



### 1.1.3

## List of Employability/ Entrepreneurship/ Skill Development Courses with Course Contents

| Colour Codes               |            |  |
|----------------------------|------------|--|
| Name of the Subjects       | Yellow     |  |
| Employability Contents     | Green      |  |
| Entrepreneurship Contents  | Light Blue |  |
| Skill Development Contents | Pink       |  |



**List of Courses Focus on Employability/ Entrepreneurship/  
Skill Development**

**Department : EDUCATION**

**Programme Name : B.Ed**

**Academic Year : 2024-26**

**List of Courses Focus on Employability/ Entrepreneurship/Skill Development**

| Sr. No. | Course Code                                                 | Name of the Course                                                                                                                                                                                                                                                                          |
|---------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01.     | EDBATT1                                                     | Childhood & growing up                                                                                                                                                                                                                                                                      |
| 02.     | EDBATT2                                                     | Contemporary India & Education                                                                                                                                                                                                                                                              |
| 03.     | EDBATT3                                                     | Core courses<br>School management & leadership                                                                                                                                                                                                                                              |
| 04.     | EDBATY1<br>EDBATY2                                          | Understanding the discipline-A<br>Group-II<br>Physical Science Pedagogy<br>Social Science                                                                                                                                                                                                   |
| 05.     | EDBATY3<br>EDBATY4<br>EDBATY5<br>EDBATY6                    | Understanding the discipline-B<br>Biology<br>Mathematics<br>English                                                                                                                                                                                                                         |
| 06.     | EDBATDI<br>EDBATD2<br>EDBATD3<br><br>EDBAGAI<br><br>EDBAEF1 | value education OR<br>Any one from Physical and health education OR Guidance and<br>counseling OR MOOCS<br>Group -IV Enhancing Professional Capacities courses<br>Teaching & Learning in Digital Age<br>Group-V Engagement with Field<br>School visit-I (Upper Primary to Higher Secondary) |

Head  
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## Scheme and Syllabus

### B.Ed.-DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

| SEMESTER I                                            |                                                                                                              |                               |         |             |                |                |                    |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------|---------|-------------|----------------|----------------|--------------------|
| GROUPS                                                | COURSES                                                                                                      | PAPER CODE                    | CREDITS | TOTAL MARKS | INTERNAL MARKS | EXTERNAL MARKS | MINIMUM PASS MARKS |
| Group-I<br>Core courses                               | Childhood & growing up                                                                                       | EDBATT1                       | 4       | 100         | 30             | 70             | 50                 |
|                                                       | Contemporary India & Education                                                                               | EDBATT2                       | 4       | 100         | 30             | 70             | 50                 |
|                                                       | School management & leadership                                                                               | EDBATT3                       | 2       | 50          | 15             | 35             | 25                 |
| Group-II<br>Pedagogy courses                          | Understanding the discipline-A<br>Physical Science                                                           | EDBATY1                       | 2       | 50          | 15             | 35             | 25                 |
|                                                       | Social Science                                                                                               | EDBATY2                       |         |             |                |                |                    |
|                                                       | Understanding the discipline-B<br>Biology                                                                    | EDBATY3                       | 2       | 50          | 15             | 35             | 25                 |
|                                                       | Mathematics                                                                                                  | EDBATY4                       |         |             |                |                |                    |
|                                                       | English                                                                                                      | EDBATY5                       |         |             |                |                |                    |
| Group-III<br>Optional courses                         | Hindi                                                                                                        | EDBATY6                       |         |             |                |                |                    |
|                                                       | Any one from –<br>Value education OR<br>Physical and health education OR<br>Guidance and counseling OR MOOCs | EDBATD1<br>EDBATD2<br>EDBATD3 | 2       | 50          | 15             | 35             | 25                 |
|                                                       |                                                                                                              |                               |         |             |                |                |                    |
|                                                       |                                                                                                              |                               |         |             |                |                |                    |
| Group-IV<br>Enhancing Professional Capacities courses | Teaching & Learning in Digital Age                                                                           | EDBAGA1                       | 2       | 50          | 50             |                | 25                 |
| Group-V<br>Engagement with Field                      | School visit-I<br>(Upper Primary to Higher Secondary)                                                        | EDBAEF1                       | 1       | 50          | 50             |                | 25                 |
| TOTAL                                                 |                                                                                                              |                               | 19      | 500         | 220            | 280            | 250                |



**SEMESTER I**

**COURSE EDBATT1: CHILDHOOD & GROWING UP**

**COURSE OUTCOME**

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. First Semester Students will be able to:

- CO 1. explain various aspects of child development and factors affecting it
- CO 2. generate suitable environment helping students to develop a positive identity and realistic self-concept
- CO 3. differentiate critically on the issues of gender and marginalization in development of sense of identity
- CO 4. interpret how gender caste and social class may impact the lived experience of children.
- CO 5. demonstrate knowledge of different perspectives in the area of education of children with disabilities

**UNIT I: CONCEPT OF CHILD DEVELOPMENT**

- Child Development: Meaning, nature; Principles of development
- Heredity: Meaning, and its role in development.
- Environment: Physical, Social – Family, School, Community (Neighborhood) and their role in Child development. Impact of urbanization and economic conditions
- Role of heredity and environment in individual differences

**UNIT II: DEVELOPMENT: VARIOUS DIMENSIONS**

- Physically and cognitively developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Jean Piaget and Bruner), challenges to the school learners
- Emotionally and socially developing individual: from Infancy, Childhood to Adolescence expected roles and developmental tasks (referring to theories of Erickson, Bandura and Kohlberg), challenges to the school learner

**UNIT III: DEVELOPMENT OF SELF AND IDENTITY: VARIOUS ISSUES**

- Fully functional self (referring Maslow and Rogers), self-concept and identity; education for self-realization
- Gender and identity, Sense of identity among socially disadvantaged and marginalized groups, Role of stereotyping.
- Understanding adolescent learners: characteristics, problems and concerns, need of counseling

**UNIT IV: ISSUES IN DEVELOPMENT OF THOUGHT AND ABILITIES**

- Development of language and thought, role of culture and social context
- Multiple abilities: multiple intelligence; supporting gifted and slow learners
- Inclusive Education: Process of inclusion and issues across disabilities



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**COURSEDBATT2: CONTEMPORARY INDIA AND EDUCATION**

**COURSE OUTCOME**

**MARKS: 100 | CREDITS: 4 | 4 Hrs./wk.**

**B.Ed. First Semester Students will be able to:**

- CO 1.** Interpret the meaning of CIE
- CO 2.** Construct understanding about the Nature of CIE
- CO 3.** Develop understanding about the nature of different disciplines under CIE
- CO 4.** Construct CIE curriculum
- CO 5.** Develop and apply concepts, generalization and hypothesis
- CO 6.** Connect CIE teaching with life outside class
- CO 7.** Became aware of the social responsibilities of a CIE Structure

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**UNIT I: UNDERSTANDING EDUCATION**

- Meaning and the nature of Education
- Types of education and their relevance
- Different Aims of Education
- Evolution aims of education in India
- Determinants of Education system in India (Mainly on Aims, Methods, Curriculum etc.)

