

A
STUDY AND EVALUATION SCHEME
OF
BACHELOR OF EDUCATION (B.Ed.)

[For Academic Session 2020-22]
Onwards

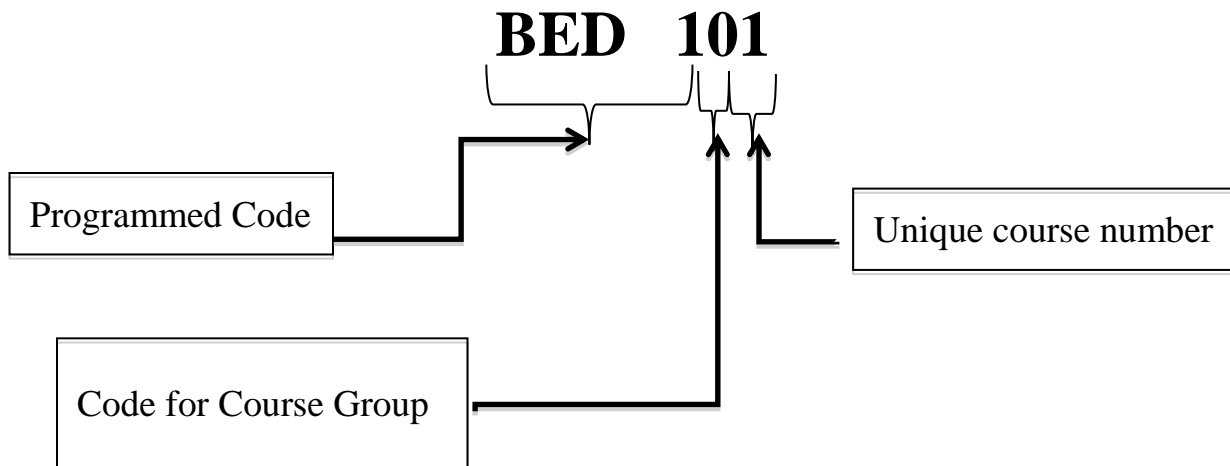


Glocal University
Delhi-Yamunotri Marg (State Highway 57),
Mirzapur Pole, Distt. - Saharanpur,
(Uttar Pradesh)- 247121, India

Annexure – I

Course Numbering Scheme

Each course number will be denoted by alpha-numerical as given below:



THE GLOCAL UNIVERSITY, SAHARANPUR
Bachelor of Education (B.Ed.)
(Two Year Programme)
Second Year Course Content with distribution of Marks

Code	Paper Name	Maximum Marks (Internal & External)		Minimum Marks	
BED 201	Gender School and Society	10	40	04	16
BED 202	Learning and Teaching	30	70	08	32
BED 203	Assessment for Learning	30	70	08	32
BED 204	Knowledge and Curriculum	10	40	04	16
BED 205	<u>Optional Papers(Opt any one Paper Only):-</u> (A) Education Management and Administration (B) Environmental Education (C) Guidance & Counseling (D) Peace and Value Education (E) Vocational/Work Education (F) Physical Health and Yoga Education	10	40	04	16
BED 206	Language and Communication Skills	10	40	04	16
BED 207	Art and Aesthetics	10	40	04	16
BED 208	Scouting and Guiding	10	40	04	16
BED 209	School Internship (Learning to function as a Teacher)-II	250			
Total		750		40	160
Total of First Year		850			
Total of Second year		750			
Grand Total		1600			

B.Ed. (2nd Year)

S. N.	Subject Code	Subject Name	Effective Teaching			Credits	Internal Assessme nt	End Term	Total Marks
			L	T	P				
			Hours/week						
	BED 201	Gender School & Society	2	1		3	10	40	50
	BED 202	Learning and Teaching	4	2		6	30	70	100
	BED 203	Assessment for Learning	4	2		6	30	70	100
	BED 204	Knowledge & Curriculum	2	1		3	10	40	50
	BED 205	<u>Optional Papers (Opt any one Paper Only):-</u> (A) Education Management and Administration (B) Environmental Education (C) Guidance & Counseling (D) Peace and Value Education (E) Vocational/Work Education (F) Physical Health and Yoga Education	2	1		3	10	40	50
	BED 206	Language and Communication skill	1	1	1	3	10	40	50
	BED 207	Art and Aesthetics	1	1	1	3	10	40	50
	BED 208	Scouting and Guiding		1	2	3	10	40	50
	BED 209	School internship (Learning to function as a Teacher) - II	250						
Total			16	10	4	30	120	380	750

EVALUATION SCHEME OF CGPA CREDIT SYSTEM

1. Grade Point Average Conversion Chart:

Qualification	Score on 100 percentage point	Grade	Grade value
Outstanding	90.1-100	O	10
Excellent	80.1-90	A+	9
Very Good	70.1-80	A	8
Good	60.1-70	B+	7
Above average	55.1-60	B	6
Average	50.1-55	C	5
Pass	40-50	P	4
Failed	Below 40%	F	0
Malpractice		M	
Absent		S	

2. Calculation of CGPA in a uniform credit system: The CGPA of the student shall be the total of the grade values obtained in the courses taken by the student, divided by the number of courses.

