

SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT



Course Structure

Bachelor of Education (B.Ed.)

(From Session 2024 onwards)

Department of Education

Programme Structure: B.Ed. Course

Course Structure (Semester-I)

B.Ed. Program Structure from the academic year 2024 onwards

Course Code	Course	Course Type	Teaching Load Per Week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on (ESE)/ External Assessment	
SEMESTER I										
B.Ed-101	Childhood and Growing Up	(Core (Theory))	4	1	1	6	4	30	70	100
B.Ed-102	Contemporary India and Education		4	1	1	6	4	30	70	100
B.Ed-103	Knowledge and Curriculum		4	1	1	6	4	30	70	100
<i>(Select any two of the following from B.Ed. 104 to B.Ed. 107)</i>										
B.Ed-104	Action Research	Elective (Theory)	3	1	2	6	2X2	15X2	35X2	100
B.Ed-105	Environmental Education		3	1	-	4				
B.Ed-106	Peace Education		3	1	-	4				
B. Ed-107	Human Rights Education		3	1	-	4				
B. Ed-108	Reading and Reflecting on Texts	Courses on Enhancing Professional Capacities (EPC)Theory	3	-	1	4	2	15	35	50
B. Ed-109	Development of Language Proficiency for Various Situation (Compulsory (Practical)	3	-	1	4	2	50		50
Optional C-(One of the following Capability/Skill Enrichment Course)										
B. Ed-110	Capability Enhancement Work	Capability/Skill Enrichment Course	-	1	5	6	4	100		100
B.Ed-111	Basic level of Communication		-	1	5	6	4			
	Total						24	285	315	600

B.Ed. program Structure (Semester-II)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on (ESE)/ External Assessment	
SEMESTER II										
B. Ed-201	Learning & Teaching	Core (Theory)	4	1	1	6	4	30	70	100
B. Ed-202	Assessment for Learning		4	1	1	6	4	30	70	100
Pedagogy of School Subject Part-I (Select any one from the following subjects on the basis of UG/PG subject)										
B. Ed-203	Pedagogy of Physical Science	Elective (Theory)	5	-	1	6	4	30	70	100
B. Ed-204	Pedagogy of Social Science		5	-	1	6				
B. Ed-205	Pedagogy of Computer Science		5	-	1	6				
B. Ed-206	Pedagogy of Home Science		5	-	1	6				
Pedagogy of School Subject Part-II (Select any one from the following subjects on the basis of UG/PG subject)										
B. Ed-207	Pedagogy of Mathematics	Elective (Theory)	5	-	1	6	4	30	70	100
B. Ed-208	Pedagogy of English		5	-	1	6				
B. Ed-209	Pedagogy of Hindi		5	-	1	6				
B. Ed-210	Pedagogy of Sanskrit		5	-	1	6				
B. Ed-211	Pedagogy of Biological Science		5	-	1	6				
B. Ed-212	Pedagogy of Commerce		5	-	1	6				
B. Ed-213	Drama and Art in Education	Courses on Enhancing Professional Capacities (EPC) (Theory)	3	-	2	5	2	15	35	50
B. Ed-214	Develop Ethical Management & Evaluation Skills in Teacher Trainees	Compulsory	3	-	1	4	2	50		50
B. Ed-215	Capability Enhancement Work	Compulsory (Practical)	-	1	5	6	4	100		100
Total							24	285	315	600

B.Ed. program Structure (Semester-III)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on (ESE)/ External Assessment	
SEMESTER III										
B. Ed-301	School Organization and Management	Compulsory (Theory)	3	-	-	3	2	15	35	50
B. Ed-302	School Leadership		3	-	-	3	2	15	35	50
B. Ed-303	Work Education		3	-	-	3	2	15	35	50
B. Ed-304	School Internship (21 Days Pedagogical Lesson Plan Workshop Mandatory)	Compulsory (Practical)	-	-	6	6	8	60	140	200
B.Ed-305	Action Research during Internship and in Report Writing and Reflections and consolidation of internship and its Report Writing	Compulsory (Practical)	-	2	5	7	4	100		100
B. Ed-306	Develop Behavioral Modification Strategy in Teacher Trainee	Compulsory (Practical)	3	-	4	7	2	50		50
B. Ed-307	Capability Enhancement Work	Compulsory (Practical)	1	3	4	8	4	100		100
	Total						24	355	245	600