**UNIT II: THE INDIAN SOCIETY AND THE CLASSROOM**

- Nature of Indian Society: its effect on the process of education
- Social Stratification (Meaning, Forms, Bases, Impact of education and on education)
- Socialization of children in India and role of different agencies (school, teachers, family, religion, community)
- Social Discrimination, Social Exclusion and Exploitation, Social and cultural capital

**UNIT III: INDIAN CONSTITUTION AND THE EDUCATIONAL CONCERNS AFTER INDEPENDENT**

- The British education system and The National Education movement
- The Indian constitution and Education
- Education for National Development: Mudaliar and Kothari Commission on Education
- The New Education Policy 1986

**UNIT IV: MODERN EDUCATIONAL DEBATES IN INDIA**

- Development of Scheduled Tribe/Scheduled Caste and Education
- Development of Women and Education
- Universalization v/s Quality of education
- PPP and Privatization of education: Meaning and its Impact
- Uniformity of structure of education, curriculum, language, schools (common school)



**COURSE EDBATY1: UNDERSTANDING THE DISCIPLINE (A): PHYSICAL SCIENCE**

**COURSE OUTCOMES:**

**MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

To facilitate the prospective teachers to:

- CO 1. Explain the nature of science and its structure as a discipline and area of knowledge, trace the nature of science education and its changing nature across time as well as critically analyse the epistemological relation of science with other disciplines
- CO 2. Defend the place of physical science in school curriculum as a compulsory subject in the context of the challenges of modern Indian Society and explain its nature of inclusion in the context of present educational policy
- CO 3. Elaborate and frame various aims and objectives of teaching Physical Science in school curriculum of modern India as well as identify & include objectives of teaching Physical Science to meet existing challenges in Indian context
- CO 4. Appreciate and evaluate various structure, and elements of physical science curriculum and various designs of syllabus in the context of the present National Curriculum Frameworks

**UNIT I: NATURE OF SCIENCE & PHYSICAL SCIENCE**

- Nature of science: Product and process nature, Interdisciplinary nature of science
- Scientific Method as an attitude to work rationally
- Epistemological differences and Relation among Science, Social Science and Humanities
- Structure of knowledge of science (in reference with Physical science): Fact, concept, principle, theory, and law; assumption and hypothesis; generalisations
- Revisiting the big ideas or Unifying concepts of physical science: system, order and organization, evidence, model and explanation, change, constancy and measurement, scale, form and function, evolution and equilibrium, causality, energy, force, pressure, motion

**UNIT II: PHYSICAL SCIENCE AS A SCHOOL SUBJECT**

- Physical Science as a Discipline and as a part of School Subject;
- Nature and rationale of placing Physical Science in School Curriculum in the context of present education policy
- Specific challenges or Goals of teaching Physical Science in the context of modern Indian Society (including need for Scientific literacy, aptitude, scientific communication, democratic values, etc.)

**UNIT III: SCIENCE LEARNING AND TEACHING**

- Broad aims of teaching-learning Physical science in schools at different levels (acquiring knowledge, and understanding, development of process and problem-solving skills, attitude, democratic social skills, curiosity, creativity and aesthetic sense, appreciating role of science, imbibing scientific values, etc.)

**UNIT IV: PHYSICAL SCIENCE CURRICULUM**

- Curriculum framework, curriculum, and syllabus
- Understanding the structure of school curriculum and syllabus in the context of Physical Science (Designs: thematic, conceptual and topical, etc.; Elements of subject content, skills, attitudes; integrated curriculum, cross curricular scope, and other issues)
- Critical study of the School Curriculum of Science and syllabus in reference with Physical sciences at Secondary level as per NCF-2005 & NCFSE 2023

**COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:**

- Critical Study of aims of teaching science in school curricula of various nations/states/boards for comparative analysis
- Analysis of content areas and framing objectives for promotion of Scientific literacy, aptitude, scientific communication, democratic values, and for eradicating superstitions and myths
- Analysis of content to find scope of relating Science, Technology, Society and learners' real life
- Identification of unifying concepts in any theme of physical science
- Identification of various knowledge dimensions in a given topic of physical science
- Critical analysis of the CBSE, state board and international school science curriculum



**COURSE EDBATY2: UNDERSTANDING THE DISCIPLINE (B): SOCIAL SCIENCE**

**COURSE OUTCOMES:**

**MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

B. Ed. first semester students will be able to:

- CO1: understand the concept of social science
- CO2: establish History, Geography, Political Science, Economics etc. as social science
- CO3: identify misconception and devise means to address pre-conceptions about social science
- CO4: evaluate the aims and objectives of social science education
- CO5: understand the nature of concepts, facts, generalization of social science
- CO6: develop strategy to teach concepts and generalization of social science
- CO7: get an insight into the nature of social science curriculum and its pedagogical issues
- CO8: derive content for social science curriculum

**UNIT-I UNDERSTANDING THE CONCEPT: SOCIAL SCIENCES**

- Overview of the Concept and Nature of Disciplines of Social Science: History, Geography, Political Science and Economics etc.
- Concept of Social Science and Social Studies
- Nature of Social Science

**UNIT-II UNDERSTANDING PEDAGOGIC PRACTICES IN THE SCHOOL**

- Pre-conceptions about Social Science
- Aims of Teaching Social Science in the school
- Approaches to Teaching Social Science
- Pedagogic Practices in Social Science

**UNIT-III UNDERSTANDING, DEVELOPING AND APPLYING CONCEPTS AND GENERALISATION**

- Concepts in the Social Science
- Methods of Teaching Concepts in Social Science
- Facts and Generalizations in the Social Science Curriculum
- Approaches in Teaching Generalization in Social Science

**UNIT-IV UNDERSTANDING SOCIAL SCIENCE CURRICULUM**

- Nature of Social Science Curriculum
- The Present Concerns in Social Science Curriculum (Developing Social Concern in a Globally and Culturally Diverse World: Nationalism, Internationalism, Marginalization, Diversity, Violence, Environmental Problems etc.)
- Challenges in the development of Social Science Curriculum
- Approaches in the construction of social science curriculum

**PRACTICUM-**

- Students will critically analyze the current social studies book at secondary level.
- Field Trip (Historical Places)
- Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized
- Establishment and Enrichment of Social Science Resource Centre



**COURSE EDBATY4: UNDERSTANDING THE DISCIPLINE-B: MATHEMATICS**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2 Hrs./wk.**

B.Ed. first semester students will be able to:

- CO 1. Explain the nature of mathematics in a holistic way
- CO 2. Elaborate the methods of validation of mathematical knowledge
- CO 3. Evaluate the structure and principles of the Curriculum of mathematics
- CO 4. Reflect upon various aims of teaching mathematics as a compulsory subject in local as well as global context

**UNIT- I- STRUCTURE OF KNOWLEDGE OF MATHEMATICS**

- Nature of Mathematics as discipline of study as a body of knowledge, thinking process and broader contexts
- Pure and applied mathematics
- Mathematics knowledge validation: hypothesis, conjectures, counter examples, proof, generalizations, fallacies

**UNIT-II- MATHEMATICS IN SCHOOL CURRICULLUM**

- Place of mathematics as a compulsory part in school curriculum
- Aims of teaching mathematics in School Curriculum and designing learning outcomes
- Quality of effective mathematics teacher

**UNIT- III- CURRICULUM OF MATHEMATICS**

- Mathematics curriculum: its concept and principles
- Integrating mathematics with other subjects
- Values in Mathematics

