

School of Education

PROGRAM STRUCTURE ACADEMIC YEAR: 2025-2027



JIGYASA UNIVERSITY

**Formerly Hingiri Zee University, Dehradun
(Estd. Under Uttaranchal State Act.No.17, 2003.Approved by
UGC Under Sec.2(f))
Post Office Selaqui, Chakrata Road, Dehradun,
Uttarakhand,248011**

Program Structure & Assessment Scheme

of

BACHELOR OF EDUCATION

(B.Ed.)

(Program Code: BOE)

[Applicable w.e.f. Academic Year 2025-26]



JIGYASA UNIVERSITY

Formerly Hingiri Zee University, Dehradun

(Estd. Under Uttaranchal State Act.No.17, 2003.Approved by

UGC Under Sec.2(f))

Post Office Selaqui, Chakrata Road, Dehradun,

Uttarakhand,248011

Vision of University

We provide the environment to ignite, nurture, and unleash your potential and talent

Mission Statement

1. Progressive educational proficiencies that stimulate holistic development.
2. Enhancing experiential learning through endorsing an inclusive mindset.
3. Advancing research, nurturing innovations, and catalyzing entrepreneurship.
4. Cultivation of leadership qualities with a strong sense of values and ethics.

Vision of School of Education

To produce quality professional for playing their significant role in emerging knowledge society for educational and professional upliftment by adhering to the statement “Youth are National builders” through traditional and digital mode of learning.

Mission Statements of SOE

M1: To provide quality education to our students

M2: To equip our students with necessary competencies to become successful professional

M3: To develop professionals with digital media expertise for fast changing employment scenario.

About the Program

Established in 2006, the Department of Education has been running Bachelor of Education programme with marvelous accolades. The programme has blazed a distinct trail in teacher education, incorporating unique sense of social sensitivity and academic excellence. Professional expertise par excellence is our motto while teaching our students to prepare them holistically. Our teaching pedagogy at the Department of Education encompasses student-centric approach, practice-oriented teaching and community engagement for social awareness.

PEOs - Program Educational Objectives (B.Ed.)

PEO1: To equip students with the knowledge, skills, and attitudes to address diverse learning needs of school students.

PEO2: To develop understanding of teaching-learning environment and class management among pupil-teachers to enable them to evaluate and improve their teaching methods and instructional strategies.

PEO3: To teach application of pedagogical strategies to develop teaching methods and materials.

PEO4: To develop analytical skills among students by engaging them in evidence-based enquiry and contribute to educational advancement

PEO5: To develop graduates in education who can compare and evaluate various educational perspectives and address the needs of the stakeholders.

PEO 6. To enable students to create new models of teaching to promote learner autonomy in classroom and nurture leadership qualities to empower graduates to initiate positive changes in educational practices and policies.

POs - Program Outcomes (B.Ed.)

PO	Outcome	BT Level
PO1	Students will be able to recognize and describe psychological, sociological and philosophical perspectives of education.	L1
PO2	B.Ed. students will understand educational theories and pedagogical approaches to design effective learning environments for diverse student populations.	L2
PO3	B.Ed. students will understand and explain various pedagogical aspects through experiential learning.	L2
PO4	They will apply the learnt methods of teaching in classroom environment.	L3
PO5	Graduates will understand, analyze and integrate inclusive practices and address barriers to learning.	L2 & L4
PO6	They will evaluate teaching methods through reflective practices, adapting strategies to enhance student learning outcomes.	L5
PO7	They will learn to assess and evaluate the learner diversity and inculcate learner autonomy for lifelong learning.	L5
PO8	They will learn to create effective teaching-learning environment by engaging themselves in teaching training programs.	L6
PO9	They will create methods and strategies to disseminate ideas effectively with colleagues, students, and stakeholders, demonstrating proficient oral and written communication skills.	L6

Mapping of PEOs & POs in B.Ed.**Matrix**

PO → PEO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	1	2	2	3	3	2	1	1	3
PEO2	2	2	1	3	2	3	1	1	2
PEO3	1	1	3	2	2	3	1	2	1
PEO4	3	1	2	3	2	1	2	3	1
PEO5	2	1	1	2	1	1	2	3	1
PEO6	2	2	1	1	1	3	2	2	2

1 = Low, 2 = Moderate, 3 = High contribution.

Matrix

Program Structure (Effect from 2025 to 2026)

B.Ed.

S. No.	Course Code		Category	Numbers of Hours/Week			Credit/C ontact hours	Marks					
			Core / Elective / Others	L	T	P		I	E	T			
SEMESTER I													
1.	BOE C101	Philosophical and Sociological Perspective of Education	CORE	4	0	0	4	30	70	100			
2.	BOE C 102	Childhood & Development	CORE	4	0	0	4	30	70	100			
3.	BOE C 103	Educational Technology	CORE	4	0	0	4	30	70	100			
4.	BOE C 104	Understanding Language across Curriculum and Disciplines	CORE	4	0	0	4	30	70	100			
5.	BOE E	Elective I	Elective	4	0	0	4	30	70	100			
6.	BOE E	Elective II	Elective	4	0	0	4	30	70	100			
7.	BOE EPC1	Reading and Reflecting on Text	EPC	4	0	0	2	50	0	50			
Total							26	195	455	650			
Total contact hours 20													
SEMESTER II													
1.	BOE C105	Contemporary India and Education	CORE	4	0	0	4	30	70	100			
2.	BOE C106	Psychological Perspectives of Education	CORE	4	0	0	4	30	70	100			
3.	BOE E	Pedagogy I*	Elective	4	0		4	30	70	100			
4.	BOE E	Pedagogy II*	Elective	4	0	0	4	30	70	100			
5.	BOE EPC 2	Micro Teaching	EPC	4	0	0	2	50	-	50			
6.	BOE EPC3	Simulation	EPC	4	0	0	2	50	-	50			
7.	BOE II01	Pre Internship	4 weeks (Practical)	0	0	24	2	30	70	100			
Total							22	180	420	600			
Cumulative Total										1250			
SEMESTER III													
1	BOE II02	Internship	Practical	0	0	120	12	-	-	-			
Total								135	315	450			
Cumulative Total										1650			
SEMESTER IV													
1	BOE C201	Assessment for Learning	CORE	4	0	0	4	30	70	100			
2	BOE C202	Inclusive Education	CORE	4	0	0	4	30	70	100			
3	BOE C203	Gender Issues and Human Rights	CORE	4	0	0	4	30	70	100			
4	BOE C204	Knowledge and Curriculum	CORE	4	0	0	4	30	70	100			
5	BOE E	Elective I	Elective	4	0	0	4	30	70	100			
6	BOE E	Elective II	Elective	4	0	0	4	30	70	100			
7	BOE EPC4	Communication Skill	EPC	4	0	0	2	50	0	50			
Total				00			26	195	455	650			
Grand Total							86			2350			
L – Lecture 1L = 1Hr.								T- Tutorial 1T= 1 Hr.		P- Practical 2P=1 Hr.		C-Credits 1C = 1 Hr. of Theory/Tutorial Paper per week = 2 Hrs. of Practical per week	

S.NO	Matrix Course Category Name	Course Category Code	Number of Courses	Credits	Total Credits
1	Core	COR	10	4	40
2	Elective	ELC	06	4	24
3	Enhancing Professional Capacity	EPC	04	2	08
4	Pre Internship	PRACTICAL	01	2	02
5	Internship	PRACTICAL	01	12	12
Total			22	-	86

List of Discipline Electives Courses (ELE)

Course Code	Semester I
BOE E101	Environmental Education
BOE E102	Value Education
BOE E103	Guidance and Counselling
BOE E104	Health, Physical & Yoga Education
BOE E105	School Management
BOE E106	Life Skill Education
Course Code	Semester IV
BOE E201	Critical Understanding of ICT in Education
BOE E202	Peace Education
BOE E203	Entrepreneurship Education
BOE E204	Innovation in Education

Pedagogy Courses: List

BOE E109	Pedagogy of English
BOE E110	Pedagogy of Mathematics
BOE E111	Pedagogy of Science
BOE E112	Pedagogy of Social Science
BOE E115	Pedagogy of Biological Science

List of Enhancing Professional Capacity (EPC)

Course Code	Semester I	Course Code	Semester II
BOE EPC1	Reading and Reflecting on Text	BOE EPC 2	Micro teaching
Course Code	Semester II	Course Code	Semester IV
BOE EPC 3	Simulation	BOE EPC 4	Communication Skill

SEMESTER-I

B.Ed. Semester: I						Core Course	
Course Name: Philosophical and Sociological Perspective of Education						Evaluation Components	
Course Code: BOE C101	Credit	L	T	P	I	E	Total
	4	4	1	0	30	70	100

Course Objectives:**In this course, the students:**

1.	Remember the meaning, nature, types, and aims of education from a philosophical and sociological perspective
2.	Understand the meaning, nature, types, and aims of education from a philosophical and sociological perspective
3.	Apply major philosophical concepts and their relevance to education.
4.	Analyze the impact of different philosophical schools on educational theory and practice
5.	Evaluate educational thought of Indian philosophers and their relevance in modern society
6.	Create informed perspectives to explore the relationship between society and education, aiming to facilitate social change.

Course Outcomes:**At the end of the course, the students will be able to:**

	Course Outcome	BT Level
CO1	Recognizes the concept, nature, types, and aims of education from a philosophical and sociological perspective	Level 1
CO2	Explains the concept, types, and aims of education and the role of different educational agencies.	Level,2
CO3	Implements the key philosophical concepts and their application to education.	Level 3
CO4	Compares and contrast various schools of philosophy and derive their educational implications	Level 4
CO5	Critiques the educational thoughts of Indian philosophers and apply them in contemporary educational contexts	Level 5
CO6	Constructs their own philosophy on the basis of knowledge of different Philosophies.	Level 6

Unit No.	Content	Lecture Hrs.
UNIT I	Educational Perspective <ul style="list-style-type: none"> ○ Concept of Education, Types of education; informal, formal and non-formal, ○ Role of home, school and society as agencies of education, ○ Different aims of education. 	10
UNIT II	Philosophical Perspective <ul style="list-style-type: none"> ○ Philosophy- Meaning, Concept, Nature, and functions of philosophy, ○ Brief knowledge of Epistemology, Metaphysics and Axiology ○ Relationship between Education and Philosophy 	10
UNIT III	Major Schools of Philosophy and Their Educational Implications <ul style="list-style-type: none"> ○ Idealism – Plato, educational goals, curriculum, discipline ○ Naturalism – Rousseau, child-centred education ○ Realism – Aristotle, focus on experience and logic ○ Pragmatism – John Dewey, learning by doing, democratic education ○ Existentialism – Sartre, individuality, and authenticity ○ Implications on curriculum, pedagogy, and teacher-student relationships ○ Comparison of Eastern and Western Philosophy, 	15
UNIT IV	Indian Perspectives in Educational Thought <ul style="list-style-type: none"> ○ Educational contributions of Indian philosophers: ○ Swami Vivekananda – man-making education ○ Mahatma Gandhi – Nai Talim and Basic Education ○ Rabindranath Tagore – education for harmony with nature 	15

	<ul style="list-style-type: none"> ○ Sri Aurobindo – integral education ○ Integrated Humanism(EkatamaManavavad)– Pt Deendayal Upadhyay ○ Human Freedom – J Krishnamurthy ○ Relevance of Indian philosophy in modern classrooms 	Assessment scheme
UNIT V	Sociological Perspective <ul style="list-style-type: none"> ○ Meaning, Nature of Sociology, Difference between Educational Sociology and Sociology of Education, ○ Relationship between Society & Education. ○ Relationship between education, philosophy and Sociology. ○ Social Change 	10
Assignment	<ul style="list-style-type: none"> ○ Difference among different schools of education: idealism, naturalism and pragmatism’. ○ Compare the educational ideas of any two thinkers. 	
Suggested Reading	Text Book: <ol style="list-style-type: none"> 1. Banerjee, A.C. & Sharma, S. R. (1999): Sociological and Philosophical issues in Education. Jaipur: Book Enclave. 2. Brubacher, John S. (ed) (1962): Modern Philosophy of Education. New Jersey: Prentice-Hall Inc., Englewood Cliffs. 3. Gupta N. K. & Baneja Bharti; Basics In Education; NCERT. 4. Hiriyanna, M. (1995): The Essentials of Indian Philosophy. Delhi: Motilal Banarasidas Publishers. Reference Book: <ol style="list-style-type: none"> 1. Pandey, R. S. (1997): East West Thoughts on Education. Allahabad: Horizon Publishers. 2. Sodhi, T. S. & Suri, A. (2003): Philosophical and Sociological Foundation of Education. Patiala: Bawa Publications. 3. Srivastava Ram Sharan; 4. Teacher in Emerging Indian Society; APH Publishing Corporation. 5. Reference books – 6. Siddheshwar Rameshwar Bhatt, Philosophical Foundations of Education: Lessons for India 7. S.S. Chandra & R. K Sharma, Philosophy of Education, Atlantic Publications. 8. R P Pathak, Philosophical And Sociological Foundations of Education, Atlantic Publications. 	

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	☑	1hr	20	Levels 2 to 5
Assignment/ Case Study	☑	1hr	05	Levels 3 to 5
Quiz	☑	-	05	Levels 1 to 2
End Term	☑	3hr	70	Levels 1 to 6

Mapping of Program outcomes with Course outcomes

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE C101 CO1	3	2	1	2	1	2	3	2	1
BOE C101 CO2	3	2	1	2	2	2	2	2	1
BOE C 101 CO3	2	3	1	1	3	1	1	2	2
BOE C 101 CO4	2	3	2	2	2	2	2	3	2
BOE C 101 CO5	3	2	1	2	2	2	1	2	3
BOE C101 CO6	1	1	1	1	1	1	2	1	1

B.Ed. Semester: I							Core Course			
Course Name: Childhood and Development							Evaluation Components			
Course Code: BOE C102		Credit	L	T	P	I	E	Total		

	4	3	1	0	30	70	100
--	---	---	---	---	----	----	-----

Course Objectives:**In this course, the students:**

1	Remember the theoretical frameworks and key concepts related to childhood development, including cognitive, physical, social, and emotional domains.
2	Understand the factors influencing child development, including biological, environmental, cultural, and socioeconomic factors.
3	Apply various stages of development used in studying childhood development and apply them to analyze real-life scenarios.
4	Analyze the importance of early childhood experiences in shaping lifelong development and well-being.
5	Evaluate the role of family, peers, schools, and communities in supporting healthy childhood development.
6	Create knowledge of child development theories and principles to develop strategies for promoting positive developmental outcomes in diverse cultural and societal contexts.

Course Outcomes:**At the end of the course, the students will be able to:**

CO	Outcome	BT Level
CO1	Recognize cultural diversity when studying childhood and development.	Level 1
CO2	Explains developmental theories and principles of childhood and development	Level ,2
CO3	Implement critical thinking and problem-solving skills to address challenges related to childhood development and propose evidence-based solutions.	Level 3
CO4	Compares and contrast childhood experiences across different socio-cultural backgrounds, including marginalized groups and children in difficult circumstances.	Level 4
CO5	Critiques the relationship between social and emotional development, identifying key mechanisms that contribute to healthy socio emotional functioning across the lifespan.	Level 5
CO6	construct the Design inclusive strategies or interventions for educators to support children's development and adjustment in diverse and challenging environments.	Level 6

Unit No.	Content	Lecture Hrs
UNIT I	Child Development <ul style="list-style-type: none"> • Concept of Growth and Development: Meaning, Nature and Characteristics • , Theories of Development: Kohlberg, Vygotsky • Principles of Growth and Development. • Heredity and Environment: Concept, Importance of Heredity and Environment in Child's Development. 	15
UNIT II	Development: <ul style="list-style-type: none"> • Stages of Development: Infancy, Childhood and Adolescence • Childhood and Adolescence: Basic characteristics, developmental nature related to physical, mental, moral and social aspects. • Adolescents with different cultural background 	15
UNIT III	Childhood in diverse context: Concept of Childhood (Criticality of the misperception that childhood is a homogenous entity).	10

	Childhood across cultures and societies (examining children 's perspectives, experiences and actions in which they construct and re-construct their lives). Impact of diversity, differences, marginalization on childhood. Childhood in difficult circumstances (jail, war affected families; conflict situation, very poor families; urban slum), growing up as girls, growing up in Dalit /tribal households etc.	
UNIT IV	Social and Emotional Development <ul style="list-style-type: none"> • Social Development: Meaning, Stages, and Factors Affecting Social Development, Characteristics of Social Development during Childhood and Adolescence. • Emotional Development: Meaning, Factors affecting Emotional Development, Characteristics of Emotional Development during Childhood and Adolescence. 	10
UNIT V	Personality Development <ul style="list-style-type: none"> • Personality Development: Meaning, Factors affecting Personality, • Development of all Stages of Personality (Views of Sigmund Freud and Allport) Adjustment: Meaning, Types and Factors affecting Adjustment, Symptoms of Maladjustment and Role of the Teacher.	10
Assignment	1. Prepare a case study of a child 2. Analyzing the live-in experiences of three children having different cultural environments. 3. Personality test	
Suggested Readings	Text Books: 1. Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), <i>Culture, Socialisation and Human</i> 2. Singh, a (Ed), (2015). <i>Human Development: A Life Span Approach</i> . Orient Black Swan, Delhi Reference Book: 1. Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), <i>Readings on the Development of Children</i> . New York: WH Freeman and Company	

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes – Program Outcomes (CO – PO) Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO 6	PO7	PO8	PO9
BOE C102CO1	3	2	3	2	1	2	3	1	1
BOE C102CO2	3	2	1	2	2	2	2	2	1
BOE C102CO3	2	3	2	1	3		1	2	2
BOE C102CO4	2	3	1	2	2	2	2	3	2
BOE C102CO5	3	2	1	2	2	2	1	2	
BOE C102CO6	1	1	1	2	1	1	1	3	1

B.Ed. Semester: I						Core Course	
Course Name: Educational Technology						Evaluation Components	
Course Code: BOE C103	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives: In this course, the students

1	Remember the key concepts, types, and components of educational technology, including hardware and software distinctions.
2	Understand psychological foundations of modern educational technologies, referencing theories by Ausubel, Skinner, and Bloom's revised taxonomy.
3	Apply the teaching-learning aids such as micro-teaching techniques, Edgar Dale's cone of experience, and questioning strategies in instructional settings.
4	Analyze the effectiveness of digital pedagogies like blended learning, flipped classrooms, and MOOCs in enhancing student engagement and learning outcomes.
5	Evaluate the role of emerging technologies—AI, AR/VR, gamification, and learning analytics—in transforming educational practices
6	Create multimedia-rich e-content using tools like simulations, animations, and educational apps, integrating them into interactive and personalized learning environments.

