Bachelor OF Education (B.Ed.)

- Scheme of Examination
- Detailed Syllabus

DR. C.V.RAMAN UNIVERSITY

KARGI ROAD, KOTA, BILASPUR, CHHATTISGARH
PHONE : 07753-253737, FAX : 07753-253723
Website: www.cvru.ac.in

DEPARTMENT OF EDUCATION

INTRODUCTION

B.Ed. is a NCTE approved 2 years full time Graduate degree programme of 64 credits divided in 4 semesters (16 credits in each semester). The B.Ed. training program at Dr. C. V. Raman University aims to prepare pupil teachers for choosing various verticals of teaching and learning dimensions. Our aim is to provide a secure learning environment for all students, within which respect, persistence and individual learning styles are valued and where confidence and the development of skills are nurtured. This enables students to become job ready professionals and helps them to take up teaching roles in future. It also provides scope for research studies.

VISION

The department aims to provide decent, creative graduates with a teaching oriented and skilled mindset ready to provide leadership to both private and public sectors. Not only this, but department also focus to provide quality education to its students which will help in overall development of students as well as of the society.

MISSION

- Our mission is to prepare learner-sensitive educators with the knowledge, skills, and dispositions to contribute to a better society.
- Strengthen and develop community connections and engagement through collaborations, research, service, and participation.
- Support a positive and inclusive college climate by advancing equity, open communication, dynamic engagement and respect.

PROGRAMME OBJECTIVE

The Bachelor of Education (B.Ed.) programme aims at developing the understanding and competencies required by practising teachers for effective teaching-learning process at the secondary stage. This programme prepares prospective teachers to understand the psychological and sociological aspects of the child's development and also understand his behaviour under different conditions. This combined with rigorous practice of teaching prepares teacher trainees to master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations.

PROGRAMME SPECIFIC OBJECTIVES

- To enable students to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.
- To provide opportunities to teacher trainees that enable learning experiences to make meaningful.
- To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities .

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- To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.

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

PROGRAMME OUTCOME

On successfully completing the program the student will be able to:

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.

- Recognize self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.

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

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KARGI ROAD, KOTA, BILASPUR (C.G.)

Course of Study and Scheme of Examination for **BACHELOR OF EDUCATION (B.Ed.)**

Eligibility: Graduation in any discipline with 50% & Pre B.Ed. Exam Conducted by C.G. Govt.

Duration: 24 Months

Scheme of Examination

First Semester

Course Code	Nature of the Course	Name of the Course	Total Marks	Theory Marks Major Max	Major Min	Minor Max	Minor Min	Sessional Max	Sessional Min	Practical / Field Work Max	Field Work Min	Credit L	P	T	Total Credits
EBCC 105	Perspectives in Education	Philosophical Perspective of Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EBCC 106		Psychological Perspective of Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EBCC 107	Pedagogic Studies-I	Understanding Discipline and Subject (**any one**) Physical Science -I	100	50	17	20	7	30	12	-	-	3	-	1	4
EBCC 108		Biological Science-I													
EBCC 109		Mathematics -I													
EBCC 110		English -I													
EBCC 111		Hindi -I													
EBCC 112		Social Science -I													
EBEP 102	Engagement with the Field	School Internship (**4Weeks**)	100	-	-	-	-	-	-	100	50	-	4	-	4
Total			**400**	**150**	**51**	**60**	**21**	**90**	**36**	**100**	**50**	**9**	**4**	**3**	**16**

Second Semester

Course Code	Nature of the Course	Name of the Course	Total Marks	Major Max	Major Min	Minor Max	Minor Min	Sessional Max	Sessional Min	Practical Max	Practical Min	L	P	T	Total Credits
EBCC 217	Perspectives in Education	Learning and Teaching	50	25	8	10	4	15	6	-	-	1	-	1	2
EBCC 218	Contemporary Studies	Language Across the Curriculum	50	25	8	10	4	15	6	-	-	1	-	1	2
EBCC 219		Knowledge and Curriculum	100	50	17	20	7	30	12	-	-	3	-	1	4
EBCC 220		Gender, School & Society	100	50	17	20	7	30	12	-	-	3	-	1	4
EBEP 203	Engagement with the Field	Case Study	50	-	-	-	-	-	-	50	25	-	2	-	2
EBEP 204		Community Work	25	-	-	-	-	-	-	25	13	-	1	-	1
EBEP 205		Self Identity and Teacher	25	-	-	-	-	-	-	25	13	-	1	-	1
Total			**400**	**150**	**50**	**60**	**22**	**90**	**36**	**100**	**51**	**8**	**4**	**4**	**16**

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Course of Study and Scheme of Examination for **BACHELOR OF EDUCATION (B.Ed.)**

Eligibility: Graduation in any discipline with 50% & Pre B.Ed. Exam Conducted by C.G. Govt.

Scheme of Examination

Third Semester

Course Code	Nature of the Course	Name of the Course	Total Marks	Theory Marks — Major Max	Theory Marks — Major Min	Theory Marks — Minor Max	Theory Marks — Minor Min	Sessional Max	Sessional Min	Practical / Field Work Max	Practical / Field Work Min	L	P	T	Total Credits
		Teaching Methodology of School Subject (**any one**)													
EBCC 319		Physical Science -II													
EBCC 320	Pedagogic Studies-II	Biological Science –II	100	50	17	20	7	30	12	-	-	3	-	1	4
EBCC 321		Mathematics-II													
EBCC 322		English –II													
EBCC 323		Hindi –II													
EBCC 324		Social Science -II													
EBEP 325	Engagement with the Field	School Internship (**16 weeks**) & Viva-Voce	300	-	-	-	-	-	-	300	150	-	12	-	
Total			**400**	**50**	**17**	**20**	**7**	**30**	**12**	**300**	**150**	**3**	**12**	**1**	**16**

Fourth Semester

Course Code	Nature of the Course	Name of the Course	Total Marks	Theory Marks — Major Max	Theory Marks — Major Min	Theory Marks — Minor Max	Theory Marks — Minor Min	Sessional Max	Sessional Min	Practical / Field Work Max	Practical / Field Work Min	L	P	T	Total Credits
EBCC 428	Perspectives in Education	Contemporary Indian Society	50	25	08	10	4	15	6	-	-	1	-	1	2
EBCC 429		Yoga Education	50	25	08	10	4	15	6	-	-	1	-	1	2
		Elective –(any one)													
EBCC 430		Inclusive Education													
EBCC 431		Guidance and Counselling													
EBCC 432	Elective	Educational and Mental Measurement	100	50	17	20	7	30	12	-	-	3	-	1	4
EBCC 433		Educational Administration & Supervision													
EBCC 434	Teacher Enrichment	Assessment for Learning	50	25	08	10	04	15	06	-	-	1	-	1	2
EBCC 435		ICT in Teacher Education	50	25	08	10	04	15	06	-	-	1	-	1	2
EBEP 405	Engagement with the Field	Critical Understanding of ICT	50	-	-	-	-	-	-	50	25	-	2	-	2
EBEP 406		Yoga Education	50	-	-	-	-	-	-	50	25	-	2	-	2
Total			**400**	**150**	**49**	**60**	**23**	**90**	**36**	**100**	**50**	**7**	**4**	**5**	**16**

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Evaluation Scheme

70 Marks (Theory) + 30 (Assignment)

Note
 Changes/Corrections/Upgradation done
 Addition of new things/courses etc

SEMESTER – I

Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 1st
Paper-I
Subject: Philosophical Perspective of Education

Subject Code: EBCC 105
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
Enable the Student- Teacher to understand: -
- About the relationship between philosophy and education and implication of philosophy on education.
- The importance and role of education in the progress of Indian Society.
- The Contribution of great educationist to the field of education.
- To know about value education
- To know about commissions and policies about education.

	Course Content	Methodology Adopted
UNIT – I	**Philosophy and Education** ➢ Education: - Meaning, Principal, Importance, Types (Formal, Informal and Non-Formal), Ideals and Aims. ➢ Philoshophy- Meaning, Nature and Scope. ➢ Educational Philoshophy- Meaning, Scope, Relationship between Education and Philoshophy, Contribution of philosophy in the field of education.	ICT based class room teaching, Group Discussion, Lecture Method, Individual Presentations
UNIT – II	**Philosophical Foundation of Education** ➢ Naturalism, Idealism, Realism & Existentialism in education.	ICT based class room teaching, Individual Presentation
UNIT – III	**Philosophers & their Contribution** ➢ M.K.Gandhi, Rabindranath Tagore, Swami Vivekananda, Plato, John Dewey & Frobel	ICT based class room teaching, Individual Presentation
UNIT- IV	**Sociology and Education** ➢ Educational Sociology- Concept, Scope, Impact on Education, ➢ Discipline and Freedam. Education and Culture ➢ Role of Education in Social Change and Mordurnization	ICT based class room teaching, Individual Presentation,
UNIT – V	**Education Commission & Policies** ➢ Secondary Education Commission (1952-53), Indian Education Commission (1964-66), National Policy on Education 1986. New Education Policy 2020.	ICT based class room teaching, Group Presentation

Learning Outcomes:
- Pupils able to learn the differences between formal informal and non formal education.
- Pupils able to develop and modify their behaviour.
- Pupil able to understand how the philosophy influences the education system.

Reference:

❖ Bhatnagar : Adhunik Bhartiya Shiksha aur Unki Samasyayen, Lall Book Depot, Meerut
❖ Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastryi Pursat Bcomi, Vinod Pustak Mandir,Agra
❖ Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra
❖ Saxena, N.R. Swaroop, Shiksha Re Samanya Siddhant, Lall Book Depot, Meerut.
❖ Agrawal, J.C. : Nai Shiksha Niti, Prabhat Prakashan, Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal. Counsellor. Content Writer	Critical thinking and problem-solving. Collaboration across networks and leading by influence. Agility and adaptability. Initiative and entrepreneurialism. Effective oral and written communication. Accessing and analyzing information. Curiosity and imagination.	Moral Development, Quality Education, Innovative Teaching Learning Method, Constructivism

Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 1st
Paper-II
Subject: Psychological Perspective of Education
Course Objectives:

Subject Code: EBCC 106
Theory Max. Marks: 50
Theory Min. Marks: 17

- Acquire knowledge and understanding of stages of human development and developmental task; with special reference to adolescents learner.
- Develop understanding the process of children learning in the context of various theories of learning.
- Understand intelligence, Motivation and various types of exceptional children.
- Develop skill for effective teaching learning process and use of Psychometric assessment.