**UNIT- IV- UNDERSTANDING THE CONTENT**

- Revisiting the concerns and concepts in the fundamental areas of mathematics: Arithmetic, Algebra, Trigonometry, Geometry and Mensuration
- Zero, infinity, number system, decimals



COURSE EDBATY3: UNDERSTANDING THE DISCIPLINE (B): BIOLOGY

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

B. Ed. first semester students will be able to:

- CO 1. Appreciate that biological science is a dynamic and expanding body of knowledge.
- CO 2. Identify and relate everyday experiences with learning biological science; integrate the biological science knowledge with other school subjects.
- CO 3. Recognize the different professions and scope of biology.
- CO 4. Analyze the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues.
- CO 5. Examine different pedagogical issues in learning biological science.
- CO 6. Develop ability to use biological science concepts in daily life
- CO7- Stimulate creativity and inventiveness in the area of biological science

UNIT I: UNDERSTANDING BIOLOGY

- Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching -learning experiences
- Biology as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; understanding scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalization.
- History of biological science; (brief) Contributions of eminent scientist in biology\*

UNIT2: BRANCHES OF BIOLOGICAL SCIENCES AND THEIR SCOPE

- Biological Science for environment, health, peace and development (importance of Biology in daily life)
- \*Branches/professions in the area of biological sciences
- Biology as a subject satisfying various needs: (Vocational needs, social needs, Educational needs and future needs)

UNIT 3: BIOLOGY THE SCIENCE OF LIFE

- Principles of biology
- Foundations of modern biology, cell theory, evolution, genetics, homeostasis, etc.
- Problem solving relating to biological sciences.
- \* Path tracking landmarks in biology

UNIT 4: BIOLOGY AND SOCIETY

- Place of biology in school curriculum, correlation of Biology with other subjects.
- \* Interdependence of science, technology and society
- Stimulation of creativity and inventiveness in the area of biological science among learners



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**COURSE EDBATY5: UNDERSTANDING THE DISCIPLINE (B): ENGLISH**

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**COURSE OUTCOMES**

**MARKS: 50 / CREDITS: 2 / 2 Hrs./wk**

B.Ed. First semester students will be able to:

- CO 1. remember the chronology of events - old to modern English
  - CO2. explain and examine the historical development of English language as a discipline
  - CO 3. evaluate the role of disciplinary knowledge in school curriculum
  - CO 4. critically evaluate the policies of English language in India
  - CO 5. explain the historical context of English in India
  - CO 6. critique on theories on language acquisition
  - CO 7. justify the theories of language acquisition and language learning
  - CO 8. differentiate between language learning and language acquisition
  - CO 9. analyze the challenges of English language at school level
  - CO 10. describe the relation of English language with other subjects
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**UNIT – I: GENESIS OF ENGLISH AND ENGLISH LANGUAGE AS A DISCIPLINE**

- Understanding theories of language origin
- Genesis of English language origin – brief understanding from Indo-European to modern English
- Concept of Discipline, History of English as a Discipline

**UNIT – II: ENGLISH IN PRE AND POST INDEPENDENT INDIA**

- Introduction of English in Pre-Independent India: Macaulay Minute; Socio, Political and Intellectual Context of English
- English language in post-independent India – language policy perspective (Mudaliar Commission 1952, Kothari Commission – 1964-66, NPE-1986, NEP-2020 & NCF 2023)

**UNIT – III: LANGUAGE LEARNING AND ACQUISITION**

- Language learning and language acquisition: concept and difference
- Theories of language acquisition: Behavioristic, Nativist, Cognitive and Social Interactionist perspective

**UNIT – IV: LANGUAGE IN INDIAN SCHOOLS**

- Language of home and language of School
- Language as a school subject and language as a medium of instruction
- Relation of language with other subjects



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**COURSE EDBATD2: PHYSICAL AND HEALTH EDUCATION**

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**COURSE OBJECTIVES**

**MARKS: 50 | CREDITS: 2 | 2 Hrs./wk.**

▲ **B.Ed. first semester students will be able to:-**

- CO 1. analyze the concept and role of physical and health education
- CO 2. implement various types of Health Services particularly in schools
- CO 3. evaluate various issues related to health problems particularly among school children
- CO 4. create ways for maintaining safety and physical fitness

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**UNIT – I: HEALTH & PHYSICAL EDUCATION**

- Health: its Concept, Dimensions and Determinants
- Concepts of Physical and Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education

**UNIT – II: HEALTH SERVICES IN SCHOOLS**

- Objective of school health service, Role of health education in schools
- Health Service and guidance instruction in personal hygiene and care of skin, Nails, Eye, etc.
- Health service, Nutritional service, Health appraisal, Health record, Healthful school environment.

**UNIT – III: DISEASES AND SAFETY ISSUES**

- Communicable and Non-Communicable Diseases
- Personal and Environmental Hygiene for schools and society.
- Safety in Daily Life: Common Injuries and their Management
- First Aid kit and Emergency Care services

**UNIT – IV: HEALTH AND LIFESTYLE**

- Modern Life Style and problems related to food habits, sleeping habits, physical activity, and cyber activity.
- Issues of Malnutrition, Adulteration in food, and Environmental pollution.
- Management of lifestyle and Prevention of disease and disorders.



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**COURSE EDBATD3: GUIDANCE AND COUNSELLING**

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**COURSE OUTCOMES**

MARKS: 80 | CREDITS: 2 | 2 Hrs./wk

The B.Ed. First semester students will be able to:

- CO 1. explain theoretical background of guidance and counseling.
- CO 2. implement the concept of guidance and counseling.
- CO 3. draw the significance of vocational guidance.
- CO 4. analyze the counseling and its process.
- CO 5. implement the therapeutic techniques helpful in student's guidance & counseling.

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**UNIT I: CONCEPT AND NEED OF GUIDANCE & COUNSELING**

- Guidance: Concept & Needs
- Types of Guidance
- Counseling: Concept & Needs; difference from guidance
- Types of Counseling
- Principles of Guidance and Counseling

**UNIT II: TOOLS AND APPROACHES**

- Tools for collecting information for Guidance and Counseling: records, rating scale and tests—their characteristics and effective use
- Approaches in Counseling: Psycho-analytical, Client-centered, and Behavioral

**UNIT III: GUIDANCE & COUNSELING IN EDUCATIONAL INSTITUTIONS.**

- Nature and requirements of Guidance and counseling services in Elementary Schools and Secondary Schools; dealing with adjustment problems in school
- Nature and requirements of Guidance and counseling services in College & University
- Brief Introduction of – Job –Analysis, Job –description & Job –Specification

**UNIT IV: GUIDANCE AND COUNSELING PROCESSES**

- Brief introduction of Guidance Programmes: Orientation services, Information services, Appraisal service, Remedial service, follow-up Service
  - Counseling Process: Preparatory Phase, Beginning Phase, Middle Phase & Terminal Phase; Role of a Counsellor
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COURSE EDBAGA1: TEACHING AND LEARNING IN DIGITAL AGE

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COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. First Semester students will be able to -

- CO1. Explain the concept, need, and importance of ICTs in teaching-learning process.
- CO2. Identify and define the issues related to ICTs in teaching-learning process.
- CO3. Plan and execute ICTs enabled learning tools & techniques in teaching-learning process.
- CO 4. Develop ICTs based learning material and assessment tools.
- CO 5. Sensitize the students toward judicious use of ICTs.