B.Ed. program Structure (Semester-IV)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination on (ESE)/ External Assessment	
B.Ed-401	Gender, School and Society	Compulsory (Theory)	4	1	1	6	4	30	70	100
B.Ed-402	Life Style Management		4	1	1	6	4	30	70	100
B. Ed-403	Creative and Inclusive School		4	1	1	6	4	30	70	100
<i>Select any one from the following subjects (B.Ed. -404 to B.Ed. -406)</i>										
B.Ed-404	Computer Education	Elective (Theory)	3	-	-	3	2	15	35	50
B. Ed-405	Health, Physical Education & Yoga		3	-	-	3				
B. Ed-406	Guidance and Counseling		3	-	-	3				
B.Ed-407	Critical Understanding of ICT	Courses on Enhancing Professional Capacities (EPC) (Theory)	3	1	2	6	2	15	35	50
B.Ed-408	Develop System for Value Education in Teacher Trainees	Compulsory (Practical)	3	-	-	3	2	50		50
B.Ed-409	Scout & Guide		-	-	5	5	2	15	35	50
B.Ed-410	Capability Enhancement Work		-	1	5	6	4	100	-	100
	Total						24	320	280	600

Course Title	Course Code	Credit	Max Marks	External	Internal
Childhood and Growing Up	B. Ed-101	4	100	70	30
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> acquire Knowledge of the Child Development . understand children of different ages by interacting and observing them in diverse social, economic and cultural context. analyse childhood, child development and adolescence. apply theories of Child development. comprehend the role of contemporary issues like marginalization: Social, class, poverty & gender in child development. understand the role of the family and the school in the child's development. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> Explain the concept of growth & development and characteristics of various stages of growth & development. Explain the theories of child development and their educational implications. Classify the role of family, school, and society in child development. Interpret the impact of social, culture & economic change on child development. Describe the role of contemporary issues like marginalization: Social, class, poverty & gender in child development. Describe the role of media in construction and deconstruction of perception & ways of dealing above issues. 				
Course Contents:					
Unit-I:	Child Development <ul style="list-style-type: none"> Growth & Development: - Concept, Principles and Factors. Stages of development with special reference to Childhood and Adolescence. Adolescents: Understanding their needs and Problems in Indian context. 				
Unit-II:	Theories of Child Development <ul style="list-style-type: none"> Theory of Cognitive Development by Piaget: Concept, Stages and its Implications. Theory of Social & Emotional Development by Erickson: Concept, Stages and its Implications. Kohlberg theory of Moral Development: Concept, Stages and its Implications. Freud's psycho analytic theory. 				
Unit-III:	Social Context of Development <ul style="list-style-type: none"> Agencies of Socialization: Family, School, Society and their role in Child Development. Social and Cultural Change and their Impact on child development. Impact of urbanization and Economic change on child development 				
Unit-IV:	Contemporary Issues <ul style="list-style-type: none"> Marginalization with special reference to Gender, Social Class, Poverty. Impact of marginalization on child development. Role of media in constructing & deconstructing perceptions & ways of dealing with above issues. 				
Practicum/ Sessional	Any one of the following: <ul style="list-style-type: none"> Case-study of an adolescent: Problems and Needs. Seminar/ Presentation on educational implications of One Learning theory of child development. Survey report on impact of socio-economic status of a family on child development. Content Analysis of Media coverage on the following: <ol style="list-style-type: none"> Child labor. Gender bias. About Disability 				
Suggested Readings:	<ul style="list-style-type: none"> Aggarwal, J.C. (1995). <i>Essentials of Educational Psychology</i>, New Delhi: Vikas Publishing House Private Limited, Allport, G.W. (1961). <i>Pattern and Growth in Personality</i>: New York. Chauhan, S.S. (2002). <i>Advanced Educational Psychology</i>. New Delhi: Vikas Publishing Gore, M.S. (1984). <i>Education and Modernization in India</i>. Jaipur: Rawat Publishers. H. Having hurtst, R. et al. (1995). <i>Society and Education</i>. Baston: Allyn ad Bacon H.P. B Wheldall, K. (2006). <i>Developments in Educational psychology</i>. New York: Routledge Kamat, A.R. (1985). <i>Education and Social Change in India</i>. Bombay: Samaiya Publishing Co. 				

