCAjw2dG1BhB4EiwA998cqNM1OlP9FSGcg0rXX9_vsnkoOY53iYfZTwn1Rv5JIHYZX41NGnDNxoC4k0QAvD_BwE
- <https://www.mooc4dev.org/cis>
- https://books.google.co.in/books?id=5cilDwAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.teachingenglish.org.uk/sites/teacheng/files/J157_Creating%20an%20inclusive%20school%20environment%20report_FIN%20AL_web.pdf
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.teachingenglish.org.uk/sites/teacheng/files/J157_Creating%20an%20inclusive%20school%20environment%20report_FIN%20AL_web.pdf
- <https://www.phindia.com/Books/BookDetail/9789388028165/creating-inclusive-school-mangal-mangal>

Course Learning Outcome -

The student teacher will know and understand concept of integral humanism instructional strategies for inclusion of disable child.

BSC.B.ED. IV YEAR (VII SEMESTER)

Creating and inclusive school

Paper Code :BSE-702/SEC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

The Course will enable the student teachers to-

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To use specific strategies involving skills in teaching special need children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs. \To contribute to the formulation of policy:
- To implement laws pertaining to education of children with special needs.

Unit-I PARADIGMS IN EDUCATION OF CHILDREN SPECIAL NEEDS

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

Unit-2 LEGAL AND POLICY PERSPECTIVES

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 Disabilities, 2006.

Unit-3 SCHEME OF INCLUSIVE EDUCATION

- Education of Special Focus Groups under the sarvaShikshaAbhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School(IEDSS, 2009), National Trust and NGOs.
- Community-based education.

Unit-4 CLASS ROOM MANAGEMENT

- Class Room management - meaning and approaches
- School's readiness for addressing learning difficulties
- Technological advancement and its application ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

Unit-5 INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- Pedagogical strategies to respond to individual needs of students: Cooperative
- Learning strategies in the classroom, peer tutoring, social learning, buddysystem, reflective teaching multisensory teaching, etc.
- Documentation, record keeping and maintenance.
- Teacher role in classroom management

Evaluation Procedure

100 Marks

- *Any two practicum & test* *30 Marks*
- *(Covering Unit I to V)*
- *External Evaluation* *70 Marks*

Practicum/Field Work

- Case study of a Learner with Special needs.
- Making a Report of Visit to a resource room of SSA.
- Interviewing a teacher working in an Inclusive School.

REFERENCES:-

1. Dunn., L & Bay, D.M. (ed.) Exceptional Children in the Schools, New York Holt,Rinehart, Winston.
2. Hallahar, D.P. & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn& Bacon, Massachusetts, 1991

3. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
4. Kirk, S.A. & Gallagher J.J., Education of Exceptional Children; Houghton Mifflin Co., Boston, 1989.
5. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
6. Shanker Uday: Exceptional Children, Jullundur: Sterling Publications.
7. Singh, N.N. and Beale, I.L. (eds.) Learning Disabilities Treatment Spring-Verlag, New York, Inc: 1992.

Web Links:

- https://www.google.com/search?q=creating+and+inclusive+school&rlz=1C1ONGRENIN1107IN1107&oq=Creating+and+inclusive+school&gs_lcrp=EgZjaHJvbWUqBwgAEAAyGAQyBwgAEAAyGAQyBwgBEAAyGAQyDQgCEAAyKQIYgAQYigUyBwgDEAAyGAQyBwgEEAAyGAQyBwgFEAAyGAQyDQgGEAAyKQIYgAQYigUyBwgHEAAyGAQyBwgIEAAyGAQyBwgJEAAYgATSAQgxMTAazjBqOagCALACAA&sourceid=chrome&ie=UTF-8
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.msuniv.ac.in/images/academic/departments/dddce/curriculum/inclusive_school.pdf
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dgetbedcollege-edu.org/wp-content/uploads/2024/05/Creating-an-Inclusive-School-full-notes.pdf
- https://books.google.co.in/books/about/CREATING_AN_INCLUSIVE_SCHOOL.html?id=5cilDwAAQBAJ&redir_esc=y

Course Learning Outcome -

The student teacher will know and understand concept of integral humanism instructional strategies for inclusion of disable child.

BSC.B.ED. IV YEAR (VII SEMESTER)

Understanding Disciplines and Subjects

Paper Code :BSE-705/SEC

Internal Assessment: 30

Total Marks: 100

External Assessment: 70

Credit :4

Objectives

- After Completing the Course the students will be able:--
- To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
- To acquire a conceptual understanding of the impact of school subjects on disciplines.
- To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
- To build up a professional, disciplinary and curriculum programme.