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UNIT-I: UNDERSTANDING THE CONCEPT OF TECHNOLOGY

- Concept, Need and Importance of Information and Communication Technology
- Role of technology in education, Impact of technological developments in education
- Teachers and learners in the digital age
- Challenges and Barriers in integrating Information and Communication Technology in school education

UNIT -II TEACHING AND LEARNING WITH TECHNOLOGY

- Technology integration in teaching, e-learning- the new trend of education.
- Teacher Vs technology
- New emerging concepts in teaching; blended, flipped learning.
- ODL & technology

UNIT -III APPROACHES AND MODES OF E-LEARNING

- Approaches and components of e-learning
- Learning Management System- concept, use, features
- modes of e-learning; synchronous and asynchronous
- e-Content Development through different ICT tools (Audio and Video Recording tools)

UNIT-IV: E-RESOURCES AND E- ASSESSMENT (USING TECHNOLOGY)

- OERs, ICT initiatives of Govt
- e-assessment; concept and nature, Difference between paper and e-assessment.
- Online tools for e-assessment.
- safety measures related to use of learning materials available on internet



| SEMESTER II                                            |                                                     |            |           |             |            |            |                   |
|--------------------------------------------------------|-----------------------------------------------------|------------|-----------|-------------|------------|------------|-------------------|
| GROUPS                                                 | COURSES                                             | PAPER CODE | CREDITS   | TOTAL MARKS | INTERNAL   | EXTERNAL   | MINIMUM PASS MARK |
| Group-I<br>Core courses                                | Learning and teaching                               | EDBBT11    | 4         | 100         | 30         | 70         | 50                |
|                                                        | Creating an inclusive school                        | EDBBT12    | 2         | 50          | 15         | 35         | 25                |
| Group-II<br>Pedagogy courses                           | Pedagogy-(A)                                        |            |           |             |            |            |                   |
|                                                        | Physical Science                                    | EDBBTY1    | 4         | 100         | 30         | 70         | 50                |
|                                                        | Social Science                                      | EDBBTY2    |           |             |            |            |                   |
|                                                        | Pedagogy-(B)                                        |            |           |             |            |            |                   |
|                                                        | Biology                                             | EDBBTY3    | 4         | 100         | 30         | 70         | 50                |
|                                                        | Mathematics                                         | EDBBTY4    |           |             |            |            |                   |
| Group-III<br>Enhancing Professional Capacities courses | English                                             | EDBBTY5    |           |             |            |            |                   |
|                                                        | Hindi                                               | EDBBTY6    |           |             |            |            |                   |
| Group-IV<br>Engagement with Field                      | Understanding the self                              | EDBBGA1    | 2         | 50          | 50         |            | 25                |
|                                                        | School visit-II (Upper Primary to Higher Secondary) | EDBBEF1    | 3         | 50          | 50         |            | 25                |
|                                                        | Practicing teaching skills                          | EDBBGF2    | 2         | 100         | 100        |            | 50                |
|                                                        | <b>TOTAL</b>                                        |            | <b>21</b> | <b>550</b>  | <b>305</b> | <b>245</b> | <b>275</b>        |

## SEMESTER II

### COURSE EDBBT11: LEARNING AND TEACHING

#### COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Second Semester students will be able to:

- CO 1. differentiate between the concept of teaching and learning
- CO 2. plan effective communication strategies in classroom
- CO 3. critique on various views of learning
- CO 4. understand the process of knowledge construction within the context of the 'outside' world and the 'inner' world of the learners
- CO 5. plan & design teaching for promoting self-regulated learning, higher order thinking and survival in the competitive world
- CO 6. analyze challenges in teaching in today's classroom full of students with diverse needs

#### UNIT: I LEARNING AND TEACHING

- Learning: Changing Meaning, Nature, process of learning, content learning and process learning, general or situated learning
- Teaching: changing meaning, levels of teaching: An art or a science?
- Good teaching – What and How or Reflective Teaching to enhance learning
- Communicating contents effectively: two-way path, role of coding, suitable media, and feedback: Proper positioning for better contact effective communication

#### UNIT: II HOW CHILDREN LEARN:

- A behaviouristic view – role of conditioning and reinforcement to act upon environment; Laws of effect, primacy and practice
- A cognitive view – perceiving parts into whole, role of brain and memory in information processing, implications for teaching to reduce cognitive load and designing better communication message, using multi-media, mnemonics, meaningful contextualisation;
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.

#### UNIT: III LEARNING: A SOCIO-COGNITIVE PROCESS

- learning by observation (referring to Bandura's theory), actively choosing what to learn, implication for teachers and parents
- Central ideas of constructive view of learning (with major reference to Vygotsky), zone of proximal development, needs of scaffolding and its implications for teaching, learning in collaboration, common elements of constructivist teaching
- self-regulation; teaching strategies for improving metacognitive abilities of students
- Learning to think critically and to solve problems; implication for teachers to promote critical thinking and problem-solving ability

#### UNIT: IV TEACHING-LEARNING IN TODAY'S CLASSROOM

- Catering needs of different learning styles
- Addressing multicultural, multilingual classroom
- Teaching-Learning in electronic and digital world: issues and challenges, and needs for individualization of learning
- Learning to learn, strategies for Motivating students for life long and independent learner.
- Helping students vulnerable with anxiety, stress, or aggression and delinquency



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**COURSE EDBDTT2: CREATING AN INCLUSIVE SCHOOL**

**B.Ed. Second Semester Students will be able to:**

**MARKS: 50 | CREDITS: 2 | 2 Hrs. wk**

- CO 1. create the inclusive environment in the class and development of Inclusive Education.
- CO 2. critically analyze the Education Policy for Disabled Children.
- CO 3. create the Curriculum for differently able children
- CO 4. draw the Inclusive Classroom setting and teaching strategies.
- CO 5. evaluate the recent program for Inclusive Education.

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**UNIT- I: PERSPECTIVES AND DEVELOPING ASPECTS OF INCLUSIVE EDUCATION.**

- Historical perspectives and contemporary trends of VI, HI and Intellectual disabilities.
- Viewing VI, HI, and Intellectual disabilities through Charity Model, Physical Model and Human right Model.
- Development aspects- Special Education, Integrated and Inclusive Education.
- Meaning and concept of Evaluation in inclusive setup.

**UNIT- II: EDUCATIONAL POLICIES FOR DIFFERENTLY ABLE CHILDREN.**

- Educational Policies for differently able children- National Policy on education with disability 1968, 1986.
- Program of action (POA)- 1992
- National Policy on disabilities- 2006
- Scheme of inclusive education for the disable at secondary school (IEDSS-2009).

**UNIT- III: CURRICULUM FOR DIFFERENTLY ABLE CHILDREN**

- Meaning and concept of curriculum.
- Curriculum in the context of different disabilities with reference- VI, HI and intellectual disabilities.
- Community based education curriculum for disable children.
- Documentation record keeping and maintenance about inclusive classroom setup.

**UNIT- IV: INCLUSIVE CLASSROOM AND TEACHING STRATEGIES**

- **Concept of inclusive Classroom with reference to- Infrastructure, Human resources, attitude of teachers.**
- **Classroom setting- Management for differently able children.**
- **Teaching Strategies- Content analysis, lesson planning and developing teaching learning materials (TLM).**
- **Recent trend of Evaluation- CCE Pattern**



COURSE EDBTY2: PEDAGOGY (A): SOCIAL SCIENCE

Course Outcomes:

MARKS: 50 | CREDITS: 4 | 4 Hrs. wk.