	Course Content	Methodology Adopted
UNIT - I	**Nature of Psychology and Learners** ➢ Psychology: Meaning & Nature. ➢ Educational Psychology-Meaning, Nature, Scope and Function, Knowledge of Educational Psychology for teacher educator. ➢ Stages of Human Development: Stages, specific characteristics and developmental task, cognitive development of Piaget. ➢ Adolescence:-Characteristics and problem of adolescence; their need and aspiration. Guidance and Counselling for Adolescents.	ICT based class room teaching, Group Discussion, Individual Presentation
UNIT - II	**Learning and Motivation** ➢ Meaning Nature& Definition of learning ➢ Factor Influencing Learning and Teaching Process: learner related; teacher related: Process related and content related. ➢ Theories of Learning -Pavlov, Kohler, Kurt Lewin, Thorndike. ➢ Motivation–Nature, types: techniques of enhancing learner's motivation, Maslow's theory of motivation	ICT based class room teaching, Seminar, Individual Presentation
UNIT – III	**Unit-III: Intelligence** ➢ Nature and characteristics of intelligence and its development ➢ Theories of Intelligence; Two Factor Theory, Multifactor Theory (PMA) and S.I. Model. ➢ Measurement of Intelligence- Verbal, Non-Verbal and Performance Test. ➢ Creativity – Definition & Measurement.	ICT based class room teaching, Group Discussion, Individual Presentation.
UNIT – IV	**Unit-IV: Exceptional Children** ➢ Concept of Exceptional Children –Types and characteristics of each type including children with learning disabilities. ➢ Individual differences-Nature, accommodating individual differences in the classroom, Learner centred techniques for teaching exceptional children. ➢ Personality –Definition, meaning and nature; development of personality; types and traits, theories of Personality.	ICT based class room teaching, Individual Presentation
UNIT - V	**Unit-V : Education Statistics** ➢ Measures of Central tendency, Variability: QD & SD. ➢ Co-relation –Rank Difference, Product moment method,	ICT based class room teaching, Group Presentation

Learning Outcomes:
- Pupil able to understand needs and importance of guidance and counselling for adolescents.
- Pupils able to recognize factors influencing learning and intelligence.
- Pupils able to identify exceptional children and help to fulfil their educational needs.

Reference :
- ❖ Agarwal J.C., Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 1995
- ❖ Bhatnagar Suresh & Saxena Anamika, Advanced Educational Psychology. Lall Book Depot Meerut.
- ❖ Chauhan, S.S. Advanced Educational Psychology,Vikas Publication House, N.D. 1990
- ❖ Mangal S.K., Essentials of Educational Psychology, Prentice Hall of India.
- ❖ Naik.P.K., Advanced Educational Psychology, Sharda Pustak Bhawan, Allahabad (U.P.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Counsellor **Psychology Teacher** **Clinical Psychologist** **Counseling Psychologist** **School Psychologist**	**Problem Solving Ability, Risk Taking and management**	**Behavioural Development, Creativity and Development of Originality**

Semester- 1ˢᵗ

Paper III

Subject: Understanding Discipline and Subject -Physical Science-I

Subject Code: EBCC 107

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

After Completion of Course the Students will be able to: -

- Appreciate that science is a dynamic and expanding body of knowledge;
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- Identify and relate everyday experiences with learning physical science;
- Appreciate various approaches of teaching-learning of physical science;
- Understand the process of science and role of laboratory in teaching-learning situations;

	Course Content	Methodology Adopted
UNIT – I	**Nature & Scope of Physical Science** Nature of Science, Science asinterdisciplinary area of learning; Facts, concepts, principles, laws and theories—their characteristics in context of physical science; Physical science for environment, health, peace, equity, society; Contributions of eminent scientists—Isaac Newton, Dalton,C. V. Raman, Albert Einstein, etc.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Physical Science–Lifelong Learning** Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ Physics and Chemistry; Organizing events on specific day such as Science Day, Environment Day etc; field experiences- Science Club, Science Exhibition,	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Professional Development of Science/Physics/Chemistry Teachers** Science Teacher , Participation in seminar, conferences, online sharing, membership of professional organisations; Journals and other resource materials in Science/Physical Science education; Field visit; Action Research in Physical Science.	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**School Science Curriculum (Physical Science)** Concept of curriculum, Trends in Science curriculum; Consideration in developing learner-centred curriculum in Physical Science, Concept of syllabus, Analysis of Science/Physics and Chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non-print materials used in the area of Physical Science.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Approaches and Strategies of Learning Physical Science** Pedagogical shift from Science as fixed body of knowledge to process of constructing knowledge; Scientific method—Observation, Enquiry, Hypothesis, Experimentation, Data collection, Generalization, Problem solving, Investigatory approach, Concept mapping, Collaborating learning and experiential learning in Science/ Physics and Chemistry	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Outcomes:

- Pupils able to identify and relate different natural scientific phenomena with daily experiences.
- Pupils able to understand the importance of laboratory in teaching-learning situations and develop professionalism in their teaching.
- Pupils able to know about different school curriculum and learn about different approaches and strategies for teaching Physical Science.

References:
- ❖ All NCERT Science Text Books from class IX to XII.
- ❖ S.K. Mangal, Teaching of physical Science.
- ❖ Dr. Shoti Shivendra Chandra, Contemporary Science Teaching.
- ❖ R.A. Yadav, Siidiqui, Teaching of Science.
- ❖ Proff. S.K. Tyagi, Teaching of Physical Science.
- ❖ Dr. A.K. Kulshrestha, Teaching of Physical Science.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Physical Science Teacher	Problem Solving Ability, Decision making Capacity, Team Sprit and Management	Curriculum Development as per social needs and quality education

Semester- 1st
Paper- III
Subject: Understanding Discipline and Subject -Biological Science-I

Subject Code: EBCC 108
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
After Completion of Course the Students will be able to:
- Appreciate that science is a dynamic and expanding body of knowledge;
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings
- Identify and relate everyday experiences with learning biological science;
- Appreciate various approaches of teaching-learning of biological science;
- Explore the process skill in science and role of laboratory in teaching– learning;

	Course Content	Methodology Adopted
UNIT – I	**Nature and Scope of Biological Science** Nature of Science; Biological Science for environment and health, peace, equity; History of Biological Science; Origin of Life and Evolution, Biodiversity; Observations and Experiments in Biological Science; Interdisciplinary linkages, Biological Science and society	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Biological Science–Lifelong Learning** Organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ Physics and Chemistry; Organizing events on specific day such as Science Day, Environment Day etc; field experiences- Science Club, Science Exhibition,	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Professional Development of Science/Physics/Chemistry Teachers** Science Teacher , Participation in seminar, conferences, online sharing, membership of professional organisations; Journals and other resource materials in Science/Physical Science education; Field visit; Action Research in Biological Science.	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**School Science Curriculum (Physical Science)** **SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)** Concept of curriculum, Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology; Concept of syllabus, Analysis of textbooks and Biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of Biological Science used.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Approaches and Strategies of Learning Biological Science** Pedagogical shift from science as fixed body of knowledge to process constructing knowledge; Scientific method - Observation, Enquiry, Hypothesis, Experimentation, Data collection, Generalization; Problem solving, Investigatory approach, Concept mapping, Collaborative learning and Experiential learning in Biological Science	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Outcomes:
- Pupils able to recognize different biological phenomena with daily experiences.
- Pupils able to understand the importance of laboratory in teaching-learning situations and develop professionalism in their teaching.
- Pupils able to know about different school curriculum and learn about different approaches and strategies for teaching Biological Science.

References:
- ❖ S.K. Mangal, Teaching of Biological Science.
- ❖ Dr. Shoti Shivendra Chandra, Contemporary Science Teaching.
- ❖ R.A. Yadav, Siidiqui, Teaching of Science.
- ❖ Proff. S.K. Tyagi, Teaching of Biological Sciences.
- ❖ Dr. A.K. Kulshrestha, Teaching of Biological Sciences.
- ❖ All NCERT Science Text Books from class IX to XII.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Biology Science Teacher	Problem Solving Ability, Decision making Capacity, Team Sprit and Management	Curriculum Development as per social needs and quality education

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Course: B.Ed.

Semester- 1ˢᵗ
Paper-III
Subject: Understanding Discipline and Subject -Mathematics-I

Subject Code: EBCC 109
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource;
- Appreciate the process of developing a concept;
- Appreciate the role of mathematics in day-to-day life;

UNIT	Course Content	Methodology Adopted
Unit I:	**Nature and Scope of Mathematics** Meaning and scope of Mathematics; nature of Mathematics; Facts, concepts, principles, laws and theories; History of Mathematics with special emphasis on teaching of Mathematics, contribution of Indian mathematicians; Values of Mathematics-Aesthetic sense in Mathematics and beauty in Mathematics.	ICT based class room teaching, Individual Presentation, Inductive Method
Unit II	**Mathematics for All** Activities enriching Mathematics learning- Assisting learning, Supplementary text material, Summer programmes, Mathematics club, Contests and Fairs, Designing Mathematics Laboratory and its effective uses, Recreational activities- games, puzzles and riddles in Mathematics; Co-operative learning ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in mathematics.	ICT based class room teaching, Individual Presentation, Inductive and Deductive Method
Unit III	**Professional Development of Mathematics Teachers** Professional development programme for Mathematics teachers; Role of Mathematics teachers association; Journals and other resource materials in Mathematics education; Professional growth- participation in conferences/seminars/workshops.	ICT based class room teaching, Individual Presentation, Inductive Method
Unit IV	**School Mathematics Curriculum** Objectives of curriculum, Principles for designing curriculum, Designing curriculum at different stages of schooling;Main goal of Mathematics education, Core areas of concern in school Mathematics, Curricular choices at different stages of school Mathematics education, syllabi in various disciplines of Mathematics- for example, Algebra, Geometry etc.; Pedagogical analysis of various topics in Mathematics at various level of schooling- Arithmetic, Algebra, Trigonometry, Statistics and Probability etc.	ICT based class room teaching, Individual Presentation, Inductive Method
Unit V	**Approaches and Strategies in Teaching and Learning of Mathematical Concepts** Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept— defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry etc.; Difference between teaching of mathematics and teaching of science.	ICT based class room teaching, Group Discussion, Inductive Method

Learning Outcomes:
- Pupils able to apply Mathematics in day to day life.
- Pupils able to apply different activities enriching Mathematics learning.
- Pupils able to understand school Mathematics curriculum.
- Pupils learn and apply different approaches and strategies for teaching Mathematics.