Course Outcomes:

At the end of this course, the students will be able to

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recognizes key concepts and types of educational technology, including distinctions between hardware and software tools.	1
CO2	Explains key psychological foundations of modern technology in education and demonstrates understanding of Bloom's revised taxonomy and questioning techniques.	2
CO3	Implement the use of teaching-learning aids such as micro-teaching techniques, Edgar Dale's cone of experience, and questioning strategies in instructional design.	3
CO4	Compares different traditional and digital pedagogical approaches in terms of learner engagement, accessibility, and effectiveness.	4
CO5	Critiques various models of teaching and evaluates their relevance in different instructional contexts.	5
CO6	Construct a curriculum-aligned digital activity (e.g., quiz, podcast, video tutorial) using appropriate educational technology tools.	6

Unit No.	Content	Lecture Hrs.
UNIT I	Understanding Educational Technology: <ul style="list-style-type: none"> • Concept of Educational Technology: Types of Educational Technology, difference between hardware & software technology, their role in modern educational practice. • Teaching: Meaning, Principles, components of Effective Teaching, maxims, and phases of Teaching. 	15
UNIT II	Psychological Bases of Modern Technology: <ul style="list-style-type: none"> • Psychological bases of modern technologies with reference to Ausubel and Skinner. • 2. Bloom's (Revised) taxonomy of objectives, • 3. Art of Questioning: types and importance of questions, good and defective questions base of receiving answers 	15
UNIT III	Models of Teaching & Teaching-Learning Aids: <ul style="list-style-type: none"> • Teaching aids: Edgar Dale's cone of experience and components. • Micro Teaching-Concept, procedure, advantages, Meaning, nature and Classification of skills. (Set induction, Explanation, Black board writing, Stimulus variation), Simulated teaching and Team teaching. 	10

UNIT IV	E-Content Development and Digital Pedagogy <ul style="list-style-type: none"> • Multimedia principles in instructional design • Tools for creating e-content, Audio, Video, Animation, Simulations • Blended Learning, Flipped Classroom, MOOCs • Teaching with YouTube, AR/VR, and Educational Apps • Interactive Whiteboards, Learning Management Systems (LMS), mobile learning 	10
UNIT V	Emerging Technologies and Trends in Education <ul style="list-style-type: none"> • AI in Education: Intelligent Tutoring Systems, Chatbots • Gamification and Game-Based Learning • Virtual Reality (VR) and Augmented Reality (AR) in education • Data Analytics and Learning Analytics for personalized learning 	10
Assignment	<ul style="list-style-type: none"> • Build a curriculum-aligned quiz using Kahoot or Quizizz, and test it with peers. • Record and produce a short 2-episode podcast for school students on an educational topic. 	
Suggested Readings	Text Books: <ol style="list-style-type: none"> 1. Aggarwal J. C.; Essentials of Educational Technology; Vikas Publishing House Pvt. LTD. 2. Ahuja, M. (2007): Mastery Learning: A Practical Approach. Meerut: Vivek Publishers. 3. Anderson, L.W. (1996): Individualized Instruction. In Plomp. T., Jeerd& Ely, Donald P. (Eds.). International Encyclopedia of Educational Technology. U.K.: Cambridge. 4. Bhushan, A. & Ahuja, M. (2003): Educational Technology; Theory & Practice (2nd Edition). Patiala: Bawa Publications. 5. Bigge, M.L. (1967): Learning Theories for Teachers. Delhi: Universal Book Stall. Reference Books: <ol style="list-style-type: none"> 0. Joyce & Weils (1985): Models of Teaching. New Delhi: Prentice Hall of India. 1. Kulshrestha S. P.; Shaikshik Takniki Mooladhara; Vinod Pustak Mandir, Agra. 2. Mangal S. K. & Uma; Essentials of Educational Technology; Prentice Hall India. 3. Mehra, V. (2004): Educational Technology. New Delhi: SSP. 4. Mohanty (1992): Educational Technology. New Delhi: Deep and Deep Publications. 5. Spencer, K. (1991). <i>The Psychology of Educational Technology and Instructional Media</i>. Liverpool: United Writers Press. 6. Timothy J. N., Donald A. S., James D. L., James D. R. (2010). <i>Educational Technology for Teaching and Learning</i>, (Edn 4). NOIDA: Pearson Education. 	

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Mapping of Course Outcomes with Program Outcomes:

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE C103CO1	3	3	2	2	2	2	2	2	2
BOE C103CO2	1	3	3	2	2	3	2	2	2
BOE C103CO3	3	3	1	1	3	3	3	3	3
BOE C103CO4	2	1	3	3	1	1	3	3	3

BOE C103C05	2	3	3	3	1	1	3	3	3
BOE C103C06	2	1	3	3	3	3	3	1	1

B.Ed. Semester: I						Core	
Course							
Course Name: Understanding Language Across the Curriculum and Discipline						Evaluation Components	
Course Code: BOE C104	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives:**In this course, the students:**

1	Remember the Concept and Classification of Academic Disciplines – Explore the meaning of academic disciplines, their classification, and the distinction between subjects and disciplines.
2	Understand the psychological and linguistic principles behind language acquisition and development, and their implications for teaching.
3	Apply the techniques and use materials for developing listening, speaking, reading, and writing skills in multilingual and diverse classrooms.
4	Analyze the relationship between language and learning across the curriculum, including the role of subject teachers in language development.
5	Evaluate the nature of academic disciplines and the role of disciplinary knowledge in educational contexts, especially in language education.
6	Create interdisciplinary learning experiences that integrate language with other subjects like social sciences, mathematics, and science to foster holistic understanding

Course Outcomes:

At the end of the course, the students will be able to

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recognizes key concepts of language, linguistic principles, and major theories of language development (Vygotsky, Chomsky, Erikson).	1
CO2	Explains the psychological basis of language acquisition and explains the functions of language in communicative, receptive, and expressive contexts.	2
CO3	Implement appropriate techniques and materials to develop listening, speaking, reading, and writing skills in multilingual and diverse classroom settings.	3
CO4	Compares the relationship between language and learning across the curriculum, and examines the role of subject teachers in language development.	4
CO5	Critiques the nature and structure of disciplinary knowledge and critically examines the emergence of academic disciplines in social, political, and intellectual contexts.	5
CO6	Construct interdisciplinary learning experiences that integrate language with other disciplines such as social sciences, mathematics, and science to promote holistic education.	6

Unit No.	Content	Lecture Hrs.
UNIT I	Understanding Language Concept: Meaning & Nature of language Linguistic principles: Process of acquisition of language. psychological basis of Language- Theories of Language development –Vygotsky Theory of Language development, Chomsky Theory of Language, Erikson's Theory of Language development and their implications in teaching of Language.	10
UNIT II	Language & Learning Functions of language & its basic assumptions: Communicative, Receptive & Expressive, Language and Society. First Language, Multilingualism. Language Diversity in class room.	10

	Language Across Curriculum: - Relationship of language & learning, Role of Subject teacher.	
UNIT III	<p>LISTENING & SPEAKING SKILL</p> <p>Concept and Importance</p> <p>Techniques and Materials for developing listening and speaking skills in oral conversational and compositional skills</p> <p>Reading & Writing skills</p> <p>Concept, need & Importance</p> <p>Techniques and Materials for developing Reading and Writing, Reading Mechanics, Compositional writing.</p> <p>Relationship of language Skills and subject knowledge of Teachers</p>	10
UNIT IV	<p>Knowledge</p> <p>Concept of knowledge</p> <p>Knowledge substances: subject matter, theories, concepts, principles, structure of knowledge</p> <p>Concept discipline:</p> <p>Concept of academic discipline</p> <p>Classification of academic disciplines</p> <p>Difference between subject and discipline</p> <p>Concept, Nature and role of disciplinary knowledge and subjects</p> <p>Emergence of discipline and subjects in social, political and intellectual contexts</p>	15
UNIT V	<p>Nature of disciplines:</p> <p>Causality, universality, variability, creativity, certainty, abstraction, and imagination</p> <p>Critical examination of Education in the light of the mentioned issues</p> <p>Interdisciplinary relationship:</p> <p>Inter-relationships between the disciplines of the Social Sciences</p> <p>Inter-relationships of Language with other disciplines</p> <p>Inter-relationships between Physics and Mathematics</p> <p>Inter-relationships between Biology and Chemistry</p>	15
Assignment	<ol style="list-style-type: none"> 1. Prepare a report mentioning the changes required in the current school-level textbooks prescribed by CBSE or UK Board. 2. Prepare a report on how any subject grows into a discipline. 3. Compare and contrast the nature of knowledge emanating from different schools of philosophy 4. Identify different ideological bases of knowledge and curriculum operating in our schools 5. Analysis nature and structure of curriculum running in our schools 6. Study a school curriculum and inquire into the nature of teachers' engagement in the curricular process. 	
Suggested Readings	<p>Textbook:</p> <ol style="list-style-type: none"> 1. NCERT (2005). New Curriculum Framework (2005). New Delhi: National Council of Educational Research and Training. 2. NCERT (2006). Arts, Music, Dance and Theatre – Position Paper National Focus Group. 3. New Delhi: National Council of Educational Research and Training. 4. NCERT (2006). Curriculum Syllabus and Textbooks – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training. <p>Reference Book:</p> <ol style="list-style-type: none"> 5. NCERT (2007). Work Education – Position Paper National Focus Group. New Delhi: National Council of Educational Research and Training. 6. NCTE (2009). National Curriculum Framework for Teacher Education – At Preparing Professional and Humane Teachers. New Delhi: National Council for Teacher Education. 7. NCTE (2014). Teacher Education Regulations 2014, Norms and Standards, and New Curriculum Frameworks. New Delhi: National Council for Teacher Education. 8. Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. Educational Researcher, 15(2), 4–14. 9. Hirst, P.(1974). <i>Knowledge and Curriculum</i>, International Library of the Philosophy of Education, London: Routledge and Kegal Paul Ltd. 10. Berger, P. L., and T. Luckmann. (1975). <i>The Social Construction of Reality – A Treatise in the Sociology of Knowledge</i>, Penguin Books, London. 11. NCERT. (2005). <i>National Curriculum Framework–2005</i>, New Delhi. 12. Vygotsky, L. (1978). <i>Mind in Society</i>. Harvard University Press, London. 13. Chadha, Y. (1997). <i>Rediscovering Gandhi</i>. London: Century. 14. Dewey, John (1916). <i>Democracy and Education</i>. New York: MacMillan. 15. Durkheim, Emile (1956). <i>Education and Sociology</i>. New York: The Free Press. 	

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes – Program Outcomes (CO–PO) Mapping

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE C104CO1	3	3	2	2		2	2	2	2
BOE C104CO2	1	3	3	2	3	3	3	2	2
BOE C104CO3	2	3		1	1	3	1	3	1
BOE C104CO4		3	3	3	3	4	3	3	3
BOE C104CO5	3	3	2	2	2	3	2	2	2
BOE C104CO6	2	3	1	3	1	1	3	3	3

B.Ed. Semester: I						Elective Course	
Course Name: Environmental Education.						Evaluation Components	
Course Code: BOE E101	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course objectives

In this course, the students

1	Remember key terms such as environment, pollution, and natural resources, and identify their components and classifications.
2	Understand the principles and objectives of environmental education, and describe major environmental issues like global warming, biodiversity loss, and pollution.
3	Apply the methods of teaching environmental education using local examples such as the Harella festival and contributions of Uttarakhand's environmentalists.
4	Analyze the sources and effects of different types of pollution and evaluate the role of local bodies in environmental management and pollution control.
5	Evaluate the importance of sustainable development and the need for optimum utilization of natural resources in addressing environmental challenges.
6	Create community-based environmental awareness programs or sustainable practices that promote conservation and responsible resource use.

Course outcome:

At the end of the course, students will be able to

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recognizes the key environmental concepts, including the definition, components, and types of pollution and natural resources.	1
CO2	Explains the objectives and principles of environmental education and describe major environmental issues such as climate change and plastic pollution.	2
CO3	Implement teaching methods in environmental education using local case studies like the Harella festival and contributions of Uttarakhand's environmentalists.	3
CO4	Compares the importance of sustainable development and current practices in resource utilization and pollution control.	4
CO5	Critiques the nature and structure of disciplinary knowledge and critically examine the emergence of academic disciplines in social, political, and intellectual contexts..	5
CO6	Construct innovative strategies or educational campaigns to promote environmental awareness and sustainable living in their communities.	6

Unit No.	Content	Lecture Hrs.
UNIT I	Environment: <ul style="list-style-type: none"> • Definition of Environment • Concept of Environment, • Components of the environment. 	15
UNIT II	Environmental Education: <ul style="list-style-type: none"> • Meaning, objectives, its need & importance • Principles of environmental education • Methods of teaching in environmental education- Famous environmentalists of Uttarakhand,celebration of local environmental festival 'Harella', Role of local bodies in Environmental Management 	15
UNIT III	Environmental issues <ul style="list-style-type: none"> • Global warming, climate change; loss of biodiversity,textile waste,plastic pollution • Monitoring and control 	10
UNIT IV	Pollution Control: <ul style="list-style-type: none"> • Concept & meaning of pollution • Types of pollution - air, soil, water and noise pollution, their 	10

	sources and effects	
	<ul style="list-style-type: none"> • Pollution Monitoring and Control 	
UNIT V	Natural Resources: <ul style="list-style-type: none"> • Definition and classification of natural resources, • Importance of natural resources • Optimum utilization of natural resources & sustainable development 	10
Assignment	Assignment on 'Importance of any tree in the students' area' along with its details Participation in Plantation and writing a report	
Suggested Readings	Text Book: <ol style="list-style-type: none"> 1. Agarwal, A et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment 2. Agarwal, A. & Narain, S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment. 3. Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman 4. Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University. Reference Book: <ol style="list-style-type: none"> 0. NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training. 1. Panneerselvam, A. and Ramakrishnan, M. (1996): Environmental Science Education. New Delhi: Sterling Publishers Pvt. Ltd. 2. Raghunathan, Meena & Pandey, Mamta (Eds) (1999). The Green Reader: An Introduction to Environmental Concerns & Issues. Ahmadabad: Centre for Environment Education 3. Saxena, A. B. (1996): Education for the Environmental Concerns. New Delhi: Radha Publications. 4. Sharma, R. A. (1998): Environmental Education, Meerut: R. Lall Book Department. 5. Sharma R. A., Maisha Premlata, Lenka Sameer Kumar; Environmental Education; R. Lall Publication. 	

Assessment Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 4
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Mapping of Course Outcomes with Program Outcomes:

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE E101CO1	1	2	1	2	1	2	3	1	1
BOE E101CO2	1	2	1	2	2	2	2	2	1
BOE E101CO3	2	3	1	1	3	1	1	2	2
BOE E101CO4	2	3	1	2	2	2	2	3	2
BOE E101CO5	3	2	3	2	2	2	1	2	1
BOE E101CO6	1	1	1	2	1	1	1	1	1

B.Ed. Semester: I						Elective Course	
Course Name: Value Education						Evaluation Components	
Course Code: BOE E102	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives: At the end of the course, students will be able to

	Remember the meaning, nature, and sources of values, including biological, psychological, social, and ecological determinants.
2	Understand the of values into material, social, moral, and spiritual categories, and describe how these can be realized through education.
3	Apply the teaching methods and educational practices can foster moral and spiritual values in learners.

COs	Outcome	BT Level
CO1	Recognize the meaning, nature, and sources of values, including biological, psychological, social, and ecological determinants, in relation to education.	1
CO2	Explains and categorizes values into material, social, moral, and spiritual types, and explains how each type influences educational practices and student development.	2
CO3	Implements how biological, psychological, social, and ecological factors contribute to the formation and development of values, and applies this understanding in an educational context.	3
CO4	Compared between values and disvalues (e.g., materialism, faithlessness, irreverence) and propose educational strategies to address and resolve these conflicts.	4
CO5	Create the importance of sustainable development and current practices in natural resource utilization and environmental monitoring.	5
CO6	Construct community-based environmental initiatives or educational campaigns that promote conservation, pollution control, and sustainable living.	6

4	Analyze the differences between values and disvalues (e.g., materialism vs. moral integrity), and analyze how education can address these challenges.
5	Evaluate the role of family, society, mass media, and school in the development of values, and evaluate their effectiveness in promoting lifelong moral growth.
6	Create educational strategies and school-based programs that integrate value education and promote equality, moral reasoning, and personal development through teaching.