Syllabus of B.Ed. (Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Contemporary India and Education	B. Ed-102	4	100	70	30
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • Understand that development of education is influenced by socio-political forces of the time. • Analyze the features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses. • Comprehend the contribution of various Committees and Commissions on education set up from time to time in India. • Comprehend the developments of Indian education in the post independent period. • Understand the govt. policies in the context of Universalization of school education. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> • Explain the development of education is influenced by socio-political forces of the time. • Recall the features of education in ancient, medieval and pre-independent period in India with their strengths and weaknesses. • Distinguish the contribution of various Committees and Commissions on education set up from time to time in India. • Explain the developments of Indian education in the post independent period. • Identify the govt. policies in the context of Universalization of school education 				
Course Contents:					
Unit-I:	Education in India <ul style="list-style-type: none"> • Indian Knowledge System: Meaning, Definition, Nature • Vedic Period, Buddhist Period and Medieval Period 				
Unit-II:	Policy Framework of Education in Pre-Independent Period <ul style="list-style-type: none"> • Macaulay's, Minutes (1835), Woods Dispatch (1854), Hunter Commission (1882) and • Indianization of Education, National Education Movement, Lord Curzon Policy (1902), Sadler Commission (1917), Basic Education (1937) 				
Unit-III:	Policy Framework of Education in Post-Independent Period <ul style="list-style-type: none"> • University Education Commission (1948-49), Secondary Education Commission (1952-53), • Indian Education Commission (1964-66) in the context of Industrialization, National Policy of Education (1986) and its review (1992) in the context of Liberalization and Globalization of Indian Economy, National Knowledge Commission (2007) 				
Unit-IV:	Elementary Education <ul style="list-style-type: none"> • National Scheme of Incentives to girls for Secondary Education, Vocational Course for NPE • Universalization (Provision, Enrolment, Retention, Success), Education for all (Sarva Shiksha Abhiyan), • Review of Mid-Day Meal Program, Kasturba Balika Yojna, RTE (2009) 				
Practicum/ Sessional	Any one of the following: <ol style="list-style-type: none"> Revisiting educational policies framed for the education of different sections of the society SC/ST/Minorities/ Women. Prepare a report on problems of secondary education. Review educational policies for vocational education. Review of Policies related to universalization of school education. Review of Mid-day meal program Review of Kasturba Balika Yojna 				
Suggested Readings:	Suggested Readings: <ul style="list-style-type: none"> • Deshpande, S. (2004). <i>Contemporary India: A sociological view</i>. New Delhi: penguin. • Dubey, S.C. (2001). <i>Indian Society</i>, New Delhi: National Book trust. • Government of India (GOI) (2009). <i>Right to education Act</i>. New Delhi: MHRD. • Ghanta, R. & Dash, B. N. (2005). <i>Foundations of Education</i>, Hyderabad: Neelkamal Publications. • Kashyap, S.C. (2009). <i>The constitution of India</i>, New Delhi: National Book latest edition. • Mishra, B.K. & Mohanty, R.K. (2003). <i>Trends and issues in India Education</i>, Meerut: Surya publications. • Ministry of Human Resource Development of India (1986). <i>National policy on education</i>. NCERT, 1964-1966). Report of the education commission, New Delhi: NCERT. • Rajput, J.S. (1994). <i>universalization of Elementary Education</i>, New Delhi: Vikas Publishing House. • Walia, J.S (2014). <i>Philosophical, Sociological and Economic Bases of Education</i>. Jalandhar: Ahim Paul Publishers. 				