B.Ed. Second Semester Students will be able to –

- CO 1. Identify and understand the principles of effective teaching and develop skill for effective teaching
- CO 2. Justify various element of lesson plan and effectively plan for social science instruction
- CO 3. Understand of various approaches to teaching social science
- CO 4. Analyse various methods and determine their appropriateness for teaching social science
- CO 5. Develop knowledge about various support resources, handle and develop them
- CO 6. Identify various possible teaching-learning resources to be used in instructional planning for various purposes
- CO 7. Develop various strategies on different dimensions of evaluation
- CO 8. Diagnose students' learning through various techniques

UNIT I: PEDAGOGICAL PLANNING FOR A SOCIAL SCIENCE LESSON

- Principles of Effective Teaching of Social Science Content
- Maxims of teaching
- Deciding and Framing the Objectives of Teaching-Learning
- Planning for Teaching Social Science Lesson

UNIT II: STRATEGIES, APPROACHES AND METHODS IN TEACHING SOCIAL SCIENCE

- Deciding Appropriate Strategy: Teacher Centered, Learner Centered, Subject Centered
- Deciding Appropriate Approach: Constructive, Reflective, Integrative, inductive, deductive etc.
- Deciding Appropriate Method: Lecture, Discussion, Project, Social Recitation, Questioning, Field Trip, Story Telling etc.

UNIT III: MAKING SOCIAL SCIENCE LESSON MEANINGFULL & EFFECTIVE

- Deciding and Developing Appropriate Teaching Learning Resources
- Projected V/S Non-Projected Aid
- Audio, Visual and Audio-Visual Aid

UNIT IV: EVALUATING STUDENTS LEARNING IN SOCIAL SCIENCE

- Evaluation: Measurement, Assessment and Evaluation and their Purpose
- Ways of Evaluating: Subjective vs Objective, written vs oral etc.
- Preparing blue-print to evaluate teaching-learning in social science



**COURSE EDBBTY3: PEDAGOGY (B): BIOLOGY**

**COURSE OUTCOMES**

MARKS: 100 | CREDITS: 4 | 4 Hrs. w.k

B.Ed. Second semester students will be able to:

- CO1: Understand and Articulate Objectives of Teaching Biology
- CO2: Design and Implement Biology Curriculum
- CO3: Apply Pedagogical Content Knowledge (PCK)
- CO4: Describe the comprehensive Lesson plans
- CO5: Develop and Use Effective Instructional Plans:
- CO6: Utilize Teaching-Learning Resources
- CO7: Establish and Maintain a Biology Laboratory
- CO8: Implement Effective Teaching Methods and Assessment:

**UNIT I: OBJECTIVES & CURRICULUM OF BIOLOGY**

- Objectives of teaching biology at secondary level
- \*Writing specific objectives in different content areas.
- Biology curriculum: concept and principles; Differentiating between curriculum and syllabus
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching

**UNIT II: PLANNING & INSTRUCTIONAL SUPPORT**

- Concept, importance and Basic elements of lesson plan, Unit Plans and Remedial Plans
- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based, and context based
- \*Teaching Aids: concept, types, effective use, use of multimedia in learning biological concepts
- \*Development and use of low-cost innovative aids, science kit

**UNIT III: LABORATORY & RESOURCES IN BIOLOGY**

- Biology Lab: Need, Set-up/ Construction, Guidelines for organizing practical work, safety measures to be followed, assessment of laboratory work.
- Enriching Biology teaching: virtual labs, & organization of science club.
- \*Field visits: concept, need & planning (as per grade level); Zoo, Sea shore life, Botanical Garden, etc.
- Textbooks: characteristics of a good biology textbook, Analysis of textbooks\*

**UNIT IV: TEACHING METHODS AND ASSESSMENT IN BIOLOGY**

- Inductive and Deductive approaches: characteristics, merits & limitations
- Conventional Methods: Lecture cum Demonstration-characteristics, merits & limitations, ways to make them effective
- Assessment: Formative & Summative: concept and need in reference to constructivist classroom
- \* Preparation of blueprint and preparation of different test items in biology, teacher made, achievement test, diagnostic and remedial test in biology, concept & preparation. Modern assessment tools (rubrics, portfolios, online tools)



COURSE EDBBTY4: PEDAGOGY (B): MATHEMATICS

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Second Semester Students will be able to -

CO 1. Understand and adopt ways in enhancing quality of Mathematics learning.

CO 2. Develop competency in the use of learner friendly information and communication technologies for widening scope and enhancing quality of Mathematics learning.

CO 3. Acquire expertise in development, adoption and use of different types of teaching learning material for effective Mathematics learning and teaching.

CO 4. Develop awareness of innovations in the teaching-learning processes of Mathematics and ways to adopt those in the classroom practices.

Unit I: Enhancing Quality of Mathematics Learning

- Nature of content in mathematics
- Use of content in instructional design
- Content mastery and its maintenance
- Formulation of instructional objectives in behavioral terms with respect to Arithmetic, mensuration, Trigonometry, angles, set theory and statistics
- Relationship between specific objective and general objectives

Unit II: Use of ICT in Teaching and Learning Mathematics

- Concept of ICT
- Need of Technological, Pedagogical Content and Knowledge (TPACK) in Mathematics
- Use of Computer and other ICT equipment's
- Using open education resources (OERs) in Mathematics
- Techniques of meaningful learning in mathematics- (Oral, Written, Drill and Home-work, Self-study, Group- study, Supervised- study, PLM, Teaching Aids)

Unit III: Teaching Learning Materials of Mathematics

- Mathematics Textbooks: Characteristics and functions of a good Mathematics textbook
- Types of planning in mathematics- Annual, Unit and Lesson Plan
- Methods of instruction in mathematics- Analytical, Synthetical, Inductive- Deductive, problem solving, Demonstration, Project method
- Use of various Teaching-Learning Material in Mathematics - Charts, models, overhead projector, films with their specific use and limitations
- Types of Communication in mathematics class- verbal and Non-verbal

Unit IV: Innovations in teaching of Mathematics

- Meaning and concept of CCE in mathematics
- Types of questions- Subjective type and Objective type
- Construction and concept of Achievement test- preparation of blue print
- Other Attributes- Regulatory, punctuality, Discipline and attitude towards teaching mathematics
- Recreation in Mathematics (Mathematics Club, Maxims of Teaching & Activities for Mathematical creativity & Vedic Mathematics)



COURSE EDBBTYS: PEDAGOGY (B): ENGLISH

LEARNING OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Second Semester students will be able to:

- CO 1. explain the nature of English language
- CO 2. describe the principles of curriculum construction
- CO 3. critically evaluate various pedagogical approaches
- CO 4. exemplify the basic concepts of prose, poetry and grammar
- CO 5. analyze the teaching learning process in English language
- CO 6. plan teaching skills in English language
- CO 7. analyze the process of evaluation and assessment

UNIT I: NATURE OF ENGLISH LANGUAGE AND SCHOOL CURRICULUM

- Language, concept, and nature
- The pedagogical principles of teaching English language as a second language.
- Curriculum of English Language: principles of curriculum construction

