

**SYLLABUS FOR TWO YEAR  
B.ED PROGRAMME  
ACADEMIC SESSION 2025 ONWARDS**



**GOVERNMENT COLLEGE OF EDUCATION (IASE)  
CLUSTER UNIVERSITY SRINAGAR  
M.A ROAD, SRINAGAR  
(NAAC RE-ACCREDITED GRADE-A (CGPA 3.24)  
[www.gcoekmr.org](http://www.gcoekmr.org)**

## PROPOSED CHANGES IN COURSE STRUCTURE FOR TWO YEAR B.ED PROGRAMME

B. Ed Semester-I Credits= 24						
Course Code	Course Title	Page No.	Credits	Marks	External	Internal/ Practicum/ Attendance
BED24101	Foundations of Education	04	4	100	56	44
BED24102	Foundations of Educational Psychology	07	4	100	56	44
BED24103	Gender, School and Society	10	4	100	56	44
BED24104	Creating an Inclusive School	13	4	100	56	44
BED24105	Environmental Education	16	4	100	56	44
BED24106	ICT in Education	19	4	100	56	44
B. Ed Semester-II Credits= 26						
BED24201	Development of Education system in India	23	4	100	56	44
BED24202	Educational Guidance and Counselling	26	4	100	56	44
BED24203	Essentials of Instructional Technology	29	4	100	56	44
BED24204	Teacher Education	32	4	100	56	50
BED24205	Teaching of English /Urdu /Hindi	35,38,41	4	100	56	50
INTERNSHIP -I	School Internship (Observation of Lessons)	44	3	75	25	50
MMS	Microteaching-Major Skills	46	3	75	25	50
B. Ed Semester-III Credits= 24						
BED24301	School Management	49	4	100	56	44
BED24302	Measurement, Evaluation and Assessment	52	4	100	56	44
BED24303	Language Competencies & Communication Skills	55	4	100	56	44
BED24304	Peace and Value Education	58	4	100	56	44
BED24305	Teaching of Bio-Science/History and Civics /Geography/Mathematics/Physical Science	61, 64, 67,70, 73	4	100	56	44
BED24306	Optional Paper (Any one)		4	100	56	44
	a) Mental Health	76				
	b) Creativity and Education	79				
	c) Curriculum Development	82				
	d) Comparative Education	85				
	e) Project Work	88				
	f) Visual Art	90				
	g) Physical and Health Education	92				
B. Ed Semester-IV Credits = 22						
INTERNSHIP -II	Action Research	96	2	50	30	20
	School Internship: Reflective Journal	98	4	100	60	40
	Practice of Teaching-1 Language Pedagogy	99, 100	8	200	120	80
	Practice of Teaching-2 Knowledge Pedagogy		8	200	120	80
Total Credits=			96	Total Marks=2400		

Dr. Shaheena Rasool  
Coordinator Teacher Education

Dr. Muneer Ahmad Mir  
Dean Teacher Education (CUS)

Prof.(Dr.)Seema Naz  
Principal

# **SEMESTER-I**

**Credits =24**

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 1<sup>st</sup>**  
**CORE PAPER: FOUNDATIONS OF EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Foundations of Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24101</b>
<b>Semester</b>	<b>1<sup>st</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- The course will enable the student teachers to:
- Understand the nature and scope of philosophy;
- Explicate the educational bearings of western schools of philosophy;
- Understand the relevance of educational thought of various thinkers;
- Comprehend the impact of globalisation and modernisation on education.

## **UNIT-I: EDUCATION & PHILOSOPHY**

- Nature, Meaning & Purpose of Education
- Aims of Education-individual, social & Vocational
- Nature, Meaning & Scope of Philosophy
- Relation between Philosophy & Education

## **UNIT-II: MAJOR EDUCATIONAL PHILOSOPHIES AND EDUCATIONAL THINKERS PHILOSOPHIES**

- Pragmatism
- Existentialism  
(These Educational Philosophies shall be discussed with special reference to Aims, Curriculum, Methods Role of Teacher & Concept of Discipline)  
Thinkers
- Mualana Abul Kalam Azad-Nationalist-The founder of Higher Education of India
- Frobel: The play way method

## **UNIT-III: EDUCATION & THE SOCIAL FRAME OF REFERENCE**

- Education and Modernization
- Education and Globalization
- Education and Democracy
- Education and Religion

## **UNIT-IV: CULTURE & SOCIAL CHANGE**

- Concept & Characteristics of Culture
- Relationship between Culture & Education with special reference to conservative and creativity roles
- Meaning & Concept of social change
- Factors of social change
- Roles of Education Vis-a-vis social change

## **PRACTICUM:**

- ❖ Book Review of one chapter only of Four Philosophies of Education-Butler/Modern Philosophies of education-Brubacher/Introduction to Philosophy-Cone
- ❖ Life and Philosophy of any one Kashmiri educationist
- ❖ Comparison of Play way Method and Didactic Method
- ❖ Seminar on Democracy and education

**SUGGESTED REFERENCES:**

1. Broudy H.. Building a Philosophy of Education.
2. Brubacher Modern Philosophies of Education.
3. Brubacher A History of the problems of Education
4. Butler Four Philosophies.
5. Mani, R.S. Educational ideas and ideals of Eminent Indians

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 1<sup>st</sup>**  
**CORE PAPER: FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Foundations of Educational Psychology</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Course Code</b>	<b>BED24102</b>
<b>Semester</b>	<b>1<sup>st</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- To enable the students to understand the concept of psychology and educational psychology.
- To enable the students to understand different perspectives in educational psychology
- To provide students the knowledge about different stages of human development.
- To provide students concept of learning and different learning theories.
- To enable the Students to understand the concept of intelligence
- To provide students the knowledge about various theories of intelligence
- To provide students with a logical framework for understanding personality and its characteristics.
- To equip students how the concept of personality can be comprehended from different theoretical lenses.

## **UNIT I: PSYCHOLOGY & EDUCATIONAL PSYCHOLOGY**

- Psychology: Nature, Meaning and Scope
- Educational Psychology: Nature, Meaning and Scope
- Importance of Educational Psychology for a teacher.
- Overview of the perspectives in educational psychology

## **UNIT II: UNDERSTANDING LEARNER STAGES OF HUMAN DEVELOPMENT**

- Concept & Principles of growth and development
- Impact of Nature and Nurture on human development.
- Stage-specific Characteristics of Infancy, Childhood and Adolescence
- Piaget's Theory of Cognitive Development
- Erikson's Theory of Psychosocial Development

## **UNIT III: LEARNING & MOTIVATION**

- Concept of Learning and factors influencing Learning.
- Theories of learning: Thorndike, Pavlov and Skinner.
- Social Constructivism: Lev Vygotsky
- Concept of Motivation, and Maslow's Hierarchy of Needs

## **UNIT IV: INTELLIGENCE AND PERSONALITY**

- Concept of intelligence and Intelligence tests
- Theories of Intelligence: Thurston's Group Factor Theory, Sternberg's Triarchic theory of intelligence and Howard Gardner's Multiple Intelligence Theory.
- Personality: Meaning, Nature and Determinants,
- Theories of Personality: Allport, Freud
- Big Five Trait theory

## **PRACTICUM:**

- ❖ Administration of motivation Test.
- ❖ Administration of Intelligence Test
- ❖ Administration of Personality Test

**SUGGESTED READINGS:**

1. Chauhan, S.S. (2003). Advanced Educational Psychology (Ed 6th). New Delhi, Vikas Publishing House
2. Houtz John C. (2002). The Educational Psychology of Creativity (Perspectives on Creativity Research). Hampton Press.
3. Krause, Kerri-Lee., Bochner, Sandra., & Duchesne, Sue. (2006). Educational Psychology for Learning and Teaching (2nd edition). Cengage Learning.
4. Mayer, Richard. E. & Alexander, Patricia. A. (Eds.). (2016). Handbook of Research on Learning and Instruction (Educational Psychology Handbook, 2nd edition.). Routledge.
5. Morris, E.E. (1972). Psychological Foundations of Education. New York, Holt, Rinchart
6. Rao, U. (2008). Advanced Educational Psychology (Ed 1st). Mumbai, Himalaya Publishing House
7. Woolfolk, A. E. (2012). Educational psychology (12th edition). Boston, M A: Allyn and Bacon.
8. Zhang, Li-fang., & Sternberg, Robert. J. (Eds.). (2001). Perspectives on Thinking, Learning, and Cognitive Styles (Educational Psychology Series). Routledge.

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester 1<sup>st</sup>  
CORE PAPER: GENDER, SCHOOL AND SOCIETY**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Gender, School And Society</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24103</b>
<b>Semester</b>	<b>1<sup>st</sup></b>
<b>Credit Weightage</b>	<b>4</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- At the end of the course the student-teacher will be able to:
- Understanding familiarity with the concept of gender
- Understand the concept of gender with regard to school and family.
- Explain the gender identity and socialization process
- To develop understanding about safety of girls and women at school, home and workplace
- Knowing the issues related to women/ girl child
- Acquainting the students with gender laws and legal aspects related to women.

### **UNIT-I: GENDER STUDIES**

- Gender- Nature and concept
- Difference between gender and sex
- Gender roles in society-family, caste, class, religion, culture, and the media.
- Gender equity and gender equality.

### **UNIT-II: GENDER IDENTITY AND SOCIALIZATION PROCESS**

- Gender identity and socialization practices in family, school and organization
- Role of school- peers, teacher, curriculum and textbooks in challenging gender inequalities
- Gender roles and responsibilities of family.
- Addressing Gender discrimination in Education.

### **UNIT-III: GENDER AND SCHOOL CURRICULUM**

- Role of schools in nurturing young people as masculine and feminine selves
- Gender issues in diverse cultural constraints: Teachers role developing positive attitude towards opposite genders in schools.
- Developing school curriculum for gender equality
- Gender just education outside school settings

### **UNIT-IV: GENDER AND LAW**

- Laws related to women
  - i) Cybercrime.
  - ii) Female foeticide and female infanticide
  - iii) Sexual abuse and sexual harassment.

### **PRACTICUM: (ANY TWO)**

- ❖ Field visit to schools, to observe the schooling processes and transactional strategies from a gender perspective
- ❖ Seminar / workshop on Sexual Harassment
- ❖ Organize poster competition on gender Equality and Empowerment

### **SUGGESTED READINGS:**

1. Annual Report: (2008). Ministry of Human Resource Development, Department of Education, India.
2. Belle, D. (1982). Ed. Lives in Stress: Women and Depression. New Delhi: Sage. Distributors.
3. Chatterjee, J., & Mc Carrey, M. (1991). Sex-role Attitudes, Values and Instrumental-expressive Traits of Women Trainees in Traditional vs Non-traditional Programmes. *Applied Psychology*, 40 (3), 281-297.
4. Dube, L. (2001). Anthropological explorations in gender: Intersecting fields. New Delhi: Sage Publications Pvt. Limited.
5. Gupta, Arun K. and K. Chander Zadoo (1999): 'Development of Women: Psychological Barriers', in Association of Indian Universities (ed), Education and Women's Empowerment, AIU, New Delhi.
6. Kapur, P. (1974). Changing: tutus of the Working Women in India. Delhi: Vikas Publishing House.
7. Khan, M. S. (1996). Status of women in Islam. New Delhi: APH Publishing.
8. Majumdar, M. (2004). Social status of women in India. New Delhi: Dominant Publishers. Sarkar Aanchal, 2006, Gender and Development,
9. Pillai, J.K. (1999): 'Empowering Women in India: New Roles for Education', in Association of Indian Universities (ed): Education and Women's Empowerment, AIU, New Delhi.
10. Rani, G. Vidya (1990): Status of Women Employees in Government, Mittal Publications, New Delhi
11. Sharma R.K., (2004), Demography and Population Problems, Altantic Publications & Distributors, New-Delhi -110027.
12. Sinha K., (January 8, 2011), Domestic Violence Linked to Deaths of 18 Lakh Girls, published in the Times of India, Pune.
13. Wadekar S., (31st December, 2010), War for Equality by working women, published in Sakal Daily Marathi News Paper, Kolhapur

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 1<sup>st</sup>**  
**CORE PAPER: CREATING AN INCLUSIVE SCHOOL**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Creating An Inclusive School</b>
<b>Subject Started from batch</b>	<b>2023</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24104</b>
<b>Semester</b>	<b>1<sup>st</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

On completion of the course, the student-teachers will be able to

- Understand and list basic facts on Inclusive Education
- Identify children with diverse needs
- Locate the appropriate initiatives taken at the national level towards inclusion.
- Develop an inclusive curriculum
- Evaluate teacher preparation programme for Inclusive Education

## **UNIT I: INCLUSIVE EDUCATION**

- Historical perspective of Inclusive education
- Inclusive Education-Meaning, Principles, Barriers
- Significance of inclusive education

## **UNIT II: CHILDREN WITH DIVERSE NEEDS**

- Hearing Impaired, Visually Impaired
- Gifted and Mentally Retarded,  
*(With special reference to characteristics/ Identification, causes and educational measures)*
- Socially and economically disadvantaged class (with special reference to caste, class and religion)

## **UNIT III: NATIONAL INITIATIVES**

- Integrated Education for Disabled Children (IEDC-1974) and Rehabilitation Council of India Act (RCI 1992).
- National Policy for Disabilities (2006), The Rights of Persons with Disabilities Act, 2016.
- NCERT initiatives for inclusion.