Syllabus of B.Ed. (Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Knowledge and Curriculum	B. Ed-103	4	100	70	30
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • Comprehend the concept of knowledge, education & schooling. • Analyze the views of Indian and western thinkers on schooling, education and curriculum. • Comprehend the concept of socialization, equity and equality, modernity with reference to industrialization, democracy and individual autonomy. • Understand the dimensions of curriculum in reference to Indian Ideology and its impact on school and their relationship with aims of education. • Analyze the determinants of curriculum and explain basic assumption about society, learner and aim of education in relation to curriculum. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> • Explain the concept of knowledge, education & schooling. • Compare the views of Indian and western thinkers on schooling, education and curriculum. • Describe the concept of socialization, equity and equality, modernity with reference to industrialization, democracy and individual autonomy. • Describe the dimensions of curriculum in reference to Indian Ideology and its impact on school and their relationship with aims of education. • Analyze the determinants of curriculum and explain basic assumption about society, learner and aim of education in relation to curriculum. 				
Course Contents:					
Unit-I:	Unit- I: Knowledge, Education and Schooling <ul style="list-style-type: none"> • Nature of knowledge: Information, Conception, perception, knowledge and education. • Schooling - Relationship between school and education, • Schooling, education and knowledge as visualized by different Indian thinkers- Vivekananda, Rabindranath Tagore, M. Gandhi, Sri Aurobindo, • Schooling, education and knowledge as visualized by different western thinkers -Rousseau, Froebel, John Dewey, Paulo Freire, - 				
Unit-II:	Social Basis of Education <ul style="list-style-type: none"> • Basic concepts of Society: Socialization, Equity and Equality, Modernity with reference to industrialization, democracy and individual Autonomy. • The role of culture, economy and historical forces in shaping the aims of education. 				
Unit-III:	Curriculum Development <ul style="list-style-type: none"> • Concept of Curriculum and Syllabus, Dimensions of Curriculum and their relationship with aims of education. Curriculum at different levels- National, State and School. • Determinants of curriculum: Philosophical, Psychological, Sociological, Political, Culture and Economic. • Understanding the basic assumptions about society, learner and aims of Education in relation to Curriculum 				
Unit-IV:	Unit-IV: Curriculum Practices <ul style="list-style-type: none"> • Types of Reading –Skimming & Scanning, Developing Writing Skills-Reading Writing Connection • Learning experiences and learners: Laboratory work, Field Survey, Group Discussion & practical work. • Nature of learners and their learning process. • Knowledge and ideology in relation to curriculum and text books. • National curriculum framework: Concept need and process of development. 				
Practicum/ Sessional	Practicum/ Sessional (Any two of the following): <ol style="list-style-type: none"> a) Socio-economic educational survey of nearby village/ urban settings. b) Role of education in empowerment of weaker sections of society. c) To analyze and prepare a report on the present curriculum of UP/ CBSE/ ICSE in the light of various determinants of curriculum development. d) To survey and prepare a project report on how far the present system of education is able to inculcate secularism, nationalism, and universalism. 				
Suggested Readings:	Suggested Readings: <ul style="list-style-type: none"> • Butchvarov, P. (1970), <i>The Concept of Knowledge</i>, Evanston, Illinois: North Western University Press. • Chomsky, N (1986). <i>Knowledge of Language</i>, New York: Prager. • Cole Luella (1950). <i>A History of Education: Socrates to Montessori</i>, New York: Holt, Rinehart & Winston 				