3. Calculation of CGPA in non-uniform Credit System: The CGPA of the student shall be sum of grade values multiplied by credit point of each course, divided by the total credit value.

4. In the original grade transcript of each student, the grade secured:

- (a) In a repeat examination shall be suffixed with the letter “R” to indicate that the grade was obtained through a repeat examination.
- (b) In an improvement examination shall be suffixed with the letter “I” to indicate that the grade was obtained through an improvement examination.
- (c) In any case, if student could not attain the pass marks in his/her repeat examination, then he/she will re-register for the course and the grade secured after re-registration shall be suffixed with the letter “B” to indicate that the grade was obtained after re-registration for the back paper.
- (d) If a student re-registered for a course is unable to secure at least pass grade, he or she shall be required to re-register for the course once again for the following year. The same shall be suffixed with the letter “C” to indicate that the grade was obtained after carrying over the concerned course.

Bachelor of Education (B.Ed.)

SECOND YEAR (DETAILED SYLLABUS)

BED 201	GENDER, SCHOOL AND SOCIETY	Theory	Practical	Credit	3
		10	40	Class Hours	48
Objectives	<ul style="list-style-type: none"> • Sensitize the future teachers towards basic understanding of various key concepts of gender studies. • Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region. • Help them understand the contribution of women in social, economic & political development of the society. • Apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse. 				

Unit-I

Gender, School and society,

- (a) Gender disparity in education.
- (b) Gender bias, gender stereotyping and empowerment.
- (c) Gender based education and school.

Unit-II

Gender, power and Education,

- (a) Theories on gender and education-socialization theory, structural theory.
- (b) Schooling of girls-Inequalities and resources (issues of access, retention and exclusion).
- (c) Aspects of gender inequality and discrimination-Economic, cultural, political, familial.

Unit-III

Gender issues and paradigm,

- (a) Gender culture and institution - Intersection of class caste, religion and region.
- (b) Paradigm shift from women's studies to gender studies.
- (c) Contemporary period-Recommendations of policy initiatives, commissions and committees.

Unit-IV

Education and Gender,

- (a) Education for development of gender aspiration.
- (b) Education for development of responsible citizen.
- (c) Education for development of life skill preparation of individual for the 21st century.

Unit-V-

Education and social culture context,

- (a) Education as an instrument of social change.
- (b) Socio cultural influences on the aims and organization of education.
- (c) Emerging trends in societies and their repercussion on education – Globalization and internationalization of education.

References-

- Anand, C.L. al (2000) Teacher and education in emerging India, NCERT, New Delhi

- Rohela, S.P. (2010) Philosophical and sociological foundation of Education, Agarwal Publication, Agra.
- Swaroop Saxena, N.K. (2014) Philosophical and sociological principles of education, R.L. Book Depo. Meerut.
- Teneja, V.R.: Socio philosophical approach of education, Atlantic publication, New Delhi.

BED 202	LEARNING AND TEACHING	Theory	Practical	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners. To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning. • To enable them to reflect on their own implicit understanding of the nature and kinds of learning. • To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning. • To familiarize them with the concept and nature of Intelligence, Personality and adjustment. 				

Unit I

Psychology and Teaching, learning

- Educational Psychology: Meaning, Scope and Importance of educational Psychology.
- Various Methods: Case study, survey and experimental implication for curriculum and instructions.
- Learning, knowledge, skills, values, beliefs, attitudes and habits
- Teacher's role in learning process.

Unit-II

Intelligence and Creativity

- Intelligence: Meaning, theories of intelligence spearman, Thurstone, Burtand Vernon.
- Multiple Intelligence, Emotional Intelligence and social Intelligence.
- Creativity-concept, identification of creative potential, educational programme for developing creativity.

Unit-III

Learning and Motivation

- Nature of learning, process and factors affecting learning.
- Theories of learning: Trial and error theory, classical conditioning theory, skinner's operant conditioning, insight theory by kohlar. Pavlov.
- Motivation: meaning its nature and educational implication. and role in the process of learning,
- Identification of teaching skills, principles of teaching and classroom instruction strategies.

Unit – IV

Teaching and Learning

- Concept of teaching and learning, relationship between teaching and learning.
- Educational technology: Concept, its need, importance and types
- Teaching skill: micro teaching, simulated social skill teaching (SSST)
- Concept of feedback in teacher education flander's interaction analysis category system (FIACS).

Practicum:

- Preparation of pt/teaching material on any topic for any class.
- Visit to school and analysis the various records of learning and teaching and prepare a report. Examples of children's work record that capture a variety of images of learning and teaching and present a report.