## **UNIT IV: INCLUSIVE CLASSROOMS**

- Role, Responsibilities and professional ethics of an inclusive education teacher
- Teaching learning strategies: Co-teaching, peer mediated instruction, individualized educational plan (IEP), peer tutoring, multisensory learning
- School readiness (infrastructural including technologies, pedagogical and attitudinal)
- Assistive and adoptive technologies in an inclusive setup, use of ICT

### **PRACTICUM:**

Any one of the following:

- ❖ Preparation of status report on school education of children with diverse needs.
- ❖ Evaluation of text books from the perspective of differently abled children.
- ❖ Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- ❖ Study of forms of inequities in the society, education, health, civic participation, social justice and gender.
- ❖ Case study of a Child with Disability in your locality

### **SUGGESTED REFERENCES:**

1. Bernard, A. (2000) Education for All and Children who are excluded. Education for All 2000 Assessment. Thematic Studies.
2. Booth, T. (1996) Chambers, R. 1997: Who's reality counts? Putting the first last. London, Intermediate Technology Publications.
3. UNESCO (1999a) From Special Needs Education to Education for All. A Discussion Document. Tenth Steering Committee Meeting UNESCO Paris 30 September - 1 October 1998. Unpublished manuscript.
4. UNESCO (1999b) Welcoming Schools. Students with Disabilities in Regular Schools. Paris: UNESCO
5. UNESCO (2001a) Including the Excluded: Meeting diversity in education.
6. Jangira N.K and Mani, M.N.G (1990): Integrated education for visually handicapped, Gurgaon, Old Subjimandi, Academic Press
7. Jangira, N.K. and Ahuja, A. (2002): Effective Teacher Training: Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi
8. Deiner, P. L. (1993). Resources for teaching children with diverse abilities, Harcourt Brace College Publishers.
9. University Grants Commission (India) Inclusive and Quality Expansion of Higher Education – XII Five Year Plan, 2012-17
10. NEP 2020 Draft policy document

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 1<sup>st</sup>**  
**CORE PAPER: ENVIRONMENTAL EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Environmental Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24105</b>
<b>Semester</b>	<b>1<sup>st</sup></b>
<b>Credit Weightage</b>	<b>4</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- To reflect on and develop the proper skills required for the fulfilment of aims and objectives of Environmental Education
- To help students develop a sense of Environmental stewardship and responsible citizenship.
- To help students analyze and develop critical insights about the global Environment issues.
- To encourage sustainable practices and behaviours by teaching students about the Environmental Impact of their daily choices.
- To create concern for Environmental quality and conservation and to foster understanding of man's relationship and interaction with ecosphere.

## **UNIT-I: INTRODUCTION TO ENVIRONMENTAL EDUCATION**

- Meaning, scope, need and importance
- Aims and objectives of EE at different levels of schooling
- Approaches of EE (Interdisciplinary and Multidisciplinary)
- Formal and Non-formal Environmental Education

## **UNIT-II: ENVIRONMENTAL EDUCATION AND THE CURRICULUM**

- Environmental Education in School Curriculum at Primary and Secondary stage
- Innovative Methods of Teaching Environmental education (Field visits, Group discussion, project work, debates and panel discussion, exhibitions etc)
- Role of a Teacher in environmental education
- Environmental Ethics: Issues and possible solutions.

## **UNIT -III: NATURAL RESOURCES MANAGEMENT AND SUSTAINABILITY**

- Biodiversity: Concept, threats and conservation
- Deforestation: causes, consequences and remedial measures
- Water conservation: Rain water harvesting, watershed management, role of an individual in conserving water.
- Energy crisis: Causes and remedies
- Sustainable development: Concept, Goals (SDG-2030), role of sustainable development in conservation of Natural resources.

## **UNIT-IV: PROBLEMS, ISSUES AND CONCERNS IN THE CONTEXT OF ENVIRONMENT**

- Definition, causes, effects and control measures of Air pollution and Water pollution
- Solid waste management and the 3 R's (Reduce, Reuse and Recycle)
- Global Warming and Climate change; need for alternative measures.
- Natural hazards: Earthquakes, floods, Landslides and Fire. Role of an individual before, during and after a disaster

## **SUGGESTED PRACTICUM/ASSESSMENT**

- ❖ Field trip to any National Park/ Wildlife sanctuary/ Ramsar site of J & K.
- ❖ Preparation of a Scrap file related to latest environmental articles and news with suggestions of the pupil-teacher.
- ❖ Case studies: Chipko movement, Kashmir floods 2014, Bhopal gas tragedy, Save Dal project, Save Hangul Project (any one)
- ❖ Organise one plantation drive and two cleanliness drives in the school where you attend

## **SUGGESTED READING:**

1. Agarwal. P & Rana (1986). Environment and Natural Resources
2. Kaushik. A and Kaushik, C.P. (2004). Perspectives in Environmental studies.
3. Rathore, H.C.S., Bhattacharya, G.C., Singh, S.K., Singh, M. and Gardia, A. (2008) Society and Environmental Ethics.
4. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi
5. Teacher and Environmental Education, Dr Arun Kumar, Dr Sunil Kumar Upadhyay.
6. Environmental Studies and Pedagogy for School Teachers, Dr M.P. Mishra
7. Textbook on Environmental education, G. Lokanadha Reddy Mary Thomas, Bindu David.
8. Climate change and sustainable livelihoods; Dr P. Subba Rao
9. Odum, E.P. (1971). Fundamentals of Ecology.

### Reports, Journals, web sources for study

1. Journal "Terra Green" by TERI, India
2. Journal of Environmental Sciences, Elsevier
3. Environmental Education- the NAEF Journal
4. Indian Journal of Environmental Education (IJEE)
5. IPCC Report 2021: How have humans impacted the climate
6. [www.moef.nic.in](http://www.moef.nic.in) [www.researchgate.net](http://www.researchgate.net)

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 1<sup>st</sup>**  
**CORE PAPER: ICT IN EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>ICT In Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24106</b>
<b>Semester</b>	<b>1<sup>st</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- Enable learners to use various digital technologies for creating resources and providing learning experiences.
- To use various ICT tools for project based/problem based constructivist learning environment.
- To explain the role of ICT for effective teaching-learning process and alternative assessment.
- To introduce learners with emerging technologies.
- To emphasis the role ICT for Pedagogical Innovations.

## **UNIT-I: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT):**

- Meaning, nature, scope of ICT in education, features & growing concerns of ICT.
- **Hardware and Software Fundamentals:** Computer hardware fundamentals, anatomy, input devices, output devices, storage devices & display devices; types of computers; Introduction to software and types of software.
- Role and functions of operating system; Features of Windows, Linux and Android operating system.

## **UNIT-II: INTRODUCTION TO OFFICE APPLICATIONS:**

- **MS-Word :** Word Processing Basics; Features, Opening and Closing of Documents; Text Creation and Manipulation; Working with Tables; Header and Footer; Inserting Pictures, Clipart, Setting page size and margins; Printing documents; Mail Merge ;
- **MS-Excel:** Basics of Spreadsheet; Features of MS-Excel; Manipulation of cells; Working with Formulas and Functions;
- **MS-Power Point:** Basics of MS-Power Point, Features; Creating and Editing Presentation; Using built-in templates; Slide Show; Working with design and animations;

## **UNIT-III: INTERNET BASICS:**

- **Computer Network:** Types of Network; Basic Communication Model,
- **Concept and applications of Internet:** Introduction to WWW, Web Browser, Search Engines and ISP; Understanding URL;
- **Internet Applications:** Using e-Mails; Instant messaging; Video Conferencing; Introduction to E-Commerce & Digital Marketing; Netiquettes.

## **UNIT-IV: ICT FOR PEDAGOGICAL INNOVATIONS:**

- Web 2.0 Tools and Technologies – Wiki, Blog, Podcasts, Social Network, etc.
- Project Based learning, Web Quest and Virtual field trips; ICT tools and applications; Mobile learning and related applications;
- Open Educational Resources – Meaning and importance, various OER initiatives; Massive Open Online Courses (MOOC)-Concept and use; Flipped classrooms, Introduction to various digital education initiatives in India.

**SUGGESTED READING:**

1. P. K Sinha and P.Sinha, Foundations of Computing, BPB publication.
2. Microsoft Office 2010 Training Guide, BPB Publications.
3. Fundamentals of Internet & WWW, Green law & Hepp, TMH.
4. Achyut Godbole, Data Communications and Networks, TMH.
5. Bharihok, D. (2000). Fundamentals of Information Technology.  
Pentagon Press: New Delhi.
6. Gwen S &, Lynne S. (2007). Web 2.0 New Tools, New Schools,  
International Society for Technology in Education, UNESCO Publishing.

# **SEMESTER-II**

**CREDITS =26**

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>**

**CORE PAPER: DEVELOPMENT OF EDUCATION SYSTEM IN INDIA**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Development of Education System In India</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24201</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

The course will enable the student teachers to

- acquire knowledge about the salient features of ancient and medieval education systems.
- appraise about the policy initiatives taken in education reform during pre- and post-independent India.
- develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- familiarise with various Initiatives of the Government of India for improving education in the country

## **UNIT I: EDUCATION IN ANCIENT & MEDIEVAL INDIA**

- Vedic Education
- Buddhist Education
- Muslim Education

*(Detailed description of Salient features and Educational Implications of these Systems of Education)*

## **UNIT II: EDUCATION IN PRE-INDEPENDENCE PERIOD**

- Charter Act of 1813
  - Macaulay's Minutes (1835)
  - Wood's Despatch (1854)
  - Hunter Commission (1882)
  - Sargent Report (1944)
- (with special reference to their major recommendations)*

## **UNIT III: EDUCATION IN POST-INDEPENDENCE ERA**

- Mudaliar Commission (1952)
  - Indian Education Commission (1964-66)
  - NPE – 1986
  - Learning Without Burden (1993)
  - NEP – 2020
  - National Curriculum Framework for School Education – 2023
- (with special reference to their major recommendations)*

## **UNIT IV: INITIATIVES OF THE GOVERNMENT OF INDIA**

- SSA
- RTE Act 2009
- RMSA
- RUSA

### **PRACTICUM:**

- ❖ Survey of nearby locality to find out the causes of low foundational literacy and numeracy skills.
- ❖ Seminar on NEP - 2020
- ❖ Seminar on National Initiatives

### **SUGGESTED READINGS:**

1. Aggarwal, A. K. (2005). Development of Education System in India. Anmol Publication Pvt. Ltd.
2. Aggarwal, J.C. (2007). Development of Education System in India. Shipra Publications, New Delhi
3. Aggarwal, J.C. (2007). Development and Planning of Modern Education, Vikas Publishing House, New Delhi
4. Altekar, A.S. (1943). Education in Ancient India, New Delhi, Motilal Banarsidass.
5. GOI (1964-1966): 'Education and National Development". Ministry of Education, Government of India 1966.
6. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
7. Jayapalan, N. (2001). Problems of Indian Education. Atlantic publishers and distributors, New Delhi
8. Ministry of Education. (2019). Draft National Education Policy 2019. Kasturirangan Committee Report (KRCR)
9. Ministry of Education. (2020). National Education Policy 2020.
10. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
11. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
12. Naik, J.P. (1982). The education commission and after. APH Publishing.
13. Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
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15. NCERT. (2022). National Curriculum Framework Foundational Stage 2022.
16. Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi – 1999.
17. Saini, S.K. (1993). Development of Education System in India. Cosmo publishers New Delhi.
18. Sharp, H. (1920). Selections from Educational Records, Part I (1781-1839). Superintendent, Govt. Printing, Calcutta.
19. Trevelyan, Sir George Otto, (1876). The Life and Letters of Lord Macaulay, Oxford University Press, Oxford.
20. Walia, J.S. (2003). Development of Education System in India. Paul publishers Punjab.
21. Young, G. M. (1935). Speeches by Lord Macaulay with his Minute on Indian Education. Oxford University Press, London.