Course Title	Course Code	Credit	Max Marks	External	Internal
Action Research	B. Ed-104	02	50	35	15
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • Understand the meaning of research and its types. • Analyses the fundamental, applied and action research. • Apply various steps involved in action research in a school. • Apply action research strategy for improving school practices 				
Course Outcomes	To enable student-teacher to- <ul style="list-style-type: none"> • Understand the meaning of research and its types. • Analyses the fundamental, applied and action research. • Apply various steps involved in action research in a school. • Apply action research strategy for improving school practices. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Research: Concept & types. • Difference between traditional (fundamental and applied) research and action research. • Action research for improving class room and school-based programs: specific areas for use of action research-interventions in teaching & learning, co-scholastic areas and organizational climate of a school. 				
Unit-II:	<ul style="list-style-type: none"> • Procedure of designing action research-selection of problem, formulation of action hypotheses and developing a suitable design for testing of hypotheses. Evaluation of results in action research and their use. 				
Unit-III:	<ul style="list-style-type: none"> • Developing school-based projects for action research: Format of a project and its implementation. • Determining intervention-based effect in terms of pre-post Comparison: precaution needed, formulating an action research-based report for the benefit of other practitioners. 				
Practicum/ Sessional	Practicum/ Sessional: <ul style="list-style-type: none"> • Prepare a action research report related to any classroom problems 				
Suggested Readings:	Suggested Readings: <ul style="list-style-type: none"> • Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004. • Johnson, A.P., (2012). A Short Guide to Action Research, 4th edition. Upper Saddle River, NJ: Pearson Education, Inc. • Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. Teacher's College Record, 104 (4), 842-866. • https://education.utah.edu/accreditation/_documents/syllabi/EDU-5491-Professional-Development-Teacher-Research.pdf • McNiff, J. (2016). You and your action research project (4th ed.). New York: Routledge. 				

Syllabus of B.Ed. (Semester-1)

Course Title (Elective)	Course Code	Credit	Max Marks	External	Internal
Environmental Education	B. Ed-105	02	50	35	15
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • Understand the meaning, need, scope and objectives of Environmental Education. • Acquire the Knowledge of global environmental problems and explain their related policies. • Comprehend the concept of healthy environment, eco club and its importance. • Apply the knowledge of managing environmental disaster. 				
Course Outcomes	After the completion of the course; To enable student-teacher to- <ul style="list-style-type: none"> • Explain the meaning, need, scope and objectives of Environmental Education. • Recognize the global environmental problems and explain their related policies. • Explain the concept of healthy environment, eco club and its importance. • Apply the knowledge of managing environmental disaster. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Ethics & Values • Meaning need and scope of environmental education. • Evolution and development of environmental education. • Objectives of environmental education. • Stock Holm conference, Tbilisi conference and Earth Summit. 				
Unit-II:	<ul style="list-style-type: none"> • National Green Corps (NGC) Programme • Acid rain, Ozone layer depletion effect of urbanization, industrialization and deforestation. • Global warming and Kyoto Conference. • Pollution and its types. • Environmental legislation in India. • Concept of healthy environment • Eco club: Meaning, Characteristics & Importance. 				
Unit-III:	<ul style="list-style-type: none"> • Meaning, types, causes and effects of different disasters. Ecosystem. • Managing environmental disaster at community and individual level • Rescue from disaster: Principles governing rescue, rescue process • Relief for disaster: preparatory phase of relief, planning immediate relief, execution of relief. 				
Practicum/ Sessional	Any one of the following: <ol style="list-style-type: none"> Prepare a scrap file along with suggestions of pupil-teacher related to environmental articles and news. Project report on local environmental problem. Conducting discussion (class level) on disaster management and prepare a report on it. 				
Suggested Readings:	<ul style="list-style-type: none"> • Ali Khan, S.& Sterling, (1998). <i>Sustainable development education: Teacher education specification</i>, London, Education for sustainable development Panel. • Allaby, M. (1996) <i>Basics of Environmental Science</i>. New York: Routledge. • Aptekar. Lewis (1914). <i>Environmental Disasters in Global perspective</i>. New York: G.K. Hall; Toronto: Maxwell Macmillan. • Burton, Ian, Robert W. Kares and Gilbert White (.1993). <i>The environmental as Hazard</i>. New York: the Guildford press. 				