Course Outcomes: Students will able to

	Content	Lecture Hrs.
UNIT I	Nature of values: Meaning, nature and sources of values, biological, psychological, social and ecological determinants of values.	15
UNIT II	Classifications of values: <ul style="list-style-type: none"> Classification of values into various types, material social moral and spiritual values; how can these be realized through education. 	15
UNIT III	Conflict between values & disvalues: <ul style="list-style-type: none"> Corresponding to values there are evils or disvalues –materials,social Economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values? 	10
UNIT IV	Value development: <ul style="list-style-type: none"> Role of family, society mass media, school and teaching methods in the development of values 	10

UNIT V	Education & Values: <ul style="list-style-type: none"> • Education and Teaching methods for development of moral values • Elements of moral values in relation of human being • Development of values as a personal and life long process-teaching of values as an integral part of education. • Concept of Religion and Equality various relations. • Development of values through teachers and the school 	10
Assignment	Report writing on social and cultural values	
Suggested Readings	Text Book: 1. Fraenkel, J.R. (1977): How to Teach About Values: An Analytic Approach. New Jersey & E. Cliffs: Prentice Hall, Inc. 2. Pandey, V.C. (2005): Value Education and Education for Human Rights. Delhi: Isha Books. Reference Book: 0. Rokeach, M. (1967): Values Survey. Sunnyvale & California: Halgren Tests. 1. Rokeach, M. (1988): Beliefs, Attitudes and Values. San Francisco: Jossey Bass.	

Assessment Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Mapping of Course Outcomes (9) with Program Outcomes (a-i) :

COs →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
POs↓									
BOE E102CO1	1	2	1	1	2	1	1	1	1
BOE E102CO2	1	3	2	2	2	2	2	2	2
BOE E102CO3	2	3	1	3	3	3	2	1	2
BOE E102CO4	1	2	2	2	1	1	2	2	1
BOE E102CO5	2	2	2	2	3	1	1	2	1
BOE E102CO6	2	3	1	1	3	3	3	3	3

B.Ed. Semester: I						Elective Course	
Course Name: Guidance and Counseling						Evaluation Components	
Course Code: BOE E103	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives:

In this course, the students:

1	Remember the key concepts such as guidance, counselling, and their major areas (educational, vocational, personal, social), and identify various testing and non-testing techniques.
2	Understand the nature, scope, and historical development of guidance and counselling, and describe their aims and objectives in educational settings.
3	Apply the appraisal and information services in schools, and apply appropriate counselling approaches (directive, non-directive, eclectic) in hypothetical scenarios.
4	Analyze the differences and relationships between guidance and counselling, and evaluate the role of teachers in organizing effective guidance services.
5	Evaluate the effectiveness of various guidance techniques (e.g., aptitude tests, interviews, case studies) in addressing student needs at different educational levels.
6	Create a comprehensive school-based guidance program that integrates counselling processes, testing techniques, and teacher involvement to support student development.

Course Outcomes

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recognizes the key concepts such as guidance, counselling, and their historical development, aims, and objectives in educational settings.	1
CO2	Explains the differences and relationships between guidance and counselling, and describe the major areas of guidance (educational, vocational, personal, social).	2
CO3	Implement the use of appraisal and information services in schools, including testing and non-testing techniques, and the role of teachers in organizing guidance services.	3
CO4	Compared between various counselling approaches (directive, non-directive, eclectic) and analyzed their relevance in different educational contexts.	4
CO5	Critiques the effectiveness of guidance and counselling services at the secondary level, and evaluate the appropriateness of different techniques used in student appraisal.	5
CO6	Construct a comprehensive school guidance program incorporating counselling processes, testing and non-testing techniques, and tailored services for diverse student needs.	6

Unit No.	Content	Lecture Hrs.
UNIT I	Guidance <ul style="list-style-type: none"> ● Nature and Meaning of Guidance ● Meaning, nature, and scope ● Historical development and need for guidance and counselling ● Differences and relationship between guidance and counselling ● Aims and objectives in educational settings ● Objective of Guidance at Secondary Level 	10
UNIT II	Major Areas of Guidance <ul style="list-style-type: none"> ● Educational: Meaning, Functions and need of educational guidance at different levels ● Vocational: Meaning, functions and need of vocational guidance at different levels ● Personal: Meaning, Functions and need of personal guidance at different 	10

	<ul style="list-style-type: none"> • Social: Meaning, Functions and need of social guidance at different levels 	
UNIT III	Guidance Services in Schools <ul style="list-style-type: none"> • Appraisal services: Testing and non-testing techniques • Information services: Educational, vocational, personal • Role of teachers in organizing guidance services 	10
UNIT IV	Counseling <ul style="list-style-type: none"> • The Meaning of Counselling, Counselling and Related Fields, Principles of Counselling, The Purposes of Counselling • The Major Approaches to Counselling: The Directive Approach, The Non-directive Approach, The Eclectic Approach, Behaviour modification techniques • Counselling Process: Concepts, Stages 	10
UNIT V	Testing & non testing Techniques <ul style="list-style-type: none"> • Techniques (Intelligence, Aptitude, Personality, Inventory and Achievement Test) • Non-testing Techniques (Observation, Interview, Case Study and Cumulative Testing Record) 	10
Assignments	<ol style="list-style-type: none"> 1. Case study of a student (academic/social/emotional issue) 2. Preparing and delivering a mock guidance session 3. Conducting interest inventories or aptitude tests 	
Suggested Readings	Text Books: <ol style="list-style-type: none"> 1. Arbuckle, D.S. (1965): Counselling: Philosophy, Theory and Practice, Boston, Allyn and Bacon. 2. Bantole, M.D. (1984): Guidance and Counselling, Bombay, Sheth and Sheth Publications. 3. Blocher, D.H. (1987): The Professional Counsellor, N.Y. Macmillan. 4. Dryden, Windy and Filethaman Colin (1994): Developing Counsellor Training, London, Sage. Reference Books: <ol style="list-style-type: none"> 5. Gelso, C.J. and Fretz, B.R. (1995): Counselling Psychology Prisin Book, Bangalore. Reference Book: <ol style="list-style-type: none"> 6. George, R.I. and Critiani T.S. (1990): Counselling Theory and Practice, New Jercey, Prentice Hall. 7. Ghose, J. (1995): Vocational Guidance. New Delhi: USS Publications. 8. Gibson, R. L. &Plitchell, M. H. (2005) : Introduction to Counseling and Guidance (6th Edition) New Delhi, Pearson Education Pvt. Ltd. 9. Oberoi S.C.(2019) Guidance and Counselling, Bookman 1st edition 	

Assessment Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	☑	1hr	20	Levels 2 to 5
Assignment/ Case Study	☑	1hr	05	Levels 3 to 5
Quiz	☑		05	Levels 1 to 2
End Term	☑	2hr	70	Levels 1 to 6

Mapping of Program outcomes with Course outcomes

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE E103CO1	3	2	1	2	1	2	3	1	1
BOE E103CO2	3	2	1	2	2	2	2	2	1
BOE E103CO3	2	3	1	1	3	1	1	2	2
BOE E103CO4	2	3	1	2	2	2	2	3	2
BOE E103CO5	3	2	3	2	2	2	1	2	1

BOE E103CO6	1	1	1	2	1	1	1	1	1
--------------------	---	---	---	---	---	---	---	---	---

B.Ed. Semester: I						Elective Course	
Course Name: Health, Yoga and Physical Education						Evaluation Components	
Course Code: BOE E104	Credit	L	T	P	I	E	Total
	4	3	1	1	30	70	100

Course Objectives:

In this course, the students:

1	Remember the key concepts of health, physical fitness, yoga, common diseases, and nutrition.
2	Understand the dimensions of health, causes and prevention of diseases, and the impact of physical activities on body systems.
3	Apply the first aid techniques, yoga asanas, and healthy lifestyle practices in real-life situations.
4	Analyze the relationship between health education and other subjects like Science, Social Science, and Languages.
5	Evaluate the harmful effects of self-medication, and assess responsible sexual behavior and disease prevention strategies.
6	Create a personal health and fitness plan incorporating balanced nutrition, physical activity, and yogic practices.

Course outcomes

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recognize the meaning, key concepts of health, physical fitness, yoga, common diseases, and nutrition.	1
CO2	Explains the importance of health education, dimensions of health, and the impact of physical activities and yoga on body systems.	2
CO3	Implement the first aid procedures, yoga asanas, and physical fitness routines, and apply disease prevention strategies in daily life.	3
CO4	Comparisons between communicable and non-communicable diseases, and analysis of the health needs of children and adolescents, including differently-abled individuals.	4
CO5	Create the effects of self-medication, assess responsible sexual behavior, and judge the effectiveness of health interventions like immunization and hygiene practices.	5
CO6	Construct a holistic health and wellness plan incorporating balanced nutrition, physical activity, yoga, and disease prevention strategies.	6

Unit No.	Content	Lecture Hrs.
UNIT I	<p>Health Education:</p> <ul style="list-style-type: none"> • Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children. • Common health problems and diseases—its causes, prevention and cure, immunization and first aid. • Impact of Physical activities, games, sports and yoga on different body systems. • Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behavior, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights. • Food and nutrition, malnutrition, including obesity, food deficiency diseases and prevention. 	15
UNIT II	<p>Physical Education:</p> <ul style="list-style-type: none"> • Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities • Health and physical Education and its relationship with other subject areas like Science, Social 	15

	Science and Languages.	
UNIT III	Yoga: <ul style="list-style-type: none"> • Concept, need and importance of yoga, History of yoga • Yoga Asanas- Standing, Sitting, Prone and Supine positions • Do's & Don't of yogic practices. 	15
UNIT IV	Pranayamas, Meditation <ul style="list-style-type: none"> • Pranayamas • Meditation • Harmful effects of self-medication. 	05
Assignment	Preparation of yoga activity file, first aid box. Performing of basic yogic activity	
Suggested Readings	1. Thomas, J.P. : Organization of Physical Education Madras Y.M.C.A. 2. Sharma, J .R. Principles of Physical Education. 3. Tirunaryan, O. and Harisharan S. Methods in Physical Education A.C.P.E. Karaikudi-4 5. B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi – 110031	

Assessment Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Mapping of Course Outcomes (9) with Program Outcomes (a-i) :

COs →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
POs↓									
BOE E104CO1	2	2	1	1	2	1	1	1	1
BOE E104CO2	2	3	2	2	2	2	2	2	2
BOE E104CO3	1	2	3	3	3	3	2	3	2
BOE E104CO4	2	2	2	2	2	2	2	2	2
BOE E104CO5	2	2	2	2	3	3	3	2	2
BOE E104CO6	2	3	3	3	3	3	3	3	3

B.Ed. Semester: I						Elective Course	
Course Name: School Management (Elective Course)						Evaluation Components	
Course Code: BOE E105	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives:

1	Remember the key concepts of school management, organization, educational administration, and leadership styles.
2	Understand the structure of educational administration in India, the roles of school personnel, and the importance of school infrastructure and discipline.
3	Apply the principles of school budgeting, discipline management, and leadership traits in practical school scenarios.
4	Analyze the differences between school management and organization, and evaluate models of administration at local, state, and central levels.
5	Evaluate the effectiveness of leadership styles, school-community relationships, and the role of student self-government in maintaining discipline.
6	Create a comprehensive school development plan integrating human resource management, infrastructure planning, and community involvement.

Course Outcomes:

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recognizes key concepts of school management, organization, educational administration, and human resource roles.	1
CO2	Explains the structure and functions of educational administration at local, state, and central levels, and describes the importance of school infrastructure and discipline.	2
CO3	Implements principles of school budgeting, discipline strategies, and leadership traits in school-based scenarios.	3
CO4	Compare between models of school organization and analyze the roles of various school personnel in curricular and co-curricular development.	4
CO5	Critiques the leadership styles, administrative challenges, and the effectiveness of community involvement in school development.	5
CO6	Construct a strategic school management plan that integrates leadership skills, human resource development, infrastructure planning, and student governance	6

Unit No.	Content	Lecture Hrs.
UNIT I	School Management and Organization: <ul style="list-style-type: none"> Meaning of school management Process of school management Meaning of school organization Different models of school organization Differences between school management and school organization 	15
UNIT II	Educational Administration: <ul style="list-style-type: none"> Meaning, need and importance and types educational administration in India Administration of education at local level Administration of education at state level Administration of education at central level Problems of educational administration in India 	15

	<ul style="list-style-type: none"> School finance: sources of income and expenditure, school budget 		Assessment Scheme
UNIT III	School Building & School Discipline <ul style="list-style-type: none"> Characteristics of a good school building, basic requirement, types and maintenance School library- concept, types, need and importance School hostel- building, school canteen School discipline- Concept, types, need, and methods of maintaining discipline, role of principal and teachers Student's self government for development of discipline Community and school development- role of community, parents in school development as PTA. 	10	
UNIT IV	Leadership: Concepts, Traits and Styles <ul style="list-style-type: none"> Leadership: Concept, types-administrative and instructional Leadership traits: responsible, self-disciplined, innovative, imaginative, good at organization, correct in judgment, visionary etc. Educational administration leadership skills: Decision making, Planning and Coordinating, Communicating, Evaluating and Feedback Styles of educational leadership: autocratic, Laissez-faire and democratic 	10	
UNIT V	Human Resource: <ul style="list-style-type: none"> Concept, need, importance of human resource School principal- qualities, role, duties and essential management skills Teacher- qualities, role, duties and essential management skills, Role of teachers in curricular and co-curricular activities School librarian-qualities and role of librarian Hostel warden- qualities and duties 	10	
Assignment	Preparation of time table- teacher wise, class wise, subject wise Methods of HRM in different type of schools Survey of teachers' evaluation and principal's evaluation techniques used in different schools		
Suggested Readings	Text Books: 1. Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi, 2. Bala, M. (1990): Leadership Behaviour and Educational Administration. New Delhi: Deep &Deep Publications. 3. Bhatia, S.K. (2008): Managing Organizational Behaviour. New Delhi: Deep and Deep Publications. 4. Bhatnagar, R.P. and Aggarwal, V. (1987): Educational Administration: Supervision Planning and Financing. Meerut: India Surya Publications. 5. Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Reference Books: 6. Bush, T. & Bell, L. (2003): The Principles and Practice of Educational Management. London: Paul Chapman Publishing, New Delhi: Sage Publication. 7. Chandrasekaran, P. (1994): Educational Planning and Management. New Delhi: Sterling Publishers.		

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Mapping of Course Outcomes with Program Outcomes:

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE E105CO1	3	2	1	2	1	2	3	1	1

BOE E105CO2	3	2	1	2	2	2	2	2	1
BOE E105CO3	2	3	1	1	3	1	1	2	2
BOE E105CO4	2	3	1	2	2	2	2	3	2
BOE E105CO5	3	2	3	2	2	2	1	2	1
BOE E105CO6	1	1	1	2	1	1	1	1	1

B.Ed. Semester: I						Elective Course	
Course Name: Life Skill Education (Elective Course)						Evaluation Components	
Course Code: BOE E106	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives:

In this course, the students

1	Remember the definitions and distinctions between Life Skills, Survival Skills, and Livelihood Skills; study WHO and 4-H models; analyze global frameworks like Dakar.
2	Understand foundational concepts and global frameworks of life skills by differentiating Life Skills, Survival Skills, and Livelihood Skills, and examining WHO and 4-H models along with UN declarations
3	Apply life skills to real-world contexts to promote personal well-being, foster peace and civic engagement, and strengthen disaster preparedness and response.
4	Analyze self-management and empathy by enhancing self-awareness, regulating emotions, cultivating positive emotional states, and implementing stress-coping strategies
5	Evaluate and execute effective life skills training programs through systematic training needs analysis, mastery of facilitation techniques, and selection of preventive, competency-based, or issue-based approaches.
6	Create how international and national agencies (UNESCO, UNICEF, WHO, NSDC, TNSDC) influence policy development, resource allocation, and quality assurance in life skills education.

Course Outcomes: At the end of the course, the students will be able to

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recognizes the conceptual framework of life skills and distinguishes life, survival, and livelihood skills, including key models and global declarations.	1
CO2	Explains self-management and empathy through improved self-awareness, emotional regulation, and stress-coping strategies.	2
CO3	Implements life skills to enhance individual well-being, foster peace and civic engagement, and prepare for disaster scenarios.	3
CO4	Compare the influence of national and international agencies on the development, funding, and quality assurance of life skills education.	4
CO5	Critiques the integration of universal human values—such as love, compassion, truth, non-violence, service, and renunciation—into educational practice with the teacher as facilitator.	5
CO6	Construct and execute a life skills training program by performing needs analysis, selecting appropriate facilitation techniques, and choosing fitting training approaches.	6

Unit No.	Content	Lecture Hrs.
----------	---------	--------------

UNIT I	Conceptual Framework of Life Skills: a) Concept of Life Skills, Survival Skills, and Livelihood Skills. b) Models of life Skills. (WHO Model, 4 H Targeting Life Skills Model) c) UN Inter-Agency Meeting, Hamburg Declaration, Dakar Framework	10
UNIT II	Application of Life Skills Education a) Life Skills Education for Well-being b) Life Skills Education for Peace and Civic Engagement. c) Life Skills Education for Disaster Management.	10
UNIT III	Skills of Self-Management and Empathy a) Self-Awareness (Self-Concept, Self-Esteem, Self-Image, Techniques for enhancing Self-Awareness) and Empathy (Meaning and techniques to enhance empathy) b) Coping with emotions (Meaning of emotions, expressing emotions, coping with negative emotions, cultivating positive emotions) c) Coping with stress (Types of stress, signs and symptoms, strategies to manage stress)	10
UNIT IV	Life Skills Training Program: Design and Execution a) Training Need Analysis and designing Life Skills Training Program b) Conducting Life Skills Training (Facilitation Skills- Building and Maintaining Rapport, Active Listening, Questioning Skills, Engaging Participants, Handling Challenges, Time Management) c) Approaches of Life Skills Training (Preventive Approach, Competency-Based Approach, Issue-Based Approach)	10
UNIT IV	UNIVERSAL HUMAN VALUES a) Love & Compassion, Truth, Non-Violence, Righteousness, Peace, Service, and Renunciation- Self-Science curriculum and Para curriculum - The teacher as a facilitator -Agencies of Life Skills Education: UNESCO, UNICEF, WHO, NSDC & TNSDC.	10
Suggested Books	Reference Books Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi. Devadas, R.P.; Jaya, N (2002), A Textbook on Child Development, Macmillan India Limited, Madras. Daggubati Bhaskara Rao (1997), Care of the Child, Vol. I and II, Discovery Publication House, New Delhi. Jagannath Mohanty and Bhagya Dhar Mohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep Pub, New Delhi. Hurlock, E.B. (2004). Child Growth and Development. Tata McGraw-Hill. Graw Hill Company Suriakanthi, A. (2005). Child Development. Kavitha Publications, Gandhigram, Tamil Nadu. http://www.cbseacademic.in/web_material/Lifeskills/1_Life%20Skills%20Class%20VI.pdf Bhagyashree, A.D., (2016). Life skills education. Bookman. Jain, Usha & Jain, Rajiv Kumar. (2014). Life skills – A guide to steer life. Vayo Education of India. James, Larry. (2006). The first book lifes kills. Mumbai. Embassy Books. Joshi Rokeach (1973). The nature of human values. New Yourk: The Free Press Ravikanth Rao, K & Dinakar, P. (2018). Life skills educations, New Delhi: Neelkamal Publications. Swift, Keilly. (2021). Life skills. Barnes & Noble.	