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>  
CORE PAPER: EDUCATIONAL GUIDANCE AND COUNSELING**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Educational Guidance And Counseling</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24202</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- Understanding the meaning and holistic nature of guidance.
- Exploring the effectiveness of various guidance interventions in meeting student needs.
- Understanding the concept and purpose of educational guidance.
- Recognizing the evolving role of teachers in providing guidance at different educational stages.
- Understanding counseling as a professional relationship aimed at helping individuals explore their feelings thoughts and behaviors.
- Identify the key characteristics that define an effective counseling process.
- Understanding the fundamental principles of various approaches of counseling.

### **UNIT-I: GUIDANCE**

- Meaning, Nature and Scope of Guidance.
- Need and Principles of Guidance.
- Types of Guidance (Vocational, Social, Personal and Health).

### **UNIT-II: GUIDANCE AND EDUCATION**

- Educational Guidance: Meaning and Characteristics
- Role of Teacher in guidance at various stages of Educational journey.
- Agencies of Educational Guidance- State (DIET & SCERT) and National (NCERT & NCTE).

### **UNIT-III: COUNSELING**

- Counseling- Meaning and Nature
- Steps involved in counseling.
- Qualities of a counselor.
- Role of Teacher as counselor at various stages of Educational Journey.

### **UNIT-IV: APPROACHES TO COUNSELING**

- Directive, Non-Directive and Eclectic
- Cognitive-Behavioral Therapy (CBT)
- Humanistic Therapy

### **PRACTICUM (ANY TWO)**

- ❖ Field visit (observing counseling approaches at designated centers).
- ❖ Reflective journal (Documenting daily experiences, insights and areas of improvement).
- ❖ Workshop (Ethical Considerations, Professional boundaries and cultural competence).
- ❖ Peer Discussion (Peers will share Experiences and Strategies)

### **MODE OF TRANSACTION:**

Lecture, discussion, observation, Problem solving, Assignments, Class tests, Viva-voce and Peer Assessment.

### **SUGGESTED REFERENCES:**

1. Bordin, E.S. 'Psychological Counseling', 3<sup>rd</sup> Edition, New York: Applietan Century, 1968.
2. Gazda, G. Group Counseling: A Developmental approach. Allyn and Bacon, Boston, 1970.
3. Oblsen, M.M. Guidance Services in Modern schools. New York: Hercout grace, Inc., 1974.
4. Crow & Crow: An introduction to Guidance, basic principles & practices, Delhi, Surjeet Publications.
5. Gibson Mitchell: Introduction to Counseling & Guidance, New Delhi PHI Learning.
6. J.C Aggarwal: Education vocational Guidance & Counseling, Delhi, Doaba House.
7. Jones, J.A: Principles of Guidance, Bombay, Mc Graw Hill
8. John S Koshy: Guidance and Counseling New Delhi, Dominant Publishers and distributors.
9. Lester D. Crow & Crow: Introduction to Guidance and Counseling in India Delhi, Atlantic Publishers.
10. Shashi Prabha Sharma: Career Guidance and Counseling, Principles and techniques, New Delhi, Kanishka Publishers.
11. S.S.Chouhan: Principles and Techniques of Guidance, New Delhi, Vikas publication House
12. Gladding Samuel (2011) Counseling - A Comprehensive Profession, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi
13. Kenkateish, S (2001) Special Education, Anmol Publication Pvt.Ltd., New Delhi.
14. Kochhar S.K. (1981) Guidance in Indian Education, New Delhi
15. Kochhar S.K. (1987) Educational and Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi
16. Kochhar S.K. (1987) Guidance and Counseling in Colleges and Universities, Sterling Publishers, New Delhi
17. Milne Aileen (2003) Teach Yourself Counseling, McGraw Hill companies, Chicago.
18. Panda, K.C. (1997) Education of Exceptional Children, Vikas Publishing House, Delhi.
19. Sharma Ramnath and Sharma Rachana (2004) Guidance and Counseling in India, Atlantic Publishers and Distributors, New Delhi

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>  
CORE PAPER: ESSENTIALS OF INSTRUCTIONAL TECHNOLOGY**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Essentials of Instructional Technology</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>BED24203</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

At the end of the course the student-teacher will be able to:

- Understand the meaning and scope of instructional technology
- Understand the objectives of Instructional Technology.
- To acquaint the students about Edgar dale
- Engaging learners with digital devices.
- Acquaint students about the knowledge of instructional objectives and writing of objectives in learning outcomes.
- Enable students about new concepts of educational technology like TPACK and MOOC
- Providing students with different innovations of teacher preparation.

### **UNIT-I: INTRODUCTION TO INSTRUCTIONAL TECHNOLOGY:**

- Concept nature and Scope of Instructional Technology
- Objectives and significance of instructional technology
- Principles of Instructional Technology.
- Edgar dale

### **UNIT-II: FORMULATION OF INSTRUCTIONAL OBJECTIVES:**

- Concept of instructional objectives.
- Significance and educational implication of Instructional Objectives
- Blooms taxonomy of instructional objectives in cognitive, affective and psychomotor domains.
- Revised taxonomy of cognitive domain

### **UNIT-III: TEACHER PREPARATION TECHNIQUES:**

- Micro-teaching: Concept, characteristics, procedure and major skills
- Simulated Teaching: Concept, Nature and Mechanism
- Flanders Interaction Analysis: categories, encoding, decoding. Construction of matrix table and behavioural ratios.
- Team-teaching: meaning, objectives, principles and procedure

### **UNIT-IV: INSTRUCTIONAL TECHNOLOGY AND MEDIA FOR LEARNING:**

- Significance of Media in instruction
- Engaging Learners with Digital Devices
- Technology Pedagogical Content Knowledge (TPACK)
- Concept and significance of Massive Open Online Course (MOOC)

### **PRACTICUM:**

- ❖ Workshop on Applications of ICT in Education
- ❖ Seminar on MOOCs
- ❖ Workshop on Innovative Strategies of Teaching

### **SUGGESTED READINGS:**

1. Agarwal, J.P. (2013). Modern Educational Technology. Delhi Black Prints.
2. Ahmad, J., Ahmad, M.S. and Khan, A. (2012), Computer Applications in Education, Neelkamal Publications, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
3. Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi.
4. CEMCA (2014). Technology Tools for Teachers, Commonwealth Education Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
5. Manoj Kumar Dash (2010). ICT in teacher development. Neel Kamal Publications: New Delhi.
6. Mohit K (2003). Design and implementation of Web-enabled Teaching Tools: IRM Press, UK.
7. NCERT (2013). National Repository of Open Educational resources (NROET), CIETNCERT, NCERT, New Delhi (nroer.gov.in).

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>  
CORE PAPER: TEACHER EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teacher Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>B.ED 23204</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- To acquaint student teachers with historical growth of teacher education in India;
- To acquaint the pupil teachers with professional traits and ethics of a teacher;
- To enable the pupil teachers, comprehend the role of professional organizations;
- To make pupil teachers aware about various tools for teacher evaluation.

## **UNIT-I: INTRODUCTION TO TEACHER EDUCATION**

- Concept and scope of Teacher Education at various levels.
- Development of Teacher Education in India with special reference to the recommendations made by various committees and commissions – Kothari commission (1964-66), Chattopadhyay commission (1983-1985) NPE (1986-1992), NCFTE (2009), NEP (2020)
- Historical development of Teacher Education in J&K.

## **UNIT-II: TEACHING PROFESSIONS AND TEACHER**

- Professional traits of a teacher – manager, facilitator and counsellor
- Professional Ethics of teachers
- Techniques of Teacher preparation- Microteaching, Team teaching and Flander’s interaction Analysis model.

## **UNIT-III: ROLE OF PROFESSIONAL ORGANIZATIONS**

- DIET’s
- SCERT
- NCERT
- NCTE

With special reference to organization and functions.

## **UNIT-IV: EVALUATION OF TEACHERS**

- Need for evaluation of teachers
- Tools for teacher evaluation –Questionnaire and rating scale.
- Teacher effectiveness –concept determinants identification and characteristics.

## **PRACTICUM:**

- ❖ Seminar on policies on Teacher education
- ❖ Workshop on FIACS
- ❖ Preparation of profile of a nearby DIET.
- ❖ Preparation of evaluation tool for your class teacher.

### **SUGGESTED REFERENCES:**

1. Adaval, S.B. Quality of Teacher (Allabad)
2. Ahiya, R.L. The problems of teacher in india (Ambala Cantt., The Indian Pub.)
3. Ahiya, R.L. The Teacher of Teacher (New York)
4. Mathur, V.S. Teacher Education some thoughts (Ambala: Aggarwal Prakashn, 1956).
5. Mukherji, S.N. Education of teachers in India
6. (Delhi:S.Chand & Co.1968)
7. Nadeem N.A: Profile of the Effective Teacher (Srinagar: Full Bright Pub.,1989)
8. Nadeem N.A & Akhtar, P. Development of Teacher Education in J&K (1900-1980 Monograph)
9. Srivastava, R.C Theory & Practice in Teacher Education (Chugh Publication ,1975)
10. Chrimali, K.L Better Teacher Education (Ministry of Education, New Delhi)

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>  
OPTIONAL PAPER: TEACHING OF ENGLISH**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of English</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>BED23205</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- Understand the role of English in India and objectives of teaching it as a second language.
- Learn key teaching principles and explore methods like Direct, Structural, and Communicative.
- Develop and assess listening, speaking, reading, and writing skills through activities.
- Address defects in reading and writing with remedial measures.
- Master grammar topics such as determiners, modals, tenses, voice, and speech forms.
- Apply punctuation correctly and appreciate literary devices like rhyme, simile, and metaphor.
- Create effective lesson plans for teaching prose and poetry.

## **UNIT-I: POSITION OF ENGLISH TEACHING**

- The Position of English in India
- The Objectives of teaching English as a 2nd language at Secondary level
- Principles of teaching English - Psychological, linguistic & Pedagogical
- Direct method
- Structural Approach
- Communicative method
- Bilingual Method

## **UNIT-II: UNDERSTANDING LANGUAGE SKILLS**

- Knowing, listening and speaking
- Teaching listening and speaking through activities
- Reading through different types-silent/loud, extensive and intensive,
- Developing writing skill through classroom activities
- Defects in reading and writing skills and their remedial measures
- Learning to evaluate all skills

## **UNIT-III: TEACHING OF PROSE AND POETRY**

- Teaching of Prose and Lesson planning
- Teaching of poetry and lesson planning
- Criteria of a good language test
- Type of language Tests.

## **UNIT-IV: CONTENT**

- Determiners, auxiliaries & Models
- Phrases, Verbs, Adverbs, Prepositions & Connectors
- Tenses & Clauses
- Active & Passive Voice
- Direct - indirect speech
- Punctuation
- Rhyme & Rhythm
- Simile & Metaphor
- Alliteration & Pun

## **PRACTICUM:**

- ❖ Prepare activities for all four language components
- ❖ Prepare a short skit and present in the class
- ❖ Prepare exercise on determiners, auxiliaries and models
- ❖ Formulate assessment test in English language

### **SUGGESTED REFERENCES:**

1. R Quirk and S Greenbaum (Longman): A University Grammar of English
2. A.J. Thomson and A V Martinet : A Practical English Grammar (O.U.P.)
3. Raymond Murphy: Intermediate English Grammar (C.U.P.)
4. Peter Hubbard, Haywel Jones, Barbara Thornton, Rod Wheeler A Training Course for TEFL (ELBS?OUP)
5. Françoise Grellet: Developing Reading Skills (CU.P.) Françoise Grellet
6. Micheal Mc-Carthy, Felicity J'Dell : English Vocabulary in Use (C.U.P.)
7. F.L.Billows: The Techniques of Language Teaching (Longman)
8. Wilga Rivers: Teaching Foreign Language Skills (University of Chicago Press);
9. John Haycraft: Introduction to English Language Teaching (Longman)
10. Donn Bryne : Teaching Writing skills (Longman)
11. W.R.Lee: Language Teaching Games and Contests (O.U.P.)
12. John Haycraft: Visual Materials for the Language Teacher (Longman)
13. H.G. Widdowson: Teaching writing as Communication (O.U.P.)
14. A C Gimson: In introduction to the Pronunciation of English (Edward Arnold)
15. J.D.O'Connor : Better English Pronunciation (C.U.P.)
16. C J Brumfit : Problems and Principles in English teaching (Pergamon)
17. C J Brumfit & K Johnson : The Communicative Approach to Language Teaching (O.U.P.);
18. Jane Willis: Teaching English through English ( A Course in Class Language and Techniques) (ELBS)
19. Richards and Rodgers : Approaches and Methods in Language Teaching (C.U.P.)
20. A. S. Hornby: The Oxford advanced Learner's Dictionary of Current English (O.U.P.).

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>**  
**OPTIONAL PAPER: TEACHING OF URDU**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of Urdu</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>BED23205</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

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

- Understand the role of language.
- Identify methods, approaches and materials for teaching Urdu at various levels in the Indian context.
- Understand the process of framing lesson plans of Urdu in Prose and Poetry.
- Understand the process of language assessment.