References: /References.

1. Chauhan S.S. (2002) Advanced Educational Psychology, Vikash Publication, New Delhi.
2. Dececco J.P. (1970) Psychology of learning and instruction Educational Psychology, Prentice Hall of India Ltd., Nw Delhi.
3. Sharma R.A. (1996) Fundamentals of Educational Psychology, R. Lal Book Depot, Meerut.
4. Flemings C.M. (1964) Teaching: A Psychological Analysis, University.
5. Clay ton T.E. (1965) Teaching Learning: A Psychological Perspective.
6. Kulshrestha S.P. Educational Technology, Vinod Pustak Mandir, Agra.
7. लाल रमन बिहारी 2010 शिक्षा मनोविज्ञान रस्तोगी पब्लिकेशन, मेरठ ।
8. गुप्ता एस. पी. 2004 उच्चतर शिक्षा मनोविज्ञान शारदा पुस्तक भवन, इलाहाबाद ।
9. पाठक, पी0 डी0 शिक्षा मनोविज्ञान श्री विनाद पुस्तक मंदिर, आगरा ।

-

BED 203	ASSESSMENT FOR LEARNING	Theory	Internal	Credit	6
		70	30	Class Hours	96
Objectives	<ul style="list-style-type: none"> • Understand the critical role of assessment in enhancing learning. • Know the process of evaluation and it uses. • Write educational objectives. • Know different techniques of evaluation, tools of evaluation and their uses. Know different characteristics of instruments of evaluation. • Know different types of teacher made tests and will construct them. • Compute simple statistics to assess the learning. • Use diverse methods and tools and techniques of assessment 				

Unit I

Assessment and Evaluation

- Meaning, scope and characteristics of assessment and Evaluation.
- Scales of assessment: Nominal, ordinal, interval and ratio scale.
- Relationship between assessment, measurement and Evaluation.
- Significance of educational assessment, Evaluation at school level.

Unit II

Designing of Assessment tool

- Methods tool and technique of assessing learning.
- Types of assessment tools, Criteria of a good assessment tool.
- Preparation of objective type items for good assessment, preparation of blue print.
- Taxonomy of learning objectives for specifying objectives (cognitive, affective and psychomotor) in behavioral terms.

Unit III

Assessment of Different Aspects

- Assessment of intelligence, verbal and nonverbal test.
- Assessment of personality with projective and non-projective techniques.
- Assessment of creativity.
- Assessment of achievement.

Unit IV

Test formation

- Standardization of a good achievement test.
- Characteristic of a good assessment system - Reliability, validity, objectivity, comparability and practicability.
- Discuss the assessment, evaluation, test, examination, measurement, continues and comprehensive and grading.

Unit V

Statistics

- Measures of central tendency.
- Standard deviation.
- Co-efficient of correlation by product movement method, rank difference method by Karl Pearson.
- Standard scores - Z - scores, T scores, stanine scores.

Practicum/Work experience

- Computation of reliability of a test.
- Item analysis of a measuring tool.
- Class room implication of statistical techniques.

References:

- Dr. Asthana Guptas and Asthana Nidhi (2012) Research Methodology Agrawal Publications, Jyoti Block, Sanjay Place, Agra.
- Guilford J.P. (1956) Fundamental of statistics in psychology and education, New York, MC Growfill Book Company.
- Lerner J.C. et.al. (1969) Research for tomorrow school, McMillan Company, national academy of education.
- Pandey Ram Shakal (2007) Educational Psychology, Vani Publications Dariyaganj, New Delhi.
- Asthana Bijons : Measurement and Evaluation of Psychology and education.
- Gupta, M.P. & Gupta Mamta: Educational Psychology (2012) M.B.D. Publication Jalandhar.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.

BED 204	KNOWLEDGE AND CURRICULUM	Theory	Practicals	Credit	3
		40	10	Class Hours	48
Objectives	<ul style="list-style-type: none"> • To enable student teacher appreciate the relationship between Schooling, Education and Knowledge as given by different Indian and Western thinkers. • To examine the different sources of knowledge and their kinds. • To familiarise students with the process of Constructions of Knowledge. • To critically analyse the role of Education in reproducing Dominance and Challenging Marginalization with reference to Class, Caste, Gender and Religion. 				

Unit I

Meaning and nature of knowledge,

- Meaning and nature of knowledge in education.
- Difference between information, knowledge, belief and opinion.
- What are the different ways of knowing?
- What are the relative role of knower and the known in knowledge transmission and construction?

Unit II

Concept of Curriculum,

- Meaning, definition and characteristics of curriculum.
- Scope of curriculum at secondary level and senior secondary level.
- Objectives of curriculum at secondary level and vocational courses.
- Relationship between curriculum and education.