Assessment Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Mapping of Course Outcomes – Course Outcomes Mapping

PO →									
CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9

BOE E106CO1	3	2	1	2	1	2	3	1	1
BOE E106CO2	3	2	1	2	2	2	2	2	1
BOE E106CO3	2	3	1	1	3	1	1	2	2
BOE E106CO4	2	3	1	2	2	2	2	3	2
BOE E106CO5	3	2	3	2	2	2	1	2	1
BOE E106CO6	1	1	1	2	1	1	1	1	1

B.Ed. Semester: I							Elective Course		
Course Name: Reading and Reflecting on Text							Evaluation Components		
Course Code: BOE EPC1	Credit	L	T	P	I	E	Total		
	2	0	0	2	50	-	50		

Course Objectives:

This course ensures that the students understand how:

1	Remember – To recall and recognize different genres of texts (literary, non-literary, academic, and reflective).
2	Understand – To explain the meaning, themes, and contexts of varied texts through discussion and interpretation.
3	Apply – To use reading strategies such as summarizing, paraphrasing, annotating, and note-making in academic tasks.
4	Analyze – To differentiate between arguments, perspectives, and styles within and across texts.
5	Evaluate – To critically judge the relevance, authenticity, and effectiveness of texts in relation to educational practice and social context.
6	Create – To produce original reflective writings, book reviews, and analytical essays by integrating insights from diverse readings.

Course Outcomes:

Towards the end of the course, the students will be able to:

CO	Outcome	BT Level
CO1	Identify and recall the key features, structures, and purposes of different types of texts.	1
CO2	Explain ideas, arguments, and contexts of texts through classroom discussion and written reflection.	2
CO3	Demonstrate reading strategies (annotation, summarization, paraphrasing, questioning) in analyzing texts.	3
CO4	Compare and contrast different texts to uncover underlying assumptions, viewpoints, and biases.	4
CO5	Critically assess the credibility, style, and educational significance of texts with logical reasoning.	5
CO6	Compose original reflective writings, reports, and reviews integrating knowledge and personal insight.	6
Activities	Content	Lectures
Activity I	Pupil teacher will read and discuss the various type of text (Conceptual and historical work, Empirical, about different schools, teaching-learning. Policy documents and Narrative text, Expository Text from diverse sources including autobiographies, field notes. Ethnographies.)	10
Activity II	Pupil teacher will be writing efficiently. Writing with the sense of purpose and audience, Writing within the context of others ideas.	10
Activity III	Pupil teacher will be able to do content analysis, writing field notes, reading and writing skill and reflective skills	10

Practical Works:

Pupil Teacher will review of the text, select key words and rewrite the content.

S.No.	Report File	Marks
1	Ethnographical Writing/ Narrative text/Transactional Text	5
2	Empirical Text/ Research	5
3	Autobiography/ Field Notes/	5
4	A Book Review/Authors review text/	5
5	Summary Writing/Dialogue writing/Script writing	5
6	Policy Documents	5
7	Report Writing/Explanation the text	5
8	Evaluation of Reports and Viva-Voce	15

Assessment
Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	-	-	-
Assignment/ Case Study/Project Record/Ect	<input checked="" type="checkbox"/>	-	50	-
Quiz	<input checked="" type="checkbox"/>	-	-	-
End Term	<input checked="" type="checkbox"/>	-	-	-

Course Outcomes – Program Outcomes (CO–PO) Mapping

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE EPC1CO1	1	2	1	2	1	2	3	1	1
BOE EPC1CO2	1	2	1	2	2	2	2	2	1
BOE EPC1CO3	2	3	1	1	3	1	1	2	2
BOE EPC1CO4	3	3	1	2	2	2	2	3	2
BOE EPC1CO5	3	2	3	2	2	2	1	2	1
BOE EPC1CO6	1	1	1	2	1	1	1	1	1

1 = Low, 2 = Moderate, 3 = High contribution.

B.Ed. Semester : II								
Course Name: Contemporary India & Education Core Course					Evaluation Components			
Course Code: BOE C105		Credit	L	T	P	I	E	Total
		4	3	1	-	30	70	100
Course Objectives: In this course, the students								
1	Remember the historical foundations of education during the Vedic, Buddhist, and Medieval periods.							
2	Understand the colonial impact on education through key documents like Macaulay's Minutes, Wood's Dispatch, and the Indian Education Commission of 1882.							
3	Apply the Various Educational policies and commission in present School Education system							
4	Analyze the National Policy of Education (1986), its revised version (1992), and the New Education Policy (2020), and assess their implications on the Indian education system.							
5	Evaluate the role of key committees like the Yashpal Committee and understand the structures and types of schools in India, with a focus on autonomous institutions like KVS, NVS, and Sainik Schools.							
6	Create to Explore thought of NEP 2020 implement in School Education							
Course Outcomes: At the end of this course, the students will be able to								
CO	Course Outcomes						Bloom's Taxonomy level	
CO1	Recall the basic concepts, types, and components of contemporary India and Education						1	
CO2	Explain the role of educational committees and commissions						2	
CO3	Implement the various teaching-learning processes and evaluation techniques for ancient education.						3	
CO4	Compare different education policies such as NEP 1968, NEP 1986, NEP 2020						4	
CO5	critique , key educational institutions such as NCTE, NCERT, NIOS, and various Boards of Education,						5	
CO6	Design context-specific strategies to make teaching more inclusive and responsive to learners from diverse socio-cultural and economic backgrounds.						6	
Unit No.	Content						Lecture Hrs.	
UNIT I	Education in India During: <ul style="list-style-type: none"> Vedic Period 						10	

	<ul style="list-style-type: none"> Buddhist Period Medieval Period 	
UNIT II	<ul style="list-style-type: none"> Macaulay's minutes Wood's dispatch Recommendations of Indian Education commission–1882, its influence on the subsequent. 	10
UNIT III	University Education Commission (1948-49): <ul style="list-style-type: none"> Secondary Education commission (1952-53): Critical Implication National Education Commission 1964-66 	10
UNIT IV	National Policy of Education <ul style="list-style-type: none"> National Policy of Education (1986) Revised National Policy (1992) New Education Policy (2020) 	15
UNIT V	Schools in India <ul style="list-style-type: none"> Types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.) Role of key institutions in shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc 	15
Reference Books	Rassekh, S., and Vaideanu, G. (1987). The contents of education. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England. Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd. Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. New Delhi: APH Publishing Corporation, APM Publication Corporation. Singh Y. K. (2007). Philosophical. Foundation of Education. New Delhi: APH Publication Corporation. Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.	

Assessment Scheme
Assessment Scheme :

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 6
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 6
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Mapping of Course Outcomes with Program Outcomes:

Program Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Course Outcomes									
BOE C105CO1	1	1	2	2	1	1	3	1	1
BOE C105CO2	1	2	1	1	1	2	1	1	3
BOE C105CO3	2	2	2	1	3	3	1	2	3
BOE C105CO4	3	1	3	3	1	1	2	1	1
BOE C105CO5	1	2	1	1	1	1	1	1	3
BOE C105CO6	3	1	1	1	1	1	1	2	3

B.Ed. Semester : II										
Course Name: Psychological perspective of education				Core Course		Evaluation Components				
Course Code: BOE C106				Credit	L	T	P	I	E	Total
				4	4	0	0	30	70	100

Course Objectives:

In this course, the students

1	Remember the meaning, nature, scope, and methods of educational psychology, and its role in enhancing the learning-teaching process.
2	Understand the key theories of learning, including Trial and Error, Classical and Operant Conditioning, Insight Theory, and Cognitive Theory, and apply them to classroom situations.
3	Apply the memory types, factors affecting memory retention, strategies to improve memory
4	Analyse the relationship between teaching and learning, and understand the evolving role of a teacher as a facilitator and guide.
5	Evaluate the characteristics of professional ethics and the importance of professionalism in education.
6	Create the Strategies for Model of Teaching

Course Outcomes:

At the end of the course, the students will be able to:

CO	Outcome
CO 1	Define and recall the basic terms, nature, scope, and functions of educational psychology.
CO 2	Explain how educational psychology influences and enhances the teaching and learning process in educational settings.
CO 3	Carry out the responsibilities of teachers as professionals, including ethical guidelines and the role of a teacher as a facilitator and guide.
CO 4	Differentiate learning theories like Classical Conditioning, Operant Conditioning, and Cognitive Theory to solve classroom teaching challenges.
CO 5	Critically evaluate how the principles and maxims of teaching affect the learning process, and assess the effectiveness of different approaches.
CO 6	Create effective lesson plans using teaching models such as the Concept Attainment Model, Group Investigation Model, and Advanced Organizer Model with their appropriate syntax.

Unit No.	Content	Lecture Hrs.
UNIT I	Nature of Educational Psychology <ul style="list-style-type: none"> Meaning, nature, scope, methods and functions of educational psychology. Role of Educational Psychology in Learning- Teaching Process. 	15
UNIT II	Learning	15

	<ul style="list-style-type: none"> • Meaning and Nature of Learning; • Trial and error theory; • Classical Conditioning and Operant conditioning theory; • Kohler's insight theory and Piaget's cognitive theory; • Transfer of learning; • Significance of learning theories in classroom situation. 	
UNIT III	Memory <ul style="list-style-type: none"> • Memory – Concept and Types • Strategies to develop Memory; Forgetting - Nature, Theories (Interference Theory, Trace Change Theory, Forgetting as Retrieval Failure), • Factors and Strategies to Minimize Forgetting. 	10
UNIT IV	Teaching and Teacher <ul style="list-style-type: none"> • Concept & Principle of teaching. • Maxims of teaching. • Relationship between teaching and learning • Role of Teacher in teaching- learning process as a transmitter of knowledge, facilitator and guide. • Teaching as a Profession: Meaning of Profession, Characteristics of Profession, Professional Ethics for the Teachers. 	10
UNIT V	Model of Teaching <ul style="list-style-type: none"> • Meaning, Concept, type and scope. • Concept attainment model with its syntax. Group investigation model with its syntax, Advanced organizer model with its syntax 	10
Suggested Readings	I. Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication. Meerut. Aswal G.S. (2009). Educational Psychology (2ed), Vani Prakashan, Patna. 2. Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehart and Winston. 3. Anderson, R.C. & Faust, G. (1973). Educational Psychology, New York: Harper and Row. Pandey, Ram Shakal (2007). Education Psychology, Surya Publication, Meerut. Sharma, Kamlesh, Manav Bikas, Syar Publication, Agra.	

Assessment Scheme:

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 3 to 4
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes – Program Outcomes (CO – PO) Mapping

Programme Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Course Outcomes									
BOE C106 CO1	1	2	2	2	1	1	1	2	1
BOE C106 CO2	1	1	1	1	2	1	2	1	1
BOE C106 CO3	1	2	3	2	2	1	2	3	2

BOE C106CO4	2	1	3	2	1	2	3	2	1
BOE C106CO5	2	3	2	1	1	1	1	3	1
BOE C106CO6	3	1	1	1	2	3	21	1	3

	Content	Lecture Hrs.
UNIT I	भाषा: <ul style="list-style-type: none"> भाषा का अर्थ एवं परिभाषा, भाषा की प्रकृति, भाषा Hkk'kk ds izdkj ,oa #i]Hkk'kk dsdk;Z Hkk'kkIh[kus ds fu/kkZjdrRo&f'k{k.kdkS"ky&lquuk] cksyuk] ys[ku ,paiBu 	15
UNIT II	हिंदी शिक्षणके उद्देश्य: <ul style="list-style-type: none"> f'k{k.kmnns"; ,oa "kSfa{kdmn~ns"; प्राथमिक, माध्यमिक और उच्चतर माध्यमिक स्तर पर मातृभाषा शिक्षणके उद्देश्य CyweofxZdh 	10
UNIT III	lw{e f'k{k.k <ul style="list-style-type: none"> vFkZ] ifjHkk'kk] dkS"ky ds izdkj fofHkUu dkS"kyksa ds lw{e ikB;kstuk fuekZ.k 	10
UNIT IV	पाठ-योजना: <ul style="list-style-type: none"> पाठ-योजनाका अभिप्राय एवं सोपान गद्य शिक्षण, पद्य शिक्षण और व्याकरण शिक्षण एवं पाठ-योजनाका निर्माण। 	10
UNIT V	हिंदी शिक्षणमें मूल्यांकन <ul style="list-style-type: none"> मूल्यांकन की नवीन प्रविधियां, निदानात्मक एवं उपचारात्मक शिक्षण। पाठ्यपुस्तक : पाठ्यपुस्तक का अर्थ, आवश्यकता, उद्देश्य एवं प्रकार, पाठ्यपुस्तक का प्रयोग। fdz;kRedvuqla/kku fgUnh Hkk'kk f'k{k.k esa n";&JO; lk/kuksa dk iz;ksx 	10
दत्त-कार्य	अपने आसपास के तीन विद्यालयों का दौरा कर त्रिभाषा सूत्र की स्थितिकी जानकारी प्राप्त करते हुए एक रिपोर्ट बनाये।	

Suggested Readings

संदर्भ पुस्तक सूची

1. सिंह सावित्री भनोट, हिंदी शिक्षण, मेरठ लॉयल बुक डिपो
2. मंगल, उमा, नई दिल्ली आर्य बुक डिपो
3. पाण्डेय रामशकल, "नूतन हिंदी शिक्षण", आगरा विनोद पुस्तक मंदिर
4. चतुर्वेदी शिखा, आर. लाल पब्लिकेशन, मेरठ
5. कश्यप रेनु, "राजभाषा हिंदी का स्वरूप विश्लेषण", पटना जिज्ञासा पब्लिकेशन
6. कुमार योगेश, आधुनिक हिन्दी शिक्षण नई दिल्ली, ए.पी.एच. पब्लिशिंग कॉरपोरेशन
7. शर्मा, ज्योति भनोट, हिंदी शिक्षण, लुधियाना टण्डन पब्लिकेशन

Assessment Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 6
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 6
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2

End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6
----------	-------------------------------------	-----	----	---------------

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE C 107 CO 1	3	2	2	2	1	1	1	1	1
BOE C 107 CO 2	3	2	2	2	1	1	1	1	2
BOE C 107 CO 3	2	3	2	2	3	2	2	1	2
BOE C 107 CO 4	2	3	2	3	2	3	3	2	2
BOE C 107 CO 5	2	2	3	3	2	3	3	2	2
BOE C 107 CO 6	1	3	2	3	3	3	2	2	3

B.Ed. Semester : II					Pedagogy Course		
Course Name: Pedagogy of English					Evaluation Components		
Course Code: BOE E109	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives:**Course Outcomes: Towards the end of the course, the students will be able to:****In this course, the students:**

CEO1	Remembers the key concepts of English as a discipline, including its importance, functions, and role in a multilingual society.
CEO2	Understands of the status of English in the Indian school curriculum and the recommendations of various committees and commissions related to English language teaching.
CEO3	Apply their knowledge of phonetics and phonology to accurately pronounce English words and understand their phonetic symbols.
CEO4	Analyze different English language skills (listening, speaking, reading, writing) and identify the specific techniques and methods to develop these skills in a multilingual classroom.
CEO5	Evaluate various methods of teaching English grammar, pronunciation, and vocabulary in the context of Indian school curricula.
CEO6	Create a lesson plan for teaching a specific aspect of English, such as prose, poetry, or grammar, integrating techniques for pronunciation, vocabulary, and writing skills.