## **UNIT I: POSITION AND METHODS OF URDU TEACHING**

- Origin and development of Urdu language
- Objectives of teaching Urdu at elementary and secondary levels
- Translation method
- Direct method
- Structural approach
- Communication approach
- Constructive approach

## **UNIT II: UNDERSTANDING LANGUAGE SKILLS**

- Listening:- Describe listening, Teaching of listening through activities
- Speaking:- Describe speaking, Teaching of speaking through activities, Pronunciation
- Reading:- Describe reading , Reading through – silent /loud , extensive and intensive
- Writing:- Describe writing , Developing writing skill through classroom activities, Qualities of good hand writing

## **UNIT III: TEACHING OF PROSE AND POETRY**

- Teaching of Prose and Poetry
- Learning Resources types and their importance in teaching learning process
- Teaching of prose and lesson planning
- Teaching of poetry and lesson planning
- Purpose and concept of Evaluation in Urdu
- Types of language test.

## **UNIT IV: CONTENT**

(History and development of Urdu literature)

- Important literary trends and movements of Urdu: Fort William College, Sir Syed Tehreek, Taraqi pasand Tehreek, Jadeeyat
- Main schools of thought – Dabistan-i-Delhi, Dabistan -i- Lucknow
- Definition and history of main Urdu Genres: Ghazal , Nazm, Afsana, Novel.

**PRACTICUM:**

- ❖ Formulate learning outcomes/ learning objectives of five different lessons from the Urdu books of Secondary classes.
- ❖ Prepare activities for listening, speaking, reading, writing skills. (5 each)
- ❖ Prepare/ formulate lesson plans on five different topics of teaching of Urdu at Secondary level.

Interview any local but renowned poet/Prose writer or Critique

**SUGGESTED READINGS:**

1. Urdu Tadrees Jadeed Taraky aur Takazey, Dr Riyaz, Maktab-i- Jamia Limited, New Delhi, 2013.
2. Urdu Zaban ki Tadrees, Moin -u-Din , Tarakey Urdu Beeru, New Delhi, 1988.
3. Urdu Tadreesiyat (part II), NCERT, New Delhi, 2012.
4. Urdu Asnaf ki Tadrees, NCPUL, New Delhi, 2003.
5. Urdu Adab ki Tehreekain, Dr Anwar Sadeed , Kitabi Duniya, New Delhi, 2004.
6. Mukadama Tareekh Zaban Urdu, Masood Hussain Khan, Educational Publishing House Aligarh, 2008.

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>**  
**OPTIONAL PAPER: TEACHING OF HINDI**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of Hindi</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>BED23205</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

कार्यक्रम : बी.एड वर्ष : 2024		
सेमेस्टर : 2	शीर्षक: हिन्दी शिक्षण	कोसा/कोड : BED 23204
क्रेडिट्स : 4	अंक : 100( External =56 Internal = 20,Practicum=20 Attendance=04	

#### अधिगम परिणाम

इस विषय की समाप्ति के उपरांत विद्यार्थी :

- भाषा के स्वरूप से अवगत होंगे
- हिन्दी भाषा के अस्तित्व से अवगत होंगे
- विभिन्न स्तरों पर हिन्दी भाषा शिक्षण प्रक्रिया का उपयोग कर सकेंगे
- हिन्दी भाषा के मौलिक तत्वों का सक्रिय प्रयोग करने में सक्षम होंगे
- भाषा कौशल में दक्षता प्राप्त करके उनका प्रयोग कर सकेंगे
- पाठ योजना की रचना कर सक्रिय प्रयोग कर सकेंगे
- साहित्य की विभिन्न विधाओं का विश्लेषण कर सकेंगे

#### इकाई -१ : हिन्दी शिक्षण का स्थान एवं महत्त्व

- हिन्दी भाषा का उद्भव और विकास
- प्राथमिक एवं माध्यमिक स्तर पर हिन्दी शिक्षण का उद्देश्य
- सम्पर्क भाषा के रूप में हिन्दी भाषा की भूमिका
- हिन्दी शिक्षण की समस्याएँ
- हिन्दी शिक्षण की विभिन्न विधियाँ-अनुवाद प्रविधि, खेल विधि, प्रत्यक्ष विधि, संरचनात्मक विधि

#### इकाई -२: भाषायी कौशल

- सुनने तथा बोलने का कौशल
- पठन का अर्थ एवं महत्त्व
- पठन के प्रकार, दोष एवं निराकरण
- सुलेख के गुण, दोष एवं निराकरण
- निबंध लेखन / पत्र लेखन

#### इकाई - ३: गद्य एवं पद्य शिक्षण

- गद्य शिक्षण तथा पाठ योजना
- पद्य शिक्षण तथा पाठ योजना
- मूल्यांकन की संकल्पना

## इकाई -४: कांटेंट

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- हिन्दी वर्ण व्यवस्था तथा शुध उच्चारण
- हिन्दी व्याकरण का परिचय-संज्ञा,सर्वनाम,विशेषण,क्रियाविशेषण,संधि,समास, उपसर्ग तथा प्रत्यय
- हिन्दी साहित्य की विभन्न विधाओं का परिचय

### प्रेक्टिकम

- अहिन्दी भाषी क्षेत्र में हिन्दी भाषा के प्रचलन पर सामूहिक चर्चा
- सभी भाषायी कौशलों के सीखने से सम्बंधित चार गतिविधियाँ तैयार करना तथा कक्षा शिक्षण में उनका प्रयोग
- माध्यमिक या उच्च स्तर की कक्षा की पाठ्यपुस्तक में से किसी एक रचना का तुलनात्मक अध्ययन
- माध्यमिक या उच्च स्तर की कक्षा के हिन्दी भाषा के प्रश्नपत्र की समीक्षा

### संदर्भ ग्रंथ सूची

- हिन्दी भाषा और इसकी शिक्षण विधियाँ , श्रुतिकांत पाण्डेय
- हिन्दी ध्वनियाँ और उनकी शिक्षण विधियाँ , सुखिया के. के
- हिन्दी शिक्षण विधियाँ , डॉ. शिवमूर्ति शर्मा
- हिन्दी भाषा शिक्षण , भोलानाथ तिवारी
- भाषा शास्त्र के सूत्रधार , श्रीवास्तव आर. एन
- हिन्दी साहित्य का संक्षिप्त इतिहास , डॉ. मधु धवन
- हिन्दी साहित्य का इतिहास , डॉ. नगेन्द्र , डॉ. हरदयाल

### ऑनलाइन सोर्स

<https://youtu.be/-4f7GsJedZg>

<https://youtu.be/h5-6CfYIF4c>

<https://youtu.be/oHmkowHphcU>

<https://youtu.be/gely9fbwtEY>

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>**

**INTERNSHIP-I: SCHOOL INTERNSHIP (OBSERVATION OF LESSONS)**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>School Internship (Observation of Lessons)</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Code</b>	<b>INTERNSHIP-I</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>03</b>
<b>Internal Marks</b>	<b>50</b>
<b>External Marks</b>	<b>25</b>

**INTERNSHIP: Criteria/Competencies for Internship for B.Ed.**  
Duration: -04 weeks (Semester-II)

Component		Details	Duration	Credits/ marks
Internship Component Middle/High School	Know the school & the community	<b>i. Familiarization</b> <ul style="list-style-type: none"> <li>Prepare Profile of the school:               <ul style="list-style-type: none"> <li>Type of School</li> <li>Infrastructure with ICT</li> <li>Sports facilities</li> <li>Teachers/students ratio</li> <li>School records</li> <li>Time-table/learner profile/holistic progress reports).</li> </ul> </li> </ul>	04 days	<b>Internal marks: 50</b>  <b>External marks: 25</b>
	Know the teaching-learning atmosphere	<b>Observation of the following:</b> <ul style="list-style-type: none"> <li>Observe Unit/ Lesson plan of a teacher</li> <li>Observe Classroom teaching/TLM(R)/ICT integration/handling of diversity.</li> <li>Report on Holistic progress card/CCE activities/unit tests/papers/diagnostic tests for identifying learning difficulties/Planning and executing remediation.</li> </ul>	08 days	Credits: 03
	Making it happen	<b>School level plans:</b> <ul style="list-style-type: none"> <li>Conduct SWOC analysis of the school.</li> <li>Conduct academic audit./School plant</li> </ul> <b>Participation/organizing School Activities:</b> <ul style="list-style-type: none"> <li>Organize curricular activities, e.g. sports and games, debate, art, painting/conducting programs on social issues</li> </ul> <b>Community service (voluntary add-on):</b> <ul style="list-style-type: none"> <li>Deploying best practice on BOOT basis/model (Build- operationalize-transfer-ownership)</li> </ul>	02weeks	
<b>In addition to the above components the mentors/HOIs/TLs need to assess/monitor the interns on the following</b>				
<b>Professional competencies to be developed in the interns (PC):</b>		<ul style="list-style-type: none"> <li>Punctuality, adherence to time table, deadline &amp; targets.</li> <li>Initiative/effort/responsibility/commitment.</li> <li>Democratic approach/adaptability/open to new ideas</li> <li>Showing professional readiness.</li> </ul>		

**Note:**

- All the above programs/activities must be conducted with appropriate planning, execution and required record keeping/reflective journaling)
- Edited Videos/photographs/collage & other media must be used in capturing all the above programs

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester 2<sup>nd</sup>**  
**INTERNSHIP-I: MICROTEACHING- MAJOR SKILLS**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Microteaching- Major Skills</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Code</b>	<b>INTERNSHIP-I</b>
<b>Semester</b>	<b>2<sup>nd</sup></b>
<b>Credit Weightage</b>	<b>03</b>
<b>Internal Marks</b>	<b>50</b>
<b>External Marks</b>	<b>25</b>

**Criteria for Microteaching component (in-house)**

In-house Component		Details	Duration	Credits
<b>Microteaching component</b>	<b>Concept of Microteaching &amp; Skills:</b>	The intern/learner must have a through idea of microteaching and its major skills.	<b>2 weeks</b>	<b>03</b>
	<b>Micro lesson preparation:</b>	The learner/pupil teacher must prepare micro-lessons on core skills (03 lessons each).		
	<b>Micro lesson delivery:</b>	Each student is required to thoroughly practice and master his/her prepared micro lessons before the peers and the mentor.		
	<b>Integrated lessons preparation:</b>	The pupil teacher has to integrate the skills into an integrated micro lesson. (02 lessons).		
	<b>Observation &amp; rating of Micro lessons:</b>	The pupil teacher has to integrate the skills into an integrated micro lesson.		
<b>In addition to the above components the mentors/HOIs/TLs need to assess/monitor the interns on the following</b>				
<b>Professional competencies to be developed in the interns (PC):</b>	<ul style="list-style-type: none"> <li>•Punctuality, adherence to time table, deadline &amp; targets.</li> <li>•Initiative/effort/responsibility/commitment.</li> <li>•Democratic approach/adaptability/open to new ideas.</li> <li>•Showing professional readiness.</li> </ul>			

**Note:**

1. All the above programs/activities must be conducted with appropriate planning, execution and required record keeping/reflective journaling)
2. Edited Videos/photographs/collage & other media must be used in capturing all the above programs.

# **SEMESTER-III**

**Credits= 24**

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3rd**  
**CORE PAPER: SCHOOL MANAGEMENT**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>School Management</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>B.ED24301</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

The course will enable the student teachers to:

- understand the concept and functions of school management;
- explicate the nature and scope of institutional planning;
- understand the relevance of effective classroom management practices;  
and
- role of state and central bodies
- enable the students to formulate and implement emergency preparedness plans.
- explore creative solutions to address educational requirements.

### **UNIT-I: INTRODUCTION TO SCHOOL MANAGEMENT:**

- School Management- Meaning, Principles and functions.
- Role of local School Management Committees and School Management Complex Committees (SCMC's) in the school management.
- Constituents of School Management – Planning, Administration, Organization, Direction, Co-ordination, Supervision, Controlling and Evaluation.

### **UNIT-II: INSTITUTIONAL PLANNING:**

- Institutional Planning – Meaning, Nature and Importance.
- The school Development Plan-Principles and preparation.
- School Finance: Preparation of School Budget.

### **UNIT-III: SCHOOL MANAGEMENT PRACTICES:**

- Effective Classroom Management Practices
- Technology in School Management System.
- School Records and Registers- Types and Need
- Time Table-Meaning, Principles, and Construction.

### **UNIT-IV: STAFF DEVELOPMENT AND CONTROL MANAGERMENTS:**

- Staff Development-Meaning, Objectives and Types
- Control Management- Meaning, Types and Objectives
- Role of state and central bodies-NCERT,NCTE, NEUPA, SCERT, & DIET.  
(With special reference to their organizational structure and functions)
- Decision Making, Concept, Types and Theories.