Unit- 1 Meaning and concept of disciplinary knowledge

- The Nature and role of disciplinary knowledge in the school curriculum.
- Relationship of Disciplinary areas with school subject.
- Difference between disciplines & Interdisciplinary Subject.

Unit- II School Subjects on Disciplines Impact of Social science Subject on Disciplines:-

- Social Science: Method: Lecture method, Project method, Supervised study, Story-Telling, Biographical, Source Method, Brain-Storming Dramatization, Experiential-Learning.

Unit-III Impact of science and maths subject on disciplines.

- Science: Methods & Techniques of Teaching Science: Brain Storing, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Group Discussion & Panel Discussion
- Maths: Methods of teaching mathematics: Lecture, Inductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods & techniques of Teaching Mathematics: Questioning, Brain Storming, Role playing, Simulation,
- Non formal techniques of learning Mathematics.

Unit- IV Impact of Language subject on disciplines

- Language: Story Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration Memories.
- Redefinition of the school Subject with concern to social Justice
- Meaning of Social Cultural perspective in context of Universal education

Unit-V Process and framing of disciplines and subjects

- Recognized the theory of content, Principles and process of preparing the syllabus and content
- Practical Knowledge, Community & Co-curricular activity Knowledge with reference to Disciplinarily and Relation with school Curriculum
- Creativity development of learning through horticulture and hospitality

Evaluation Procedure

100 Marks

- Any two practicum & test
- (Covering Unit I to V)
- External Evaluation

30 Marks

70 Marks

Practicum/Field Work

- Prepare charts with related language (Hindi, English, or Sanskrit))
- Preparation of a talk with related social justice.
- Collection of news papers cutting related with horticulture and hospitality.
- Prepare a lab with science and maths tools and their operation
- •Life sketch and contribution of two Indian Scientists and socialistic.
- •Study of any one aspect of social and prepare a report.
- Preparation of Five (5) word cards, 5 picture cards and word puzzles (Language)
- 5 Microteaching skills & 5 micro-teaching (based on different innovative methods).

References:-

1. Apply - M.W. (2008) can school contribute to a more just society education citizenship and social justice, 3 (3) 239-261
2. Brantom F.K.: The teaching of social studies in changing world
3. Chash, S.C. (2007) history of education in India, NCERT (2005) National Curriculum frame work NCERT
4. Clinton Golding of the centre study of higher Integrating of Disciplines.

5. Daman.c Howard, Rastman, Meil (1965) "the uses of language "New yark.HoltRinchyart and winstan. Inc.
6. Dengz. Z 92013) School subject and academic discipline in a luke a woods, B.K.weir (Eds) curriculum, syllabus design and equity: A priner and model Rutledge
7. Egen, Marlow &Rao, D.B. 2003 Teaching Successfully, Discvery Pub. House NewDelhi
8. Freeman Diane-Larsen (2000) Technigues and Principles in language teachingoxford:049.
9. Sharma L.M. 1977 (Teaching of Science & Life Science DhanpatRai& Sans.Delhi.)
10. Westey, Edgar Brose: : Social Studies for School.

Web Links:

- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf
- https://onlinecourses.swayam2.ac.in/nou21_ed05/preview
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.hpuniv.ac.in/hpuniv/upload/uploadfiles/files/Paper%204%20Understaning%20dis.pdf
- <https://www.tppl.org.in/2020/english/5910-understanding-disciplines-and-subjects.html?srsItd=AfmBOooLrRDX-MoeWPBMymqCRrXycc71wQUzhZkhBgK-KyhigiSTXiJM>

Course Learning Outcome -

The student teacher will know and understand concept of integral humanism instructional strategies for inclusion of disable child.

BSC.B.ED. IV YEAR (VII SEMESTER)

Reading and Reflecting on Texts

Paper Code :BSE-705/SEC

Internal Assessment: 50 Marks

Credit : 2

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objective

- The student teacher will be able –
- To develop meta cognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts.
- To enhance their capacities through course as readers and writers by becoming participants in the process of reading.
- To engage students with the reading interactively – individually and in small group.
- To get opportunities to write with a sense of purpose and audience, through tasks such as responding to a text with one's own opinions or writing within the context of other ideas.

Course Content

S.No.	Types of Text	No. of Text	Per text reflection Marks	Total Marks
1.	Empirical text	02	02	04
2.	Conceptual text	02	02	04
3.	Historical Work	02	02	04
4.	Policy documents	02	02	04
5.	Studies about schools	02	02	04
6.	Text concerned with teaching and learning process	02	02	04
7.	Expository texts from diverse source	02	02	04
8.	Autobiographical narratives	02	02	04
9.	Field notes	02	02	04
10.	Ethnographic texts	02	02	04
	Evaluation of Reports and Viva - voce			10
Grand Total				50

Note : Pupil teacher will draft a report on entire activities

Evaluation Procedure –

Internal Assessment = 50 marks

Reference

1. Reflecting on Literacy in Education. Peter Hannon, Routledge Publication
2. Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo.