Unit III

Organizational climate for transmission of knowledge,

- School as organization - meaning, needs, types and principles of school organization, administration and management.
- Co-curricular activities - meaning, importance and principles of organizing co- curricular activities.
- Place of language in school curriculum.
- School climate: conducive, learner - friendly, inclusive, vibrant.

Unit IV

Modern Concept of Curriculum,

- Critical study of curriculum framework 2005 to 2009.
- Discuss the modern approach of child centered education.
- Role of states, local bodies and NG O's in the formation of school curriculum.

Unit V

Role of Teacher and Principal for Construction of knowledge,

- Leadership - Concept, need and development of leadership quality among teachers and students.
- Discipline - Concept, basis of discipline, causes of indiscipline and its remedial, resources, rewards and punishment as techniques of maintaining discipline.
- Role of teacher in proper class management and learning environment, teachers self assessment and accountability.
- Punishment and its legal implications.

Practicum/Work experience,

- Review the school time-table planning and its effectiveness towards attaining academic expectations.
- Organize co-curricular activities.

References:-

- UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).
- Plato (2009) Reason and persuasion three dialogues (Chapter) in J. Holloo (Ed) memorauson, persuasion in virtue person.
- Goodson I.F. & Marsh, C.J. (2005). Studying school subject a guide Rouldgo.
- Ghosh, S.C. (2009) History of education in India, Rawat Publications.
- Aggarwal, J. C. (2003). Hnadbook of Curriculum and Instruction. Delhi: Doaba Book House.
- NCTE (2009). National Curricular Framework for Teacher Education. NCERT, New Delhi.
- NCERT(2005). National Curricular Framework for School Education. NCERT, New Delhi

BED 205: OPTIONAL PAPERS

BED 205-(A)	EDUCATION MANAGEMENT & ADMINISTRATION	Theory	Internal	Credit	3
		40	10	Class Hours	48
Objectives	<ul style="list-style-type: none"> • Acquaint the student teaches with the concept and concerns of educational administration. • Develop an understanding of the role of the headmaster and the teacher in school management. • Enable the students to understand to concept at importance of communication and its possible barriers in educational administration. • Enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area. • Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation 				

Unit - I

Concept of Educational Administration and Management:

- (A) - Nature, objectives and scope of Educational Administration.
- (B) - Concept of Educational Management, Human beings as inputs, process and product inputs.

Unit - II

Basic functions of administration:

- (A) - Planning, Organizing, Directing and Controlling.
- (B) - Maintenance of discipline, control management.
- (C) - Co-ordination and growth development.
- (D) - Supervision and inspection, defects in the present supervision and inspection.

Unit - III

Communication in Educational administration:

- (A) - Role of communication in effective management and administration.
- (B) - Methods of communication.
- (C) - Barriers of communication in educational administration.
- (D) - Overcoming barriers to communication.

Unit - IV

Management of Schools:

- (A) - Role of headmaster in planning of school activities, approaches to management- manpower approach, cost benefit approach, social demand approach, social justice approach.
- (B) - Role of the headmaster in monitoring, supervision and evaluation.
- (C) - Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.
- (D) - Role of the headmaster in creating resources and managing financial matters.
- (E) - Optimum use of available resources for growth and development of the school.
- (F) - Staff development programmes.
- (G) - Role of teachers in school management and administration.

Unit - V

Educational Administration in the State:

(A)- The administrative structure in the field of education in the state.

(B)- Control of school education in the state a critical analysis:-

- Functions of the state government in relation to secondary and higher Secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

Task and Assignments: -

- a. A study of Leadership style of Headmaster of High School of the district.
- b. A study of infra-structure facilities like Black Board, Furniture, Electricity, Drinking water, ICT in No. of schools.
- c. A survey/project on any related problem. - Critical analysis of any theme of the course content in about eight to 15 pages (approx).

BED 205-(B)	ENVIRONMENTAL EDUCATION	Theory	Internal	Credit	3
		40	10	Class Hours	48
Objectives	Enable the student teacher understand about the concept of environmental education. Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies. Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development. Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature. Enable the students to understand about the various measures available to conserve the environment for sustaining the				

Unit-I

INTRODUCTION OF ENVIRONMENT AS EDUCATION,

- Philosophy of environmental education.
- Aims and subjects of environmental education.
- Ecological perspectives and nature of environmental education.

Unit-II

CURRICULUM OF ENVIRONMENTAL EDUCATION,

- Multidisciplinary and inter disciplinary environmental education.
- Methods of teaching-Experiment, project, survey and lecture curriculum demonstration method.
- Role of media-Print, Films, T.V. and Audio-Visual aids, Eco club, exhibition in environmental education.

Unit-III

ECOSYSTEM AND MAN,

- Ecosystem-structure and function.
- Food chain, food web and ecological pyramids.
- Types of Eco system-forest, grassland, desert and aquatic.
- Effects of human activities on eco system.