### **PRACTICUM:**

- ❖ Preparation of Organizational structure
- ❖ SWOC Analysis of nearby educational institution.
- ❖ Mock Staff meeting and formulation of agenda and minutes of meeting.
- ❖ Maintaining school records and registrars.(Attendance, admission, withdrawal and stock register. Teacher Diary, Cumulative Record Card.

**SUGGESTED READINGS:**

1. Aggarwal, J. C. (1994) Educational Administration Management and Supervision, Principles and Practices, New Delhi
2. Bass C. Premila (1994) Educational Planning and Management, New Delhi: Sterling Publishers Pvt. Ltd.
3. Bhatia, K. K. and Singh, Jaswant (2002) Principles & Practice of School Management, Ludhiana; Tandon Publications
4. Bush, Tony (1986) Theories of Educational Management, New Delhi Harper & Row Publishers.
5. Bush, Tony (2002) The Principles & Practices of Educational Management, Paul Champan Publishing, London
6. Dash. B. N (2003) School Organization Administration and Management; Neelkamal Publications, New Delhi
7. Devendra Thakur and D. N. Thakur (1997) Educational Planning and Administration, Deep and Deep Publications, New Delhi.
8. Sultan Mohiyudin (1989) School Organization and Management, J. K. Book House, Residency Road, Jammu.
9. Mathur S.S. (1990) Educational Administration and Management, the Indian Publications, Ambala Cantt

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3rd**  
**CORE PAPER: MEASUREMENT, EVALUATION AND ASSESSMENT**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Measurement, Evaluation and Assessment</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>B.ED24302</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- Develop a thorough understanding of the concepts of test, assessment, measurement, and evaluation.
- Distinguish between measurement, assessment, and evaluation.
- Identify and understand the characteristics of a good measuring instrument.
- Gain a clear understanding of validity and reliability, including their types and methods.
- Familiarize students with formative and summative assessment.
- Enabling the students to construct objective and essay type test.
- To make students evaluate critically the present trends in assessment and evaluation.

## **UNIT-I: INTRODUCTION TO MEASUREMENT, EVALUATION AND ASSESSMENT**

- Concept and purpose of test, measurement, assessment and evaluation
- Scales of measurement: nominal, ordinal, interval, and ratio
- Relationship and difference between measurement, assessment and evaluation.

## **UNIT II: TECHNIQUES OF ASSESSMENT AND EVALUATION**

- Formative Assessment: Concept, purpose and methods
- Summative Assessment: Concept, purpose and methods
- Taxonomy of Educational Objectives
- Objective type tests: Design, advantages, and limitations
- Essay type tests: Design, advantages, and limitations

## **UNIT III: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT**

- Characteristics of a good test.
- Validity: Types and methods and usability.
- Reliability: Types and methods and usability
- Item Analysis: Concept, Importance and techniques

## **UNIT IV: NEW TRENDS IN ASSESSMENT AND EVALUATION**

- New trends- Choice Based Credit System (CBCS), Continuous and Comprehensive Evaluation (CCE), Computer-Based Testing (CBT), Grading Systems & Open Book Examinations.
- Setting of question paper: Principles and guidelines
- Evaluation of answer Scripts: Techniques and best practices

## **PRACTICUM: (Any Two):**

- ❖ Question Paper Design: setting of question papers for elementary and secondary levels
- ❖ Reliability and Validity Estimation: Practical exercises in estimating the reliability and validity of tests
- ❖ Developing Rubrics: Designing rubrics for objective type tests and essay type tests.

### **SUGGESTED READINGS:**

1. Anastasi, A. (1954). Psychological testing. New York: Macmillan.
2. Bloom, B. S. (1956). Taxonomy of educational objectives. New York: McKay.
3. NCERT. (1956). Concept of evaluation. New Delhi: National Council of Educational Research and Training.
4. Greeman, F. S. (1954). Theory and practice in psychological testing. New York: Holt, Rinehart and Winston.
5. Masters, G. (2014). Getting to the essence of assessment. *Assessment Matters*, 6(1), 1-15.
6. Radha, M. (2007). Measurement, evaluation and assessment in education. New Delhi: Alpha Publications.
7. Kizlik, R. J. (2012). Measurement, assessment, and evaluation in education. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University.
8. Linn, R. L. (2008). Measurement and assessment in teaching (10th ed.). New Delhi: Pearson Education India.
9. Baehr, M. (2005). Distinctions between assessment and evaluation. In *Faculty Guidebook* (pp. 33-34). Cedar Rapids, IA: Coe College.
10. Swarupa Rani, J. (2011). Educational measurement and evaluation. New Delhi: Discovery Publishing House.
11. Gronlund, N. E. (2006). Measurement and evaluation in teaching (8th ed.). New York: Macmillan.

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**CORE PAPER: LANGUAGE COMPETENCIES & COMMUNICATION SKILLS**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Language Competencies &amp; Communication Skills</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>B.ED24303</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- Understand and apply key language skills: listening, speaking, reading, and writing (CODER).
- Master verbal and non-verbal communication, including body language.
- Explore the role of language in society, identity, power, and multilingual education.
- Grasp and use various tenses for effective communication.

Read and review works by R. K. Narayan, Rabindranath Tagore, and Leo Tolstoy.

## **UNIT-I: "INTRODUCTION AND KNOWLEDGE OF LANGUAGE SKILLS.**

Knowledge, use and understanding of language skills.

**I. Listening:** –Techniques and activities of listening and comprehension

**II. Speaking:** - Knowledge Practice and learning

Listen and speak & development of correct pronunciation, articulation, stress & intonation practice.

**III: Reading:** -Know Reading, learn and understand reading

Reading strategies & types:

**IV: Writing:** Learning through practice paragraph writing, letter writing and composition and concept of CODER.

## **UNIT-II: ROLE OF LANGUAGE**

- Language: concept, importance and linguistic principles.
- Language and society: language and gender; language and identity; language and power
- Language in school: Home language and school language; language across the curriculum; language and construction of knowledge; difference between language as a school- subject and language as a means of learning and communication; multilingual classrooms.

## **UNIT-III: DESCRIPTIVE GRAMMAR**

- Tenses: simple tense, narration, use of simple present for demonstration and commentaries, present perfect, present perfect continuous, present continuous also indicative of future action.
- Simple past: past time reference, past perfect, past perfect continuous

## **UNIT-IV: LITERATURE**

- R. K. Narayan
  - Rabindranath Tagore
  - Leo Tolstoy
- (Read and review one book of each writer)*

## **PRACTICUM:**

- ❖ Discussion in classroom, on the English language and its role as a means of communication and medium of instruction
- ❖ Prepare 5 activities through which different components of language can be practiced
- ❖ Take any English newspaper and review any article from the editorial page
- ❖ Seminar on Book Review

## **SUGGESTED REFERENCES:**

1. A. L. Kohli (2001) Techniques of Teaching English in the New Millennium Dhanpat RAI publishing Company
2. B. N. Dash (2007-2008) Teaching of English, Dominant Publishers and Distributors, New Delhi-110002
3. C. S. Rayudu (1998) Communication, Himalaya publishing House, Mumbai-400004
4. M.S. Sachdeva (2000-2001) A new approach to teaching of English in India, Tandon Publication Ludhiana.
5. Arun Kornue – Communication Skills
6. Linguistics & Phonetics Bareilly Publication
7. George Yule – Linguistics & Phonetics
8. K. Venugopal Rao (2002) Methods of Teaching English, Neel Kamal Publications Pvt. Ltd. Sultan Bajar, Hyderabad
9. N. P. Pahuja (2004) Teaching of English, Anmol publications Pvt. Ltd.
10. National Curriculum Framework for Teacher Education (2005) Towards Preparing Professional and Humane Teacher
11. Shaik Mowla (2002) Techniques of Teaching English. Neel Kamal Publications Pvt. Ltd, Hyderabad, New Delhi (3rd Edition)
12. Sunder Singh Wadhwa (2008) Teaching of English in India, Twenty First Century publication
13. S.Venkateswaran (2000) Principles of Teaching English, Vikas Publishing House Pvt. Ltd
14. "Teaching by Principles: An Interactive Approach to Language Pedagogy" by H. Douglas Brown.
15. "Second Language Acquisition and Second Language Learning" by Stephen Krashen.
16. "The Practice of English Language Teaching" by Jeremy Harmer

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**CORE PAPER: PEACE AND VALUE EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Peace and Value Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>B.ED24304</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- At the end of the course, the student-teachers will be able to apply the concept of Peace Education in the transformation of violence into peace;
- reflect on the nature of conflicts and their resolution;
- imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
- comprehend the important sources of values;
- summarize the concept of Value Education and point out the role of social institutions in developing values among children; and utilize appropriate methods of teaching values.

### **UNIT-I: INTRODUCTION OF PEACE EDUCATION**

- Meaning concept and need of Peace Education
- Peace 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.
- Status of Peace Education in present scenario.

### **UNIT-II: PEACE EDUCATION AND ITS CHALLENGES**

- Peace Education for national and international integration.
- Challenges to peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Democracy, Secularism and Peace.

### **UNIT-III: SOURCES AND CLASSIFICATION OF VALUES**

- Nature and sources of Values, Biological, Social, Psychological and Ecological.
- Classification of Values into various types, Material, Social, Moral and Spiritual Values.
- Role of Education in realizing these values.

### **UNIT- V: APPROACHES AND STRATEGIES**

- Approaches to Value development – Value inculcation, analysis and clarification – Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

### **PRACTICUM:**

- ❖ Identify any NGO/organization and evaluate its role towards peace building.
- ❖ Seminar/debate/discussion on major challenges to peace in your place.
- ❖ Report on the activities to be done in your institution for development of values.

### **SUGGESTED REFERENCE:**

1. Aggarwal, J. C. (2005) Education for Values, Environment and Human Rights, Shipra Publications, 115-A, Vikas Marg Delhi – 110092
2. Pandey, V. C. (2005) Education, Culture and Human Values
3. Singh, Y. K & Nath. R (2005) Value Education
4. Charles, K & V. Arul Selvi (2012) Value Education
5. Galtung, J. (1996) Peace by Peaceful Means: Peace and Conflict, Development and Civilization, London: SAGE Publications
6. Jagannath, M. (2000) Human Rights Education, New Delhi: Deep and Deep Publication.
7. Paul, R. C. (2000) Protection of Human Rights, New Delhi: Common wealth
8. Manjot, K. (2008) Teaching of Human Rights, New Delhi: APH publishing Corporation
9. Dr. Kiruba Charles and V. Arul Selvi (2016) Value Education New Delhi, Neelkamal
10. Dr. S. Arulsamy (2016) Peace and Value Education, New Delhi: Neelkamal Publisher
11. A.R. Mohapatra (2014) Value Education: A Study in Human Values and Virtues , Uttam Nagar, Delhi: Readworthy publications.
12. Dr. Moyuri Sarma and Ms. Smita Sharma (2023) Human Rights, Value and Peace Education, Guwhathi Assam: DVS Publishers

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3rd**  
**OPTIONAL PAPER: TEACHING OF BIO-SCIENCE**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of Bio-Science</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24305</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

The course will enable the student teachers to

- Trace the nature and history of bio science;
- Comprehend the objectives of teaching bioscience at secondary level;
- Frame constructive lesson plans in bio science;
- Prepare & develop improvised apparatuses and low cost teaching aids;
- Know the usage and application of innovative methods of teaching Bio Science;
- Develop mastery on teaching science content at secondary level.

## **UNIT-I: BACKGROUND**

- History & nature of Modern Science
- Path tracking discoveries & land mark developments in science
- Importance of Bio-Science in school curriculum
- Objectives of teaching Bio-Science with special reference to the Kothari Commission & Ishwar Bhai Committee.

## **UNIT-II: PLANNING FOR TEACHING BIO-SCIENCE**

- Preparation of Constructivist lesson plans in Science.
- Characteristics of a Good Lesson Plan.
- Preparation & development of improvised apparatus.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs as non-formal approaches of science teaching

## **UNIT-III: METHODS OF TEACHING BIO SCIENCE**

- Laboratory Method of Teaching
- Demonstration method
- Lecture Cum Demonstration method
- Heuristic method
- Inductive deductive method
- Project method

## **UNIT-IV: LIFE PROCESSES**

- Nutrition: Types of nutrition: Autotrophic: Heterotrophic.
- Photosynthesis: Mechanism- Light Reaction and Dark Reaction.
- Transpiration: Mechanism of stomata opening and closing.
- Reproduction: Asexual & Sexual Reproduction in plants.
- Respiratory system of Man
- Blood circulation: structure and function of Heart.
- Excretion: Structure and functions of kidney.

## **PRACTICUM:**

- ❖ Preparations of Improved apparatus
- ❖ Demonstration of various life process of animals and plants through models, diagrams
- ❖ Visit to national parks and gardens to get acquainted with the flora and fauna of the valley
- ❖ Visit to Department of Botany & Zoology Lab of University/College and preparation of report.