UNIT II: LANGUAGE AND PEDAGOGICAL APPROACH

- Prose: Non-fictional, Fictional, Heroic
- Poetry: Ode, Ballad, Sonnet, Elegy, Lyric; Figure of speech (hyperbole, irony, metaphor, simile, personification)
- Grammar: Descriptive and Prescriptive
- Methods and Approaches: Grammar and translation method, Direct and Bilingual method
- Structural Approach, Communicative Approach, Constructivist approach, Eclectic approach

UNIT III: PLANNING AND TEACHING SKILLS

- Objectives of Teaching prose, poetry, grammar
- Lesson planning prose, poetry, grammar, composition
- Audio-visual aids in English Language Teaching (ELT): Its importance
- Co-curricular activities in English language teaching: class magazine, language games

UNIT IV: EVALUATION AND ASSESSMENT

- Diagnostic test: concept and importance
- Need for remedial teaching
- Evaluation of scholastic area
- Assessment of Co scholastic aspects of students' learning

PRACTICUM

- Prepare a dictionary
- Prepare any audio-visual aids for 8<sup>th</sup> std.
- Prepare Lesson plan of prose, poetry, grammar through the use of ICT
- Develop Instructional (Teaching Learning) Material
- Prepare audio visual clip/program of inculcation of communication habits.
- Prepare Test papers/Question papers
- Prepare diagnostic test for 8<sup>th</sup> std.



COURSE CODE EDBBTY 6 PEDAGOGY (B): HINDI

MARKS: 100 | CREDITS: 4 | 4 Hrs/Week

उद्देश्य

विद्यार्थी वसिंदी भाषा पाठ्यक्रम का मूल-अंकित करेगे  
विद्यार्थी वसिंदी भाषा पाठ्यक्रम वनमाणा शिं विद-अंकित करेगी  
विश्लेष करेगे विद्यार्थी वसिंदी भाषा शिक्षण की पाठ्य योजना का वनमाणा  
करेगे  
विद्यार्थी वसिंदी भाषा अक्षरम का मूल-अंकित करेगे  
विद्यार्थी वसिंदी भाषा में निचार का उपयग करेगे

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bdkbZ 3 हिन्दी भाषा अक्षरम का मूल-अंकित

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- वनमानात्मक शिंिंिंिंiं उपचारात्मक परीक्षण का अथा प्रकृत शिंिंिंiं वनमाणा

bdkbZ 4 हिन्दी भाषा शिक्षण में नवाचार

- भाषाई कीिल और उनका म5त्व. व
- व5न्दी भाषा शिक्षण में िंिंिंिंिंiं चना िंिंिंिंiं चार तकनीक का प्रयग
- व5न्दी भाषा शिक्षण में शिक्षण िंिंिंiं यक िंिंिंiं मयरी का उपयग शिंिंiं म5त्व. व

उत्तरभा. सूत्र

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- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs OER/E-Pathshala- As per topic/points



COURSE EDBBEF1: SCHOOL VISIT-II (UPPER PRIMARY TO HIGHER  
SECONDARY)

COURSE OUTCOMES

MARKS: 50 | CREDITS: 3 | 3 weeks

The prospective teachers will be able to:

CO-1 explain different types of interaction going on in an actual classroom

CO-2 reflect various skills in an integrated fashion

CO-3 critically reflect the quality of an effective teacher

CO-4 be acquainted with various types of school activities and their role in education process

After an exposure to the school system as a whole, the second phase of school visit purports to bring the prospective teachers in close observation of the actual classroom teaching in various kinds of schools. While they are practising the teaching skills, newly introduced to them, they are expected to observe the teaching strategies adopted by the school teachers, their classroom management strategies to understand the factors leading to effective teaching. Moreover, it is expected that they observe the innovations, styles, and effectiveness of teaching to incorporate in their own teaching. They may also observe the laboratory activities and other co-curricular activities related to their subject. They are expected to present a report of their observation and reflection on the following points:

- Methodologies used
- Nature and Level of student—teacher interaction
- Student participation
- Resources used
- Whether constructivism followed
- Student interest
- Innovations
- Student motivation for higher order thinking
- Issues of discipline, homework, evaluation
- Nature of Lab work and student-teacher interaction in lab
- Any other relevant aspect related the subject chosen



| SEMESTER III                                                 |                                                            |            |           |             |            |            |                   |
|--------------------------------------------------------------|------------------------------------------------------------|------------|-----------|-------------|------------|------------|-------------------|
| GROUPS                                                       | COURSES                                                    | PAPER CODE | CREDITS   | TOTAL MARKS | INTERNAL   | EXTERNAL   | MINIMUM PASS MARK |
| <b>Group-I</b><br>Core courses                               | Assessment and evaluation                                  | EDBCTT1    | 4         | 100         | 30         | 70         | 50                |
|                                                              | Knowledge and curriculum                                   | EDBCTT2    | 4         | 100         | 30         | 70         | 50                |
|                                                              | Language across the curriculum                             | EDBCTT3    | 2         | 50          | 15         | 35         | 25                |
|                                                              | Gender, school and society                                 | EDBCTT4    | 2         | 50          | 15         | 35         | 25                |
| <b>Group-IV</b><br>Enhancing Professional Capacities courses | Reading & reflecting on text                               | EDBCGA1    | 2         | 50          | 50         |            | 25                |
|                                                              | Drama & Art in Education                                   | EDBCGA2    | 2         | 50          | 50         |            | 25                |
|                                                              | Psychological testing                                      | EDBCEF1    | 2         | 50          | 50         |            | 25                |
| <b>Group-V</b><br>Engagement with Field                      | School internship-I<br>(Upper Primary to Higher Secondary) | EDBCEF2    | 2         | 100         | 100        |            | 50                |
|                                                              | Teaching Subject -I (50 marks)                             |            |           |             |            |            |                   |
|                                                              | Teaching Subject -II (50 marks)                            |            |           |             |            |            |                   |
| <b>TOTAL</b>                                                 |                                                            |            | <b>20</b> | <b>550</b>  | <b>340</b> | <b>210</b> | <b>275</b>        |



### SEMESTER-III

#### COURSE EDBCTT1: ASSESSMENT & EVALUATION

##### COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

B.Ed. Third Semester students will be able to -

- CO 1. compare measurement, assessment and evaluation
- CO 2. explain various issues in assessment and evaluation.
- CO 3. implement trend in assessment and evaluation for examine the learners.
- CO 4. differentiate the use of various assessment tools.
- CO 5. execute various data analysis technique for reporting learner performance.

#### UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

- Measurement, Assessment and Evaluation: Concepts, Differences
- Clarification of the terms- Appraisal, Test and Examination.
- Distinction between 'Assessment of Learning-' (summative) and 'Assessment for Learning'-(formative)
- Instructional objectives in three domains- cognitive, psychomotor and affective

#### UNIT 2: RECENT TRENDS IN ASSESSMENT AND EVALUATION

- Marking and Grading System. Semester System. Open Book Examination System. On Demand
- Examination. Online Examination. Choice Based Credit System (CBCS)
- Continuous and comprehensive assessment (CCE).

#### UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Assessment tools
- Kinds of tasks: projects and assignments
- Kinds of Achievement tests and their constructions (teacher made, standardized)
- Quantitative and qualitative aspects of assessment: Appropriate tools for each (in brief).