References:

- ❖ The history & concept of mathematical proof- Steven G.2007
- ❖ Curriculum and teaching of mathematics in secondary school , (R.C.Sexena) NCERT 1970
- ❖ Mathematics for class 9ᵗʰ NCERT
- ❖ Mathematics for class 10ᵗʰ ncert
- ❖ Teaching of mathematics(Eng\Hindi),Dr. S.K. Mangal
- ❖ Teaching of mathematics(Eng/Hindi), Dr.A.B. Bhatnager
- ❖ Teaching of mathematics , A.K. Kulshestha.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teacher (Mathematics)	Critical thinking and problem-solving. Mathematical Reasoning, Cooperative Learning	Moral Development, Quality Education, Innovative Teaching Learning Method,

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SEMESTER- 1ST

Paper-III

Subject: Understanding Discipline and Subject- English-I

Subject Code: EBCC 110

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:
The Course will enable student-teachers to: -

- Understand the nature and system of language, language learning, and develop a Perspective on English as language in school curriculum in Indian contexts.
- Critically examine the beliefs and assumptions about language learning, methodologies of language teaching and appreciate the aims of language teaching in the context of English language and other Indian languages

UNIT	Course Content	Methodology Adopted
Unit I	**Role of Language & Society** **Language** – Meaning, Characteristics –Unlimited production Capacity, Displacement, Arbitrariness, arrangement of sounds to produce meaning, Socially-acquired. **Functions of language** – thought, communication, interaction, social/cultural constructs, language and knowledge. **Rule bound system of language and grammatical elements** – at the level of sounds, letters, words, meaning. Understand the rule-bound system of language with the help of English, Hindi and local languages. **Language in school**- Communication language teaching, Constructive knowledge in classroom ,Understanding the importance of a language rich classroom	ICT based class room teaching, Individual Presentation
Unit II	**Nature of Language** ➢ Language as a rule governors behaviour and linguistic variability ➢ Pronunciation-linguistic diversity, its input on English, pedagogical implication, speech and writing. ➢ The organization of sounds, structure of sentence, concept of Universal, Nature & structure of meaning, basic concept in phonology, morphology, syntax and semantics.	ICT based class room teaching, Individual Presentation, Inductive and Deductive Method
Unit III	**Position of English in India** ➢ English as a colonial language. ➢ English in post-colonial times, English as a language of knowledge, position of English as second language in India, English and Indian language English as a link language in global context ➢ Challenges of teaching and learning English.	ICT based class room teaching, Individual Presentation, Inductive Method
Unit IV	**Acquisition of Language Skills** Development of Language Skills: ➢ **Teaching Listening & Speaking:** Sub Skills of Listening; Listening and Speaking for specific purposes, Reading as a process versus product; Understanding Phonetics – consonant system, vowel system etc.; Creating and using tasks , Materials and resources– Story Telling, Dialogues, Situational Conversations, Role Plays, Simulations, Speech (Debates, Extempore, Presentations, Elocutions), Language Games, Language Laboratories, Pictures, Materials from real life and Multi -Media Resources (videos, films and audios). ➢ **Teaching Reading:** Sub Skills of Reading, Importance of understanding, Development of reading skills, Reading Aloud and Silent reading, Extensive and Intensive Reading; Skimming and Scanning, Comprehension; Study Skills using Thesaurus, Encyclopaedia, Dictionary, creating and using tasks, materials and resources for developing verbal and non-verbal reading skills. ➢ **Teaching Writing** : Mechanics of writing including punctuation, spelling, Sub-Skills of Writing; Writing as Process versus Product; The various stages (Brainstorming, outlining ,drafting, editing, redrafting) of different types of writing; creating and using tasks, materials and resources for developing different types of writing skills through practice, activities and games, authentic and other available materials, collage presentation, real life situation, etc., Creative writing skills such as poetry, short stories. Developing Study Skills: note taking, note making, summarizing, and making bibliographic entries, reference skills. ➢ **Designing appropriate learning experiences for English language Learning** – Creating and using classroom materials, and processes. Creating appropriate learning environment.	ICT based class room teaching, Inductive and Deductive Method
Unit-V	**Constitutional Provisions and Policies of Language** ➢ Position of Language in India, Article 343-351,350A. ➢ Kothari Commission (1964-66), NPE -2005 ➢ POA-1992, National Curriculum Framework -2005(Language Education).	ICT based class room teaching, Group Discussion

Learning Outcomes:
- Pupils able to know about importance and role language in human society.
- Pupils able to apply different language skills in their English teaching.
- Pupils able to understand constitutional provisions and policies about language.
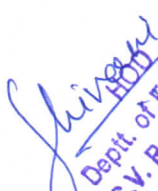
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Dr. C.V. Raman University
Kota, Bilaspur (C.G.)

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- ❖ Kohli A. L., Techniques of Teaching English
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- ❖ Venkateshwaran S, Principles of Teaching English
- ❖ Sachdeva M.L., A New Approach to Teaching of English in India

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teacher (English) Tranlator	Critical thinking and problem-solving. Reading Skill, Writing Skill, Model Practices	Language Development

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Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 1st
Paper-III
Subject: Understanding Discipline and Subject- हिंदी भाषा का शिक्षण

Subject Code: EBCC 111
Theory Max. Marks: 50
Theory Min. Marks: 17

हिंदी भाषा–शिक्षण का पाठ्यक्रमः

- भाषा के अलग–अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रव्यि को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- भाषा और साहित्य संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्रा अभिव्यक्ति करना
- अनुवाद के महन्व और भूमिका को जानना
- भाषा सीखने–सिखाने के सृजनात्मक दृष्टिकोण को समझना

UNIT	Course Content	Methodology Adopted
इकाई– 1	**भाषा की भूमिका** ➢ भाषा का अर्थ उत्पत्ति एव प्रकृति ➢ भाषा की विशेषता एवं आवश्यकता ➢ भाषा के कार्य एवं महत्व ➢ भाषा,शिक्षण, समक्ष एवं ज्ञान के माध्यम के रूप में ➢ त्रिभाषा सूत्र में हिन्दी भाषा की भूमिका	ICT based class room teaching, Individual Presentation
इकाई– 2	**हिन्दी भाषा की संरचना** ➢ हिन्दी की बोलियां वाक् तथा लेखन ➢ हिन्दी भाषा में अक्षर विन्यास या वर्तनी ➢ हिन्दी भाषा में शुद्ध उच्चारण की महत्ता ➢ हिन्दी शिक्षक के गुण एवं भूमिका ➢ भाषायी व्यवस्था – वाक्य विज्ञान , अर्थ विज्ञान ,ध्वनि विज्ञान , रूप विज्ञान	ICT based class room teaching, Individual Presentation, Inductive and Deductive Method
इकाई– 3	**हिंदी भाषा की स्थिति और भूमिका** ➢ स्वतंत्रता से पहले और स्वतंत्रता के बाद हिन्दी ➢ हिन्दी के विविध रूप ➢ अर्न्तराष्ट्रीय स्तर पर हिन्दी और महत्व ➢ राष्ट्रीय स्तर पर हिन्दी और महत्व	ICT based class room teaching, Individual Presentation, Inductive Method
इकाई– 4	**भाषा सीखने सिखाने की विमिन्न दृष्टियॉ** ➢ हिन्द ी शिक्षण में प्रयोग एवं अभ्यास ➢ भाषा अधिगम में स्वभाविक एवं आध्यात्मिक शक्तियां ➢ भाषा अर्जन सिखना एवं विकास भाषा शिक्षण में प्रचलित नवीन विधिया – मॉण्टेसरी विधि , डाल्टन विधि , प्रोजेक्ट विधि , खेल विधि , बालोद्यान शिक्षण विधि	ICT based class room teaching, Inductive and Deductive Method
इकाई– 5	**भाषायी दक्षताऐं** ➢ श्रवण कौशल – परिभाषा महत्व गुण , दोष ,उद्देश्य ➢ वाचन कौशल – परिभाषा , उद्देश्य , प्रकार , विशेषता , गुण ,दोष ➢ लेखन कौशल – परिभाषा , विशेषता , गुण ,दोष एवं विधियां ➢ पाठन कौशल – परिभाषा , विशेषता , गुण ,दोष एवं विधियां	ICT based class room teaching, Group Discussion

Learning Outcomes:

- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों की जानकारी विद्यार्थी प्राप्त कर पाये।
- भाषा संबंधी विमिन्न संविधान तथा शिक्षा समितियों की जानकारी विद्यार्थी प्राप्त कर पाये।
- सुनने ,बोलने , पढ़ने तथा लिखने संबंधी भाषायी कौशल का ज्ञान विद्यार्थी प्राप्त कर पाये एवं उनका उपयोग कर सकेंगे।

संदर्भ:

❖	भाई योगेन्द्रजीत	:	हिन्दी भाषा शिक्षण,, विनोद पुस्तक मंदिर,आगरा।
❖	क्षत्रिय के	:	मातृभाषा शिक्षण, विनोद पुस्तक मंदिर,आगरा।
❖	लाल रमन बिहारी	:	हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
❖	सफाया, रघुनाथ	:	हिन्दी शिक्षण, विधि, पंजाब किताब घर जालंधर।
❖	शर्मा, डॉ. लक्ष्मीनारायण	:	भाषा 1,2, की शिक्षण, – विधियां और पाठ नियोजन, विनोद कुमार पुस्तक मंदिर,आगरा।

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teacher (हिन्दी भाषा) **Tranlator**	सुनने ,बोलने , पढ़ने तथा लिखने संबंधी भाषायी कौशल का ज्ञान विद्यार्थी प्राप्त कर पाये एवं उनका उपयोग कर सकेंगे।	हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों की जानकारी भाषा संबंधी विमिन्न संविधान तथा शिक्षा समितियों की जानकारी

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Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 1ˢᵗ
Paper-III
Subject: Understanding Discipline and Subject-Social Science-I

Subject Code: EBCC 112
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- To acquire a conceptual understanding of the processes of teaching and learning Social Sciences
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- To acquire basic knowledge and skills to analyze and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

	Course Content	Methodology Adopted
UNIT – I	**UNIT I: Nature, Scope and Objectives of Social Science** ➤ Concept, Meaning ,Nature and scope of Social Science , ➤ Difference between Social Science and Social Studies ➤ Importance of Social Science in school curriculum , ➤ Aims and objectives of teaching in Social Science at secondary level , ➤ Introduction of Bloom's taxonomy of educational objectives, writing objectives in behavioral terminology , ➤ Contribution of Social Science with other school subjects	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Curriculum and Planning** ➤ Social Science curriculum: its concept and principles ➤ Critical appraisal of a Social Science Text book. ➤ Concept and importance of lesson planning in Social Science ➤ Unit planning ➤ Basic elements of lesson planning ➤ Preparation of lesson plan for teaching Social Science	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Maxims, Methods, strategies and Approaches** ➤ Maxims of teaching ➤ Meaning and importance of Methods , strategies and Approaches ➤ Types of useful methods for Social science education – Lecture method, Discussion method , Source method, Problem solving method and Project method , Field Visits and story telling . ➤ Difference between Approaches, strategies and methods · ➤ Types of Approaches (Inductive, deductive, constructivist, multidisciplinary & integrated approach in Social Sciences. ·) ➤ Programmed instruction in social science	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Integration of Technology and its Applications** ➤ Teaching Aids: concept and types ➤ Excursion in social science :Need and importance ➤ Instructional Aids: - Preparation, improvisation and effective use - Chart, Models, Scrap Books, Media (Print Non-print and Electronic Media), Maps, Globe. ➤ e-technologies.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Evaluating Students learning** ➤ Evaluation: Concept, importance and Types of Evaluation. ➤ Subjective and objective type tests in social science ➤ Preparation of blue print and construction of Teacher made Achievement Test in Social science ➤ Action research: Concept and Identification of problems faced by the teachers in the classroom	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Outcomes:

- Pupils able to understand the importance of different subjects of social sciences.
- Pupils able to learn different method of teaching social sciences.
- Pupils able to apply different Subjects of teaching social sciences School subjects.