Unit-IV

ENVIRONMENTAL CRISIS,

- Pollution-causes, effects and remedies of air, water, soil, Noise and Radiation pollution.
- Acid rain, green house effect, global warming ozone depletion.
- Population explosion and its effect on environment crisis of energy resources and quality of environment.
- Disaster-Natural and Man Made, disaster management and its litigation.

Unit-V

SUSTAINABLE DEVELOPMENT,

- Need for conservation of Environment.
- Sustainable development, role of Education.
- Movement to save environment.

Practicum/Work Experience:- Preparation a survey report of any public place, Bus stand, Railway station, hospital etc.

References

1. हरिश्चन्द्र व्यास (2001) पर्यावरण शिक्षा नई दिल्ली, विद्या बिहार।
2. सक्तसैना हरिमोहन (2003) पर्यावरण अध्ययन, श्री गंगानगर, अग्रवाल साहित्य सदन।
3. सक्तसैना ए.बी. (1998) पर्यावरण शिक्षा नई दिल्ली, आर्थ बुक डिपो।
4. NCERT (1981) Environmental Education at school level, New Delhi.

BED 205-(C)	GUIDANCE AND COUNSELING	Theory	Internal	Credit	3
		40	10	Class Hours	48
Objectives	<ul style="list-style-type: none"> • To sensitise the student-teachers with the need and relevance of Guidance and Counselling. • To develop an understanding of the process of Guidance and Counselling. • To analyse the role of the teacher in the provision of Guidance and Counselling. 				

Unit-I

Guidance- An Introduction,

- Guidance Concept and Principles.
- Meaning, Need & Importance of Educational Guidance
- Meaning, Need & Importance of Vocational Guidance
- Meaning, Need & Importance of Personal Guidance
- Group Guidance: Techniques

Unit-II

Counseling-An Introduction,

- Concept of Counseling
- Need of counseling
- Difference between Guidance and counseling
- Counseling process
- Counseling approaches-Directive, non-directive and eclectic.

Unit-III

Organization of Guidance Services,

- Concept of Organization of guidance services
- Organization of guidance services at school level
- Role of teacher in organization of guidance services
- Problem in setting up guidance services and measures of improvement
- Professional ethics of counselor.

Unit-IV

Techniques of Guidance Services,

- Interview
- Observation
- Questionnaire
- Cumulative record
- Rating Scale

Unit-V

Skills in guidance & Counseling,

- Skill in counseling (Listening, Questioning Responding, Commutating)
- Role of teacher as a counselor and professional ethics associated with it.
- Career counseling and dissemination of occupational information.
- Planning of guidance in school.

References-

- Agarwal J.C. (2004) Educational vocational guidance and counseling Delhi Doahahouse.
- Chauhan S.S. (1982) Principles and techniques of guidance, New Delhi Vikas Publishing House.
- Crow, Lester, D & Crow. A (1960) An introduction to guidance, American Book Co.
- Downing Lester N (1968) Guidance and counseling services Springer Berlin Heidelberg.
- Erolock Clifford P. (1968) Guidance services in schools, New York : McGraw Hill.
- Jones, A.J. (1970) Principal of guidance, Bombay: Tata, New York: Megraw Hill
- Kocher, S.K. (2007) Educational guidance and counseling, New Delhi sterling.
- Miller, Carroll H. (1971) Foundations of guidance New York Harper & Row.
- Oberoi, SC (1993) Educational vocational guidance and counseling Meerut Loyal Book Depot.
- Patterson, C.H. (1968) Counseling and psychotherapy, Harper & Row: 4th Editions
- Seltzer, B and Stone, SC (1968) Fundamentals of counseling Boston Houghton Mifflin Co.

BED 205-(D)	PEACE AND VALUE EDUCATION	Theory	Internal	Credit	3
		40	10	Class Hours	48
Objectives	<ul style="list-style-type: none"> • To understand the concept of peace as an umbrella concept of all positive values. • To understand the importance of peace education in personality development. • To imbibe the knowledge, attitudes and skills of culture of peace needed to achieve and sustain a global culture of peace and values. • To make future teachers aware of the scale and variety of conflicts affecting contemporary life and learn to deal with them through unilateral ethics. • To encourage inquiry into the complex role that institutionalized education plays in the Context of different types of conflicts and to learn to play the role of peace-maker in conflict situations. • To enable students to develop personal initiative and resources for the pursuit and promotion of peace by inculcating change to culture of peace within themselves. • To analyse the need for Peace Education to foster National and International Understanding. 				

Unit I

PEACE EDUCATION,

- Meaning, Concept, Aims, Objectives, Nature, Scope and Importance.
- Barriers of Peace Education—Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Violence in School, home and society.
- Role of Peace Education in present context.