Course Title (Elective)	Course Code	Credit	Max Marks	External	Internal
Peace Education	B. Ed-106	02	50	35	15
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • Understand the concept, need, aims and objectives of peace education. • Analyze the role of social agencies in promoting peace education. • Analyze the role of religion and great personalities in promoting peace. • Analyze challenges to peace and apply strategies and methods of teaching peace education. • Apply the knowledge of enhancement of peace. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> • Explain the concept, need, aims and objectives of peace education. • Analyze the role of social agencies in promoting peace education. • analyze the role of religion and great personalities in promoting peace. • Analyze challenges to peace and apply strategies and methods of teaching peace education. • Apply the knowledge of enhancement of peace. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Concept and need of Peace Education as a universal value. • Aims and Objectives of Peace Education. • Role of Social Agencies (Family, Religion, Mass Media, Community, School, NGO's, Government Agencies) in promoting peace education. • Current Status of Peace Education at Global Scenario. 				
Unit-II:	<ul style="list-style-type: none"> • Role of Religion in propagation of Peace. • Role of Great personalities in promoting Peace (Mother-Teresa, Vivekananda, Gandhi). • Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization. • Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc. 				
Unit-III:	<ul style="list-style-type: none"> • Positive attitude, interpersonal relations, cooperation, team work and accountability for peace • Civic responsibilities and legislative provisions for peace. • Democracy and Peace, Secularism and Peace, Culture and Peace. • Stress management and peaceful resolution of conflicts. 				
Practicum/ Sessional	Any one of the following: <ul style="list-style-type: none"> • Prepare a Role Play of Great Personalities who worked/ contributed towards Peace. • Organize an activity in schools to promote Peace. • Write a report on Gandhi and Peace. • Write about the contribution of any two Noble prize winners for Peace. • Prepare an album of Indian Philosophers and write their thoughts on peace. 				
Suggested Readings:	<ul style="list-style-type: none"> • Adams.D (Ed) (1997). <i>UNESCO and a culture of Peace: Promoting a Global Movement</i>. Paris UNESCO. • Taj. H (2005). <i>National Concerns and Education</i>, Neelkamal Publications.pvt.Ltd • Taj.H (2005). <i>Current challenges in Education</i>, Neelkamal Publications.pvt.Ltd 				

Course Title (Elective)	Course Code	Credit	Max Marks	External	Internal
Human Rights Education	B. Ed-107	02	50	35	15
Course Objectives:	<p>To enable student-teacher to-</p> <ul style="list-style-type: none"> • Comprehend the rights, human rights and human rights education with reference to philosophy, psychology, politics and sociological perspective. • Analyze the approaches to human rights. • Apply the knowledge of emerging concerns in Human Rights. • Understand the role of government, non-government organization, family and self in promotion of Human Rights. • Apply the knowledge of human rights perspective in curriculum, assessment & teaching and learning process. 				
Course Outcomes	<p>After the completion of the course, pupil-teachers will be able to:</p> <ul style="list-style-type: none"> • Explain the rights, human rights and human rights education with reference to philosophy, psychology, politics and sociological perspective. • Analyze the approaches to human rights. • Assess the emerging concerns in Human Rights. • Explain the role of government, non-government organization, family and self in promotion of Human Rights. • Apply the knowledge of human rights perspective in curriculum, assessment & teaching and learning process. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective. • Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument. Understanding Human Rights from policy perspective. 				
Unit-II:	<ul style="list-style-type: none"> • Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Collective versus Individual rights. • Methods of Human Rights Research and Human Rights as pedagogy • Critical review of Democracy with reference to Human rights • Indian constitution with reference to Human Rights • Critical review of Human Right in globalized world 				
Unit-III:	<ul style="list-style-type: none"> • Understanding Human Rights of Children, Women, Minorities, Dalits, differently abled and Homosexuals. • Role of Government, Non-Government Organizations family and self in promotion of Human Rights. • Human Rights perspective in curriculum, assessment and teaching and learning process. 				
Practicum/ Sessional	<p>Practical: (Any one of the following)</p> <ul style="list-style-type: none"> • Write an Essay on Human Rights/Child Rights/Women Rights • Role plays/Street Play to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day-to-day life. • Developing an action plan for peace in school and local community/Poster presentation. 				
Suggested Readings:	<p>Suggested Readings:</p> <ul style="list-style-type: none"> • https://www.uts.edu.au/sites/default/files/HREReportFinal22July.pdf • Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) The Right to be Human, New Delhi: Lancer International • Dennis Altman 2004, 'Sexuality and Globalization', Agenda: Empowering Women for Gender Equity, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd. • Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) Violation of Democratic Rights in India, Bombay: Popular Prakashan • Ellen Messer, 1997, 'Pluralist Approaches to Human Rights', Journal of Anthropological Research, Vol. 53, No. 3, Universal Human Rights versus Cultural Relativity (Autumn, 1997), pp. 293-317: University of New Mexico 				