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Kota, Bilaspur (C.G.)

References:

- Balagopalan, S. (2009). Chapter 7: Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) *Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam:* Rozenburg Publications.
- Billinge, M., Gregory, D., Martin, R. (eds) (1984). *Recollections of a revolution: Geography as spatial   science,* London: Macmilla
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- Geetha, V., Selvam S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu,* New Delhi: Nirantar.
- Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education Social Studies for Social Change,* New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.
- Mehlinger, Howard D., (ed.) (1981). UNESCO *Handbook of Social Studies.* France: UNESCO Publications.
- Ross, E. Wayne (ed.) (2006). *The Social Studies Curriculum: Purposes, Problems, and Possibilities.* Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teacher (Social Science)	Problem Solving, Critical Thinking, conceptual understanding of the processes of teaching and learning Social Sciences	social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

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SEMESTER - 2

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Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

SEMESTER- 2nd
Paper-IV
SUBJECT: LEARNING AND TEACHING

Subject Code - EBCC 217
Theory Max. Marks: 25
Theory Min. Marks

Course Objectives:
- To develop on understanding of the concept of learning.
- To analyse the factors effecting learning.
- To analyse the various theories of learning.
- To apply the cognitive perspective of learning in the learning process.
- To apply the constructivist perspectives of learning in the learning process.

	Course Content	Methodology Adopted
UNIT – I	**. Concept of Learning** ➢ Meaning, Definitions, Nature & Characteristics of learning ➢ Factors influencing Learning ➢ Thorndike'sLaw of Learning, Process of Learning ➢ Transfer of Learning	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Cognitive Perspectives of Learning** ➢ Thinking: Concept & Type ➢ Memory: Meaning, characteristics, types, factor Influencing memory, method of improving memory. ➢ Forgetting: Meaning, causes, method of reducing forgetting. ➢ Level of Learning: Gagne's Level of Learning Theory.	ICT based class room teaching, Individual Presentation
UNIT – III	**Teaching** ➢ Meaning, Definition, Nature & Characteristics of Teaching ➢ Types of Teaching. ➢ Strategies of Teaching. ➢ Maxims of Teaching. ➢ Level of Teaching – Memory, Understanding & Reflective level of teaching. ➢ Relation between Learning and Teaching	ICT based class room teaching, Individual Presentation, Constructivist Approach

UNIT- IV	**Phases & Models of Teaching**
	➢ Phases & Operations of Teaching
	  ➢ Pre – active
	  ➢ Inter-active
	  ➢ Post – active
	➢ Principles of Teaching
	➢ Models of Teaching
		ICT based class room teaching, Individual Presentation, Demonstration

UNIT – V	**Techniques for Higher Teaching** ➢ Conference Technique ➢ Seminar technique ➢ Symposium technique ➢ Workshop technique ➢ Diverse Teaching strategies for Divers Learners	ICT based class room teaching, Individual Presentation, Group Discussion

Learning Outcomes:
- Pupils able to understand perspectives of learning and the importance of elements influencing learning.
- Pupils able to know the differences between thinking, memory and forgetting.
- Pupils able to learn and apply different perspectives of teaching.

References:
- Naik P.K., Advanced Educational Psychology.
- Agarwal J.C., Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 1995.
- Bhatnagar S. & Saxena A., Advanced Educational Psychology, R. Lall Book Depot Meerut.
- Chauhan S.S., Advanced Educational Psychology, Vikas Publication House, N.D. 1990.
- Mangal S.K., Essentials of Educational Psychology, Prentice Hall of India.
- Sharma R.A., Educational technology,
- Swaroop N. R. & Oberai S.C., Technology of Teaching.
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Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher, Counselor	constructivist perspectives, conference, seminar organizing skill	Understanding of perspectives of learning and the importance of elements influencing learning.

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Course: B.Ed.

SEMESTER- 2nd
SUBJECT LANGUAG E ACROSS THE CURRICULUM
Paper-V

Subject Code: EBCC 218
Theory Max. Marks: 25
Theory Min Marks - 08

Course Objectives:

- To develop the different level of language proficiency in learners.
- To develop the ability of writing, thinking, discussing and communicating.

Course Content		Methodology Adopted
UNIT – I	. Concept of Learning **Engaging with narrative and descriptive accounts** • The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories. Suggested Activities • Reading for comprehensive and visualizing the account (individual plus group reading and discussion/explanation) • Re-telling the account - in one's own words/from different points of view	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Narrating** • Narrating/describing related account from one' slife experience (in front of a smaller group) • Discussion of characters and situations - sharing interpretations and points of view(in a smaller group) • Writing based on the text ,e.g. summary of a scene ,extrapolation of story, converting a situation dialogue, etc.(individual task).	ICT based class room teaching, Individual Presentation
UNIT – III	**Engaging With Popular Subject-Based Expository writing** • The selected texts could include articles, biographical writing, or extracts from popular • on-fiction writing, that are drawn from the subject areas of the student teachers(various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to the subjects, with in which different texts could be read by different pairs of student-teachers.	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Suggested Activities** • Reading to extract overall meaning, information ,subject knowledge • Identify in major concepts and ideas involved and making notes - flow diagram, tree diagram, mind map, etc. (guided working in pairs) • Explaining the gist of the text/to pictoothers(in the larger subject group) • Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame 'in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for' placing' the context of each text(group discussion and sharing) • Writing of view or a summary of the text, with comments and opinions	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**ENGAGING WITH JOURNALISTIC WRITING** The selected texts would include newspaper or magazine articles on topics of contemporary interest. (Student-teachers can be grouped randomly fort his Unit.)	ICT based class room teaching, Individual Presentation, Group Discussion

Learning Outcomes:

- Student will be able to develop the different level of language ability programme.
- Student will be able to develop the ability to read and write in a proper way.

References:

- Language across the cucurriculum
- पाठयक्रम पार भाषा
- पाठयक्रम के परे भाषा
- पाठयक्रम पार भाषा
- पाठयक्रम में भाषा

Ranjana Pandey
राजकुमारीशर्मा
श्रीमती राजकुमारी शर्मा
प्रो. एस.के.दुबे
लता अग्रवाल
स्नेहलता चतुर्वेदी

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher, Counselor, Language Trainer, Translator	constructivist perspectives, Language Proficiency	Understanding of perspectives of language and the importance of elements influencing language.

Semester- 2nd
Paper-VI
Subject: Knowledge and Curriculum

Subject Code: EBCC 219
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To understand the nature of curriculum and its relation to syllabi, text books and classroom practices.
- To understand the nature of knowledge, moral values and skills.
- To examine the place of work in education.
- To understand the implications of constructivism for education.
- To develop and apply a framework for studying curriculum documents.

	Course Content	Methodology Adopted
UNIT – I	**Knowledge** ➢ Knowledge- Meaning, Importance, Sources ➢ Concept of Belief, Information, Knowledge and Understanding. ➢ Different Kinds of Knowledge and their Validation Processes.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Curriculum** ➢ Curriculum – Meaning and Concept, Nature, Types ➢ Bases of Curriculum- Philosophical, Sociological, Psychological. ➢ Connection between curriculum, Syllabus and textbooks.	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Curriculum Constructions** ➢ Principles of Curriculum Construction, ➢ Steps of Curriculum Development ➢ Models of Curriculum- Traditional Model, Contemporary Models and C.I.P.P. Model	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Curriculum study and Evaluation** ➢ Curriculum ideas of Gandhi and Giju Bhai ➢ Role of U.G.C., N.C.T.E. and University in Curriculum Devolopment ➢ Curriculum Evaluation Approach ➢ Curriculum Evaluation Models- Tyler Model and Hilda- Taba Model	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Value Education** ➢ Value Education- Meaning & Nature, Types - social, moral & spiritual value, strategies for inculcating values. ➢ Morality in a multi-cultural, multi religious and democratic society: different Cultures/religions have different value systems and preferences. ➢ Objectives of moral education ➢ Psychological theories of development of moral reasoning in children and adolescents (Kohlberg)	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Learn difference between curriculum syllabus and units.
- Create / construct frameworks for curriculums.
- Find out correlation between knowledge, curriculum and textbooks.

References:

- ❖ Christopher Winch, Philosophy and Education Policy, chapter 1&2.
- ❖ John Dewey, Democracy and Education
- ❖ National Curriculum Framework NCERT 2005, (Chapter 2)
- ❖ Position Paper, National Focus Group on Curriculum, Syllabus and Text books (NCERT, 2006)
- ❖ Position Paper, National Focus Group on Work and Education (NCERT, 2007).
- ❖ ज्ञान शिक्षाक्रम और शिक्षाशास्त्र, डी एड प्रथम एवं द्वितीय वर्ष – पठन सामग्री , एस सी ई आर टी, रायपुर 2012

Job Opportunities		Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher constructor	curriculum	Problem Solving, Critical Thinking, conceptual understanding of the processes of teaching and learning	Implications of constructivism for education

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Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 2nd
Paper-VII
Subject: Gender, School & Society

Subject Code: EBCC 220
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To understand the role of culture (apart from biology) as determinants of gender distinction in social living
- To aware of factors that shape gendered roles in Indian society
- To understand the problems of girl child education in our society
- To develop a critical perspective on gender-based discrimination and its effects
- To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.

	Course Content	Methodology Adopted
UNIT – I	**Gender: Key Concepts - Social Construction of Gender** ➢ Gender – Concepts , Meaning, Types, stereotyping and its consequences. ➢ Key words – Sex, sexuality, patriarchy, masculinity. ➢ Gender equality Education- Meaning, Religions and exploring the roles of the Institutes (society, family, caste, Religion, Culture, media, popular culture, Law and the state.) ➢ Opportunities for Education to Girls. Difference between Gender and Sex ➢ Female Sex ratio in India & Chhattisgarh.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Gender and Schooling** ➢ Schooling of girls- Meaning, Aims, Need and Importance. ➢ School and Challenge of Masculine and Famine Gender, Problems and Solution of schooling. ➢ Gender bias – Meaning, Resource, Type and Suggestion for End of Gender bias. ➢ Understanding relationships within the school and child, teacher-child and teacher peer group relationships from the perspective of gender. ➢ Feminization of teaching profession.	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Gender and Sexuality** ➢ Concept of Sexuality, Source of Control of Sexuality, Family and the relationship between power and sexuality. ➢ Violence against women –Violence, Types, Main Law Act. For women issue, empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women. ➢ Legal (sexual and reproductive) rights of women. ➢ Role of Teacher in Gender and Sex Counselling.	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Feminism and Women Empowerment Perspectives** ➢ Feminism– Concept, Type - Radical Feminist, Socialist Feminist, Post Modernist Feminist and other perspectives. ➢ Women Empowerment – Meaning, Need and Importance, Barrier and Status, Strategies (State & Central Government) ➢ Role of Women, Status and Education of Women. ➢ Recent debates.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Strategies for Change** ➢ Society – Meaning, Definition, Characteristics, Element, Function and Importance. ➢ Sex Education – Meaning, Need and Importance, Centre, Positive Gendered Notions among Young people and Sex Education. ➢ Mass media – Meaning, Classification, Scope, Importance, Function, Source. Role of Gender Equality and Women Empowerment.	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Outcomes:

- Pupils able to understand different forms of gender and difference between gender and sexuality.
- Pupils able to learn about gender inequality in schooling system and how to remove those.
- Pupils able to know psychological and sociological perspectives of gender.