COs	Outcome	BT Level
CO1	Define and explain the concept, importance, and functions of the English language in a multilingual society.	Level 1
CO2	Explain the significance of phonetics and apply phonetic symbols in the correct pronunciation of English sounds.	Level 2
CO3	Use basic linguistic principles to analyze the phonological, morphological, semantic, and syntactic features of the English language.	Level 3
CO4	Organize the role and status of English in a multilingual society, with specific reference to India.	Level 4
CO5	Monitor proficiency in listening, speaking, reading, and writing in English, and understand the interrelation between these skills.	Level 5
CO6	Design lesson plans for teaching prose, poetry, grammar, and composition, integrating teaching methods and learning objectives.	Level 6

Unit No.	Content	Lecture Hrs.
UNIT I	<p>Nature of English Language:</p> <ul style="list-style-type: none"> ● English as a Discipline ● Concept, importance and functions of English language; Importance of English in a Multi-lingual society. ● Role & Status of English Language. In the present scenario ● Place of English Language in Indian school curriculum in the context of three language formula. ● , Views & Recommendations of different Committees, Commissions & New Education Policy - 2020. 	5
UNIT II	<p>Aims and Objectives of Teaching English language:</p> <ul style="list-style-type: none"> ● Basic Linguistics and General Principles of English Language; Phonetics: Meaning, importance and phonetics symbols. ● Aims & Objectives of Teaching of English according to the status of English as a First, Second & Third Language. ● Curriculum Construction in English: Concept, Principles and Process of Evaluation of English Curriculum at School Level. 	8
UNIT III	<p>Skills & Teaching:</p> <ul style="list-style-type: none"> ● Meaning, Importance & Functions of Four major Language Skills --- Listening, Speaking, reading, writing. Aspects, Forms & Systems of English Language-Spoken & Written Language, Phonology, Morphology, Semantics & Syntax. ● Teaching of Pronunciation, Vocabulary, Spelling, and Reading & Writing. 	10
UNIT IV	<p>Methods & Approaches of teaching English:</p> <ul style="list-style-type: none"> ● Direct Method, Grammar cum Translation Method, Deduction –Induction Method, Dr. Michael West’s New Method, and Structural & Communicative Approach. Substitution Method, Bilingual Method. Grammar and Translation method. 	7
UNIT V	<p>Planning and Instruction:</p> <ul style="list-style-type: none"> ● Micro teaching and lesson planning: Meaning, Concept, Importance and basic elements ● .Characteristics and approaches: Herbartian, R.C.E.M, Bloom’s and NCERT ● Unit Plan: meaning & steps ● Lesson Planning for Teaching of Prose, Poetry, Grammar and Composition. 	10

Assignment	<ol style="list-style-type: none"> 1. Preparation of Lesson plan 2. Preparation of traditional and web based Teaching-aid. 3. Project work on the status of English in schools related with different boards.
Suggested Readings	<p>Text Book :</p> <ol style="list-style-type: none"> 1. National Curriculum Framework 2005; NCERT, December 2005. 2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006. 3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006. 4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009. 5. Brumfit. C (1984); Communicative methods in Language Teaching; Cambridge University press: Cambridge. <p>Reference book:</p> <ol style="list-style-type: none"> 6. Chomsky (1964) in Day. E. M (2002): Identity and the young English language learner; Multilingual Matters Limited; London. 7. Gardner and Lambert (1972) Attitudes and Motivation in second language learning; Rowley; Newbury house. 8. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998. 9. Srijan1, Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.

Assessment Scheme

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 6
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 6
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes Programme Outcomes (CO-PO) Articulation Matrix

Programme Outcomes PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Course Outcomes CO									
BOE C109 CO1	1	2	2	2	2	2	1		1

BOE C109 CO 2		1			1				
BOE C 109 CO 3	2		2		2		3	3	
BOE C 109 CO 4	1	2		2		3		3	
BOE C109 CO 5		3	2		3	3			
BOE C109 CO 6	3						2	1	2

B.Ed. Semester : II					Pedagogy Course						
Course Name: Teaching of Mathematics					Evaluation Components						
Course Code: BOE E110					Credit	L	T	P	I	E	Total
					4	3	0	0	30	70	100

Course Objectives:

In this course, the students:

CEO1	Remember the fundamental concepts, nature, and scope of mathematics and its significance in education.
CEO2	Understand the contributions of mathematicians, including Indian scholars, to mathematical thought and their relevance in modern education.
CEO3	Apply the Methods of teaching Mathematics in classroom
CEO4	Analyze various mathematical principles, theories, and their applications in problem-solving and real-world contexts.
CEO5	Evaluate different mathematical approaches and methodologies to enhance logical reasoning and analytical thinking.
CEO6	Designing Problem-solving method in teaching of Mathematics

s	Outcome	BT Level
CO1	Define key terms and concepts in mathematics, including its nature, scope, and historical evolution.	1
CO2	Explain the importance and functions of mathematical reasoning, problem-solving, and logical thinking in students' overall cognitive development.	2
CO3	Use mathematical problem-solving techniques and strategies, including algebraic, geometric, and statistical methods, to address real-world challenges effectively.	3
CO4	Differentiate between various branches of mathematics and identify their interrelationship in educational and practical contexts.	4
CO5	Evaluate the role of mathematics in meeting the diverse needs of students at various educational stages.	5
CO6	Construct different mathematical concepts and techniques used in various fields such as science, engineering, and economics.	6

Unit No.	Content	Lecture Hrs.
UNIT I	Nature and Scope of Mathematics	10

	<ul style="list-style-type: none"> • Concept and Nature of Mathematics • Validation and proof of mathematical Knowledge: Conjecture, Generalisation, Counter Example and Special Cases, Hypothesis and Proof, Fallacies • Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counterexamples, proof by induction • Historical evolution of mathematics 	
UNIT II	<p>Aims and Objectives of Teaching and Learning of Mathematics:</p> <ul style="list-style-type: none"> • Aims and objectives of Teaching Mathematics • Taxonomy of Educational Objectives: Cognitive domain by Bloom (1956), Affective domain by Krathwohl • Modification of Bloom's taxonomy by Anderson and Krathwohl, Taxonomy 2001 • Bloom, Masia (1973) and the Psychomotor domain by Dave (1975) • RCEM – Approach of formulating instructional objectives • Mathematisation of students' Minds: Mathematisation of the physical situations around students, Concrete to abstract, Particular to general, Conceptual and procedural 	10
UNIT III	<p>How do Children Learn Mathematics:</p> <ul style="list-style-type: none"> • How do Children Conceptualise Mathematical Ideas: Experiences of children, Children's own Strategies for Learning, how do children see mathematics around them, uniqueness of children • Developmental Progression in the Learning of Mathematical Concepts: Jean Piaget, Lev Semionovich Vygotsky and Jerome S Bruner's Views on learning • Processes involved in Learning Mathematics: Problem Solving, Patterning, Reasoning, Abstraction, Generalization, Argumentation and Justification 	10
UNIT IV	<p>Mathematics in School Curriculum:</p> <ul style="list-style-type: none"> • Need and Importance of Mathematics in School Curriculum: Social Aspects, Mathematical Aspects, Application of Mathematics • Vision of Mathematics Curriculum at School Level: Aims and Objectives of Mathematics Curriculum, Principles of Formulating Mathematics Curriculum, Core areas of Concern in School Mathematics, Curricular Choices at Different Stages of School Mathematics • Recent Trends of Curriculum Development: Subject-Centred Approach, Behaviourist Approach, Constructivist Approach (Learner-Centred and Activity –Centred Curriculum) • National Curriculum Framework (2005) for school mathematics 	10

	<ul style="list-style-type: none"> ● Implication of NPE-2020 for mathematics education 	
UNIT V	<p>Evaluation and Analysis of Test Scores</p> <ul style="list-style-type: none"> ● Different types of tests in Mathematics, achievement, diagnostic, and prognostic ● Criterion and norm-referenced evaluation ● Construction of an achievement test ● Continuous and comprehensive evaluation ● Formative and summative assessment ● Grading pattern <p>Statistical measures: Mean, median, mode, range, average deviation, quartile deviation, and Standard deviation. Graphical representation of data: Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency Curve, and Ogive Curve, and rank correlation</p>	10
Assignments	<ol style="list-style-type: none"> 1. Analysis of books, folk games, and other resource materials 2. Observation of children doing everyday math, playing folk games, and community numeracy practices 3. Classroom observations and analysis of mathematics classrooms 4. Use and setting up of a mathematics lab 5. Development of manipulative games, low-cost activity materials 6. Preparation of Achievement Test Report 	
Suggested Readings	<ul style="list-style-type: none"> ● Allendoerter, C. B., and Oakley, C. O.(1963). <i>Principles of Mathematics</i>. Tokyo: McGraw-Hill. ● Bloom, B.S.(1956). <i>Taxonomy of Educational Objectives: The Classification of Educational Goals</i>. New York: Longmans Green. ● Courant, R., Robbins, H., and Stewart, I. (1996). <i>What is mathematics?: An elementary approach to ideas and Methods</i>. London: Oxford University Press. ● Devlin K. (2011). <i>Introduction to Mathematical Thinking</i>. ● NCERT (2005). <i>National Curriculum Framework, 2005</i>, NCERT, New Delhi ● NCERT (2006). <i>Position Paper: National Focus Group on Teaching of Mathematics</i>. New Delhi: NCERT. ● NCERT (2012). <i>Pedagogy of Mathematics, Textbook for Two Year B.Ed Course</i>, New Delhi: NCERT. ● Timothy Gowers (2002). <i>Mathematics: A Very Short Introduction</i>. Oxford University Press 	

Assessment Scheme:

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 2 to 4

Quiz	<input checked="" type="checkbox"/>		05	Levels 2 to 3
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes – Program Outcomes (CO – PO) Articulation Matrix

Assessment Scheme:

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE C110 CO1	1	1	2	2	1	1	3	1	3
BOE C110 CO2	2	1	1		3	1	1	2	1
BOE C110 CO3	1	3	1	2	1	2	1	1	2
BOE C110 CO4	3	1	2	1	1	1	2	1	1
BOE C110 CO5	2	3	2	2	2	2	3	1	1
BOE C110 CO6	3	2	2	3	3	1	1	3	3

1 = Low, 2 = Moderate, 3 = High contribution

B.Ed. Semester: II											
Course Name: Teaching of Science					Evaluation Components						
Course Code: BOE E111					Credit	L	T	P	I	E	Total
					4	4	0	0	30	70	100

Course Objectives:

This course ensures that the students understand how:

CEO1	Acquire knowledge of nature and scope of science
CEO2	Understand the objectives of teaching Science.
CEO3	Apply the skill of writing lesson plans in science subject.
CEO4	practice various methods of teaching Science.
CEO5	Enable evaluate procedure in science teaching.
CEO6	Create Science Lesson plan for secondary school level

s	Outcome	BT Level
CO1	Recognize of science in day-to-day life.	1
CO2	Clarify instructional objectives for teaching science at Secondary school level.	2
CO3	Implement lesson plans for science at secondary school level.	3
CO4	use a variety of teaching methods for teaching Science at secondary school level.	4
CO5	Coordinate various evaluation techniques for teaching-learning of science at secondary school level.	5
CO6	Design Modern Method of teaching science at secondary level	6

Unit No.	Content	Lecture Hrs.
UNIT I	<p>Nature of Science: Meaning, definition and nature of science - importance of science - scientific method - development of scientific attitude and temper - Science: related areas of knowledge - inter disciplinary approach -Impact of Science on modern communities. - Competencies of Science Teacher: qualification, qualities and professional competencies. professional development of science teacher -role of reflective journal. pre service and in-service training types of in-service training.</p>	10
UNIT II	<p>Objectives of Teaching Science Bases for the formulation and functions of objectives – criteria for the selection of objectives - Bloom’s Taxonomy - Instructional Vs Behavioural objectives - Modification of Blooms taxonomy by Anderson and Krathwohl Taxonomy 2001 - objectives and values of teaching Science at primary, secondary and higher secondary levels - objectives of teaching science with reference to NCF 2005, NCFTE 2009 and NEP 2020. Science Laboratory: need, importance, administration, features and structure - planning and organization of science laboratory-- co-curricular activities: objectives, organization and activities of science clubs, science fairs and exhibitions; fieldtrips and excursions.</p>	10
UNIT III	<p>Lesson Planning Teaching skills: Micro and macro teaching skills for science. – introduction to year plan, unit plan, lesson plan. – lesson planning: meaning, definition, importance, steps, types and format – lesson plans: principles and importance – Herbartian steps – writing and analysis of lesson plans. Science Text Book: qualities, need, importance - characteristics and criteria of a good science text book - evaluation of science text book (Hunter’s Score Card) - science libraries: meaning, objectives, organization, important library resources and its utilization – steps to make science library popular among the students - content analysis of science text book from VIII to X/XII standard.</p>	10
UNIT IV	<p>Methods of Teaching Science General methods of teaching Science: scientific method, induction & deduction, lecture method -lecture cum demonstration method - project method heuristic approach – laboratory method - historical and biographical approaches, Dalton Plan - modern methods of teaching Science: group discussion, panel discussion, simulation, seminar, workshop, team teaching - cooperative learning, supervised</p>	15

	study, programmed instruction, computer aided instruction, personalized system of instruction. Learning Resources in Science: Teaching Learning Materials (TLM) and Self Learning Materials (SLM): meaning, importance and characteristics - Edgar Dale's cone of experience-Projected Vs Non-Projected aids. - modern TLM: Educational Broadcasts: Radio and TV, Computers, CCTV, Multimedia, Teleconferencing, Video Conferencing, Edusat and Internet.	
UNIT V	Evaluation in Science Teaching: Definition, need, importance. - tests and its types: criterion and norm referenced tests – formative and summative evaluation - prognostic test - diagnostic testing and remedial teaching. - principles and criteria of good test - construction of standardized achievement test in science: blue print and question bank - item analysis- reliability, validity. Curriculum Construction in Science: Curriculum: definition, need, importance and types - principles of curriculum construction- criteria for selection and organization of content NCERT school curriculum - curriculum improvement in abroad.	15
Assignment	Construct Instructional objective based Revised Blooms Taxonomy Develop lesson plan any 6 th standard science subject	
Suggested Readings	Textbook: 1. Panner Selvam, A., (2013), Rajendran. Teaching of Physical Science, Shantha Publishers. Chennai. 2. Sivarajan K. (2012), Trends and developments in Modern Educational Practices Calicut University. Reference Books 3. Gupta S.K.(2012), Teaching of Physical Science in Secondary Schools, sterling 4. Publications. 5. Nair, C.P.S, (2010), Teaching of Science in our Schools, Sulthan Chand & Co ltd. 6. Radha Mohan (2011), Teaching of Physical Science, Neelkamal Publications PVT. LTD, Hyderabad. E-Resources 1. https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf 2. https://ncert.nic.in/desm/pdf/phy_sci_PartII.pdf 3. http://www.tnteu.ac.in/pdf/phy.pdf 4. http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20SCIENCE.pdf 5. http://rajanachen.com/wp-content/uploads/2017/06/Teaching-All-pages.pdf	

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 2 to 5
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes – Program Outcomes (CO – PO) Articulation Matrix

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE E111 CO1	3	2	1	2	1	2	3	2	1

BOE E111 CO2	3	2							
BOE E111CO3	2	3	3	1	3	3	1	2	2
BOE E111 CO4	2	3	1	2	2	2	2	3	2
BOE E111 CO5	3	2	2	2	2	2	1	2	
BOE E111 CO6	2	1	1	2	1	1	1	3	1

1 = Low, 2 = Moderate, 3 = High contribution.

B.Ed. Semester : II					Pedagogy Course						
Course Name: Teaching of Social Science					Evaluation Components						
Course Code: BOE C112					Credit	L	T	P	I	E	Total
					4	3	1	0	30	70	100
<p>Course Objectives: In this course, the students</p>											
CEO1	Remember foundational teaching skills specific to social science education.										
CEO2	Understand of the critical thinking and inquiry-based learning approaches in lesson planning and delivery.										
CEO3	Apply the teaching methodologies suited for social science subjects.										
CEO4	Analysis the social science curricula.										
CEO5	Evaluate the teaching aids as per the requirements of class and students.										
CEO6	Create the lesson plan for teaching social science subject										
<p>Course Outcomes: At the end of this course, the students will be able to</p>											
CO	Course Outcomes										Bloom's Taxonomy level
CO1	Recall the concept of Social Science										1
CO2	Explain the aims and objectives of teaching Social Science at secondary level.										2
CO3	Carry out importance and principles of curriculum construction.										3
CO4	Organize the teaching aids according to the topic										4
CO5	Test the different methods, devices and techniques of different topics of teaching of Social Science.										5
CO6	Design instructional objectives in behavioral terms. the lesson plan of teaching of Social Science.										6
Unit No.	Content										Lecture Hrs.
UNIT I	<p>Foundations of Social Sciences Education</p> <ul style="list-style-type: none"> Meaning, nature, need and scope of Social Sciences. Importance of Social Sciences, relationship of Social Sciences with other subjects of school curriculum. Curriculum in Social Sciences: Meaning, importance and principles of curriculum construction. 										15
UNIT II	<p>Aims and objectives of teaching Social Science:</p> <ul style="list-style-type: none"> Aims of teaching Social Science at secondary level. Taxonomy of educational objectives –Bloom's approach. Writing instructional objectives in behavioural terms. 										15
UNIT III	<p>Approaches and Methods of Teaching of Social Sciences:</p> <ul style="list-style-type: none"> Approaches of Teaching Social Sciences: logical, concentric, spiral, chronological and correlational, inductive and deductive. Methods of Teaching of Social Sciences: lecture method, lecture-cum-demonstration method, project method, story-telling method, observation method, discussion method, socialized recitation 										10

	method, problem-solving method.	
UNIT IV	Lesson Planning in Teaching of Social Sciences: <ul style="list-style-type: none"> • Meaning and importance of lesson planning, basic elements and its preparation. • Different steps to lesson planning. 	10
UNIT V	Preparation and use of teaching aids: <ul style="list-style-type: none"> • Educational Aids to Social Science teaching, Uses of various audio-visual aids, improvised aids, • Use of ICT experiences in learning Social Science. • Use of community resources in Social Science teaching 	10
Assignment	1. Prepare a report mentioning in detail the procedure of applying a project method of teaching any topic of social sciences. Explain with the help of a suitable example. 2. Prepare an Election manifesto Pupil teachers will collect some geographical materials and compare it and report writing.	
Suggested Readings	Text Books: <ol style="list-style-type: none"> 1. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi. 2. Mangal S. K. & Uma; Teaching of S. St.; Prentice Hall India. 3. Handa Anupam & Kumar Chanchal; Teaching of S. St.; Twenty First Century Publication 4. George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi. Reference Books: <ol style="list-style-type: none"> 5. NCERT. (2006). Position paper-National focus group on assessment(NCF 2005). New Delhi: NCERT. Reference Book: <ol style="list-style-type: none"> 6. Webb, Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York. 7. Winch, Peter (1958) The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press. 8. Zevin, J., (2000), Social Science for the twenty-first century, Lawrence Erlbaum Associates Publishers, London.. 	