#### UNIT 4: DATA ANALYSIS, FEEDBACK AND REPORTING

- Graphical representation of data; Types of Graphs & its use.
- Measures of Central tendency(in brief)- Comparison of Mean, Median and Mode. Selection of appropriate average for use.
- Percentile & percentile rank –calculation and uses
- Types of teacher feedback (written comments, oral); Peer feedback
- Developing and maintaining a comprehensive learner profile; anecdotal records, progress reports, portfolios, rubrics



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**COURSE EDBC112: KNOWLEDGE & CURRICULUM**

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**COURSE OUTCOMES**

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk.

**B.Ed. Third semester students will be able to:**

- CO 1. explain the concept, types and facets of knowledge and their nature
- CO 2. differentiate between facts, belief, information, knowledge and understanding
- CO 3. classify various types of curriculum
- CO 4. plan curriculum for their respective schools

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**UNIT-1: UNDERSTANDING KNOWLEDGE**

- Meaning and concept of knowledge
- Sources of knowledge
- Types of Knowledge – A priori and A Posteriori knowledge, Declarative, Procedural and Relational knowledge
- Facets of knowledge- Local and Universal, Concrete and Abstract, Theoretical and practical, Contextual and textual, School and Out of school, and Scientific and Religious,

**UNIT-2: KNOWLEDGE CONSTRUCTION**

- Concepts of facts, belief, information, knowledge and understanding
- Theories of knowledge Construction – Jean Piaget and Lev Vygotsky
- Methods promoting knowledge construction
- Role of culture in knowing
- Validation of knowledge

**UNIT-3: UNDERSTANDING CURRICULUM**

- Meaning and Concept of curriculum
- Components of curriculum
- Types of curriculum
- Principle of Curriculum development
- Philosophical Psychological and Sociological foundations of curriculum development

**UNIT-4: CONCERNS IN CURRICULUM**

- Curriculum as a Contested Terrain
- Ideology and Curriculum
- Implications of curricular divisions for learner centered pedagogy
- Models of curriculum development- Ralph Taylor and Hilda Taba



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**COURSE EDBCTT3: LANGUAGE ACROSS THE CURRICULUM**

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**COURSE OUTCOMES**

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

**B.Ed. Third Semester students will be able to:**

- CO 1. Exemplify the meaning and importance of language and language skills.
  - CO 2. Describe and appraise the importance language background of the learner.
  - CO 3. Practice and assess the importance of multilingualism in the school and society.
  - CO 4. Arrange the classroom practices for better development of linguistic skills.
  - CO 5. Inspect linguistic errors in the language use of students.
  - CO 6. Schedule various activities to develop good language habits among student.
- 

**UNIT I: LANGUAGE BACKGROUD OF THE LEARNER**

- Language and Language skills
- Characteristics of first language and second language learning and teaching
- Need to understand the language background of the learners

**UNIT II: CONCEPT OF MULTILINGUALISM**

- Sensitivity towards the language diversity in the classrooms: Identification
- Multilingualism in the classroom: concept
- Aspects of the power dynamics of the 'standard' language as the school language vs. home language or 'dialects'.
- Language and culture

**UNIT III: CLASSROOM PRACTICES AND READING COMPREHENSION**

- The nature of classroom discourse
- Strategies for using oral language in the classroom in a manner that promotes learning
- Nature of reading comprehension in the content areas
- Expository texts vs. narrative texts; schema theory

**UNIT IV: WRITING ASPECTS**

- Activities to develop language skills
  - Note-making, summarizing; making reading-writing connections; process writing: Components
-



**COURSE EDBCTT4: GENDER, SCHOOL AND SOCIETY**

**COURSE OUTCOMES**

**MARKS: 50 | CREDITS: 2 | 2 Hrs./wk**

**B.Ed. Third Semester students will be able to:**

- CO 1. differentiate the sex and gender.
- CO 2. interpret the concept of Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping etc. in the current situation.
- CO 3. critique the concept history, and theories of feminism in the present context.
- CO 4. critique the concept, history, and theories of masculinity in the present context.
- CO 5. check awareness about violence against women in the given situation.
- CO 6. comparing inequality based on gender in the curriculum, textbooks, classroom, and management of the school,
- CO 7. plan gender-inclusive classroom teaching strategy.
- CO 8. implement learned strategies to remove the gender inequality and violence against women in the given context.

**UNIT I: GENDER: KEY CONCEPTS**

- Difference between Sex and Gender
- Social construction of Gender, gender socialization and Gender Roles.
- Gender Identity, Gender Discrimination, Gender Stratification, Patriarchy, Gender Bias, Gender Stereotyping, and its consequences.

**UNIT II: GENDER AND SCHOOL**

- Gender bias in the school (enrolment, attitudes, etc.)
- Gender issues in School (Sexual Abuse, Sexual Harassment etc.)
- Gender issues in curriculum, textbooks, classroom and management of the school.
- Creating Gender Inclusive Classroom.

**UNIT III: GENDER AND SOCIETY**

- Construction of Gender Role (by Family, Religion, Culture, Media etc.)
- Women in India (Ancient, Vedic, Post Vedic, Medieval and Present India)
- Feminism: Concept, meaning, History and theories
- Masculinity: Concept, meaning, History and Theories

**UNIT IV: SEXUALITY AND POWER**

- Sexuality: meaning, its relation with power
- Violence against women: Empirical Examples, Impact on the Lives of Women
- Strategies for Change: Policy and management in the school, Women's action groups and Mass media.
- Laws related to women, National women commission and other national and international agencies related to women.



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**COURSE EDBCAGI: READING & REFLECTING ON TEXT I**

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**COURSE OUTCOMES**

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

**B.Ed. Third Semester students will be able to:**

- CO-1 Develop reading comprehension
  - CO-2 Examine the pedagogy of reading and writing
  - CO-3 Analyze variety of texts for reading.
  - CO-4 Synthesize the relation of reading and writing
  - CO-5 Apply the best practices and strategies in their reading.
- 

**ACTIVITY- I: READING COMPREHENSION**

- Language Skills: Listening, Speaking, Reading and Writing
- Reading comprehension: Need and importance
- Types of reading: Intensive and Extensive reading, Loud and Silent reading

**ACTIVITY- II: PEDAGOGY OF READING**

- Levels of Reading- literal, interpretative, critical and creative
- Reading Techniques – Skimming and Scanning
- Methodology of Reading

**ACTIVITY-III: READING VARIETY OF TEXTS**

- Reading of variety of texts: empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these
- Narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc.
- Importance of Different Texts in Curriculum

**ACTIVITY-IV: READING, WRITING SKILLS AND BEST PRACTICES**

- Different types of reading skills and strategies
- Combining reading and writing leads to the development of critical skills
- Analyze of various text structures: these contribute to the comprehension of a text
- Writing with sense of purpose and audience; writing within the context of other's ideas



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COURSE EDBCGA2: DRAMA & ART IN EDUCATION

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COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

B.Ed. Third Semester students will be able to -

- CO 1. Compare different forms of art in given situation
- CO 2. Summarize the role of art in human life and teaching learning process.
- CO 3. Plan creative initiatives for better learning in the given content/subject.
- CO 4. Implement learned art and drama techniques in the teaching of content/subject allotted.
- CO 5. Organize different curricular and curricular events for developing critical thinking of the learner.
- CO 6. Infer Art as a medium of expression.
- CO 7. Attribute the role of Art as a medium of perception and reflection in teaching learning process.
- CO 8. Produce Art as an alternative language to experience and communicate concepts in teaching-learning for the given content/subject.