Unit II

SOCIAL PERSPECTIVE OF PEACE EDUCATION,

- Justice—Social, Economic, Cultural and Religions
- Equality—Egalitarianism, Education for all, equal opportunity
- Critical thinking: Reasoning and applying wisdom cooperation
- Learning to be and learning to live together
- Peace Education in Secondary Education curriculum.

Unit III

VALUE EDUCATION,

- Meaning, Concept, Nature and Sources of Values.
- Meaning, Concept, Nature and scope of Value Education.
- Philosophical perspective, psychological perspective and sociological perspectives of Value Education.
- Values in Indian Constitution and Fundamental Duties of citizens.

Unit IV

GENERAL IDEA ABOUT VALUES,

- Classification of Values
- Personal and Social Values
- Intrinsic and extrinsic values on the basis of personal interest & social good.
- Social, moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration
- Identification of Analysis of emerging issues involving value conflicts
- Design and develop of instructional material for nurturing values
- Characteristics of Instructional material for values.

Unit V

METHODS & EVALUATION OF VALUE EDUCATION,

- a) Traditional Methods: Story Telling, Ram leela, Tamasha street play & folk songs.
- b) Practical Methods: Survey, role play, value clarification, Intellectual discussions
- c) Causes of value crisis: material, social, economic, religion evils and their peaceful solution
- d) Role of School Every teacher as teacher of values, School curriculum as value laden
- e) Moral Dilemma (Dharmasankat) and one's duty towards self and society

ENGAGEMENT WITH FIELD / PRACTICUM,

Any one of the following:-

- Develop / compile stories with values from different sources and cultures,
- Organize value based co-curricular activities in the classroom and outside the classroom,
- Develop value based Learning Designing,
- Integrating values in school

References-

- Shah, I. (1971). Thinkers of the East. London: Penguin Books. UNICEF(1994). I Dream of Peace. New York: Harper-Collins
- UNICEF (1996). The State of the World's Children Report 1996. Oxford University Press.
- UNICEF Lebanon (1993). 'Learning for life programme'
- .Maurya, S.D. and Shalini (2011) Environmental Studies. Allahabad: Prayag Publication
- NCERT (2005) National Curriculum Framework for School Education, New Delhi: NCERT
- Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.

BED 205-(E)	VOCATIONAL/WORK EDUCATIONS	Theory	Internal	Credit	3
		40	10	Class Hours	48
Objectives	The student teachers will be able to:- <ol style="list-style-type: none"> 1. To acquire knowledge of the various aspects of vocational education in India. 2. To understand the dynamics of the development of vocational programmes in India with respect to those which play a significant role in increasing productivity. 3. To develop healthy attitude towards vocational education. 4. To appreciate the significant changes in the field of vocational education in India. 				

Unit-1

Concept and Historical Perspectives:-

- a) Meaning and Concept of Nai Talim/Basic Education and debates around it.
- b) Historical perspectives: Macaulay's Education Policy. Gandhi's philosophy of Work Education, Wardha Commission report 1938, its recommendations. Nai Talim/Basic Education and National Movement built around it. Developments related to Work Education: pre and post-independence.
- c) Institutions of Teacher Training: Pre and Post-independence based on Gandhian Philosophy, their objectives and curriculum and current status
- d) Commissions and Education Policies and their recommendations on Work experience/ Work Education, post-independence: Education Commission 1964, Secondary Education Commission 1958, Ishwar bhai Patel Committee report (1977), NPE 1986, POA 1990, NCF 2005 and current status.
- e) Concepts of Education and technical education and Need and importance. Human resources development and skilled manpower and productivity and Vocational Education meaning and Definition
- f) Work experience-concept and distinction between work experience and vocational education.
- g) Basic education and concept and merits and Criticism, need and importance, scheme of multipurpose schools.
- h) S.U.P.W. : Concept and Objectives

Unit- II

Psychological basis of Integrating Work in Education:-

- a) Concept of work and Hands on activities.
- b) Concept of work and rationale for integration of work in Education
- c) Psychological basis for work in education: Dewey, Piaget, Vygotsky
- d) Constructivism and Work Education

Unit -III

Objectives, Methods and Evaluation for Work Education:-

- a) Essential and Elective Work Education
- b) Techniques/ methods of Teaching work education.
- c) Objectives, Need and Significance and objectives of Work Education
- d) Concept of reduce, recycle and reuse and its significance
- e) Evaluating students work (Preparing Rating scales, check list, Anecdotal records)
- f) ITI and polytechnic need and importance-classification, admission process and course of study and organization and administration at state level
- g) ITI, Polytechnics and Para professional courses and salient features cooperation with industries and other organization and Apprenticeship Act 1961.