Assessment Scheme:

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes – Program Outcomes (CO – PO) Articulation Matrix

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE C112CO1	1	1	1	2	2	1	1	1	3
BOE C112CO2	3	1	2	1	1	2	1	3	1
BOE C112CO3	1	2	1	1	3	3	3	1	2
BOE C112CO4	2	1	3	1	1	1	2	2	1
BOE C112CO5	2	3	1	3	2	1	1	3	1
BOE C112CO6	3	1	1	3	1	2	1	1	1

1 = Low, 2 = Moderate, 3 = High contribution.

B.Ed. Semester : II					Pedagogy Course			
Course Name: Teaching of Home Science					Evaluation Components			
Course Code: BOE C113		Credit	L	T	P	I	E	Total
		4	3	1	0	30	70	100
Course Objectives:								
In this course, the students								
CEO1	Remember the concept of home science,							
CEO2	Understand the process of curriculum development in Home Science.							
CEO3	Apply the suitable techniques of teaching to enhance classroom engagement.							
CEO4	Analyze the relevance of curriculum design in meeting educational and societal needs.							
CEO5	Evaluate the lesson plans of home science							
CEO6	Create Problem solving skill of day-to-day teaching							
Course Outcomes: At the end of the course, the students will be able to								
Cos	Outcome						BT Level	
CO1	Recall the process of curriculum development in Home Science.						1	
CO2	Conclude the inclusion of Home Science in the school curriculum based on its practical relevance and interdisciplinary nature.						2	
CO3	Using various teaching methods in Home Science.						3	
CO4	Organize various educational aids relevant to Home						4	
CO5	Monitor Bloom's Taxonomy and use it to write educational objectives at cognitive, affective, and psychomotor levels.						5	
CO6	Design Inquiry-based, programmed instruction, panel discussion, team teaching, and workshop methods						6	
Unit No.	Content						Lecture Hrs.	
UNIT I	Concept of home science: <ul style="list-style-type: none"> ● Meaning, nature & scope of Home Science, ● Importance of Home Science, ● Aims of teaching Home Science at secondary level. 						15	
UNIT II	Home science curriculum <ul style="list-style-type: none"> ● Curriculum development, principles and approaches. 						15	

	<ul style="list-style-type: none"> Justification of including of Home Science as a subject of study in school curriculum 	
UNIT III	<p>Methods of teaching of Home Science:</p> <ul style="list-style-type: none"> Lecture, discussion, demonstration, laboratory method, discussion-cum-demonstration and project method etc. Devices and techniques of teaching Home Science– questioning, description, illustration, questioning, assignment and field trip Use of community resources in Home Science teaching <p>Preparation and use of teaching aids:</p> <ul style="list-style-type: none"> Educational aids to Home Science teaching, uses of various audio-visual aids, improvised aids 	10
UNIT IV	<p>Planning for teaching in Home Science:</p> <ul style="list-style-type: none"> Taxonomy of educational objectives: Bloom’s approach, organizing learning experiences for achieving specified behavioral outcomes, Lesson Planning: Meaning and Importance of lesson planning, basic elements and its preparation. Different approaches of lesson planning (Inquiry approach, programmed Instruction, panel discussion, team teaching, & workshop). 	10
UNIT V	<p>Action research:</p> <ul style="list-style-type: none"> Meaning and utility of action research Steps & importance of action research 	10
	<p>Internal Practical:</p> <ul style="list-style-type: none"> Making 3 teaching aids. Project work based on demonstration 	
Assignment	Making 3 teaching aids. Project work based on demonstration	
Suggested Readings	<p>Text Book:</p> <ol style="list-style-type: none"> Bansal Suraksha, Teaching Of Home Science, R. Lall Publication. Jha, J.K. (2001). Encyclopaedia of teaching of home science (Vol I&II), New Delhi: Anmol Publications Private Limited. Lady Irwin College (1990). A Textbook of Home Science. Delhi Orient Longman. <p>Reference Books:</p> <ol style="list-style-type: none"> Nibedita D(2004). Teaching of Home Science. New Delhi: Dominant Publishers and Distributors. 	

Assessment Scheme:

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 4 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2

End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6
----------	-------------------------------------	-----	----	---------------

Course Outcomes – Program Outcomes (CO – PO) Articulation Matrix

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE C113CO1	1	1	3	2	1	1	3	3	3
BOE C113CO2	1	1	2	1	2	3	1	3	1
BOE C113CO3	1	2	1	3	3	2	3	1	1
BOE C113CO4	2	1	3	1	2	2	2	1	1
BOE C113CO5	2	3	1	2	1	1	1	2	2
BOE C113CO6	3	1	1	2	3	1	1	1	1

1 = Low, 2 = Moderate, 3 = High contribution.

B.Ed. Semester : II					Pedagogy Course		
Course Name: Teaching of Commerce					Evaluation Components		
Course Code: BOE C114	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objectives:

In this course, the students

CEO1	Remember the nature of commerce and objectives of teaching of commerce at higher secondary level
CEO2	Understand learning experiences for achieving specified behavioral outcomes.
CEO3	Apply the approaches, Methods and Planning commerce lessons.
CEO4	Analysis Construct the lesson plan of teaching commerce.
CEO5	Evaluate the subject knowledge of teaching of commerce
CEO6	Create Lesson plan for teaching commerce

Course Outcomes:

At the end of the course the students will be able to

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recall the meaning, nature, and scope of commerce and its place in the secondary school curriculum.	1
CO2	Explain the need for teaching commerce at the higher secondary level and its correlation with other subjects like economics, mathematics, social science, and geography.	2
CO3	Execute the aims and objectives of teaching commerce, differentiating between general and specific objectives.	3
CO4	Organize the concept of teaching aids in classroom settings to enhance learning outcomes in commerce education.	4
CO5	Monitor action research projects to identify and resolve classroom issues, aiming to improve the teaching-learning process in commerce.	5
CO6	Plan and implement effective commerce lessons, integrating pedagogy, content knowledge, and teaching strategies.	6

Unit No.	Content	Lecture Hrs.
UNIT I	Need, Scope of teaching commerce at higher secondary level: Meaning, nature and scope of commerce, Need of teaching commerce at higher secondary level, Place of commerce in secondary school curriculum Correlation of commerce with economics, mathematics, social science and geography.	15
UNIT II	Aims and objectives of teaching commerce: Difference between aims and objectives of commerce education, Aims of teaching commerce at higher secondary level of education, The general and specific objectives of teaching commerce at higher secondary level	15
UNIT III	Preparation and use of teaching aids: Concept, Importance and use of teaching aids in classroom teaching. Kinds of teaching aids, audio aid, visual aids & audio-visual aids, Commerce room- need importance and equipments.	10
UNIT IV	Planning for teaching commerce lessons: Lesson planning: Micro Teaching, Macro (Concept, Stages & Model lesson)	10

UNIT V	Commerce Teacher & Action Research: Use of Action Research methodology for improving the quality of teaching Commerce; planning and conducting action research project in Commerce Teaching Characteristics, role and responsibilities of a good Commerce teacher	10
Assignment	1. Participation in Discussion on any Current Economic Topic/Budget/ Act and to prepare a report 2. Detailed listing of Different Learning Resources in Commerce Education To prepare a report on main Problems—Poverty, unemployment and price rise	
Suggested Books	Text Book: 1) Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore. 2) Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53. 3) Lal, J. (2002). Accounting Theory. (2nded.)New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory. 4) Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. MERI Journal of Education. III (2), 52-59 Reference Book: 5) Cherunilam, F. (2000). Business Environment. (11thed.). New Delhi: HimalayaPublishing House. (Chapter-4: Social Responsibility of Business) 6) Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management.	

**Asses
men
t
Sche
me:**

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5
Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes – Program Outcomes (CO – PO) Articulation Matrix

PO→ CO ↓	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BOE C114CO1	3	2	2	2	1	2	3	1	1
BOE C114CO2	3	2	1	2	2	2	2	2	
BOE C114CO3	2	3	1	3	3	2	1	2	2
BOE C114CO4	2	3	3	2	2	2	2	3	2
BOE C114CO5	3	2	2	2	2	2		2	
BOE C114CO6	1	2	1	1	1	3	1	2	1

1 = Low, 2 = Moderate, 3 = High contribution.

SEMESTER-III

D: PRACTICAL COURSE	
Total Credit:20	Total Marks: 450
<p>Course Outcomes: After completion of this course, students will be able to: CO 1: Organize morning school assembly. CO 2: Plan school functions for national festivals. CO 3: Write book review. CO 4: Prepare science exhibitions and fairs for schools. CO 5: Apply action research to solve classroom problems.</p>	
A: SCHOOL INTERNSHIP PROGRAMME (16 WEEK)	
Total marks: 300	
<p>Internal Assessment scheme: In the Internship Programme the student teacher will complete the following activities:</p> <ol style="list-style-type: none"> 1. Unit Plan 2. School Teaching (20 lesson plans in each subject): Total 40 lesson 3. Teaching Practice File 4. Teaching Aids 5. Attendance record of the students 6. Report of the School Activities/Programmes 7. Criticism Lesson (Each subject of 75 Marks) Total 02 criticism lesson <p>In the Internship Programme the student teacher will complete the following activities: In this programme, the student teacher will select one unit from the subject education in consultation with the school teacher. He will prepare the unit plan for that unit. He will teach that unit for at least four periods under the guidance and observation of the school teacher /teacher educator. At the end of the teaching he will prepare and conduct a unit test. The same shall be repeated for other subject education.</p> <p>School Activities/Programmes (Report of the School Activities/Programmes: - (Any 2 activities from those given below)</p> <ul style="list-style-type: none"> ● Observation of lessons by a school teacher. ● Records and registers maintained by the office. ● Information regarding Parent teacher association. ● Practices of inclusion. ● Provision for slow learners. ● Activities for gifted students. ● Community related work. ● Activities for professional growth of teaching and non-teaching staff. ● Any other innovative/special practices adopted by the school. <p>Note: During Internship activities each trainee-teacher has to deliver 30 lessons in each pedagogical subject. The</p>	

student-teachers, apart from taking regular classes (20) lessons per method as per the time-table of the school, has to perform certain activities/ assignments as prescribed. These teaching lessons and assignments carry some weightages as a part of their University Examination. In addition to the requirements of the university, they participate and perform other activities of the school as and when assigned by the head of the school. Also, a Certificate of satisfactory work by the mentor and school Head of the cooperating- school shall be issued to the candidate after completion of Internship.

Evaluation:

Serial no 1 to 7 will be evaluated by subject teacher incharge/mentor and teaching practice incharge. Criticism/Final lessons i.e. 8 will be of 150 marks which will be evaluated by external and internal examiner both.

Board of Examiners for Criticism Lesson:

Board will consist of two external examiners and Head/ Dean or his nominee.

SCHOOL STUDY

Total Marks : 50

Assessment scheme :

- Project Report on School Study
- Presentation & Viva-Voce

Evaluation:

On the whole, the project is evaluated for 50 marks internally by the board of examiners.

Board of Examiners:

Board will consist of programme incharge and Head/ Dean or his nominee.

Note: Every student has to select one area from the following areas of a school.

Areas of school study:

About School:

- (a). History of the school with performance trends.
- (b). Study of physical, Human and financial resources of school.

School Resources:

- (a). Physical Resources -Study of school plant.
- (b). Human Resources - Details of Head of the institution, teaching staff with special achievements if any.
- (c). Non-teaching staff and their duties.
- (d). Financial resources-Preparation of Budget
- (e). Parent -teacher associations / committees and their contribution/role in improving school and its practices. Awards and rewards obtained by school.

Functioning of school:

- (a). Time-tables.(Master time table; Teacher Time Table; Class time table)
- (b). Records and Registers and its maintenance.
- (c). School calendar.
- (d). Curricular and co-curricular activities planned.
- (e). Organizational climate (interpersonal relations).

Format for report writing:

1. Title of the Topic
2. Declaration by the Students
3. Certificate of the Mentor
4. Introduction
5. Importance and purpose of the study
6. Objectives of the Study

7.	Procedure
8.	Learning outcomes
9.	Role and personnel Experiences and reflections of the students
10.	References / Persons consulted
11.	Appendices
BOOK REVIEW	
Total Marks : 50	
Note: Each student will submit a Book Review Report on any book on the subject of his interest followed by a detailed presentation. Book review should be of at least 1500 words.	
D: ACTION RESEARCH	
Total marks: 50	
Assessment scheme :	
•	Project Report on Action Research
•	Presentation & Viva-Voce
Evaluation: On the whole, the project is evaluated for 30 marks internally by the board of examiners.	
Board of Examiners: Board will consist of programme incharge and Head/ Dean or his nominee.	
Note: Each Student should identify one action research project related to classroom problems.	
Format for writing report	
•	Title page - Topic for the study
•	Problem identified for the action research.
•	Introduction – Definition & Steps in Action Research
•	Objectives of action research.
•	Causes for the problem,
•	Formulation of Action hypothesis
•	Planning Intervention Strategy & Implementation
•	Collection of data
•	Analysis of data
•	Verifying the action hypotheses
•	Results

SEMESTER-IV

B.Ed. Semester : IV		Core Course						
Course Name: Assessment for Learning						Evaluation Components		
Course Code: BOE C201	Credit	L	T	P	I	E	Total	
	4	3	1	0	30	70	100	

Course Objective

This course ensures that the students understand how:

1	Remember the concept and purpose of measurement and evaluation.
2	Understand the various examination systems of India at different levels.
3	Apply the statistical techniques in measurement and evaluation
4	Analyse the various techniques and tools of evaluation.
5	Evaluate the statistical techniques.
6	Create comprehensive assessment tools and strategies that effectively measure diverse student learning

Course Outcomes:

Towards the end of the course, the students will be able to :

CO	Course Outcomes	Bloom's Taxonomy level
CO 1	Recall key terms and concepts such as measurement, evaluation, levels of measurement, types of tools, and statistical terms like mean, median, and standard deviation.	1
CO 2	Exemplifying the relationship between measurement and evaluation, purposes of evaluation, and the importance of objectivity, validity, and reliability in educational assessments.	2
CO 3	Use appropriate statistical measures (mean, median, standard deviation, percentile, etc.) to interpret educational data and student performance.	3
CO	Differentiating the formative and summative evaluation, criterion- and norm-referenced evaluation, and their implications for classroom assessment.	4

4		
CO 5	Appraise the characteristics of a good measuring tool by evaluating aspects like validity, reliability, item analysis, and usability.	5
CO 6	Plan a comprehensive and continuous evaluation framework for a subject or course, integrating appropriate tools, techniques, and statistical methods.	6

Syllabus:

Unit No.	Content	Lecture Hrs.
UNIT I	Measurement and Evaluation : <ul style="list-style-type: none"> ● Meaning, concept, need, purpose and importance of measurement and evaluation ● Levels of Measurement ● Relationship between measurement and evaluation ● Purpose of evaluation ● Errors in measurement and evaluation 	15
UNIT II	Techniques of Evaluation : <ul style="list-style-type: none"> ● Written, Oral, Practical, Observation, Socio- metric and Projective ● Tools of evaluation : Tests, Inventories, Check-list, Rating Scales ● Characteristics of a good Measuring Tool : Objectivity, ● Practicability, Reliability, Validity, Item analysis, Norms 	15
UNIT III	Approaches of Evaluation : <ul style="list-style-type: none"> ● Formative and Summative Evaluation, ● Comprehensive and Continuous Evaluation, Internal and External Evaluation. ● Criterion and Norm referenced Evaluation ● Examination systems in India at Elementary, Secondary and University levels. ● Intelligence, Personality and Creativity : Concept and Measurement (study at least one tool of each) 	10
UNIT IV	Statistics : An Introduction <ul style="list-style-type: none"> ● Meaning and Definition of statistics ● Mean, Median and Mode (Meaning, Computation and its Uses) 	10

	<ul style="list-style-type: none"> Graphical representation of data: Bar diagram, Histogram, Polygon Measures of Dispersion : Interquartile Range, Quartile Deviation, Mean Deviation and Standard Deviation (Meaning, Computation and its Uses) Measures of Position : Percentile 	
UNIT V	Correlation : <ul style="list-style-type: none"> Concept, Uses and Methods of Computing Correlation Coefficient by Spearman's Rank-Difference and Pearson's Product Moment Method Normal Probability Curve : Concept and its Characteristics 	10
Assignment	Collection of and analysis based on evaluation system Statistical analysis of data	

Suggested Readings

Text Books:

- Agarwal, a et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment
- Agarwal, A. & Narain S. (1991). The State of India's Environment – The Third
- Citizen's Report. New Delhi: Centre for Science and Environment.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
- CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Education for the Environment. Ahmadabad: CEE.

Reference Books:

- Chapman, J.L. and Reiss, M.J. (1999): Ecology: Principles and Applications. U.K.: Cambridge University Press.
- Dani, H.M. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
- Harvey, B. & Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.
- Mishra, B.D. (1986): Environmental Education. Chandigarh: Publication Bureau, Panjab University.
- Nanda, V.K. (1997): Environmental Education. New Delhi: Armal Publications.
- NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.