**SUGGESTED READINGS:**

1. Biology” by Neil A. Campbell and Jane B. Reece.
2. Life: The Science of Biology” by David Sadava, David M. Hillis, H. Craig Heller, and May Berenbaum.
3. Ecology: The Economy of Nature” by Robert E. Ricklefs and Rick Relyea.
4. Pedagogy of Science Teaching: Meaningful Learning Through Integration of Language and Thinking” by Robert Yager.
5. Teaching of Biology” by R. C. Sharma and A. P. Sharma.
6. Biology Education and Teaching: A Handbook” by R. K. Jena.
7. Educational Psychology: Developing Learners” by Jeanne Ellis Ormrod.
8. How People Learn: Brain, Mind, Experience, and School” by John D. Bransford, Ann L. Brown, and Rodney R. Cocking.
9. Science Education: A Global Perspective” by John Wallace and William Louden.
10. Transforming Indian Education: National Education Policy 2020 and Beyond” by M. M. Pant.

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3rd**  
**OPTIONAL PAPER: TEACHING OF HISTORY AND CIVICS**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of History and Civics</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24305</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- Develop Historical Knowledge and Understanding.
- Cultivate Critical Thinking and Analytical Skills.
- Enhance Research and Inquiry Skills.
- Promote Understanding of Historical Change and Continuity.
- Foster Empathy and Global Awareness.
- Encourage Civic Awareness and Engagement.
- Develop Communication and Presentation Skills.
- Instill a Lifelong Interest in History Education

## **UNIT-I: NATURE AND SCOPE OF SOCIAL SCIENCES**

- Interdisciplinary Connections: History, Civics, Geography, and Economics
- Relevance of Social Sciences in Contemporary Issues
- Regional History's Role in Teaching and Learning
- Instructional Objectives for Secondary Education: Emphasis on Competency and Critical Thinking

## **UNIT-II: CURRICULUM IN HISTORY AND CIVICS**

- Integration of History and Civic Education with Other Disciplines
- Curriculum Organization: Innovative Approaches and Competency-Based Design
- Chronological, Concentric, topical correlation, curriculum design
- Teacher's Role in Curriculum Development and Planning
- Evaluation of Textbooks and Addressing Gender Bias
- Gender Space

## **UNIT-III: METHODOLOGY OF TEACHING HISTORY**

- Use of Technology and Digital Tools in History Teaching
- Experiential Learning Methods: Fieldwork, Simulations, and Role Plays
- Content Analysis-Writing objectives in behavioral terms.
- Lesson Planning-behaviourist and Constructivist: Meaning, Principles, and Steps involved in planning Lessons of History

## **UNIT-IV: WORLD AND REGIONAL HISTORY**

- ❖ Diverse Perspectives on Major Historical Events World War 1 World 11 & NAM.
- ❖ Updated Content on World Wars, Independence Movements, and Regional Histories
- ❖ Critical Analysis of Historical Sources and Perspectives
- ❖ India's struggle for independence: Major Events & Movements from the revolt of 1857 to Partition. Post-independence developments.

### **Heritage of India**

- i) Idea of India, The land and people, Art and Architecture.
- ii) Indian Constitution: Fundamental Rights and Duties
- iii) Government at the State and Central level.

### **Regional History**

- i) Kahmir Land and its People
- ii) Awanti Verman & Lalita Ditiya
- iii) Sultan Zain-ul-Abideen Budshah & Youssuf Shahi-Chak
- iv) Haba Khatoon & Lala Ded.

## **PRACTICUM:**

- ❖ Visit to a historical site of your own region and report
- ❖ Visit to SPS Museum
- ❖ Seminar on Development of lesson plan on the basis of Role Play/Narration/Project Method.
- ❖ Collection of artefacts for college Museum

## **SUGGESTED REFERENCES:**

1. Gunning D: The Teaching of History
2. Aggarwal, J.C : Teaching of History
3. Kochhar, S.K. : Teaching of History
4. Chaudhary, K.P. : Effective Teaching of History in India
5. Johnson,H. : Teaching of History in Elementary and Secondary Schools
6. Teaching of History in Secondary School : NCERT, New Delhi
7. The curriculum for the ten year school : NCERT, New Delhi
8. Handbook of History Teachers: NCERT, New Delhi
9. Harlikar : Teaching of Civics in India
10. Crary Ryland W : Education for Democratic Citizenship
11. Michael J.V. : Social Studies for Children in Democracy
12. Brune, H.E. : Teaching of History and Civics
13. Tyagi, G.S.C : Nagrik Shastrake Shikshan
14. Bhargava, V.S. : World History
15. Basham, A.L. : The wonder that was India
16. Carr, E. H. : What is History
17. Collingwood R.G. : The idea of History
18. Mare Block : Historian's craft
19. Sarkar, J.N. : India through the Ages
20. Mazumdar, Chaudhary and Datta : Advanced History of India
21. Novak and Gowin : Learning How to learn
22. Hayes, D.A : A Source Book of Interactive Methods for Teaching with Texts
23. Jaini Whyld (Ed.) : Sexism in Secondary Curriculum, 24. Kalia, N.N. : Sexism in Indian Education: the lies we tell our children
24. Cuning D: Teaching of History
25. Jhonson H:Teaching of History in Elementary and Secondary Schools, Macmillan, 1915.
26. Teaching of History in Secondary Schools NCERT, New Delhi NCERT, New Delhi
27. Parekh Bhikhu:- Gandhi:-A Very Short Introduction, Oxford University Press.

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 3rd  
OPTIONAL PAPER: TEACHING OF GEOGRAPHY**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of Geography</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24305</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- To analyze how the nature of geography occupies a special position in teaching social sciences at secondary level.
- To train the learners in the pedagogy of geography.
- To analyses how to use appropriate learning resources, technologies, and field studies in teaching learning geography.
- To develop regional character among the students required for regional planning.

### **UNIT I: NATURE AND SCOPE OF GEOGRAPHY AND ITS PLACE IN SOCIAL SCIENCES:**

- Geography- meaning, nature, scope and structure.
- Correlation of Geography with other social Sciences-History, Civics, and Economics.
- Importance of geography in day to day life and its role in international understanding.
- Study of home region and its importance in teaching learning process of geography.

### **UNIT II: INSTRUCTIONAL PLANNING**

- Instructional objectives of teaching geography at secondary level.
- Methods: Inductive, Deductive, Observation, Project, Problem solving, Experiential Learning.
- Content Analysis-Writing objectives in behavioral terms.
- Lesson Planning-behaviorist and Constructivist: Meaning, Principles, and Steps involved in planning Geography Lessons.

### **UNIT III: LEARNING RESOURCES, TECHNOLOGY, AND FIELD STUDY:**

- Importance and Use of Maps, Globes, Teaching Models.
- Geography Laboratory-need, importance, and instruments
- Geospatial Technologies- Concepts of Remote Sensing, GIS, and GPS.
- Importance of field studies in teaching learning geography.

### **UNIT IV: GENERAL AND LOCAL GEOGRAPHY:**

- Concepts of latitude and longitude.
- Atmosphere-Composition and Structure.
- Lithosphere-Major Relief Features
- Hydrosphere-Major relief features of the oceans.
- Biosphere-Interrelationship between man with atmosphere, lithosphere and hydrosphere.
- India-Location and Physiography.
- Jammu and Kashmir-location and physiography.

### **PRACTICUM/PRACTICAL WORK:**

- ❖ Map Preparation using Cartographic Techniques-choropleth, chorochromatic and choro schematic.
- ❖ Model Making in Geography.
- ❖ Geography Textbook - Content analysis, and development of lesson plans.
- ❖ One-Day Field study exploration within J & K.

### **SUGGESTED REFERENCE:**

1. Binning and Binning : Teaching of Social Studies in Secondary School
2. Gursharan Tyagi : Arthashastra Shikshan : Gursharan Tyagi
3. UNESCO : Source Book of Teaching Geography
4. B C Rai : Methods of Teaching of Economics
5. N. Hasen : Teachers Manual in Economics
6. S. K. Kochar : The Teaching of Social Studies
7. V C Sinha and R. N. : Dubey Economic Development and Planning
8. H.L. Ahuja: Parambhik Aarthik Siddhant
9. Samajik Vigyan (Hindi) Part I and Part II : Board of Sec Ed Rajasthan
10. Our Economy- An introduction : NCERT, New Delhi
11. General Geography : NCERT, New Delhi
12. O. P. Verma: Teaching of Geography
13. B.D. Shaida: Teaching of Social Studies (Hindi)
14. M. S. Rao. : Teaching of Geography.
15. D. S. Lal; Climatology.
16. Majid Hussain; Geography of India.
17. Majid Hussain; Systematic Geography of Jammu and Kashmir.
18. Majid Hussain, Physical Geography.
19. D. R. Khullar; Essentials of Practical Geography.
20. Dikshit R. D.; Geographical thought.
21. Majid Hussain, Evolution of Geographical Thought.
22. R. C. Chandna; Geography of Population.

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3rd**  
**OPTIONAL PAPER: TEACHING OF MATHEMATICS**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of Mathematics</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24305</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- To develop a critical understanding & appreciate the contribution of Indian Mathematicians in development of Mathematics
- To understand the nature of Mathematics
- Identify & use appropriate approach for Teaching Learning of Mathematics
- Recapitulate some basic concepts of Mathematics
- To develop fundamental skills & process of Mathematics

## **UNIT-I MATHEMATICS–HISTORICAL BACKGROUND**

- Meaning of Mathematics
- History of Mathematics
- Contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujan.
- Contribution of Euclid, Pythagoras, Rene-Descartes.

## **UNIT-II METHODOLOGY**

- Inductive & Deductive
- Analytical & Synthetic
- Heuristic, project and laboratory
- Various techniques for teaching mathematics viz, oral, written, drill, Assignment; supervised study and programmed learning.

## **UNIT-III INSTRUCTION IN MATHEMATICS**

- Instructional objectives of teaching mathematics at secondary level.
- Meaning and importance of a lesson plan
- Principles and Steps involved in planning a Constructivist Mathematics Lesson.
- Developing low cost improvised teaching aids relevant to local ethos
- Maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

## **UNIT-IV CONTENT – I**

- Mensuration: Volume and surface Area of Cube, cone, cylinder and sphere
- Linear Equation of one and two variables
- Rational Expression & Quadratic equation
- Ratio & Proportion and Factors

### **CONTENT – II**

- Circle & Geometrical Constructions
- Statistics: Mean, Median, Mortality table, cost of living index and price Index.
- Sets & surds

### **PRACTICUM:**

- ❖ Workshop on preparation of low cost TLM in Mathematics.
- ❖ Preparation of lesson plan on Mathematics.
- ❖ Contribution of prominent Indian Mathematician (Scrap Book)
- ❖ Fear of Mathematics-and preparation of report
- ❖ Identify one concept from Geometry, Trigonometry, Statistics and show in detail how it can be used in day to day life.
- ❖ Construction of Mathematical working and non-working 2D and 3D models

### **SUGGESTED READINGS:**

1. Teaching of Mathematics by Rajani Upadhyay.
2. Methods of Teaching Mathematics by E.Suneetha, R.Sambasiva Rao, Digumarti Bhaskara Rao.
3. Pedagogy of Mathematics by Dr.S.K.Mangal
4. Methods of Teaching Mathematics by Dr. Aniec James.
5. Pedagogy of Mathematics by Rama Chandra Dhir, Sunkar Das
6. Teaching Mathematics by Puneet Walia, Pradeep Tomar, V.K.Gupta
7. Teaching Mathematics by Prof. Avinder Preet Singh.
8. The Mathematical Experience by Davis, P.J & Hersh
9. Knowing and teaching elementary Mathematics by Askey

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 3rd  
OPTIONAL PAPER: TEACHING OF PHYSICAL SCIENCE**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Teaching of Physical Science</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24305</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- **Understanding Fundamental Concepts:** Develop a solid understanding of key physics concepts such as mechanics, thermodynamics, electricity, magnetism, optics, and modern physics. Grasp the foundational principles of physical science and their applications in everyday life.
- **Scientific Inquiry and Critical Thinking:** Enhance the ability to approach problems scientifically, developing hypotheses, conducting experiments, and drawing conclusions based on evidence. Foster critical thinking and analytical skills by evaluating scientific data and interpreting results.
- **Pedagogical Approaches:** Learn effective strategies for teaching physics concepts to diverse learners, including the use of demonstrations, experiments, and models to explain abstract ideas. Understand how to design engaging lesson plans, experiments, and activities that help students grasp complex physics topics.
- **Integration of Technology:** Use ICT tools, simulations, and digital resources to make physics learning more interactive and accessible. Develop skills to incorporate technological advancements into classroom teaching, such as virtual labs and simulations.