Unit -IV

Integrating Work Education with Curricular Subjects:-

- a) Theories of integrated education and its educational implications
- b) Pedagogy of teaching learning of work education
- c) Planning lessons integrating work in education
- d) Significance of integrating work in Education
- e) Linkages of community and school

Practical Assignments/Field Engagement:-

- Integrating ICT: Preparing Posters, newsletter, invitation cards, calendars, visiting cards using, MS publisher. Searching visuals through internet search for using them as learning aids.
- Preparing visual aids and Bulletin Boards related to curricular subject
- Preparing creative work for cultural activities in school.
- Visits to places of any one of the ,NGOs working in the field of Education ,Small scale industries / polytechnics /employment exchanges etc

REFERENCES:-

- Banerjee N P (1995) Work Experience in General Education, Ambala, Associated Publishers.
- Education commission (1964-66), Report of Government of India · Kaul ML(1983) Gandhian Thoughts of Basic Education ; Relevance and Development Journal of Indian Education 8(5) p 11-16
- Mahmood S (1996) Work Experience, Its Role in Educational Process in Co-Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
- Report National Policy on Education 1986 , Govt of India Government of India, ·
- M.K. Gandhi (1927) The story of my experiments with truth, Navjivan Trust ·
- Tarun Rashtriya, Vocational Education(2005), APH Publishing Corporation, New Delhi,

Online Resources:

- <http://www.kkhsou.in/main/education/wardha.html>
- Concept Of Teacher Education.
- http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf
- NCF 2005 (focus group paper on work education) NCERT publications
- <http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>
- <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
- http://www.ncert.nic.in/html/pdf/schoolcurriculum/position_papers/work&education.pdf

BED 205-(F)	PHYSICAL HEALTH & YOGA EDUCATION	Theory	Internal	Credit	3
		40	10	Class Hours	48
Objectives	<ul style="list-style-type: none"> • To acquaint pupil teachers with the concept of holistic health. • To enable them to understand the various dimensions & determinants of health. • To acquaint them to school health program and its importance. • To enable them to understand the need & importance of Physical Education. • To develop organisation skills in organising inter house tournaments and sports meet. • To understand the need and relevance of Yoga and develop the skills in yogic practices. 				

Unit-I

- Physical:** Concept aim and Objectives concept and values of good posture safety measures Role and responsibilities of the teacher in the school health program.
- Health:** Concept aim objectives health and fitness factor influencing health sex education and concerns for HIV/AIDS
- Communicable Diseases:** Meaning and characteristics first aid health instruction remedial exercises
- Yoga Education:** Concept aim scope and functions of yoga education.
- Components of Patanjali Ashtang yoga .
- Yogic Diet.

Note: Read a wide variety of texts such as descriptive narrative conversations biographical Understanding the process of critical reading develops reflective skills.

Unit-II

- Yoga Education
 - Meditation and Pranayam
 - Different types of Yogasan
 - Stress Management
- Writing for a specific purpose and a specific audience.
- Combine reading and writing skills and content analysis writing field notes.
- Understanding the concept of reflective writing read reflect and think critically recognize the benefits of reflecting.

Task assignment/Practicum

- Preparing a vocabulary words with meaning use
- Writing autobiography textbook reading comprehension and question answer.

References: /References.

- Yoga philosophy: Y.N. Das Gupta, Calcutta.
- Yoga and personality: K.S. Joshi lepdayan Prakashan, Allahabad.
- Kumar Kamtya: Yoga Education : A Text book, Shipra Publication, Delhi.

Yoga Today:

- Dr. Yogendra (Editor), Friends of yoga society, Bombay.
- Method in Physical Education-by M.L. Kanelesh
- Yoga-Vivekanand Kendra Prakathan, Madras
- Foundation of Physical Education, Charles A-Bucher
- Essentials of Physical Education, AJveer Singh
- Physical Education by Khan
- Athletics Rules and regeneration T.S. Brar.

BED 206	LANGUAGES AND COMMUNICATION SKILL	Theory	Practical	Credit	3
		40	10	Class Hours	48
Objectives	<ul style="list-style-type: none"> To enable student-teachers to attain efficiency and effectiveness in teaching and learning Sanskrit Language. To understand the role of Sanskrit in India and its place in the school curriculum. To be committed, inspired and interested in teaching Sanskrit. To facilitate the effective use of learning resources. To develop strategies in order to meet the learning difficulties in teaching Sanskrit. To identify and be sensitive to the proficiency, interests and needs of learners. To encourage continuous professional development. 				