Assessment Scheme:

Component	Adopted for this Course	Duration	Weightage	Levels
Mid Term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Assignment/ Case Study	<input checked="" type="checkbox"/>	1hr	05	Levels 3 to 5

Quiz	<input checked="" type="checkbox"/>		05	Levels 1 to 2
End Term	<input checked="" type="checkbox"/>	2hr	70	Levels 1 to 6

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE C201 CO 1	3	2	1	1	1	2	1	1	1
BOE C201 CO 2	3	2	1	1	1	3	2	1	2
BOE C201 CO 3	1	2	2	2	2	3	2	1	1
BOE C201 CO 4	2	3	2	2	2	3	2	1	2
BOE C201 CO 5	1	2	2	3	2	3	2	2	2
BOE C201 CO 6	1	3	3	3	3	3	3	2	2

B.Ed. Semester : IV				Core Course					
Course Name: Inclusive Education							Evaluation Components		
Course Code: BOE C202	Credit	L	T	P	I	E	Total		
	4	3	1	0	30	70	100		

Course Objective

This course ensures that the students understand how:

1	fundamental concepts, terminologies, and policies related to inclusive, integrated, and special education.
2	Explain the meaning and philosophical foundations of inclusive education and disability rights frameworks such as RPWD Act, 2016 and various international conventions.
3	identify and use appropriate strategies for addressing barriers in learning and participation of students with disabilities.
4	Examine and differentiate various national and international policies (e.g., NPE 1986, UNCRPD 2006) and their implications on inclusive education practices.
5	Assess the effectiveness of infrastructural facilities, NGOs, and government schemes (e.g., RTE Act 2009, SSA) in supporting inclusive education in India.
6	Design awareness programs or reports identifying learning barriers faced by children with disabilities and suggest inclusive practices in schools.

Course Outcomes:

Towards the end of the course, the students will be able to :

CO	Course Outcomes	Bloom's Taxonomy level	Evaluation Method
CO1	Recall the definitions, policies, and legal frameworks such as the RPWD Act-2016 and RTE Act-2009 related to inclusive education in India.	1	SURPRIZE QUIZ TEST1,2 &FINAL
CO2	Explain the philosophy and key features of inclusive, integrated, and special education systems.	2	ASSIGNMENT
CO3	Use the inclusive teaching strategies to address the learning needs of children with disabilities in a regular classroom setting.	3	Assignment

CO4	Differentiate the barriers to learning and participation for children with disabilities, especially in the Indian education system.	4	TEST1,2 &FINAL
CO5	Assess the role of infrastructural support and resource rooms in facilitating inclusive education in mainstream schools.	5	Presentation
CO6	Construct tools such as observation checklists to identify barriers in learning for children with disabilities.	6	PROJECTS

Syllabus:

Unit	Content	Lecture Hrs.
UNIT I	Inclusive education, integrated education, special education: <ul style="list-style-type: none"> • Concept, policies, practices and their philosophy 	15
UNIT II	Disability: <ul style="list-style-type: none"> • Meaning, identification, practices. • RPWD Act-2016 • Barriers in learning and participation for disables especially in Indian scenario 	10
UNIT III	Inclusion: <ul style="list-style-type: none"> • Meaning & definition of inclusion. • National Policy of Education 1986 on inclusion. • 1989 UN convention on the rights of the children • UN convention on the rights of the person with disability, 2006 • Awareness programme for parents to find out the barriers in the way of learning and preparation of the report. 	10
UNIT IV	Constitutional Provisions for Inclusion in Education: <ul style="list-style-type: none"> • SarvaShikshaAbhiyan and Right to Education Act-2009. • Different articles related to disables in Indian constitution. • Infrastructural facilities required for inclusion in schools. • Resource Room: concept and material required. 	10
UNIT V	NGO: <ul style="list-style-type: none"> • Concept of NGOs' • Types of NGOs' • Functioning of NGOs' 	10

Assignment	1. Preparation of Report of the visit to secondary school to find out hurdles in learning process Preparation one teaching plan for special need children
-------------------	--

Suggested Readings

Text Book :

1. Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
2. Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and*
3. *Participation in Schools*. Bristol: CSIE.
4. Hegarty, S. and MithuAlur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
5. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai

Reference Book :

1 Julka, A (2006) *Meeting special needs in schools" A manual*, NCERT, New Delhi

2 J Julka. A, *Index of Inclusion (2012)* NCERT, New Delhi.

UNICEF(2003) *Examples of Inclusive Education*, UNICEF ROSA, Kathmandu World Bank (2003)*Inclusive Education: Achieving Education for All including those with Disabilities and*

Assessment Scheme

Component	Adopted for this Course	Duration	% Weightage	Levels
Mid term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Quiz	<input checked="" type="checkbox"/>	½ hr	05	Levels 1 to 6
Assignment& Project	<input checked="" type="checkbox"/>		05	Level 1 to 6
End Semester Examination	<input checked="" type="checkbox"/>	3hr	70	Levels 1 to 6

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE C202 CO 1	3	2	1	1	3	2	2	1	2
BOE C202 CO 2	3	3	2	1	3	2	3	2	2
BOE C202 CO 3	2	3	3	3	3	3	3	3	2
BOE C202 CO 4	2	2	2	2	3	3	3	2	2
BOE C202 CO 5	1	2	1	2	3	2	2	2	2
BOE C202 CO 6	2	2	2	2	3	3	3	2	2

B.Ed. Semester : IV		Core Course					
Course Name: Gender Issues & Human Rights					Evaluation Components		
Course Code: BOE C203	Credit	L	T	P	I	E	Total
	4	3	1	-	30	70	100

Course Objective

This course ensures that the students understand how:

1	Remember the basic concepts such as gender, sex, human rights, and gender identity.
2	Understand the difference between gender and sex, and describe the social construction of gender roles and stereotypes.
3	Apply and demonstrate the application of gender equality and human rights principles in real-life scenarios, particularly in education and the workplace.
4	Analyze and examine the interrelationship between gender, intersectionality, and human rights by exploring issues such as gender-based violence and inequality.
5	Evaluate critically evaluate global and local efforts aimed at promoting gender equity and protecting human rights, such as the UDHR and educational interventions.
6	Create and design educational activities or campaigns that promote gender equality and human rights awareness among students and communities.

Course Outcomes:

Towards the end of the course, the students will be able to :

CO	Course Outcomes	Bloom's Taxonomy level
CO 1	Define terms like gender, sex, human rights, and gender equality, and recall key principles of UDHR.,	1
CO 2	Explain how gender roles are socially constructed and describe the concept of intersectionality and its impact on human rights.	2
CO 3	Use gender equality and human rights concepts to classroom teaching, social interactions, and institutional practices.	3
CO 4	Differentiate case studies or real-world scenarios to identify underlying gender inequalities and human rights violations.	4
CO 5	Critique the effectiveness of educational approaches and policy frameworks in promoting gender justice and human rights.	5
CO 6	Design the lesson plans, awareness drives, or reports aimed at advocating gender equity and human rights education in schools.	6

Syllabus:

Unit No	Content	Lecture
---------	---------	---------

		Hrs/contact Hrs
UNIT I	Concept of Gender: <ul style="list-style-type: none"> • Difference between sex and gender. • Social construction of gender roles and stereotypes. • Understanding gender identity and gender expression. • Gender equality and equity. 	15
UNIT II	Human Rights: <ul style="list-style-type: none"> • Definition and importance of human rights. • Universal Declaration of Human Rights (UDHR) and its relevance. • Rights of children, women, and marginalized groups. 	10
UNIT III	Gender Equality & Gender Inequality around <ul style="list-style-type: none"> • Concept of Gender Equality, importance of equal rights and opportunities for all genders • Gender equality in various areas: education, work, politics. <p>Gender Inequality around the World: Global issues: Gender pay gap, gender-based violence, unequal access to education.</p>	15
UNIT IV	Introduction to Human Rights Education: <ul style="list-style-type: none"> • The concept of human rights education and its importance. • The role of education in advancing human rights awareness. <p>Methods of teaching human rights in schools</p>	10
UNIT V	Gender, Intersectionality, and Human Rights <ul style="list-style-type: none"> • Understanding Intersectionality: • The interconnectedness of gender with other social identities (race, class, disability, etc.) 	10

Assessment Scheme:

Component	Adopted for this Course	Duration	% Weightage	Levels
Mid term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
Quiz	<input checked="" type="checkbox"/>	½ hr	05	Levels 1 to 1

Assignment & Project	<input checked="" type="checkbox"/>		05	Level 1 to 6
End Semester Examination	<input checked="" type="checkbox"/>	3hr	70	Levels 1 to 6

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE C203CO 1	3	2	1	1	3	2	2	1	2
BOE C203CO 2	3	2	2	1	3	2	3	2	2
BOE C203CO 3	2	3	3	3	3	3	3	3	3
BOE C203CO 4	2	2	2	2	3	3	3	2	2
BOE C203CO 5	3	3	2	2	3	3	2	2	2
BOE C203CO 6	2	3	3	3	3	3	3	3	3

B.Ed. Semester : IV		Core Course					
Course Name: Knowledge and Curriculum							Evaluation Components
Course Code: BOE C204	Credit	L	T	P	I	E	Total
	4	3	1	0	30	70	100

Course Objective

This course ensures that the students understand how:

1	Remember fundamental concepts related to knowledge, curriculum, educational thinkers, and ideologies in education.
2	Understand to facilitate comprehension of the nature, sources, and validation of knowledge, and the philosophical and sociological perspectives on curriculum and education.
3	Apply and encourage students to apply various approaches and theories of curriculum design and teaching strategies in real educational settings.
4	Analysis of curriculum ideologies, power structures, and the influence of school culture, pedagogy, and hidden curriculum in education.

5	Evaluate the ability to critically evaluate curriculum models, teacher roles, school practices, and the influence of ideology on knowledge and education.
6	Create innovative curriculum plans, learning resources, and pedagogical strategies that are contextually relevant and socially responsive.

Course Outcomes:

Towards the end of the course, the students will be able to :

CO	Course Outcomes	Bloom's Taxonomy level
CO1	Recall key concepts related to knowledge, curriculum, educational thinkers, and the roles of teachers in curriculum engagement and development.	1
CO2	Explain the different sources and facets of knowledge, ideological influences on curriculum, and philosophical and psychological determinants of curriculum design.	2
CO3	Use various curriculum design models and teaching strategies to align with diverse learner needs and contextual realities of school settings.	3
CO4	Summarise the influence of ideology and power structures on curriculum content, pedagogy, and classroom practices, particularly in reinforcing or challenging social inequalities.	3
CO5	Appraise existing curriculum frameworks and teaching-learning materials in light of inclusivity, cultural diversity, and contextual relevance.	5
CO6	Construct frameworks for curriculum evaluation, including criteria for renewal, responsiveness to learners' needs, and alignment with philosophical orientations.	6

Syllabus:

Unit No.	Content	Lecture Hrs.
UNIT I	<p>Knowledge in Education</p> <ul style="list-style-type: none"> Understanding Knowledge: Concept, Sources and nature of Knowledge, Knowing and Knowledge, Facets of Knowledge, Role of culture in knowing, Validation of Knowledge Educational Thinkers on Knowledge: Views of Indian Thinkers on Education like Rabindranath Tagore, Mahatma Gandhi; Views of Western Thinkers on Education - John Dewey, Paulo Freire, Commonalities and Differences in Aims of Education, Conceptual Logical Perspective of Education, and Social Perspective on Education Knowledge, Society and Power: Making Sense of Ideology, Understanding the Concept, Ideology as a Perspective, Ideology as 'False Consciousness', Ideology and Hegemony 	10

<p>UNIT II</p>	<p>Curriculum as a Contested Terrain</p> <ul style="list-style-type: none"> • Is there Anything Like a ‘Neutral’ Curriculum? Curriculum Ideologies • Classroom Practices and Ideology: Exploring the Linkages, Pedagogy of Change, Ideology, Curriculum and the Hidden Curriculum, Learning Obedience and Respect for Authority, Individualism and Competitiveness, Schools Reproduce and Reinforce Social Inequalities, Seating Arrangement in Class, Textbooks and Representation of the Marginalised • Revisiting the Discussion on Curriculum and Ideology: Relative Autonomy of Education?, School as a ‘Local’ Institution, Role of Political Actors and Bureaucracy, Role of Stakeholders 	<p>15</p>
<p>UNIT III</p>	<p>Understanding Curriculum</p> <ul style="list-style-type: none"> • Curriculum: Meaning and its Dimensions: Meaning of Curriculum, Differentiating Between Curriculum Framework, Curriculum, Syllabus and Text Books, • Approaches to Curriculum: Behavioural - Rational Approach, Systems - Managerial Approach, Intellectual - Academic Approach, Humanistic - Aesthetic Approach, Reconceptualist Approach, Curriculum and the Role of Teachers • Domains and Determinants of Curriculum: Philosophical Orientations, Psychological Considerations, Social Considerations, Economic Considerations, Environmental Considerations, Institutional Considerations, Cultural Diversity, Teacher Related Considerations • Curriculum Designing: Levels of Curriculum Planning, Models of Curriculum Designing, Approaches to Curriculum Designing, Process of Curriculum Designing, Role of Teachers in Curriculum Design and Development • Curriculum Renewal: Curriculum Evaluation for Renewal, Methods of Curriculum Evaluation, Models of Curriculum Evaluation, Restructuring Curriculum 	<p>15</p>
<p>UNIT IV</p>	<p>School as the Site of Curriculum Engagement</p> <ul style="list-style-type: none"> • Meaning of Curriculum Engagement, Role of School Philosophy, Schools as Curricular sites, • Available Infrastructure, Resources (Library, Laboratory, School Playground, Neighborhood, etc.), School Culture, Climate and Environment, 	<p>10</p>
<p>UNIT V</p>	<p>Role of teacher</p> <ul style="list-style-type: none"> • Role of Teachers in Curriculum, transaction, Teachers as Researchers in the Development of Curriculum, Teacher as a Critical Pedagogue, • Contextualization of Learning, Providing Varied Learning Experiences, Selection and Development of Learning Resources, Textbooks and Teaching-Learning Materials, Utilising Resources from Outside of the School, Adopting Suitable Assessment Modes 	

Assignments	<ol style="list-style-type: none"> 1. Compare and contrast the nature of knowledge emanating from different schools of philosophy 2. Identify different ideological basis of knowledge and curriculum operating in our schools 3. Analysis nature and structure of curriculum running in our schools 4. Study a school curriculum and inquire into the nature of teachers' engagement in curricular process. 	

Suggested Readings

- Hirst, P.(1974). *Knowledge and Curriculum*, International Library of the Philosophy of Education, London: Routledge and Kegal Paul Ltd.
- Berger, P. L., and T. Luckmann. (1975). *The Social Construction of Reality – A Treatise in the Sociology of Knowledge*, Penguin Books, London.
- NCERT. (2005). *National Curriculum Framework–2005*, New Delhi.
- Vygotsky, L. (1978). *Mind in Society*. Harvard University Press, London.
- Chadha, Y. (1997). *Rediscovering Gandhi*. London: Century.
- Dewey, John (1916). *Democracy and Education*. New York: MacMillan.

Component	Adopted for this Course	Duration	% Weightage	Levels
Mid term	<input checked="" type="checkbox"/>	1hr	20	Levels 1 to 3
End Semester Examination	<input checked="" type="checkbox"/>	3hr	70	Levels 1 to 6
Assignment& Project	<input checked="" type="checkbox"/>		05	Level 1 to 6
Quiz	<input checked="" type="checkbox"/>	½ hr	05	Levels 1 to 3

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE C 204 CO 1	3	2	1	1	2	2	2	1	2
BOE C 204 CO 2	3	3	2	2	2	2	2	1	2
BOE C 204 CO 3	2	3	3	3	3	3	3	3	2
BOE C 204 CO 4	3	2	2	2	3	3	3	3	2
BOE C 204 CO 5	3	3	2	2	3	3	3	2	2
BOE C 204 CO 6	3	3	2	2	3	3	3	2	2

B.Ed. Semester: IV		ELECTIVE Course						
Course Name: Critical Understanding of ICT					Evaluation Components			
Course Code: BOE E 201	Credit	L	T	P	I	E	Total	
	4	4	0	0	30	70	100	

Course Objective

This course ensures that the students understand how:

1	familiarize with the basic concepts, terminology, and components of Information and Communication Technology (ICT), including hardware, software, and their role in education.
2	comprehend the significance of ICT in educational settings and its impact on teaching, learning, and administration.
3	practical use of computer systems, educational software, and internet tools in classroom environments.
4	Analyze the paradigm shift in education brought by ICT, including roles of teachers, curriculum design, and educational procedures.
5	Evaluate ICT-supported teaching-learning strategies such as CAL, PBL, and e-learning in terms of their effectiveness and challenges.
6	Design multimedia instructional materials and ICT-based lesson plans that enhance student engagement and learning outcomes.