Information age Publication.

7. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cengage Learning

Web Links:

- <http://assets.v mou.ac.in/BED105.pdf>
- http://www.wbnsou.ac.in/online_services/SLM/BED/D-17.pdf
- https://nmtt.inflibnet.ac.in/Uploads/Activities/PMMMNM TT-2019-100053_20210702170511.pdf
- https://tnou.ac.in/wp-content/uploads/2022/12/SED-5_compressed.pdf
- <https://serc.carleton.edu/NAGTWorkshops/metacognition/activities/27560.html>
- https://onlinecourses.swayam2.ac.in/nou23_ed34/preview
- <https://www.egyankosh.ac.in/bitstream/123456789/53429/1/Block-1.pdf>
- <https://onlinestudypoints.com/reading-and-reflecting-on-the-text/>
- <https://aahelipublishers.in/product/reading-and-reflecting-on-texts/>
- <https://www.gkpad.com/sachin/06-22/bed-Reading-and-Reflecting.html>

B.A. B.ED IV Year (VII Semester)

Communication Skills

Paper Code: BSE 706/GEC

Internal Assessment: 50

Total Marks: 50

Credit : 2

Objectives

The student teacher will be able –

- To develop listening and viewing skills.
- To improve the speaking skills.
- To promote the reading skills.
- To gain insight and reflect on the concept and process of communication.
- To familiarize the expository writing.

Transaction mode: This course will be transactedFacilitated through participating approaches such as workshop, seminar by students and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation cum discussion m ode.

Listing/Viewing skills

Workshop can be organized to provide exposure to listening and writing skills. These can be conducted in the language lab.

Suggested Activities

Students can listen to:

- Sounds of relevant languages.
- Pattern of stress and intonation
- Speeches of famous personalities.
- Keynote addresses in seminars.

Students can views

- Phonetic symbols
- Videes on sound production and articulation.
- Videos on conversation, poetry recitation

- Videos on group discussion and can observe body language.
- Making listening notes.
- Observing webinars

Speaking skills

Students can practice

- Sounds of English/Hindi/Local language
- Students can participate in conversation (Situation to be provided)
- Engage in group discussion on topic related to education, culture, current issues to national and understanding level.
- Anchoring programmes in the institute involved in mock interview.

Reading Skills

Students can be familiarized with reading technique, skimming, scanning critical reading. They can be encouraged to go to libraries for articles in newspapers and magazine.

Students can be involved in note-making tasks.

Expository writinng

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types on articles, information, and opinion narration email wirting.

Scheme of Semester Internal Assessment

S.No.	Particulars	Marks
1.	Knowledge of communication skills	10
2.	Project work file/assessment	10
3.	Overall performance	10
4.	Written test/viva voce	20
	Total	50

BSC.B.ED. IV YEAR (VII SEMESTER)

Yoga for Self Development

Paper Code: BSE-708/SEC

Internal Assessment: 50

Total Marks: 50

Credit : 2

Course Content

The student teacher will be able –

- Concept, need and importance of yoga for healthful living and self-development.
- Warming up exercise
- Surya Namskar
- Yogasanes – standing, sitting Prone and supine position (5 Asanas each)
- Kriya and pranayams, meditation.
- Do's and Don't of Yogic practice
- Role of Yogasanes for prevention of common diseases

Scheme of semester internal Assessment

S.No.	Particulars	Marks
1.	Participation in Yoga Programme regularly, Celebration of Yoga day/week	20
2.	Written test	10
3.	Practical test of Yoga Asanas/Programme	20
	Total	50

BSC.B.ED. IV Year (VIII Semester)

School Internship

Phase II (16 Weeks)