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WORKSHOP-I: UNDERSTANDING ART AND CREATIVE PLAY –Suggested themes:

- Nature, need & importance, values, different forms of art (Aesthetic, Visual and Performing Art)
- Building imagination, memory, associative thinking by Designing games and conducting intra-inter group games involving
- Interconnecting different forms of art like music, dance, fine arts, performing arts
- Interconnecting Indian festivals and their artistic significance.

WORKSHOP-II: EXPERIENCING, APPRECIATION AND ENGAGEMENT IN DRAMATICS–

Suggested themes

- Developing script, designing background music, costume, stage, seating arrangement, evaluation system
- Enacting in small group a play/skit/drama/mime/ any other form of dramatic arts on any of the following themes suggested: Child and education, being a teacher, School and society, crisis in adolescence, social issues, any concept of a school subject area

WORKSHOP-III: ART AND CRAFT–Suggested themes:

- Engagement in and designing of and explaining evaluation schemes for any **four** of the following activities focusing on color, textures, form, composition and thematic content: Poster making, origami and paper crafts, drawing comic strips or books, screen painting (pat chitra), pottery, terracotta, carving, collage, Local folk paintings, mehndi, cone painting/murals/etc., candle/diya making, paper mechhe, low cost and innovative teaching learning material.



SEMESTER IV

| GROUPS                            | COURSES                                                  | PAPER CODE | CREDITS   | TOTAL MARKS | INTERNAL    | EXTERNAL   | MINIMUM PASS MARK |
|-----------------------------------|----------------------------------------------------------|------------|-----------|-------------|-------------|------------|-------------------|
| Group –V<br>Engagement with Field | E-Content Development                                    | EDBDEF1    | 2         | 50          | 50          |            | 25                |
|                                   | Case Study for community engagement                      | EDBDEF2    | 2         | 50          | 50          |            | 25                |
|                                   | School Internship–II (Upper Primary to Higher Secondary) | EDBDEF3    | 16        | 300         | 300         |            | 150               |
|                                   | Individual Portfolio                                     |            |           |             |             |            |                   |
|                                   | School participation                                     |            |           |             |             |            |                   |
|                                   | Teaching and Subject assessment                          |            |           |             |             |            |                   |
|                                   | Action Research                                          |            |           |             |             |            |                   |
|                                   | Administrative Assignment                                |            |           |             |             |            |                   |
|                                   | Conducting morning assembly & CCA                        |            |           |             |             |            |                   |
|                                   | Preparation of TLM                                       |            |           |             |             |            |                   |
|                                   | <b>TOTAL</b>                                             |            | <b>20</b> | <b>400</b>  | <b>400</b>  |            | <b>200</b>        |
|                                   | <b>TOTAL CREDITS FOR TWO YEAR</b>                        |            | <b>80</b> | <b>2000</b> | <b>1265</b> | <b>735</b> | <b>1000</b>       |

**COURSE EDBDEF3: SCHOOL INTERNSHIP–II (UPPER PRIMARY TO HIGHER SECONDARY)**

**COURSE OUTCOMES**

MARKS: 300| CREDITS: 16 | 14 weeks

**B.Ed. Fourth semester students will be able to:**

- CO 1. Critically analyze the concept of internship apart from the practice teaching.
- CO 2. Organize the various types of activities in internship as a member of the school
- CO 3. Practice various formats to be used in the teacher training programmes.
- CO 4. Exhibit various skills in teaching, evaluation, remedying, administrative activities, conducting curricular activities, studying students' and solving their problems, etc.

In the two-year B.Ed. Programme, internship is the professional preparation of a prospective teacher. After focusing on the teaching aspects in the third semester (for 2 weeks), the last phase of school internship here is expected to prepare the prospective teachers for a holistic participation in the school situation. This will create a situation for the prospective teachers to undertake multiple job-roles of a teacher at a time and handle all of them with efficiency and commitment. This prepares them to feel the pressure and pleasure of performing multiple roles as a teacher, to feel how their participation makes a change among the learners and, thus, to develop a respect for the noble profession. The prospective teachers are expected to participate in teaching-learning, evaluation, administrative tasks, conducting curricular and co-curricular activities, preparing learning material for catering students' needs as well as in a closer understanding of students in individual or in group through undertaking individual portfolio, action research, etc. This phase of the school internship will be of 14 weeks duration in the schools. The details of the tasks to be undertaken by the prospective teachers are as follows:

- **Individual portfolio– (50 marks)** – Prospective teachers are expected to undertake this activity and complete it within the specified period. They may have a close observation on a single student or a small group during this period so as to produce a portfolio reflecting a holistic understanding of these students.
- **School participation– (50 marks)** – Prospective teachers are expected to participate in various school activities other than classroom teaching like the Morning assembly, conducting sessional tests, administrative works, etc. as and when allotted by the school and the teacher-in-charge.
- **Teaching and Subject assessment– (50 marks)**–Prospective teachers are expected to be able to assess comprehensively and continuously their students in both scholastic and co-scholastic dimensions of learning. This will include designing situations for diagnostic testing to assess learning and reflect upon the possible causes for it. This in turn will be an input for the remedial teaching designs as described in the preceding point. They are also expected to design the means for preparing strategies for assessing co-scholastic aspects and submit an evidence based detailed report.
- **Action research: (50 marks)**–The prospective teachers may identify some problem situation and undertake an action research to put effort to a practical solution for it. The aim is to bring the Prospective teachers as close as possible to the learners and their unique characteristics and their unique circumstantial problems. This in turn is expected to sensitize them about biological-



psychological-social space of learners in which they are embedded and to enhance their self-efficacy as an effective problem solver and as a teacher-a friend, philosopher and guide

▪ **Administrative Assignment (attendance record/time table/ register/ stock/ exam duty, etc.)- (50 marks)** -Prospective teachers are expected to participate in the administrative functions also like a real teacher does in the school. This will include maintaining records like the attendance record, student record, registers, stock, etc. under the guidance of the school teachers. They should also participate in planning school activities through preparing different time tables and programmes. The overall experience through such participation during this phase is expected to prepare the prospective teachers for fulfilling various administrative responsibilities and inculcate leadership qualities.

▪ **Conducting morning assembly and CCA - (25 marks)**-Prospective teachers are expected to conduct morning assembly regularly during the period. They are expected to bring innovation to make the assembly an interesting activity for the students to participate and so to enhance student participation. They should regularly organize CCA in the school to enrich students with various art, literature and culture as a whole. They should take care to design such activities giving equal opportunity to all learners creating a multicultural ethos in the school system encouraging democratic thoughts and action. This will also include celebration of days of national or regional importance so as to acquaint the students of our vast cultural and national heritage.

▪ **Preparation of TLM- (25 marks)** Prospective teachers are expected to prepare at least two suitable Teaching Learning Materials, either in Hard or Soft form, on their own subject area. The materials should be justified in their use in the real situation. This may include model, working model, PPT presentation for higher level learning, Braille material, etc.

#### Evaluation

All above activities will be evaluated continuously throughout the internship as well as by a panel of examiners to be constituted of three members committee comprising of supervisor, one member(Principal/ teacher in-charge) from the respective school and one external expert.