## **UNIT-I: BACKGROUND**

- History & nature of Science
- Role & importance in daily life
- Path tracking discoveries & land mark developments in science
- Eminent world scientists, eminent Indian scientists (special reference to Natural Scientists)
- Importance & place of Physical Science in school curriculum
- Objectives, of teaching Physical Science with special reference to the Tara Davi Seminar, Kothari Commission & Ishwar Bhai Committee.

## **UNIT-II: PLANNING FOR TEACHING PHYSICAL SCIENCE**

- Preparation of lesson plans on the basis of standard Principles.
- Preparation & development of improvised apparatus.
- Preparation, selection & use of teaching aids.
- Importance of field trips, science clubs, science fairs, science museums as non-formal approaches of science teaching.

## **UNIT-III: METHODS OF TEACHING**

- Lecture Method
- Demonstration method
- Demonstration-cum-Discussion method
- Heuristic method
- Inductive deductive method
- Project method

## **UNIT-IV: CONTENT: PHYSICS AND CHEMISTRY**

### **Physics**

- i) Motion, force, work & energy, displacement motion and its types speed velocity and acceleration, force-magnitude and direction.
- ii) Heat as energy, temperature, transfer of heat thermal expansion & change of state.
- iii) Newton's Law, qualitative concept of relativity, universal law of gravitation, Kepler's
- iv) Simple pendulum, restoring force, SHM, displacement, amplitude, frequency time period, expression for time period, wave motion, propagation of through a medium, longitudinal and transverse waves length, relation between speed, frequency and wave length, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.
- v) Light, image formation by spherical mirrors and lenses, telescope, microscope,
- vi) Defects of vision and correction perception of colour, colour blindness, composition of white light, wavelength and colour of light.

## Chemistry

- i) Introduction to chemical reactions, types of chemical reaction combination decomposition displacement reactions by performing actual classroom activities related to these reactions (wherever possible)
- ii) Introduction to the electronic concept of oxidation-reduction, oxidation number and redox reaction by demonstrating different redox reactions in the class and discussing their chemical equations.
- iii) Endothermic and exothermic reactions by performing the activities of dissolution of any  $\text{NH}_4\text{Cl}$  in water, evaporation of water, spirit (endothermic) and adding water to quick lime, dissolution of  $\text{NaOH}$  in water,  $\text{H}_2\text{SO}_4$  in water and neutralization reaction (exothermic) of aq.  $\text{NaOH}$  by aq.  $\text{HCl}$ . Concept of rate of reaction, factors affecting the rate-effect of (a) Concentration (b) Temperature (c) Pressure and (d) Catalyst.
- iv) Elementary idea of Electro chemical cell and dry cell
- v) Rusting of iron & preventive measure mole concept and solving of numeric problems related to the mole concept

### SUGGESTED READINGS:

1. "Concepts of Physics" by H.C. Verma
2. "Principles of Physics" by David Halliday, Robert Resnick, and Jearl Walker
3. "Modern Physics" by Arthur Beiser
4. "Teaching of Physical Science" by S. K. Kochhar
5. "Teaching of Science" by R.C. Sharma
6. "Physical Chemistry" by P.W. Atkins
7. "Teaching of Chemistry" by B.K. Tripathi
8. "Chemistry Education: Best Practices, Opportunities and Trends" by Javier García-Martínez and Elena Serrano-Torregrosa

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**OPTIONAL PAPER: MENTAL HEALTH**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Mental Health</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

At the end of paper, the pupil teachers will be able to

- understand the significance and promotion of mental health among children;
- know the concept and process of adjustment;
- comprehend the meaning, symptoms and causes of maladjustment and
- learn about various stress management techniques.

### **UNIT-I: MENTAL HEALTH AND HYGIENE**

- Concept of Mental Health and Hygiene
- Importance of Mental Health
- Strategies for promoting mental health

### **UNIT-II: ADJUSTMENT AND MALADJUSTMENT**

- Concept and process of adjustment
- Characteristics of well-adjusted person
- Concept, Symptoms and Causes of well-adjusted Person

### **UNIT-III: STRESS AND CONFLICT**

- Concept and nature of stress
- Types, sources and effects of stress
- Concept and types of conflict
- Resolution of conflict

### **UNIT-IV: STRESS MANAGEMENT**

- ❖ Concept and significance of stress management
- ❖ Techniques for stress Management-Spiritual and Psychological
- ❖ Psychological disorders in childhood and adolescence

### **PRACTICUM:**

- ❖ Identifying of adolescent learners with deviant behaviour.
- ❖ Workshop on spiritual techniques of stress management
- ❖ Workshop on challenges of stressful thinking
- ❖ Identify mental health concern of school going children across the different life stages. Develop a detailed report on the same based on your observations in school.
- ❖ Visit a nearby mental health institute and prepare a detailed report about the various mental health programs offered to the mentally retarded students.

### **SUGGESTED REFERENCE:**

1. Folkman, S.(2010) .The Oxford handbook of stress health and coping. Oxford University: Oxford.
2. Hanson, R (2013): Hard-wiring happiness: the new brain science of contentment, calm, and confidence.
3. Kottler, J.A.& Chen, DD (2011). Stress management and prevention: Applications to daily life (2<sup>nd</sup> Ed) London and New York: Routledge.
4. Lazarus , R, and Folkman, S (1984).Stress, appraisal, and coping. 1<sup>st</sup> Ed. New York: Springer.
5. Olpin .M &Hesson, M.(2015).Stress management for life :A research-based experiential Approach 4<sup>th</sup> Edition.
6. Sushmita Dutta mental health and physical health
7. Selden Haines Talcott Mental Diseases and their Modern Treatment
8. Yogendra k.sharma Mental Health education and psychotherapeutic treatments
9. Panch Ramalingam Successful Mental Health and well –being
10. Dr. Agyajit Singh mental health and mental disorders
11. Dr. Geetika Patnaik positive psychology for improving mental health and well being .

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**OPTIONAL PAPER: CREATIVITY AND EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Creativity and Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

At the end of the paper, the student teachers will be able to:

- understand the concept of intelligence, its theories and tests;
- understand the concept and stages of creativity;
- comprehend the criteria of a creative person
- understand different techniques of fostering creativity

## **UNIT-I: CONCEPTUAL FRAMEWORK OF INTELLIGENCE**

- Concept and nature of intelligence
- Triarchic theory of intelligence (Sternberg), SOI model of intelligence (Guilford) and Multiple Intelligences Theory (Gardner)
- Overview of tests of intelligence (Verbal, Non-verbal and Performance)

## **UNIT-II: CONCEPTUAL FRAMEWORK OF CREATIVE THINKING**

- Meaning and nature of Creativity
- Dimensions of Creativity
- Stages of creativity
- Aspect of Creativity- Person, Process, Product, Press
- Approaches to Creativity

## **UNIT-III: IDENTIFICATION OF CREATIVITY TALENT**

- Relation between Intelligence and Creativity
- Barriers to creativity
- Creativity and Personality traits
- Assessment of Creativity

## **UNIT-IV DEVELOPMENT OF CREATIVITY**

- Techniques or Methods of fostering creativity
  - Brainstorming
  - Problem Solving
  - Group Discussion
- Role of teacher in promoting creativity

## **PRACTICUM:**

- ❖ Administration of any creativity test
- ❖ Preparation of personality profile of a creative person
- ❖ Conducting any brainstorming session on any topic

### **SUGGESTIVE READINGS:**

1. Asch, M. (2005). *Creativity and Personality*. Delhi: Ivy Publishing House.
2. Bono, de Edward. (2000). *Six Thinking Hats*. U.K.: Penguin Random House.
3. Csikszentmihalyi, M. (2013). *Creativity-the psychology of discovery and invention*. New York: Harperennial Modern Classics. Education, PHI Learning.
4. Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligences*. New York: Basic Books.
5. Getzels, J. W., & Jackson, P. W. (1962). *Creativity and intelligence*. NJ: John Wiley & Sons.
6. Goleman, D. (1998). *Working with Emotional Intelligence*. London: Bloomsbury Publishing.
7. Gupta, M. (2007). *Intelligence, Creativity and Education*. New Delhi: KSK Publishers.
8. Haefele, J.W. (1962). *Creative and Innovation*. London, England: Reinhold Publishing Corporation.

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**OPTIONAL PAPER: CURRICULUM DEVELOPMENT**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Curriculum Development</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- To orient learners about the curriculum and the process involved in curriculum development.
- To familiarize the learners with the approaches to curriculum development.
- To enable the learners to understand the models of curriculum development.
- To equip the learners with various techniques of curriculum evaluation.  
To inject the dimensions of research among the students having practical validity in the vista of curriculum development and research.

### **UNIT-I: CURRICULUM PROCESS**

- Meaning and objectives of Curriculum
- Types of curriculum - Child Centered, Subject centred and Activity Centered
- Determinants: Philosophical, Psychological and Sociological

### **UNIT-II: DESIGNING THE CURRICULUM**

- Principles of Curriculum Construction
- Selection of contents for curriculum for different stages of Education
  - a) Pre-primary school curriculum.
  - b) Primary School Curriculum
  - c) High and Higher Secondary Curriculum

### **UNIT-III: MODELS OF CURRICULUM**

- Gross roof model
- Administrative model
- Demonstrative model

### **UNIT-IV: CURRICULUM EVALUATION**

- Process of Evaluation.
- Types of evaluation (formative, summative and Diagnostics
- Measuring Instruments (Interview, Questionnaire, Observation) Types , Merits and demerits
- Continuous Comprehensive Evaluation (CCE)

### **SUGGESTED READINGS:**

1. Apple, M.W: Ideology and Curriculum, New York, Routledge, 1990
2. Bloom, B: "Handbook of formative and summative evaluation of student learning, New York MC Graw-Hill.
3. Robbitt, F: The Curriculum, Boston: Houghton Mifflin, 1918
4. Frieire, P: Pedagogy of the oppressed, Harmonds worth, Penguin, 1972
5. Grundy, S: Curriculum: Product or Praxis? Lewes: Falmer Press, 1987
6. Kelly, A.V: The Curriculum: Theory and Practice 4e, London, Paul Chapman, 1999.
7. Rajput, J.S: Dimensions of Curriculum Change, New Delhi: NCERT, 2002.
8. Stenhuse, L: An introduction to Curriculum Research and development. London: Heinemann, 1975
9. Sharma, Promila: Principles of Curriculum A.P H. Publishing corporation Ansari road, New Delhi 2014.
10. Smith, M.K : "Curriculum theory and practice" The encyclopedia of Informal Education, 1996, 2000
11. Taba, H: Curriculum development theory and practice New York: Harcourt Brace and World, 1962

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**OPTIONAL PAPER: COMPARATIVE EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Comparative Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

The students will be able to:

- Explain the concept and methods of comparative education as an academic discipline
- Describe the factors influencing the educational system of a country.
- Describe the emerging educational issues in SAARC Countries
- Explain primary and secondary education in USA, UK, Finland, and India.

### **UNIT-I: COMPARATIVE EDUCATION AS AN EMERGING DISCIPLINE**

- Comparative Education- Meaning, Nature, Scope & Importance
- Comparative Education as an academic discipline.
- Methods of comparative Education: Juxtaposition (Bereday Model), Area Studies, Inter educational analysis

### **UNIT-II: FACTORS INFLUENCING THE EDUCATIONAL SYSTEM OF A COUNTRY**

- Geographical, Socio-Cultural, Historical
- Philosophical, Economic, Linguistic
- Scientific, Structural & Functional

### **UNIT-III: EMERGING ISSUES IN SAARC COUNTRIES & ROLE OF EDUCATION**

- Problems prevailing in developing countries with special reference to India, their causes & solution through education: *poverty, unemployment, population explosion, hunger, illiteracy*
- Human Development Index, Gender Parity Index

### **UNIT-IV: COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS**

- Primary Education in USA, UK, Finland and their comparative analysis with reference to India
- Secondary Education in USA, UK, Finland and their comparative analysis with reference to India

### **PRACTICUM:**

- ❖ Preparation and presentation on comparative analysis of education system of any two countries.
- ❖ Writing a report on the best practices of primary and secondary education programs in India and USA
- ❖ Preparing a report on some current issues and also measures taken by concern International agencies.
- ❖ Group discussion will be organized on some given topics.
- ❖ Students will review various researches carried out in this area and also will be Identifying dearth research topics.