Course Title (EPC)		Course Code	Credit	Max Marks	External	Internal
Reading and Reflecting on Texts		B. Ed-108	02	50	35	15
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • Understand the Reading and reflecting of a wide variety of texts • Apply the program and process to write efficiently with a sense of purpose and field notes. • Analyze and synthesis reading and writing skills and Content analysis 					
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> • Read and reflect a wide variety of texts • Construct program and process to write efficiently with a sense of purpose and field notes. • Combine and compare reading and writing skills and Content analysis 					
Course Contents:						
Activities	<ul style="list-style-type: none"> • To read a wide variety of texts, including – Empirical, Conceptual and historical work, Policy documents and studies about schools, teaching, and learning and about different people’s experiences of all of these. • Narrative texts, expository texts from diverse sources, including autobiography, field notes, ethnographies, etc. • Writing efficiently, responding to a text with one’s own opinions or writing within the context of others ‘ideas. Combining reading and writing skills, reflective skills, Content analysis. 					
Practicum/ Sessional	<ul style="list-style-type: none"> • Summery writing, writing autobiography and field note. Critically analyses activities of their own and of a group during reading, writing and discussion. Pupil Teacher will present a report on entire activities. 					
Suggested Readings:	<ul style="list-style-type: none"> • Reflective Practice: Writing and Professional Development, Gillie Bolton. Sage Publication • Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer, Cambridge University Press. • Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers • Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication. • Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning. 					

Course Title	Course Code	Credit	Max Marks	External	Internal
Development of Language Proficiency for Various Situations	B. Ed-109	02	50	-	50
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • Apply the knowledge of development of languages and its use in personal & professional life. • Apply the knowledge of language proficiency and its stages in personal and professional life. • Comprehend different environmental conditions for development of language. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> • Use the knowledge of development of languages and its use in personal & professional life. • Apply the knowledge of language proficiency and its stages in personal and professional life. • Explain different environmental conditions for development of language. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Language – Concept, nature, characteristics & implications • Types of languages – Mother tongue, Regional Language, State Language & international language • Use of language for various situations – Home, community, school & peer group. 				
Unit-II:	<ul style="list-style-type: none"> • Proficiency in language – Meaning, concept, nature & characteristics. • Stages of language proficiency • Use of language proficiency. 				
Unit-III:	<ul style="list-style-type: none"> • Different environmental situation for language development---home, community, peer group, school, play group. 				
Practical: Any two	<ul style="list-style-type: none"> • Project work – Status of language proficiency around home. • Survey – Situation in teacher-training institution regarding status of language proficiency. • Case Study – Language proficiency in various situations of teacher trainers/teacher trainees. 				
Practicum/ Sessional	Any one: <ul style="list-style-type: none"> • School visit to find out communication problem / Apprehension in students • Assigning assignment on listening skills / speaking skills/ reading skills / writing skills • Organizing debate, discussion, seminar, stage speak, public speak and drama 				
Suggested Readings:	Suggested Readings: <ul style="list-style-type: none"> • https://www.ecml.at/Portals/1/mtp4/language_descriptors/documents/language-descriptors-EN.pdf • Pearson, J.C. et.al. (2011). Human Communication (4th edition). New York. McGraw Hill Companies Inc. • Floyed, K. (2009). Interpersonal communication. New York. McGraw Hill Companies Inc. 				