References:

❖ Gender Analysis of State Policies, A case study of Chhattisgarh, Dr. Sen Ilina
❖ Towards Gender Equality in Education, Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Instructor, Teacher	Problem Solving, management of risk taking behaviour	Ability to learn about gender inequality in schooling system and how to remove those. Pupils able to know psychological and sociological perspectives of gender

SEMESTER -3

Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 3rd
Paper-VIII
Subject: Teaching Methodology of School Subject Physical Science – II

Subject Code: EBCC 319
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
To enable the student teacher to:
- Understand the aims and objectives of teaching physical science at various school stages.
- Develop her own ideas on classroom planning
- Develop the ability to design, manage and assess appropriate teaching-learning
- Experience in the context of school Physical Science.

	Course Content	Methodology Adopted
UNIT – I	**Aims and Objectives of Physical Science** ➢ Nature and scope of Physical Science ➢ Place of Science in school curriculum ➢ Objectives of teaching Science at secondary level ➢ Bloom's taxonomy of education objectives ➢ Correlation of science with other subjects.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Methods and Approaches** Major methods of instruction useful for Science education- ➢ Lecture method, ➢ Inductive and Deductive methods, ➢ Laboratory method, ➢ Demonstration method, ➢ Heuristic method, ➢ Project method, ➢ Concept mapping, ➢ Constructivist approach, ➢ Programmed instruction in science.	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Curriculum and Planning** ➢ Science curriculum: its concept and principles ➢ Concept and importance of lesson planning in science ➢ Unit planning • ➢ Basic elements of lesson planning ➢ Preparation of lesson plan for teaching science	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Instructional Support System** ➢ Teaching Aids: concept and types ➢ Co-curricular activities: Organisation of science club, science fair, and excursions ➢ Science Lab: Planning and equipping science lab, care and maintenance of equipment, Guidelines for organizing practical work, safety precautions for work in science lab	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Evaluation** ➢ Concept of measurement and evaluation, CCE ➢ Subjective and objective type tests ➢ Preparation of blue print and construction of teacher made achievements Tests in Science ➢ Continuous & Comprehensive Evaluation ➢ Feedback for learners, parents, teachers and schools.	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Out Comes:
- Pupils able to understand the objectives of Physical Science learning.
- Pupils able to learn various types of methods and approaches in Physical Science teaching.
- Pupils able to utilize about different types of learning resources in Physical Science teaching.
- Pupils able to know and use different procedures related to evaluation.

References:

❖ Moha, Radha(2004):Innovative Science Teaching, Prentice Hall of India, New Delhi
❖ New Unesco Source Book for Science Teaching (1978), Oxford & IBH, New Delhi.
❖ Sharma, R.C. & Shukla C.S.(2002): Modern Science Teaching, Dhanpat Rai, Publishing Company, New Delhi.
❖ Sood, K.J.{1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh.
❖ Vaidya, N(1996): Science Teaching for the 21st Century Deep & Deep Publications, New Delhi.
❖ Gupta S.K. (1983): Technology of Science Education, Vikas Publishing House Pvt Ltd, Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Physical Science Teacher/Trainer	Problem Solving	Ability to utilize different types of learning resources in Physical Science teaching.

Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 3rd
Paper-VIII
Subject: Teaching Methodology of School Subject Biological Science – II

Subject Code: EBCC 320
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
To enable the student teacher to:
- Understand the aims and objectives of teaching biological science at various school stages
- Develop her own ideas on classroom planning
- Develop the ability to design, manage and assess appropriate teaching-learning
- Experiences in the context of school biological science.

	Course Content	Methodology Adopted
UNIT – I	**Aims and Objectives of Biological Science** ➢ Nature and scope of Bio science ➢ Place of Science in school curriculum ➢ Objective of teachings Science at secondary level ➢ Bloom's taxonomy of educational objectives ➢ Correlation of Bio science with other subjects.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Methods and Approaches** Major methods of instruction useful for science education- ➢ Lecture method, ➢ Inductive and Deductive methods, ➢ Laboratory Method, ➢ Demonstration method, ➢ Heuristic method, ➢ Project method, ➢ Concept mapping, ➢ Constructivist approach, ➢ Programmed instruction in Science.	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Curriculum and Planning** ➢ Science curriculum: its concept and principles ➢ Concept and importance of lesson planning in science ➢ Unit planning • ➢ Basic elements of lesson planning ➢ Preparation of lesson plan for teaching science	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Instructional Support System** ➢ Teaching Aids: concept and types ➢ Co-curricular activities: Organisation of science club, science fair, and excursions ➢ Science Lab: Planning and equipping science lab, care and maintenance of equipment, Guidelines for organizing practical work, safety precautions for work in science lab	ICT based class room teaching, Individual Presentation, Demonstration, Field Visit
UNIT – V	**Evaluation** ➢ Concept of measurement and evaluation ➢ Subjective and objective type tests ➢ Preparation of blue print and construction of teacher made achievement test in Bio science ➢ Feedback for learners, parents, teachers and schools.	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Outcomes:
- Pupils able to understand the objectives of Biological Science learning.
- Pupils able to learn various types of methods and approaches in Biological Science teaching.
- Pupils able to utilize about different types of learning resources in Biological Science teaching.
- Pupils able to know and use different procedures related to evaluation.

References:
❖ S.K. Mangal, Teaching of Biological Science.
❖ Dr. Shoti Shivendra Chandra, Contemporary Science Teaching.
❖ R.A. Yadav, Siidiqui, Teaching of Science.
❖ Prof. S.K. Tyagi, Teaching of Biological Sciences.
❖ Dr. A.K. Kulshrestha, Teaching of Biological Sciences.
❖ All NCERT Science Text Books from class IX to XII.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Biological Science Teacher/Trainer	Problem Solving	Ability to utilize different types of learning resources in Biological Science teaching.

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Deptt. of Education
Dr. C.V. Raman University

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Kota, Bilaspur (C.G.)

Semester –3rd
Paper-VIII
Subject: Teaching Methodology of School Subject Mathematics - II

Subject Code EBCC 321
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
After completion of course the students will be able to:

- Develop insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate mathematics as a tool to engage the mind of every student;
- Appreciate mathematics to strengthen the student's resource;
- Appreciate the process of developing a concept;
- Appreciate the role of mathematics in day-to-day life.

	Course Content	Methodology Adopted
UNIT – I	**Aims and Objectives of Mathematics Teaching** ➢ Nature and scope of Mathematics ➢ Importance of Mathematics in school curriculum ➢ Objective of teachings Mathematics at secondary level ➢ Bloom's taxonomy of educational objectives ➢ Correlation of Mathematics with other subjects.	ICT based class room teaching,
UNIT – II	**Methods and Approaches** Major methods of instruction useful for Mathematics education. ➢ Analysis synthesis, ➢ Inductive and Deductive methods, ➢ Demonstration method, ➢ Heuristic method, ➢ Problem solving method, ➢ Project method.	ICT based class room teaching, Individual Presentation
UNIT – III	**Curriculum and Planning** ➢ Mathematics curriculum: its concept and principles ➢ Concept and importance of lesson planning in Mathematics ➢ Unit planning ➢ Basic elements of lesson planning ➢ Preparation of lesson plan for teaching Mathematics	ICT based class room teaching, Individual Presentation, Constructivist Approach, Field Visit
UNIT- IV	**Instructional Support System** ➢ Textbooks ➢ Teaching Aids: concept and types ➢ Co-curricular activities: Organisation of science club, science fair, and excursions ➢ Mathematics Laboratory ➢ Mathematics club	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Evaluation** ➢ Concept of measurement and evaluation ➢ Subjective and objective type tests ➢ Preparation of blue print and construction of teacher made achievement test in Mathematics ➢ Feedback for learners, parents, teachers and schools.	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Outcomes:

- Pupils able to understand the objectives of Mathematics learning.
- Pupils able to learn various types of methods and approaches in Mathematics teaching.
- Pupils able to utilize about different types of learning resources in Mathematics teaching.
- Pupils able to know and use different procedures related to evaluation.

References:

❖ Haylock, D. (2006), *Mathematics explained for Primary Teachers,* New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
❖ IGNOU (2007). *Learning Mathematics (LMT)1-6,* School of Sciences, New Delhi
❖ Post, Thomas R., (1992). *Teaching Mathematics in Grades K-8: Research-Based Methods.* Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15
❖ Stewart, I. (1970). *Making Mathematics Live: A hand book for primary teachers.* Australlia: Angus and Robertson. Chapters 2.

Job Opportunities		Employability Skill Developed	Local/National/UNDP Goal Achieved
Mathematical Teacher/Trainer	Science	Problem Solving	Ability to utilize different types of learning resources in Mathematical Science teaching.

Dr. C.V. RAMAN UNIVERSITY
Kargi Road, Kota, Bilaspur (C.G.)
Course: B.Ed.

Semester- 3rd
Paper-VIII
Subject: Teaching Methodology of School Subject English – II

Subject Code: EBCC 322
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

The Course will enable student-teachers to

- Develop the ability to design appropriate learning experiences for teaching English language
- Critically explore the existing theories and practices in language education and their implications in English language teaching and learning with special focus at secondary school level.
- Become aware of opportunities and resources available for language teacher by Continuous learning

	Course Content	Methodology Adopted
UNIT – I	**Objectives of Teaching and Learning of English at Secondary Level** ➤ Second Language Learning and Mother Tongue Learning ➤ The Function of a Second Language in a Multilingual Society ➤ Role of English in India its place in the school curriculum ➤ The curriculum of English in the secondary schools ➤ Qualities and role of the English Teacher.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Methods and Approaches** ➤ Grammar cum Translation methods, ➤ Direct Method, ➤ Bilingual Method, ➤ Structural Approach, ➤ Communicative Approach.	ICT based class room teaching, Individual Presentation
UNIT – III	**Teaching of Skills** ➤ Teaching Alphabets and spelling ➤ Teaching Prose ➤ Teaching Poetry ➤ Teaching Grammar ➤ Teaching Composition **Lesson Planning** - Prose - Poetry - Grammar - Composition - Planning	ICT based class room teaching, Individual Presentation
UNIT- IV	**Teaching –Learning Material and Aids** ➤ Print Media; other reading materials- text, magazines, newspapers, class libraries etc. ➤ ICT: audio-visual aids including call programmes, Radio, T.V., films ➤ Planning co-curricular activities (discussion, debates, workshop seminar etc.) ➤ Language lab etc.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Evaluation** ➤ New direction in evaluation ➤ Continues and comprehensive evaluation ➤ Diagnostic tests, Remedial test and Remedial Techniques ➤ Self-evaluation and self-correction exercise ➤ Weighting objective type test items under the Cognitive, Affective and Psychomotor domains ➤ Different kinds of Exercises, Prods and Progress records ➤ Feedback - To learners, to teachers, to parents/guardians, to the system.	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to understand the objectives of English language learning.
- Pupils able to learn various types of methods and approaches in English language teaching.
- Pupils able to utilize about different types of learning resources in English language teaching.
- Pupils able to know and use different procedures related to evaluation.