### **SUGGESTED REFERENCES:**

1. Bereday, G. Z. F (1964). *Comparative Method in Education*. Canada: Holt, Rinehart & Winston.
2. Phillips, D. (2014). *Comparative and International Education: An Introduction to Theory, Method and Practice*. Bloomsbury
3. Holmes, B. (2018). *Comparative Education: Some Considerations of Method*. New York: Routledge
4. Hans, N. (2012). *Comparative Education: A Study of Educational Factors and Traditions*. New York: Routledge
5. Wolhunter, C. C. & Wiseman, A. W. (2019). *Comparative and International Education: Survey of an Infinite Field*. Bingley: Emerald Publishing
6. Sodhi, T. S. (2018). *Textbook of Comparative Education (6th ed.)*. New Delhi: Vikash Publishing
7. Sharma, R. S. (2005). *Comparative Perspective on Education*. ABD Publisher
8. Sharma, Y. K. (2014). *Comparative Education: A Comparative Study of Educational Systems*. Kanishka Publishing House.

**GOVT. COLLEGE OF EDUCATION (IASE)**  
**SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**OPTIONAL PAPER: PROJECT WORK**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Project Work</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**Note:-** The candidate can select any one theme from list of themes appended below. He shall be required to submit one copy to the Controller of Examination, University of Kashmir within two weeks' time after the completion of theory examination. The evaluation of the project shall be done jointly by the external & internal examiners.

## **LIST OF THEMES:**

1. Critical appraisal of any two text book.
2. Review of two books written on any theme in Education other than texts.
3. Review of 05 articles written in Education & Published in any State/Nature newspaper.
4. Preparation of Instructional material for any subject at any grade level.
5. Administration of any one standardized test of Intelligence, Aptitude, Creativity, Adjustment, Personality, Values, Attitude, Scholastic achievement & interpret data.
6. Surveying a nearby Community and assessing its Educational & Social needs.
7. Conducting awareness Programmes in the Community like Environment & Conservation, tree plantation, Watershed management, Health programmes (Immunization).
8. Case studies of 5 children with special needs in a school situation.
9. Preparing a small dictionary of the difficult words used in upper primary & secondary language text books.
10. Study of human rights violation based on newspaper reports/news magazines.
11. A case study of two local industries, their raw materials, products & pollutants.
12. Population studies of plant & animal's species in different eco-system like ponds, grass land, forests, & gardens.
13. Case study of exceptional children, suggesting measures to arrange for their specific Educational needs.
14. Recording interviews of six adolescent boys & girls (3each) with special emphasis on their problems, they are facing in home, health, social, emotional & educational areas.
15. Implementation of Operation Blackboard scheme in a particular locality/education zone.
16. Implementation of Nutrition Programmes for Pre-scholars in a particular locality/education zone.
17. Role of Voluntary organizations in controlling pollution.
18. Surveying the non-formal/adult education centres in locality/education zone

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**OPTIONAL PAPER: VISUAL ART**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Visual Art</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Core</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- This will be the attempt to develop the skill of visual art and to enhance aesthetic taste.
- The course may boost the creativity and imagination of the students.
- To foster and enjoyment and appreciates of visual arts.
- To establish the concept by preparing visual teaching aids.
- To make familiar how to arrange visual elements for indoor and outdoor beautification.
- To bring approximately with the students towards the nature and inculcate among the students love and care for nature.

### **UNIT-I SKETCHING:**

- Introduction to art with an emphasis on free hand pencil/sketching
- Free hand sketches of natural elements human figures, Animal figures birds and flowers and other natural elements
- Human head study for portraits
- Outdoor sketching

### **UNIT-II COLLAGE:**

- Cutting and pasting as collage
- Random collage composition
- The collage of non-living elements
- The collage with relationship
- The collage of living things

### **UNIT-III COLOUR AND DESIGN:**

- Composition of basic shapes in monochromatic scheme
- Composition of basic shapes in colour
- Composition mechanical design in colour and black and white
- Free hand design in colour black and white
- Composition for fabric designing

### **UNIT-IV PAINTING:**

- Market scene
- Landscape painting (copy work)
- Poster making
- Imaginary Landscapes
- Conception Painting

### **SUBMISSION OF PORT-FOLIO**

- Sketches (10 No.)
- Collage making (02 assignments)
- Colour and design (02 assignments)
- Market scene (02 assignments)

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 3<sup>rd</sup>**

**OPTIONAL PAPER: PHYSICAL AND HEALTH EDUCATION**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Physical And Health Education</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>Optional Paper</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>3<sup>rd</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>44</b>
<b>External Marks</b>	<b>56</b>

**LEARNING OUTCOMES:**

- Understanding the importance of Physical Education for growth and Development.
- Importance of physical Activity, exercise and Balanced nutrition in maintaining a healthy lifestyle.
- To improve the player's mental capabilities for peak performance in sports.
- Understanding the rules and regulations of the games and how to organise the different tournaments.

## **UNIT-I: INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION**

- Meaning of physical education
- Aims and objectives of Physical Education
- Comparison of Body types, Ectomorphic, Mesomorphic, Endomorphic.
- Difference between growth and development

## **UNIT-II: INTRODUCTION TO HEALTH**

- Define Health & Physical fitness
- Importance of Health& Physical fitness
- Nutrition and balanced diet
- Role of carbohydrates, proteins, fats and vitamins

## **UNIT-III: PSYCHOLOGY IN PHYSICAL EDUCATION**

- Define psychology.
- Stress, arousal, Anxiety and aggression.
- Thorndike's Laws of learning
- Classical conditioning theory by Evan Pavlov.

## **UNIT-IV: GAMES AND THEIR ORGANIZATION**

- Table tennis
- Volleyball
- Badminton
- Preparation of fixtures

## **PRACTICUM:**

- ❖ Assessment of health related physical fitness.
- ❖ Analysis of any theme of the course content in about 5-6 pages
- ❖ Preparation of different fixtures.
- ❖ Dimensions of courts depending on different sports in the course.

**SUGGESTED REFERENCES:**

- 1) Health and wellness, Gordon Edlin & Eric Golanty.
- 2) Life style disease Management, C.Nyambichu and Jefflumiri (2018)
- 3) Physiology of sports and exercise, Wilmore J.H & Costil D.L
- 4) Anatomy & Physiology, Thibodeau G.A (Latest)
- 5) Sports Nutrition, Dr. Sandeep Bhalla (2020)
- 6) Sports Psychology & Sociology, Dr. M Ramajayam (2019)
- 7) Sports Psychology, Dr.Ashok C Mohanty (2019)

# **SEMESTER-IV**

**Credits= 22**

**GOVT. COLLEGE OF EDUCATION (IASE)  
SYLLABUS FOR B.Ed**

**Semester: 4<sup>th</sup>**

**INTERNSHIP-II: ACTION RESEARCH**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>Action Research</b>
<b>Subject Started from batch</b>	<b>2024</b>
<b>Subject Type</b>	<b>INTERNSHIP-II</b>
<b>Subject Code</b>	<b>B.ED24306</b>
<b>Semester</b>	<b>4<sup>th</sup></b>
<b>Credit Weightage</b>	<b>02</b>
<b>Internal Marks</b>	<b>20</b>
<b>External Marks</b>	<b>30</b>

**LEARNING OUTCOMES:**

- To introduce the concept and significance of action research in teacher education.
- To enable students to identify and investigate classroom challenges through action research.
- To develop skills in planning, conducting, and evaluating action research projects.
- To promote research-based solutions for enhancing teaching and learning processes.

## **UNIT-I: INTRODUCTION TO ACTION RESEARCH**

- Concept of Action Research: Definition, purpose, and characteristics.
- Importance of Action Research in Teacher Education.
- Types of Action Research: Individual, collaborative, participatory.
- Steps of Action Research: Problem identification, planning, action, observation, reflection, and re-evaluation.

## **UNIT II: PRACTICAL/FIELDWORK**

Each student will conduct an action research project on a chosen classroom issue and present findings. The project will involve:

- Step 1: Problem Identification (Classroom-related issue).
- Step 2: Data Collection (using relevant research tools like interviews, observations, etc.).
- Step 3: Action Plan and Implementation (devising and executing an intervention).
- Step 4: Reflection and Conclusion (evaluating the success and impact of the intervention).
- Step 5: Presentation of Findings (individual or group presentations)

### **RECOMMENDED BOOKS:**

- McNiff, J., & Whitehead, J. (2010). *You and Your Action Research Project*.
- Stringer, E. T. (2013). *Action Research* (4th ed.).
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education*.

**GOVT. COLLEGE OF EDUCATION (IASE)  
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**Semester: 4<sup>th</sup>**

**SCHOOL INTERNSHIP: REFLECTIVE JOURNAL**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>School Internship: Reflective Journal</b>
<b>Semester</b>	<b>4<sup>th</sup></b>
<b>Credit Weightage</b>	<b>04</b>
<b>Internal Marks</b>	<b>40</b>
<b>External Marks</b>	<b>60</b>

**PRACTICE OF TEACHING (POT) LANGUAGE PEDAGOGY**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>POT (LANGUAGE PEDAGOGY)</b>
<b>Semester</b>	<b>4<sup>th</sup></b>
<b>Credit Weightage</b>	<b>08</b>
<b>Internal Marks</b>	<b>80</b>
<b>External Marks</b>	<b>120</b>

**PRACTICE OF TEACHING (POT) KNOWLEDGE PEDAGOGY**

<b>Name of the College</b>	<b>Govt. College of Education</b>
<b>Programme</b>	<b>B.Ed</b>
<b>Exact Title of Subject</b>	<b>POT (KNOWLEDGE PEDAGOGY)</b>
<b>Semester</b>	<b>4<sup>th</sup></b>
<b>Credit Weightage</b>	<b>08</b>
<b>Internal Marks</b>	<b>80</b>
<b>External Marks</b>	<b>120</b>

## TEACHING PRACTICE: Criteria/Competencies for Teaching Practice

Component		Details	Duration	Credits
POT : Language Pedagogy / Subject Pedagogy	In-house Pre-practice	<p><b>Prepare 05 lessons each (language &amp; subject) to practice the following:</b></p> <ul style="list-style-type: none"> <li>• Formulation of lesson plans (constructivist/behaviourist).</li> <li>• Formulation of instructional objectives/learning outcomes.</li> <li>• Effectiveness in conducting, participating &amp; collaborative class.</li> <li>• Preparation &amp; use of learning resources.</li> <li>• Evaluation questions/formative&amp; summative assessments/rating scales</li> <li>• Inclusion of Hands-on &amp; Minds-on activities.</li> <li>• Integrating ICT in lesson plans/teaching learning.</li> <li>• Formulation of transaction plan/concept maps.</li> <li>• Handling learner diversity/inclusion.</li> <li>• Holding of examinations/interviews.</li> <li>• Diagnostic tests/Remedial/enrichment support</li> </ul> <p><b>Note: the interns need to do activities/demonstrations and prepare 08 lessons each (language &amp; subject) to practice and develop proficiency in the above areas under the guidance of mentors. (Record of activities to be maintained)</b></p>	02 weeks	<p><b>External</b></p> <p><b>80 each</b></p> <p><b>Internal 120 each</b></p> <p><b>08 credits for POT each in subject &amp; language</b></p>
	In-School Practice	<p><b>Actual classroom practice:</b> This comprises of delivery of lessons in the classroom in the following scheme:</p> <ul style="list-style-type: none"> <li>• Preparation cum delivery of 40 lessons each in chosen language and subject (observations by mentor/peer/school head must be recorded)</li> </ul>	07 weeks	
POT: Post practice	In-house	<p><b>The post-practice will comprise of the following:</b></p> <ul style="list-style-type: none"> <li>• Revision on 'in-house pre-practice components' for better practice and understanding</li> </ul> <p>Preparation and delivery of 02 criticism lessons for self/peer/mentor assessment. The observations from each one needs to be recorded for the purpose of assessment.</p>	02 week	
Internship		<p><b>Student level:</b></p> <ul style="list-style-type: none"> <li>• Conduct Coaching, mentoring, counselling sessions for students.</li> <li>• Preparing IEP</li> </ul> <p>(Interns are required to plan&amp; record the above activities thoroughly in the reflective journal)</p> <p><b>Community service:</b> Community service activities/community mobilization/collaboration with NGOS/non-profits in school related activities/help/educate an orphan/underprivileged/EWS.</p> <p><b>Note: interns can take ad-on project individually or in groups.</b></p>	1 week	<p><b>Internal: 40</b></p> <p><b>External: 60</b></p> <p><b>Credits: 04</b></p>
In addition to the above components the mentors/HOIs/TLs need to assess/monitor the interns on the following				
Professional competencies to be developed in the interns (PC):		<ul style="list-style-type: none"> <li>•Punctuality, adherence to time table, deadline &amp; targets.</li> <li>•Initiative/effort/responsibility/commitment.</li> <li>•Democratic approach/adaptability/open to new ideas.</li> <li>•Showing professional readiness.</li> </ul>		

- a) All the above programs/activities must be conducted with appropriate planning, execution and required record keeping/reflective journaling)
- b) Edited Videos/photographs/collage & other media must be used in capturing all the above programs.