Unit-I

LANGUAGE DIVERSITY COMMUNICATION AND CLASSROOM INTERACTION

- Meaning concept of language diversity multilingualism classroom interaction
- Meaning importance principles types of communication
- Nature of Classroom discourse using oral language in the classroom
- Function of language in the classroom and outside classroom

Unit-II

LANGUAGE SELF DEVELOPMENT SKILLS AND LIFE SKILLS

- Adaptability accountability in personal work place and community context management skills social responsibility skills human relation skill and emotional skills
- Importance of oral language discussion as a tool for learning qualities as a tool for learning Role of teacher in classroom discussion

Unit-III

DEVELOPING READING AND WRITING SKILLS

- Strategies of effective reading mechanism of reading loud reading and silent reading.
- Process and strategies of writing for children nature of expository texts vs. narrative texts.
- Developing listening skills Constructive skills engaging exploring explaining elaborating and evaluating

Unit IV

PROFESSIONAL COMMUNICATION

- Definition – Modes of official communication, The Letter, The Report, Official Note, Email, Itinerary, Notice, Agenda and Minutes, Questionnaire, Difference between the formal and informal writing, Scripting the resume
- The application letter, Telephony of the interview, Encounter with the Leviathan, Negotiation skill, Plausible Denial.

References:-

- Peachey N., (2003) Content-based Instruction, The British Council.
- Agnihotri, R.K.(1995).Multilingualism as a classroom resource. In K.Heugh, A. Sieruhn and P. Pluddemomm (Eds.) Multilingual Education for South Africa. Johannesburg, South Africa: Heinemann.3-7
- English and communication skill II – Cambridge University Press

BED 207	ART AND AESTHATIC	Theory	Internal	Credit	3
		40	10	Class Hours	48
Objectives	The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate various domains of knowledge with a deep relationship between head, heart & hand so that the curriculum encompasses all, & is not separated from the co-curricular or extra-curricular.				

OBJECTIVES: To enable student-teachers to-

- Gain direct experiences
- Develop motor skill
- Make students believe in the dignity of labor
- To nurture children's creativity and aesthetic sensibilities.

ACTIVITIES: An artist or artisan may be invited to organize a workshop on Art & Aesthetics. The student-teachers may be asked to prepare at least 5-items of different categories:-

- Paper meshing
- Pot Decoration
- Wall hanging
- Paper cutting
- Flower making
- Candle Making
- Stitching
- Knitting
- Embroidery
- Soft toys making
- Paper framing
- Weaving or printing of textiles
- Making of poster
- Making of Rangoli
- Making of Puppets etc.

BED 208	SCOUTING AND GUIDING	Theory	Practical	Credit	3
		10	40	Class Hours	48
Objectives	This is an international programme to develop social-sensitivity and to make students dutiful towards the nation & the world so that they may serve the humanity.				

OBJECTIVES: To enable student-teachers to-

- Develop the characteristics of good citizenship.
- Develop world Peace.
- Develop two feeling of dignity of labour.
- Make students self-reliant
- Develop the physical, mental & spiritual powers.

ACTIVITIES: This can be achieved through organizing a scouting camp of 6-7 days to impart training in-

- First-aid against fracture, snake bite poison, electric current, etc.
- Using safety-measures against fire, chemicals, electrical equipment, etc.
- Using compass & maps.
- Using different types of knots
- Constructing a bridge, etc.
- Different types of physical exercise etc.

BED 209	SCHOOL INTERNSHIP (Learning to function as a Teacher) - II	School Internship	Credit	15
		250	Class Hours	192
Objectives	<ul style="list-style-type: none"> • To observe children and the teaching learning process in a systematic manner. • To learn to relate to and communicate with children. • To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills • To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used. • To develop a repertoire of resources which can be used by the intern later in his/her teaching ñ textbooks, children's literature, activities and games, planning excursions • To reflect critically on practice by visiting a learning center. 			

In the second year, there shall be a minimum of 16 weeks of intensive engagement with the school in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims, organization & management, the life of a teacher, the needs of the physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- Participating in various 'out-of-class room' activities in school.
- Organizing events e.g., cultural activities, debates, games, quiz, essay-competition, drama, etc.
- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.

School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity.

Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary & secondary. They should also be provided opportunities to teach in government & private schools with systematic support & feedback from the faculty. It is important that the student-teachers will consolidate & reflect on their teaching experience during the school-internship.

- Student-teacher will maintain a **Journal (A Diary)** in which he/she records one's experiences & observation, etc. daily.
- Student-teacher will also maintain a **Portfolio** of all the activities like-details of daily-teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.
- Student-teacher will work on a **Project on Action Research** based on any Educational problem of School, which will be selected in consultation with the concerned faculty supervisor.

Final Presentation- At the end of School-Internship each student-teacher will be expected to present:

- **The Journal** – Containing day-to-day report about different activities, like-teaching, events, etc. mentioned above.
- **The Portfolio** - Containing evidences (proof) of different activities & events in the form of different photographs, photocopies, etc.
- **The Project Report** – Containing the data, analysis and interpretation based on Action Research conducted by him/her.

- **Presentation of Teaching through PPT/OHP** - on any one topic of school subject.

Evaluation of School-Internship

The Journal of **50 marks**.

The Portfolio of **50 marks**.

The Project Report of **50 marks**.

Presentation of Teaching through PPT/OHP on any topic of School Subject of **50 marks**

Lesson plan **50 marks**