Reference:

❖ Sharma R.A., Fundamental of English Teaching, Sahitya Prakashan.
❖ Sharma,Kusum, A Handbook of English Teaching, Radha Prakashan.
❖ Trivedi R.S., Techniques of Teaching English, Bal Govind Prakashan.
❖ Verghese, B.V., Modern Methods of Teaching English. Anmol Publication, New Delhi.
❖ Wrinins, D.A., Linguistics in Language Teachings, 'Landon, Hedder and Sto.1979.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teacher (English) Tranlator	Critical thinking and problem-solving. Reading Skill, Writing Skill, Model Practices	Language Development

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C.V. Raman University

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Kota, Bilaspur (C.G.)

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Kargi Road, Kota, Bilaspur (C.G.)

Course: B.Ed.

Semester- 3rd
Paper-VIII
Subject: Teaching Methodology of School Subject Hindi – II

Subject Code: EBCC 323
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Content		Methodology Adopted
UNIT – I	माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य: ➤ हिन्दी भाषा का सामान्य परिचय,विकास एवं मूल्यांकन। ➤ हिन्दी की बोलियां मानक हिन्दी। ➤ भारत में मातृभाषा, राष्ट्रभाषा एवं संपर्क भाषा के रूप में हिन्दी की भूमिका। ➤ प्रथम एवं द्वितीय भाषा के रूप में माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देष्य।	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	भाषा साहित्य और सौन्दर्य ➤ भाषा में विभिन्न शिक्षण सूत्रों का उपयोग ➤ पाठ योजना – अर्थ , परिभाषा , विशेषता , प्रणाली ➤ गद्य शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठयोजना ➤ पद्य शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठयोजना ➤ व्याकरण शिक्षण– उद्देश्य, अध्यापन विधियां एवं पाठयोजना	ICT based class room teaching, Individual Presentation
UNIT – III	भाषा साहित्य और सौन्दर्य ➤ भाषा में विभिन्न शिक्षण सूत्रों का उपयोग ➤ पाठ योजना – अर्थ , परिभाषा , विशेषता , प्रणाली ➤ गद्य शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठयोजना ➤ पद्य शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठयोजना ➤ व्याकरण शिक्षण – उद्देश्य, अध्यापन विधियां एवं पाठयोजना	ICT based class room teaching, Individual Presentation
UNIT- IV	सहायक शिक्षण सामग्री ➤ प्रिंट मीडिया तथा अन्य पाठ्य सामग्री, पत्रिकाए,अखबार कक्षा,पुस्तकालय आदि ➤ आई. सी.टी–दृष्य– श्रव्य सामग्री, महत्व , प्रकार , निर्माण एवं उपयोग ➤ सह संज्ञानात्म गतिविधियो – चर्चा , वाद विवाद , कार्यशाला , संगोष्ठि	ICT based class room teaching, Individual Presentation
UNIT – V	हिन्दी भाषा में मूल्यांकन की भूमिका और महत्व ➤ भाषा में मूल्यांकन के क्षेत्र, विशेषताएं , आवश्यकता , महत्व , मूल्यांकन प्रविधियां ➤ सतत् एवं व्यापक मूल्यांकन ➤ निदानात्मक परिक्षण एवं उपचारात्मक परिक्षण ➤ स्वमूल्यांकन एवं स्वसंशोधन अभ्यास	ICT based class room teaching, Group Presentation

Learning Outcomes :

- मातृभाषा , राष्ट्रभाषा एवं सम्पर्क भाषा का ज्ञान प्राप्त किये ।
- गद्य एवं पद्य विद्यााओं के लिए शिक्षण योजना तैयार करने की जानकारी प्राप्त किये एवं उनका उपयोग अपनी शिक्षण में कर पायेंगे।
- संज्ञानात्मक गतिविधियों जैसे वाद – विवाद , कार्यशाला , संगोष्ठि आदि का ज्ञान प्राप्त किये।

संदर्भ:

❖ भाई योगेन्द्रजीत   :   हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर,आगरा।
❖ क्षत्रिय के   :   मातृभाषा शिक्षण, विनोद पुस्तक मंदिर,आगरा।
❖ लाल रमन बिहारी   :   हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
❖ सफाया, रघुनाथ   :   हिन्दी शिक्षण, विधि, पंजाब किताब घर जालंधर।
❖ शर्मा, डॉ. लक्ष्मीनारायण :   भाषा 1,2, की शिक्षण, – विधियां और पाठ नियोजन, विनोद कुमार पुस्तक मंदिर,आगरा।

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teacher (हिन्दी भाषा) Tranlator	सुनने ,बोलने , पढने तथा लिखने संबंधी भाषायी कौशल का ज्ञान विद्यार्थी प्राप्त कर पाये एवं उनका उपयोग कर सकेंगे।	• हिन्दी भाषा के शिक्षण अधिगम के प्रति अभिरूचि एवं प्रेरणा • समुचित भाषायी आदतों को विकसीत करते हुए उनमें अंतर क्रियात्मक स्व–मूल्यांकन की क्षमता

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Dr. C.V. Raman University
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Semester- 3rd
Paper-VIII
SUBJECT: Teaching Methodology of school subject Social Science – II

Subject Code: EBCC 324
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- To acquire a conceptual understanding of the processes of teaching and learning Social Sciences,
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes,
- To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life,
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

	Course Content	Methodology Adopted
UNIT – I	**Social Science as an Integrating Area of study** ➢ Social science- concept, meaning, nature, scope and importance. ➢ Distinguishing between nature and social science. ➢ Relationship of social science with subject of school. ➢ Contribution of social science in human living. ➢ Qualities and competency of a good social science teacher and role in the society.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Teaching learning of History** ➢ Meaning, Scope and Importance of History as a discipline at Secondary level . ➢ Aims and objectives of teaching History at secondary level. ➢ Correlation of History with other subject. ➢ Methods of Teaching in History: (Dramatization, storytelling, text books, biographies, Assignments, projects, lecture and programmed instruction, role-play, illustration.) ➢ Teaching aids in teaching of Economics, Charts, Diagrams, Models, T.V., Radio, Excursions, Newspapers and Magazines. ➢ Evaluation and assessment mode: Formative and summative, Quiz, Debate, Discussion, Excursion and Reporting. ➢ Lesson Plan for related to history teaching	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Teaching learning of Economics** ➢ Meaning, Scope and Importance of Economics as a discipline at Secondary level. ➢ Correlation of Economics with other subject. ➢ Methods of Teaching in Economics :Lecture , Discussion , Question answer, Project ets. ➢ Organization of Economics room and various curricular activities to motivate teaching of Economic. ➢ Teaching aids in teaching of Economics, Charts, Diagrams, Models, T.V., Radio, Excursions, Newspapers and Magazines. ➢ Lession Plan for related to Economics teaching .	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Teaching learning of Geography** ➢ Meaning, Scope, aims and Importance of Economics as a discipline at Secondary level. ➢ Correlation of History with other subject. ➢ Teaching –Aids in geography teaching: ☐ Audio visual aids , Television n , Radio, Films, Computer, epidiascope, over head projector ,slides projector. ➢ Importance and types of teaching – aids: ☐ Globe, Maps , Charts , Sketches, Pictures, Magazine , News Papers Filmstrips ➢ Organization of Geography – rooms and importance of co curricular activities, excursion, geography – club. ➢ Lession Plan for related to geography teaching	ICT based class room teaching, Individual Presentation, Demonstration

	Teaching learning of Civics	
UNIT – V	➤ Meaning, Scope, Aims and Importance of Economics as a discipline at Secondary level. ➤ Correlation of History with other subject. ➤ Methods and techniques of Civics teaching : Project, Problem Solving, Lecture Discussion, Dramatization, Observation, Fieldtrip, ➤ Teaching –Aids in civics teaching: ☐ Audio visual aids , Television n , Radio, Films, Computer, epidiascope, over head projector ,slides projector. ➤ Lesson Plan related to Civics teaching	ICT based class room teaching, Group Presentation, Constructivist Approach

Learning Outcomes:
- Pupils able to understand the objectives of Social Science learning.
- Pupils able to learn various types of methods and approaches in Social Science teaching.
- Pupils able to utilize about different types of learning resources in Social Science teaching.
- Pupils able to know and use different procedures related to evaluation.

Reference:
- ❖ Shared B.P. & Sharma J.C., Teaching of Geography Teacher
- ❖ Mehta, T.S., Govt. of India
- ❖ Malayya, M., Social Sciences, Asia Publishing House. Bombey
- ❖ Sharma A.R., Fundamentals of Social Science Teaching, Sahitya Prakashan.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
School Teacher (Social Science)	Problem Solving, Critical Thinking, conceptual understanding of the processes of teaching and learning Social Sciences	social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

SEMESTER – 4

Semester- 4th	Subject Code: EBCC 428
Paper-IX	Theory Max. Marks: 25
Subject: Contemporary Indian Society	Theory Min. Marks: 08

Course Objectives:

- To understand the social diversity in the state and the class room and its implication for teaching.
- To understand and be able to use some key concepts relating to Social Stratification.
- To understand the nature of caste and changes occurring in if; to focus attention on the scheduled caste and their education.
- To understand the problems faced by the tribal communities and the issues in education of tribal children.
- To how poverty effects schooling prospects of children with special reference to migrant Children.

	Course Content	Methodology Adopted
UNIT – I	**. Understanding Diversity in Indian Society with Special Reference to Chhattisgarh** ➤ Diversity in Indian Society, especially in Chhattisgarh ➤ Profile of different communities in terms of their ecology, economy, language, culture and educational status ➤ Childhood in these communities and access to education ➤ Pedagogic resources within the classroom.	**ICT based class room teaching, Group Discussion Individual Presentations**
UNIT – II	**Tribes and Education** ➤ Concept of Tribes and their special position in Indian Society ➤ Dilemmas of tribal development integration with national main stream or preservation of distinct identities: experience of both models ➤ Modern education among tribal people; 'colonial civilizing mission model or enrichment of tribal culture model; tribal identities, language and culture in modern education ➤ Experience of Schooling of tribal Children ➤ Review of some Government scheme for tribal education. ➤ Indian Education Commission on tribal education strategies for development.	**ICT based class room teaching, Individual Presentation, Field Visit**
UNIT – III	**The Current Concern of Indian Education** ➤ Diversification and Stratification of Schooling (both in the Government and Private Schooling System) ➤ Privatization of education and its implication for equal access to quality education ➤ Concern over learner achievement and quality of education ➤ Curricular and extra-curricular load, competition and increasing pressure on children ➤ Status of teachers and non-teaching staffs, impact of privatization and actualization of work.	**ICT based class room teaching, Individual Presentation, Group Discussion**

Learning Out Comes :

- Pupils able to understand diversity in Indian culture and educational status.
- Knowledge government scheme for tribal education.
- Understand the problem faces of tribal communities and help their education.