BSE – 801/DCC

S.No.	Assessment is based on the following activities	Marks
1	Interaction Report Interaction with school teachers, children and community members (one week)	15
2	Observation Report Description of village/community with special reference to socio-physical economic cultural background (one week)	15
3	Observation Report of school Description and evaluation of school with special reference to geographical, socio-cultural environment , physical infrastructure, human resource, philosophy, aims, organization and management (one week)	10
4	Participation in Administrative work of school with report making. 1. Planning of classes 2. Record keeping and file maintenance 3. Mid day meal planning 4. Budget making 5. Participation in school management committee/equivalent (Two week)	20
5	Participation in co-scholastic work of school with report making. 1. Organizing morning Assembly 2. Planning and participation in community Awareness programme (Rallies, Awareness campaign, community health campaign and cleanliness campaign) 3. Planning and participation in games and sport programme 4. Planning and participation in literary and cultural activities (Drama/Art/Debate/Quiz/scout and guide camp/others) (Two week)	20
6	Observation Report of classroom (i) Preparation of time table of the class. (ii) Maintaining student's attendance and preparing a monthly record of student's attendance. (iii) Class wise learner's socio economic – cultural education profile with special reference to needs of the physical, mental emotional	10

	development of children, aspects of curriculum and its transaction: quality, transaction and assessment of teaching learning. (one week)	
7	- Assessment of teaching learning in scholastic and co-scholastic area - Organizing science fair, exhibition, science club, nature study. - Evaluation report of teaching of (students teacher intern) by peer groups & teachers (one week)	10
8	Block teaching Teaching of selected pedagogy subject in upper primary classes (6-8 classes), secondary classes (9-10 class) with constructivist approach by student teacher/intern. Teaching of thirty lessons in one pedagogy subject and thirty lessons in second pedagogy subject with planning.	180
9.	- Preparing a suggested comprehensive plan of action of some aspect of school improvement - Portfolio, including detailing of teaching – learning plans, resources used, assessment tools, student observations and records. - Reflective journal by student teacher in which he/she records one's experiences, observation and reflection. - Preparation and maintenances of feedback diary.	20
	Total	300

Note : Each student – teacher has to maintain file in which detailed reports of all the activities and tasks discharged by him/her are to be described. A Viva-voce will be conducted often the internship programme. The file record, the viva voce and the lesson plan dairy will form the basis of assessment of the internship programme.

- The weightage of final lesson will be 100 marks
- The external practical examination will be conducted at the end of second year.
- The internal assessment in practice of teaching internship programme will be finalized by the principal with the help of the member of teaching staff and the same will be communicated to the university before the commencement of the practical examination (Final lesson) each year.
- During the final practical examination each candidate will have to teach one lesson in pedagogy subjects.
- The Board of examiners for external examination will consist of.
 - (a) The principal of the college concerned.
 - (b) One senior member of the college.
 - (c) Two external Members from any discipline appointed by the university.

Guidelines for practical work

1. Internship: 16 week internship in recognized upper primary/secondary/ higher secondary school. Trainees have to perform different activities during internship and prepare detailed reports with photograph.
2. Internship report must be verified and signed by the school incharge/school principal.
3. TLM : Each subject's TLM must be submitted at college (Two)
4. Viva-voce based on internship: This Examination will be conducted by the college at the end of semester. Trainees have to present documentary evidence of his/her internship work for exg. Internship school permission letter, internship report with necessary photograph, internship completion, certificate issued by school.
5. Question asked by the internal examiner on the basis of internship work and theory papers.

Case Study:

Field work, data analysis and report writing for submission.

Final Lesson:

Two final lessons (Two of second school subject) conducted by the University at the end of Semester IV.

BSC.B.ED. IV YEAR (VIII SEMESTER)

Critical Understanding of ICT

Paper Code: BSE-804/SEC

Internal Assessment: 50 Marks

Credit : 2

Objectives

The students teacher will be able.

- To interpret and adapt ICTs in line with educational aims and principles.
- To learn integrating technology tools for teaching learning.
- To explore use of ICTs to simplify record keeping, information management in education administration.
- To reflect critically and act responsibly to present how ICTs are used to support centralization and proprietisation of larger.

Activities I

1. Organize a workshop on information technology in construction of knowledge
2. construction of lesson plan by use of audio visual media and computers.

Activities I

1. Deliver at least 10 lessons in school by audio – visual media and computers.
2. Assess the impact and prepare a report on the entire work.

Activities III

1. Explain and give practical instruction on meaning, planning and organizing on video conferencing in education.
2. Manage, organize and conduct any five conferencing programme for school student by pupil teacher.

Activities IV

1. Practical knowledge of operating computers on /off, word processing, use of power point, excel and computer as a learning tool.
2. Pupil teacher will make power point presentation on any 2 topics and present them before students.

3. Use of available software on CD's with LCD projection for subject learning interaction.

Activities V

1. Effective browsing of the internet for discerning and selecting relevant information.
2. Survey of educational sites based in India and downloading, relevant material.
3. Pupil teacher will have interactive use of ICT: Participation in Yahoo groups, creation of blogs etc.

Note : Student teacher will draft a report on entire Activities. Internally college will conduct a practical examination and viva-voce.

Evaluation Procedure –

Internal Assessment = 50 marks