Course Outcomes:

Towards the end of the course, the students will be able to :

COs	Outcome	BT Level	Evaluation Method
CO 1	Identify and recall the functions of ICT components including input/output devices, storage media, and types of software used in education.	Level 1	SURPRISE QUIZ
CO 2	Explain the need and importance of ICT in modern education, and describe the working of a basic computer system using a block diagram.	Level 2	SURPRISE QUIZ, ASSIGNMENT
CO 3	Demonstrate the use of word processors, PowerPoint, and spreadsheets to prepare educational content and teaching aids.	Level 3	TEST 1,2 & FINAL
CO 4	Differentiate between various ICT teaching strategies (e.g., CAL, virtual classroom, e-learning), and analyze their advantages and limitations in different educational contexts.	Level 4	PRESENTATION
CO 5	Critically assess the role of ICT in transforming traditional teaching methodologies and evaluate multimedia packages for instructional effectiveness.	Level 5	TEST 1,2 & FINAL
CO 6	Design and develop an ICT-integrated lesson plan or digital teaching material (e.g., a slide presentation or blog) for school-level teaching.	Level 6	OPEN ENDED PROJECT

Syllabus:

UNIT No.	Content	Lecture Hrs/contact Hrs
UNIT 1	INTRODUCTION OF ICT <ul style="list-style-type: none"> Concept, importance, meaning & nature of Information and Communication Technology. 	10

	<ul style="list-style-type: none"> • Need of Information and Communication Technology in education. 	
UNIT II	<p>ICT IN EDUCATION</p> <ul style="list-style-type: none"> • Scope of Information and Communication Technology areas: (teaching, learning, process, evaluation, research and administration), trends in Information and Communication Technology. • Paradigm shift in education due to ICT content with special reference to the curriculum. Role of teacher, methods of teaching, classroom environment evaluation, Procedure, and educational management. • Challenges in integrating Information and Communication Technology in school education. 	10
UNIT III	<p>INTRODUCTION TO COMPUTER & HARDWARE</p> <ul style="list-style-type: none"> • General awareness about functioning of Computer • Generation, characteristics, types of computers and uses of computer. • Brief introduction of working computer using the block diagram. • Hardware • Input device: key board, mouse, scanner, microphone and digital camera. • Output device: monitor, printer, speaker and screen image projector. • Storage device: hard disk, CD & DVD and mass storage device (pen drive). 	15
UNIT IV	<p>COMPUTER SOFTWARE APPLICATIONS & THEIR MANAGEMENT</p> <ul style="list-style-type: none"> • Operating system: concept and function. • Application software (its uses in education). • Word processors. • Power point presentation. • Spread sheet. • Viruses & their management. 	10

UNIT V	ICT SUPPORTED TEACHING/ LEARNING STRATEGIES, INTERNET AND INTRANET <ul style="list-style-type: none"> ● CAL- computer assisted learning. ● PBL- project based learning. ● Technology aided learning. ● E-learning: concept and nature. ● Web based learning. ● Virtual classroom. ● Concept, need & importance. ● Facilities available for communication. 1. Email, chat and online conferencing. 2. E-library, websites, blog, Wikipedia. ● Search Engines: concept and uses. Essential Readings: <ul style="list-style-type: none"> ● Preparation of slides for teaching any topic at the school level ● Analysis of any one Multi Media Package. 	15
---------------	--	----

Suggested Readings

Reference Book:

1. Bhargava, Rajshri, Bhargava Piyush (2012): Information and Communication Technology, H.P. Bhargava House, Agra.
2. Kulsum, Dr. Umme (2014): Information Communication Technology in Teacher Education, H.P. Bhargava, Agra.
3. Rajsekar, S. (2010). Computer in Education. ND: Neelkamal Publications Pvt. Ltd.
4. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Perason Education, South Asia, India.
5. Shukla, Satish S. (2005), Basics of Information Technology for Teacher Trainees, Ahmedabad; Varishan Prakashan.
6. Singh, Kamal.D. & Kaur, D. (2008), Usning Computers in Education. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
7. Singh, V.P. and Singh, Meenakshi (1999), Computer: Terms and Definitions, New Delhi.

Assessment Scheme:

Component	Adopted for this Course	Duration	% Weightage	Remarks	Levels
-----------	-------------------------	----------	-------------	---------	--------

Mid term	<input checked="" type="checkbox"/>	1hr	20	Closed Book	Levels 1 to 3
End Semester Examination	<input checked="" type="checkbox"/>	3hr	70	Closed Book	Levels 1 to 5
Assignment & Project	<input checked="" type="checkbox"/>		05	Presentation & discussion	Level 1 to 5
Quiz	<input checked="" type="checkbox"/>	½ hr	05	MCQ	Levels 1 to 1

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE E 201CO 1	1	1	1	2	1	1	2	2	2
BOE E 201CO 2	2	2	1	2	1	2	1	2	2
BOE E 201CO 3	1	2	2	3	2	3	2	3	3
BOE E 201CO 4	2	3	3	2	2	3	2	3	2
BOE E 201CO 5	2	3	2	2	2	3	3	2	2
BOE E 201CO 6	1	3	3	3	2	3	3	3	3

B.Ed Semester IV		Elective Course						
Course Name: Peace Education	Evaluation Components							
Course Code: BOE E202	Credit	L	T	P	I	E	Total	
	4	3	1	0	30	70	100	

Course Objectives:

This course ensures that the students understand how:

S No	Course Objectives
1	Recall key definitions , terms, and historical developments in peace education, including types of violence and peace typologies.
2	Understanding of philosophical and theoretical foundations of peace education, including the work of Gandhi, Freire, Dewey, MLK Jr., and Ikeda.
3	Apply peace education principles to real-world contexts, such as identifying and addressing school-based or gender-based violence.
4	Analyze different types and causes of violence (direct, structural, cultural) and their impact on individuals and society.
5	Evaluate the role of media and technology in both perpetuating and mitigating violence, including cyberbullying and digital peace-building tools.
6	Create peace-promoting educational strategies, lesson plans, or curricula that incorporate participatory and values-based pedagogy.

Course Outcomes:

Towards the end of the course, the students will be able to :

S No	Course Outcomes	Bloom's Taxonomy	Evaluation
------	-----------------	------------------	------------

		level	Method
CO1	list and define key concepts such as peace, violence (Galtung's theory), and major peace education milestones.	1	SURPRIZE QUIZ TEST1,2 &FINAL
CO2	Describe and explain foundational peace education theories and philosophies from key thinkers and traditions.	2	ASSIGNMENT
CO3	Apply peace education methods to case scenarios involving violence in educational or digital settings.	3	TEST1,2 &FINAL
CO4	Analyze the root causes and interconnectedness of various types of violence in schools and society.	4	ASSIGNMENT
CO5	Critically Evaluate the effectiveness of peace education tools, curricula, and the role of media in peacebuilding.	5	TEST1,2 &FINAL
CO6	Design a sample peace education curriculum or workshop that integrates ethical values, media literacy, and experiential learning techniques.	6	DEBATE

Syllabus:

Unit No.	Content	Lecture Hrs.
UNIT I	Introduction to Peace Education <ul style="list-style-type: none"> • Definition and scope • Historical evolution • Peace vs. violence typologies (Galtung's theory) 	10
UNIT II	Philosophical and Theoretical Foundations <ul style="list-style-type: none"> • Key thinkers: Gandhi, Freire, Dewey, MLK Jr., Ikeda • Humanism and nonviolence • Positive and negative peace 	10
UNIT III	Types and Causes of Violence Direct, structural, and cultural violence Gender-based violence School-based violence and bullying	15
UNIT IV	Role of Media and Technology in Peace Education Media literacy Cyber bullying and online violence Digital peace building tools	10
UNIT V	Peace Pedagogy and Curriculum Integration <ul style="list-style-type: none"> • Participatory, experiential learning 	15

	<ul style="list-style-type: none"> • Values and ethics education • Designing peace curricula 	
Assignment	<ol style="list-style-type: none"> 1. Develop peace education lesson plan, module, or intervention 2. Report on community initiatives 	

Suggested Reading

1. Johan Galtung – *Peace by Peaceful Means*
2. Betty Reardon – *Comprehensive Peace Education*
3. Paulo Freire – *Pedagogy of the Oppressed*
4. UNICEF, UNESCO Reports on Education for Peace
5. Boulding, Elise – *Cultures of Peace: The Hidden Side of History*
6. UN Sustainable Development Goal 4.7 materials

Assessment Scheme

Component	Adopted for this Course	Duration	% Weightage	Remarks	Levels
Mid term	<input checked="" type="checkbox"/>	1hr	20	Closed Book	Levels 1 to 3
Quiz	<input checked="" type="checkbox"/>	½ hr	05	MCQ	Levels 1 to 1
Assignment & Project	<input checked="" type="checkbox"/>		05	Presentation & discussion	Level 1 to 6
End Semester Examination	<input checked="" type="checkbox"/>	3hr	70	Closed Book	Levels 1 to 6

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE E202CO 1	3	2	1	1	1	1	1	1	1
BOE E202CO 2	3	3	2	1	2	2	2	1	2
BOE E202CO 3	2	3	3	3	3	3	2	2	2
BOE E202CO 4	3	3	2	2	3	3	3	2	2
BOE E202CO 5	3	3	2	2	3	3	3	2	3
BOE E202CO 6	2	3	3	3	3	3	3	3	3

B.Ed. Semester: IV		Elective Course					
Course Name: Entrepreneurship in Education	Evaluation Components						
Course Code: BOE E203	Credit	L	T	P	I	E	Total
	4	4	0	0	30	70	100

Course Objectives:

This course ensures that the students understand how:

1	Remember the concept and importance of entrepreneurship in education
2	Understand the basic concepts, scope, and significance of entrepreneurship in education, including various types of entrepreneurs and the characteristics of educational entrepreneurs.
3	Apply entrepreneurial processes and techniques such as opportunity identification and SWOT analysis in educational settings.
4	Analyze the relationship between innovation, creativity, and entrepreneurship in education through case studies of innovative startups.
5	Evaluating challenges, risks, and barriers in educational entrepreneurship and proposing viable solutions.
6	create business plans for educational ventures using design thinking and other creativity techniques.

Course Outcomes:

Towards the end of the course, the students will be able to :

CO	Course Outcomes	Bloom's Taxonomy level
CO 1	Define entrepreneurship and explain its significance in the field of education	1
CO 2	describe the fundamental concepts of entrepreneurship in education, including definitions, types, and its significance. Analyze	2
CO 3	apply opportunity identification techniques and conduct a SWOT analysis for educational entrepreneurial ventures.	3

CO 4	analyze case studies of innovative educational startups to extract patterns, success factors, and innovative practices.	4
CO 5	Implement and assess classroom strategies that promote entrepreneurial thinking and innovation among students.	5
CO 6	Develop feasible business models or plans for educational ventures	6

Syllabus:

Unit No.	Content	Lecture Hrs.
UNIT I	Introduction to Entrepreneurship in Education <ul style="list-style-type: none"> • Definition, scope and significance of Entrepreneurship • Types of Entrepreneurs • Characteristics of an educational Entrepreneur • Relationship between Education and Entrepreneurship 	15
UNIT II	Entrepreneurial process and opportunity identification <ul style="list-style-type: none"> • Stages of the Entrepreneurial process • Techniques for identifying opportunities in the education sector • SWOT analysis for evaluating Entrepreneurial opportunities • Challenges and barriers to Entrepreneurship in Education 	15
UNIT III	Innovation and creativity in education <ul style="list-style-type: none"> • Role of Innovation in Entrepreneurship • Creativity Techniques: Brainstorming, lateral thinking, and design thinking • Case studies of innovative educational start ups • Encouraging creativity and innovation in classroom settings 	10
UNIT IV	Planning and Managing Educational Ventures <ul style="list-style-type: none"> • Business planning components and preparation • Funding sources: Self-financing ventures, capital & crowd funding 	10

	<ul style="list-style-type: none"> Managing risks and uncertainties in educational ventures 	
UNIT V	<p>Fostering an Entrepreneurial mindset in students</p> <ul style="list-style-type: none"> Importance of Entrepreneurial attitude in students Strategies to inculcate Entrepreneurship in teaching practice Role of educators as mentors and facilitators Assessment of Entrepreneurial learning outcomes 	10

Suggested Readings

Text Books:

1. Entrepreneurship Development by SS Khanna
2. Innovation and Entrepreneurship by Peter F Drucker
3. Teaching Entrepreneurship: A practice-based approach by Heidi M Neck, Petrica G Greene and candida G Brush
4. Design Thinking for educators by IDEO

Assessment Scheme:

Component	Adopted for this Course	Duration	% Weightage	Remarks	Levels
Mid term	<input checked="" type="checkbox"/>	1hr	20	Closed Book	Levels 1 to 3
End Semester Examination	<input checked="" type="checkbox"/>	3hr	70	Closed Book	Levels 1 to 6
Assignment & Project	<input checked="" type="checkbox"/>		05	Presentation & discussion	Level 1 to 6
Quiz	<input checked="" type="checkbox"/>	½ hr	05	MCQ	Levels 1 to 1

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE E203CO 1	2	2	1	1	1	1	1	1	2
BOE E203CO 2	2	3	2	1	1	2	1	1	2
BOE E203CO 3	1	2	3	2	2	3	2	2	2
BOE E203CO 4	1	2	3	2	2	3	2	2	2
BOE E203CO 5	2	3	2	3	2	3	3	3	2
BOE E203CO 6	2	3	3	3	2	3	2	3	3

B.Ed. Semester: IV

Elective Course

Course Name: Innovation in Education					Evaluation Components		
Course Code: BOE E 204	Credit	L	T	P	I	E	Total
	4	4	0	0	30	70	100

Course Objectives:

This course ensures that the students understand how:

1	Remember the Emerging Trends and Innovations in Education.
2	Understand the Institutional Roles and Government Initiatives.
3	Apply ICT Applications in Modern Education.
4	Analyze Awareness and Empowerment through Education.
5	Evaluate Emerging Trends and Innovations in Education.
6	Develop Life Skills for Holistic Growth.

Course Outcomes:

Towards the end of the course, the students will be able to :

COs	Outcome	BT Level	Evaluation Method
CO 1	Recall key concepts of educational innovation in the context of technological and social change.	Level 1	SURPRIZE QUIZ TEST1,2 &FINAL
CO 2	Identify obstacles to innovation and evaluate how education can address and overcome them effectively.	Level 2	ASSIGNMENT
CO 3	Examine the roles played by UNICEF and NCERT in introducing and supporting innovative practices in Indian school education.	Level 3	TEST1,2 &FINAL
CO 4	Describe and assess the effectiveness of initiatives like ICDS, ECCE, SSA, Mahila Samakhya , and other public-private efforts in promoting inclusive and quality education.	Level 4	Assignment
CO 5	Explore and apply digital tools such as e-learning platforms, interactive radio, video conferencing, EDUSAT, and internet technologies to modern teaching and learning environments.	Level 5	TEST1,2 &FINAL
CO 6	Practice and reflect on hard and soft skills, self-defence techniques , and elements of spiritual education as part of life skill enhancement.	Level 6	PROJECTS

Syllabus:

UNIT No.	Content	Lecture Hrs./contact Hrs.
UNIT 1	<p>Understanding the new trends and Innovations:</p> <ul style="list-style-type: none"> Meaning, concept, need and scope in view of technological & social change, scientific temper. Obstacles in innovation, role of Education in overcoming obstacles 	15

	<p>and in bringing innovations.</p> <ul style="list-style-type: none"> • Role of UNICEF and NCERT in introducing innovations in Indian School Education. 	
UNIT II	<ul style="list-style-type: none"> • Innovative programmes and Schemes: • ICDS • Early Childhood Care and Education (ECCE) • Positive Parenting • Balwadi, Anganwadi, and other efforts in the public and Private Sectors at state and central levels • State-supported innovations – SSA, Mahila Samakhya, Eklavya, Each one teach one 	15
UNIT III	<p>Information and Communication Technology:</p> <ul style="list-style-type: none"> • Changing face of school and university in the age of information, communication, and technology • E-learning in Education • Interactive Radio • Video conferencing • Internet • EDUSAT • Distance Education 	10
UNIT IV	<ul style="list-style-type: none"> • Awareness & Management: • Legal awareness, disaster management, Swachh Bharat Abhiyan, Voting awareness, RTI Act, RTE Act. • Entrepreneurship development in Education 	10
UNIT V	<ul style="list-style-type: none"> • Education for Life Skills: • Life skills Education- Hard & Soft skills • Self-defence • Spiritual Education 	10
Assignment	<ul style="list-style-type: none"> • Cleaning of any area under <i>the Swachh Bharat Abhiyan</i>. 	

	<ul style="list-style-type: none"> • Survey & Report writing on the selected topic • Competitions based on Poster making & Slogan writing. 	
Suggested Readings	<p>Text Books:</p> <ol style="list-style-type: none"> 0. <i>Guide to measuring Information and Communication Technologies in Education.</i> (2009). Canada: UNESCO Institute for Statistics. Retrieved from: http://www.uis.unesco.org · 0. Lowther, D. L., Grant, M. M., Marvin, E. D., Inan, F., Cheon, J., & Clark, F. (2005). <i>Teacheris technology handbook: A resource to support effective technology integration.</i> Appalachian Technology in Education Consortium and the University of Memphis, Memphis, TN. 0. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school <p>Reference Books:</p> <ol style="list-style-type: none"> 0. Rajasekar, S. (2010). <i>Computers in Education.</i> ND: Neelkamal Publications Pvt. Ltd. 0. ·Roblyer, M.D. (2008). <i>Integrating Educational Technology into Teaching.</i> New Delhi: Pearson Education, South Asia, India. 0. <i>Shiksha Mein Computer</i> (2001). Available on website of Indira Gandhi National Open University, Delhi: http://www.ignou.ac.in 	

Assessment Scheme:

Component	Adopted for this Course	Duration	% Weightage	Remarks	Levels
Mid term	<input checked="" type="checkbox"/>	1hr	20	Closed Book	Levels 1 to 3
End Semester Examination	<input checked="" type="checkbox"/>	3hr	70	Closed Book	Levels 1 to 6
Assignment& Project	<input checked="" type="checkbox"/>		05	Presentation & discussion	Level 1 to 6
Quiz	<input checked="" type="checkbox"/>	½ hr	05	MCQ	Levels 1 to 1

Course Outcomes-Program Outcomes (CO-PO) Articulation Matrix:

PO CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
BOE E 204CO 1	2	3	2	1	2	2	2	2	2
BOE E 204CO 2	2	3	2	2	3	3	2	2	2

BOE E 204CO 3	2	3	2	1	2	2	2	2	2
BOE E 204CO 4	3	3	2	2	3	2	3	2	2
BOE E 204CO 5	1	2	3	3	2	3	2	3	3
BOE E 204CO 6	2	2	2	2	2	3	3	2	3