Reference:

❖ A Sociological Approach to Indian Education (Vinod Pustak mandir, Agra 2 , by S.S. Mathur)
❖ The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-10006) by Kamla Bhatia and Baldev Bhatia.
❖ Groundwork of Theory of Education – by Ross
❖ Modern Philosophy of Education – by Brubacher
❖ Foundations of Education – V.P. Bokil
❖ Educational Sociology – Brown
❖ De Schooling Society- Evan Illich.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
NGO Coordinator Member of Educational Committee	Cultural Knowledge	Knowledge about government scheme for tribal education. Understanding of problem faced by tribal communities and help their education.

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Course: B.Ed.

Semester- 4th
Paper-X
Subject: Yoga Education

Subject Code: EBCC 429
Theory Max. Marks: 25
Theory Min. Marks: 08

Course Objectives:

- To enable the student teachers to understand different perspectives of Philosophy
- To enable the student teachers to understand different perspectives of Yoga
- To enable the student teachers to understand different perspectives of Education
- To enable the Student teachers to know main perspectives of Yoga Education
- To enable the Student teachers to be familiar with the chief Indian thinkers and philosophers in the field of Education and Yoga and their contributions in their respective areas.

	Course Content	Methodology Adopted
UNIT – I	**Yoga Education** ➢ Yoga - Meaning, types, importance, aims and Objective of life Concepts, History and development, Elements, scope. ➢ Yoga Darshan, Need of Yoga in Present Scenario. ➢ Bhagwat Gita- Introduction, Gyan Yoga, Karma Yoga, Bhakti Yoga ➢ Spirituality - Meaning, concept, scope. ➢ Ashtang Yoga, Rajyoga and Hathayoga	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Yoga in Education** ➢ Salient feature of Yoga Education. ➢ Factors of Yoga Education. ➢ Value Based Education- Meaning and Definition, Types of Value ➢ Yoga Classroom- Essential feature, Sitting arrangement, Students approach to the Teacher. ➢ Evaluation methods of an Ideal Yoga Class	ICT based class room teaching, Individual Presentation, Yoga Abyaas
UNIT – III	**Thinkers and Philosophers of Yoga & Education: Brief Life Sketch, Philosophy And Contribution In The Field of Yoga & Education:** ➢ Ancient: Maharishi Patanjali and Buddha ➢ Medieval: Gourakhnath and Guru Nanak ➢ Modern: Tirumalai Krishnamchary, Vivekananda and Swami Ramadev. Patanjali Yoga Sutra	ICT based class room teaching, Individual Presentation
UNIT - IV	**Anatomy Physiology & Yoga and Health** ➢ Meaning and Definition of Health according to WHO, Dimensions of Health ➢ Introduction of human body and its systems. ➢ Asana for Different diseases, Difference between Pranayama and deep breathing. ➢ Yogic Diets-General Introduction of Ahara, Concept of Mitahara, Types of Ahara, constituents of balanced diet, ➢ Vitamin deficiencies and deficiency diseases.Difference between Yoga and Non-Yogic Exercise.	ICT based class room teaching, Individual Presentation
UNIT-V	**Yogic Practices** ➢ Precautions – Before and After Yoga Practice. ➢ Surya Namaskar ➢ Meditation – Meaning, Type,and principles. ➢ Pranayama – Meaning and Types. ➢ Asana (Yogic Postures)– Meaning, Classification and its Mechanism. ➢ Standing Postures ➢ Sitting Postures ➢ Prone Postures ➢ Supine Postures ➢ Balancing Postures	ICT based class room teaching, Individual Presentation

Learning Outcomes:

- Pupils able to learn role of Yoga in attaining spiritual health.
- Pupils able to know about the contributions of different thinkers and philosophers in the field of Yoga.
- Pupils able to apply Yoga to their life to gain healthy mind, body and personality.
- Pupils able to understand importance of diet, and spiritual health.

Reference:

❖ Gupta,S.N. & Das., (1987), Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Das Publishers.
❖ Hiriyanna M., (1995), The Essentials of Indian Philosophy, New Delhi, Moti Lal Banarasi Das Publishers.
❖ Iyengar B.K.S., (2005), Light on life, Oxford, Pan Macmillan Ltd.

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❖ Iyengar B.K.S., (2009), The Tree of Yoga, New Delhi, Harper Collins.
❖ King R., (2000), Indian Philosophy: An Introduction to Hindu and Buddhist Thought, New Delhi, Maya Publishers Pvt. Ltd.
❖ Krishnananda S., (2009), Yoga Meditation and Japa Sadhna. Tehri Garhwal, The Divine Life Society.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Yoga Trainer	Meditation, Spirituality	Ability to apply Yoga to their life to gain healthy mind, body and personality.

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Course: B.Ed.

Semester- 4th
Paper-XI
Subject: Inclusive Education (Elective – 1)

Subject Code: EBCC 430
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
The Students will be able to
- Demonstrate knowledge of different perspectives in the area of education of Children with disabilities
- Reformulate attitudes towards Children with Special needs
- Identify needs of Children with diversities
- Plan need-based programmers for all Children with varied abilities in the classroom
- Use human and material resources in the classroom
- Use specific strategies involving skills in teaching Special need Children in inclusive classrooms
- Modify appropriate learner-friendly evaluation procedures
- Incorporate innovative Practices to respond to education of Children with Special needs
- Contribute to the formulation of policy and
- Implement laws pertaining to Education of Children with Special needs.

	Course Content	Methodology Adopted
UNIT – I	**Introduction to Inclusive Education.** ➢ Concept, need and meaning ➢ Historical development in India ➢ Philosophical approaches to Inclusive Education ➢ Psychological perspectives of Inclusive Education ➢ Sociological perspectives of Inclusive Education ➢ Principles of Inclusive Education.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Special Educational** ➢ Special Children- Meaning, Nature, Types and Characteristics ➢ Disabilities in children and SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopaedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities. ➢ Types and use of Assistive Devices for learners with SEN ➢ Guidance and Counselling in Inclusive Education.	ICT based class room teaching, Individual Presentation,
UNIT – III	**Inclusive Practice in Classroom for All** ➢ Curriculum ➢ Methodology of teaching-learning ➢ Role of Teacher in Inclusive Education ➢ Classroom Management for Implementing Inclusive and Teaching aids ➢ Evaluation.	ICT based class room teaching, Individual Presentation, Constructivist Approach
UNIT- IV	**Developing Support Networks** ➢ Family ➢ Regular and Integrated Schools ➢ Special Schools ➢ Vocational Guidance Institution and Clinics ➢ Residential rehabilitation Centres.	ICT based class room teaching, Individual Presentation, Demonstration

UNIT – V	**Legal and Policy Perspective**
	➢ National Legislation
	  (i) RCL Act 1992
	  (ii) PWD Act 1995
	  (iii) National Trust Act 1999
	➢ National Policy on Education 1986
	➢ The Integrated Education Scheme 1992 for Children with disabilities
	➢ The Programme of Action 1992.
		ICT based class room teaching, Group Presentation

Learning Outcomes:
- Pupils able to understand different perspectives, need and importance of Inclusive Education.
- Pupils able to learn about the needs, support networks, different perspective for classroom teaching for special need children in Inclusive Education system. .
- Pupils able to know different policies in India related to Inclusive Education.

Reference:
❖ Bende W.N., Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
❖ Berdine W.H & Blackhurst A.E.(eds), An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
❖ Dunn L & Bay, D.M (ed.), Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
❖ Hallahar D.P & Kauffman J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Vocational Guidance Officer	Problem Solving, Critical Thinking	Ability to learn about the needs, support networks, different perspective for classroom teaching for special need children in Inclusive Education system

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Course: B.Ed.

Semester- 4th   Subject Code: EBCC 431
Paper-XI   Theory Max. Marks: 50
Subject: Guidance and Counselling (Elective – 2)   Theory Min. Marks: 17

Course Objectives:
To enable learners-
- To develop understanding of bases meaning, need and types of guidance.
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counselling
- To get acquainted with process and techniques of counselling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about counselling- research, issues and trends.

	Course Content	Methodology Adopted
UNIT – I	**Core Concept in Guidance** ➢ Meaning, nature, principles & functions ➢ Types of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance ➢ Agencies for Guidance –Home, School. ➢ Difference between Guidance and Counselling	**ICT based class room teaching, Group Discussion Individual Presentations**
UNIT – II	**Testing Devices & Techniques** ➢ Testing Devices and Non-Testing Techniques in Guidance ➢ Tests for Guidance: Aptitude, Interest and personality ➢ Techniques used for Guidance: Interview, Case study , Diary ➢ Ginsberg's Theory of Vocational choice, factors influencing Vocational choice.	**ICT based class room teaching, Individual Presentation**
UNIT – III	**Fundamentals of Counselling, skills required in counselling** ➢ Meaning, Characteristics, Objectives of counselling. Purposes of Students Counselling. ➢ Component of counselling Process. ➢ Types of counselling: Directive, Non- Directive, Elective. ➢ Techniques of Counselling.	**ICT based class room teaching, Individual Presentation,**
UNIT- IV	**Guidance and Counselling for Special Counselling.** ➢ Function of Counsellor ➢ Skill required for Counselling –(i) Listing (ii) Questioning (iii) Responding (iv) Communicating ➢ Professional Ethics in Counselling.	**ICT based class room teaching, Individual Presentation, Demonstration**
UNIT – V	**The Emerging role of a counselling for Present Context and Special Need** ➢ Career Resource Centre ➢ Role of counselling in school settings, Teacher as a counsellor ➢ Guidance for Special Need – Meaning, Definition and types, Strategies for helping of exceptional children to overcome their problems. ➢ **Gifted, Creative, Slow Learners and Backward childern** ➢ Career counselling in the present context.	**ICT based class room teaching, Group Presentation**

Learning Outcomes:
- Pupils able to understand the needs and importance of guidance and counselling in present context.
- Pupils can learn and apply different devices and techniques of guidance.
- Pupils able to learn skills necessary for counselling and utilize those skills.

Reference:

- Agrawal J.C., Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
- Anatasi A., Psychological tesing, New York, Mac Millan 1982.
- Mennet M.E., Guidance and Counselling in Groups, McGrow Hill book Company, 1963.
- Crites J.O., Vocational psychology, New York, GMC Grow Hill Book Company 1968.
- Directorate general of Employment and Training (Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, Govt. of India, Co, New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Guidance Officer, Counsellor	Skill required for counselling –(i) Listing (ii) Questioning (iii) Responding (iv) Communicating	Understanding about the needs and importance of guidance and counselling in present context.

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Course: B.Ed.