Course Title	Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work	B. Ed-110	04	100	-	100
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> • To develop team spirit in different situations of practical life. • To enhance writing skill, creativity and learning by doing. • To enhance the ability of expression, sharing new ideas. • To develop the skill of self expression. • To enhance confidence level for sharing their own feelings and point of view. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> • Knowledge to apply team spirit in different situations of practical life. • Writing skill, creativity, learning by doing • Able to apply the ability of expression, sharing new ideas. • To use the ability of self-expression. • Confidence level for share their own feelings and point of view. 				
Course Contents:					
Field Tasks	Personality development with emphasis on- Understanding the self-Communication skill including Language Use and improvement of speech.				
Project Works	Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon				
Assignments	Compulsory B.Ed.-101 To B.Ed-104				
Seminar	One Seminar Mandatory				
Practicum/ Sessional & Pedagogy	Viva-Voce & Classroom interaction and discussion, Seminar, Workshop, Assignment / project.				
Evaluation Scheme	<ul style="list-style-type: none"> • Field Task- Report : 20 Marks • Project Work & Assignments : 10x4=40 Marks • Seminar & Classroom Presentation : 20 Marks • Viva-Voce : 20 Marks 				
Suggested Readings:	Suggested Readings: <ul style="list-style-type: none"> • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf • https://www.bc.edu/research/nbetpp/statements/nbr1.pdf • https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online • https://dl.icdst.org/pdfs/files/f28f5fe4575760e8710b3d4591eafeae.pdf • https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf 				

Syllabus of B.Ed. (Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Basic Level of Communication	B. Ed-111	04	100	-	100
Course Objectives:	To enable student-teacher to- <ul style="list-style-type: none"> To develop team spirit in different situations of practical life. To enhance writing skill, creativity and learning by doing. To enhance the ability of expression, sharing new ideas. To develop the skill of self-expression. To enhance confidence level for sharing their own feelings and point of view. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> Knowledge to apply team spirit in different situations of practical life. Writing skill, creativity, learning by doing Able to apply the ability of expression, sharing new ideas. To use the ability of self-expression. Confidence level for share their own feelings and point of view. 				
Course Contents:					
Unit-1	Basic Level of Communication- Meaning, Definition and Concept, Need, Nature Types of Communication: Visual communication, Verbal Communication, Non-verbal communication, Written Communication, Interpersonal Communication. Listening and External Communication. Ways to improve communication skill, Advantage of communication skill				
Unit-2	Preparing for a Career <ul style="list-style-type: none"> Identifying job openings Applying for a job & Preparing Cover letters Preparing a CV/Resume and Effective Profiling Personal Profile Presentation Skills <ul style="list-style-type: none"> Preparing a PowerPoint Presentation Greeting and introducing Group Discussions Preparing for and Facing a Job Interview 				
Field Tasks	To prepare report on Personality development with emphasis on- Understanding the self-Communication skill including Language Use and improvement of speech.				
Project Works	Designing self-made assessment tools on communication				
Assignments	To submit assignment on any topic related to paper code 101 to 104				
Seminar	One Seminar Mandatory				
Participation	Compulsory participation (responsibilities of any committee /Club) in any 5 activities as well as attended any 5 activities of university level				
Practicum/ Sessional & Pedagogy	Viva-Voce & Classroom interaction and discussion, Seminar, Workshop, Assignment / project.				
Evaluation Scheme	<ul style="list-style-type: none"> Bio-Data/ Personal Profile : 10 Marks Mock Interview : 20 Marks Classroom Presentation : 20 Marks Preparation of Short Educational Video:20 Marks Viva-Voce (Self-Introduction with Video clip) : 20 Marks Total 100 Marks Attendance: 10 				
Suggested Readings:	Suggested Readings: <ul style="list-style-type: none"> The Art of Public Speaking By Dale Carnegie Just Listen By Mark Goulston.,The Art of Communicating-PDF Drive.com https://www.wpi.edu/sites/default/files/docs/StudentExperiences/How_to_Write_a_Project_Proposal.pdf.https://www.bc.edu/research/nbctpp/statements/nbr1 https://www.researchgate.net/publication/234072110_Learning_Styles_and_Fieldwork_Education_Students'_Perspectives_online 				