Semester- 4th
Paper-XI
Subject: Educational and Mental Measurement (Elective – 3)

Subject Code: EBCC 432
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
- To acquaint the student teacher with the basic scientific concept and practices in educational and mental measurement.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- To develop skills and competencies in the student teacher for the use of the techniques in the field.
- To enable the student teachers to interpret the result of educational measurement.
- To enable the student understand about various educational and mental measurement tools.

Course Content		Methodology Adopted
UNIT – I	**Measurement & Evaluation** ➢ Concept of measurement, need ➢ Concept of Evaluation, Type, Functions ➢ Relationship between measurement & Evaluation in Education. ➢ Scales of Measurement, Nominal, ordinal, Internal & ratio.	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Test Construction** ➢ General Principles of the construction & its Coordination. ➢ Writing test items objective type, essay type qualities of a test, reliability, validity, Usability.	ICT based class room teaching, Individual Presentation
UNIT – III	**Techniques of test conduction and Statistics** ➢ Importance of establishment of report with the students, arranging seats, distribution of question, techniques. ➢ Techniques for avoiding guessing in answering cheating copying ➢ Interpreting measurement: normal probability curve, skewness and kurtosis. • ➢ Percentiles and percentile ranks. ➢ Standard scores.	ICT based class room teaching, Individual Presentation
UNIT- IV	**Psychological Testing** ➢ Achievement test ➢ Intelligence test ➢ Assessment of personality Interview, rating scale, projective techniques ➢ Attitude test.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	**Educational Statistics** ➢ Measure of central tendency – mean, median, mode ➢ Variability-Q.D, A.D, S.D. ➢ Correlation Rank difference & Product moment	ICT based class room teaching, Group Presentation

Learning Outcomes:
- Pupils able to understand needs and importance of measurement and evaluation in education.
- Pupils able to learn different perspectives and techniques of test construction and can construct themselves.
- Pupils able to learn about different types of psychological tests and apply them in proper situations.
- Pupils can utilize different statistical procedures.

References:
❖ Asthana B. & Agrawal, Measurement & Evaluation in Psychology & Education Vinod Pustak Mandir, Agra
❖ Verma R.S. & Shailkeshik M., Vinod Pustak Mandir, Agra
❖ Sharma R.A., Measurement & Evaluation in Education & Psychology, R. Lall Book Depot.
❖ Naik P.K.-Advance Educational Psychology, Sharda Pustak Bhawan Allhabad(U.P.).

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Statistician (Teacher)	Tool Construction	Ability to learn about different types of psychological tests and apply them in proper situations.

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Course: B.Ed.

Semester- 4th

Semester- 4th
Paper-XI
Subject: Educational Administration and Supervision (Elective – 4)

Subject Code: EBCC 433
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:
- To enable the learner to become effective Supervision of teaching /Administration of Education.
- To enable learner to become & agents of change in various aspects of education i.e., classroom management, curriculum, construction, examination systems, Educational policies.
- To acquaint the learner with the challenges and opportunities emerging in the administration and supervision in education.
- To acquaint the learner with the Central and State machinery for educational administration and supervision.
- To make the student familiar with the new trends and techniques of education.
- To enable the students to get some insight into supervision, inspection and know trends of development
- To development an understanding of the planning of education in India and its socioeconomic context.

	Course Content	Methodology Adopted
UNIT – I	**Educational Administration** ➢ Meaning, nature, elements, types, scopes of Educational Administration ➢ Concept of Educational Management; human beings as input, process and products inputs.	**ICT based class room teaching, Group Discussion Individual Presentations**
UNIT – II	**Role of Supervision** ➢ Role and functions of headmaster & teacher: planning, organizing, directing and controlling ➢ Supervision and inspection, defects in the present supervision and inspection ➢ Scope of Educational Supervision, types of supervision ➢ Providing guidance; leadership function ➢ Crisis in management ➢ Decision making.	**ICT based class room teaching, Individual Presentation**
UNIT – III	**Role of Communication** ➢ Communication in Educational Administration, Role of communication in effective management and administration. ➢ Methods of communication ➢ Barriers of communication in Educational Administration ➢ Overcoming barriers to communication and effective communication in Educational Administration.	**ICT based class room teaching, Individual Presentation**
UNIT- IV	**Organizational Structure of Educational Administration in Chhattisgarh** ➢ Educational Administration in the state: The administrative structure of CG ➢ 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.	**ICT based class room teaching, Individual Presentation, Demonstration**
UNIT – V	**School Management** ➢ Concept of School Management ➢ Management of Human Recourses & Material Resources ➢ Construction of Time-table ➢ Class management ➢ Maintenance of school records ➢ Organization of school library ➢ Organization of co-curricular activities.	**ICT based class room teaching, Group Presentation**

Learning Outcomes:
- Pupils able to understand the need, role and importance of Educational Administration & Management and utilize those concepts.
- Pupils able to realize the role of supervision, inspection and communication in effective school management and apply these concepts.
- Pupils will learn the organizational structure of State and Central Government for Educational Administration.

Reference:
- ❖ School Organisation and Administration- M.S. Sachdeva
- ❖ Management in Education- Namita Roy chaudhary A. P.H. Publishing corporation, New Delhi
- ❖ Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.
- ❖ Educational Administration and Management – S.S. Mathur

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Administrator	Administration and Management	Pupils able to understand the need, role and importance of Educational Administration & Management and utilize those concepts

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Course: B.Ed.

Semester- 4th
Paper-XII
Subject: Assessment for Learning

Subject Code: EBCC 434
Theory Max. Marks: 25
Theory Min. Marks: 08

Course Objectives:

- Gain a critical understanding of issue in assessment and evaluation (from a construction is Paradigm) become cognisant of key concept, such as formative and summative assessment evaluation and measurement test examination.
- Be exposed to different kinds and form of assessment that aid student learning.
- Become the use of a wide range of assessment tools and learn to select and construct these appropriate ; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole students in view.

	Course Content	Methodology Adopted
UNIT – I	**Overview of Assessment and Evaluation** ➢ Assessment, Evaluation, test, examination, measurement. ➢ Formative and Summative Evaluation ➢ Continuous and Comprehensive Assessment ➢ Grading	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Assessment of Subject-Based Learning** ➢ Assessment tools ➢ Kind of tasks: Project, assignment, Performances ➢ Kinds of tests and their constructions ➢ Observation of learning processes by self, by peers, by teachers ➢ Self-assessment and peer-assessment ➢ Quantitative and Qualitative aspects of assessment	ICT based class room teaching, Individual Presentation
UNIT – –III	**Data Analysis, Feedback and Reporting** ➢ Feedback as an essential component of formative assessment ➢ Use of assessment for feedback: for taking pedagogic decisions ➢ Types of teacher feedback (Written comments, oral); peer feedback ➢ Place of marks, grade and qualitative descriptions ➢ Developing and maintaining a comprehensive learner profile ➢ Purpose of reporting : To communicative ➢ Progress and profile of learner ➢ Basis for further pedagogic decision ➢ Reporting a consolidated learner profile	ICT based class room teaching, Individual Presentation

Learning Outcomes:

- Pupils able to understand different perspectives of assessment and evaluation.
- Pupils able to utilize different methods of evaluation for teaching-learning process.
- Pupils able to apply data analysis, feedback and reporting.

References:

- ❖ Asthana, Biptn & Agrawal, R. N. : Mapan ewam moolyankan. Vinod Pustak Mandir, Agra.
- ❖ Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra
- ❖ Bhagwan, Mahesh : Shiksha mein Mapan ewam moolyannkan, Vinod Pustak Mandir Agra
- ❖ Lindeman, R. H. annd Merenda, P.F. : Educational Measurement, Scott foreman & Com-pany, London,
- ❖ Rawat, D.L. : Shaikshlk Mapan ki Naveen Rooprekha, Gaya Prasad and Sons, Agra
- ❖ Sharma, R. A. : Measurement and Evaluation In Education and psychology, Lyall Book Depot Merrut
- ❖ Sharma Shiksha tatha Manovigyan nain mapan Evam moolyankan. Lyall Book DepotMerrut.
- ❖ Verma R.S.: Shaikshik Moolyankan. Vinod Pustak Mandir. Agra. CBSE Grading system

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher/Trainer	Communication Skill, Report Writing	Evolve realistic, comprehensive and dynamic assessment procedures .

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Course: B.Ed.

Semester- 4th
Paper-XIII
Subject: ICT in Teacher Education

Subject Code: EBCC 435
Theory Max. Marks: 25
Theory Min. Marks: 08

Course Objectives:
To enable students to-
- Understand the meaning, nature and scope of ICT in Education.
- Get acquainted with structure, Hardware and Software of computer.
- Understand the changes that occur due to ICT in Education.
- Prepare student to select the appropriate communication facilities through Internet.
- Understand ICT support teaching learning strategies.

	Course Content	Methodology Adopted
UNIT – I	**Communication Technology in Education** ➢ Communication- Concept, Types, Process and Barriers. ➢ Technology – Meaning, Impact on Social, Economics, Environment, Education and Industary ➢ Information and communication Technology- Meaning, Nature, Need and Scope ➢ Role of ICT in Teacher Education	ICT based class room teaching, Group Discussion Individual Presentations
UNIT – II	**Computer and Internet** ➢ Computer – Meaning, importance , Hardware and Software ➢ Network- Meaning and Types- LAN, MAN, WAN, CAN ➢ Internet- Concept, Development, Uses of Internet- E-mail, chat, Online conferencing (Audio- Video), E- Library, Websites, Blog, Wiki. ➢ Search Engines –Concept and Types ➢ Legal and Ethical issues – Copyright, Netiquettes, Syber Crime- Hacking, Computer Virus	ICT based class room teaching, Individual Presentation, Experimental Method, Field Visit
UNIT – III	**Introduction to E-Learning** ➢ E-Learning –Concept , Types, Characteristics, Advantages and Limitation ➢ Virtual Classroom ➢ EDUSAT- Concept, Brief History, Role of EDUSAT ➢ Online Admission System	ICT based class room teaching, Individual Presentation, Constructivist Approach

Learning Outcomes:
- Pupils able to understand the role and importance of ICT in education.
- Pupils able to apply and utilize their knowledge of ICT such as Internet, E-learning, Online conferencing etc. in their practical life.

Reference:

- ❖ Assessment and Evaluation- P.G.Pnog
- ❖ Instructional system Design – Instructional Technology V.K.Rao
- ❖ Computer fundamental – Arora Bansal
- ❖ Information Technology –Kishore, Chavan
- ❖ Information Technology –Dyne, Nandkishore
- ❖ Crumlish Christian- ABC of Internet
- ❖ Fun of Computer-Singh and Sukhvir
- ❖ ICT stragies for school-Mohenty Laxman
- ❖ Sivakumar D,Sivamurgan C,Shakespeare S-ICT in Teacher Education – Aavishkar Publisher and Distributors Jaipur (Rajasthan).

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Computer Teacher/Trainer	**Technological Skill for proper utilization of ICT in teacher education.**	Pupils able to apply and utilize their knowledge of ICT such as Internet, E-learning, Online conferencing etc. in their practical life

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