CENTRAL BOARD OF STUDY (EDUCATION)

B.Ed. SYLLABUS

PROGRAM CODE : 0801

COURSE CODE: BED 101 to BED 406

B. Ed. 0801 course code details

Paper no B.Ed.:	B.Ed. Subject Name:	B.Ed. Subject Code no.	B.Ed. Semester :
Paper 1:	Philosophical Perspectives of Education.	BED. 101	B.Ed. Semester I
Paper 2:	Nai Talim:An experimental learning	BED. 102	B.Ed. Semester I
Paper 3:	Pedagogy part I Pedagogy teaching of Hindi	BED. 103 BED. 103 A	B.Ed. Semester I
	Pedagogy of language English	BED. 103 B	
	Pedagogy of Social science	BED. 103 C	
	Pedagogy of Mathematics	BED. 103 D	
	Pedagogy of Biological science	BED. 103 E	
	Pedagogy of Physical science	BED. 103 F	
Practicum:	Prepration of Teaching Aids	BED. 104 A	B.Ed. Semester I
	Community Activities	BED. 104 B	
Paper 4:	Sociological perspective of Education	BED. 201	B.Ed. Semester II
Paper 5:	Learner and Learning process	BED. 202	B.Ed. Semester II
Paper: 6	Elective I	BED. 203	B.Ed. Semester II
	A) Educational and mental measurements	BED. 203 A	
	B) Educational Administration and management	BED. 203 B	
	C) Art Education	BED. 203 C	
	D) Curriculum and knowledge	BED. 203 D	
Paper: 7	Educational Technology and management	BED. 204	B.Ed. Semester II
Practicum:	Micro teaching on skills of teaching	BED. 205 A	B.Ed. Semester II
	Internship (4weeks) school experience	BED 205 B	
	Preparation of Question Bank	BED. 205 C	

Paper : 8	Pedagogy part II	BED. 301	B.Ed. Semester III
	Pedagogy teaching of Hindi	BED. 301 A	
	Pedagogy of language English	BED. 301B	
	Pedagogy of Social science	BED. 301 C	
	Pedagogy of Mathematics	BED. 301 D	
	Pedagogy of Biological science	BED. 301 E	
	Pedagogy of Physical science	BED. 301 F	
Paper : 9	Nai Talim : Skill based learning	BED.. 302	B.Ed. Semester III
Practicum	Internship(16weeks)	BED. 303A	B.Ed. Semester III
	Reflective diary and supervisors assessment	BED. 303 B	
Paper :10	Gender School and Society	BED. 401	B.Ed. Semester IV
Paper : 11	Assessment in Learning	BED.402	B.Ed. Semester IV
Paper : 12	Elective II E) Computer Education	BED. 403 BED. 403 A	B.Ed. Semester IV
	F) Inclusive Education	BED. 403 B	
	G) Teaching of Values	BED. 403 C	
Practicum:	Training in yoga and Sport	BED. 404	B.Ed. Semester IV
	Psycho- Metric Assessment	BED. 405	
	Viva- voce on teaching experience	BED. 406	

B.Ed. Learning out come

Programme Outcomes (B.Ed.) 0801

- To help students discover and appreciate their unique vocation in society.

- To create a learning environment which integrates theory and practice

- To nurture, in particular, the values of peace, justice, equality and fraternity.

- To enable students to understand and cater to the needs of a diverse student population.

- To encourage students to become catalysts of social transformation

- To revitalise education through collaboration with different organisations and universities

- To provide prospective teachers with a stimulating and catalytic environment that is both futuristic in outlook and holistic in perspective for the achievement of excellence.

- To provide theoretical knowledge interwoven with a repertoire of pedagogical practices, hands-on teaching experience and the inclusion of technology as a teaching and learning tool.

- To draw out latent talents and creativity through varied co-curricular programmes.

Programme Specific Outcomes (B.Ed.): 0801

Outcome 1 Curriculum and Planning:

Students will apply their knowledge of core content and pedagogy to set goals and objectives for learning based on state and national standards and local curriculum, and design instruction that engages students in meaningful learning.

Outcome 2 The Learner and the Learning Environment:

Students will demonstrate their understanding of cognitive, affective, and psychomotor domains, and other characteristics of their diverse learners, and create an environment of respect, rapport, collaboration and a culture for learning.

Outcome 3 Teaching:

Students will design and deliver meaningful learning experiences for all students by integrating their knowledge of content, pedagogy, the learner and the learning environment by engaging in the reflective instructional cycle of planning, instruction, feedback and assessment.

Outcome 4 Professional Responsibilities for Self-Renewal:

Students will demonstrate their commitment to continuous self-improvement by engaging in collaboration, reflective practice, and research to enhance their teaching skills.

Outcome 5 Professional Responsibilities for School and Community:

PART-A INTRODUCTION

PROGRAM: B.ED. SYLLABUS	CLASS: (SEMESTER II)	YEAR: 2022		SESSION: 2022-24

SUBJECT	ELECTIVE I 203

EDUCATIONAL AND MENTAL MEASUREMENT

1.	PROGRAM CODE	0801		
2.	COURSE CODE	BED. 203 A		
3.	COURSE TITLE	B.Ed. SEMESTER II		
4.	COURSE LEARNING OUTCOME	All electives should have full bearing over the latest developments of the contemporary world • Able to use basic scientific concepts and practices in educational and mental measurement. • Student can tabulate and findout some standard meaning from the raw scores by using statistical procedures. • It may develop skills and competencies in the student teacher for the use of the techniq ues in the field. • Student teacher to interpret the result of educational measurement. • Student understands about various educational and mental measurement tools.		
5.	CREDIT VALUE	4		
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20	
			EXTERNAL:80	

PART B- CONTENT OF COURSE

UNIT	TOPICS	NUMBER OF LECTURES
UNIT1: • **Concept of measurement: testing & Scale**	• Concept of measurement: testing and evaluation. • Scales of measurement : nominal, ordinal, interval,and ratio scales. • Discrete and continuous variables. • Qualities of a test-reliability, validity and usability of a test :item analysis, procedures and item selection.	6

UNITII: **Educational statistics:**	• Educational statistics measures of central tendency from grouped and non-grouped data. • Measures of variability– range, quartile deviation, standard deviation. • Graphical Representation of Data.	6
UNIT III: **Techniques of test & Report**	• Techniques of test conduct • Importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilguage and copying; techniques for avoiding guessing in answering;objective scoring.	6
UNIT IV: **Interpreting measurement**	• Interpreting measurement: normal probability curve, skewness and kurtosis. • Percentiles and percentile ranks. • Standard scores, • Co-efficient of correlation by Spearman's method and its interpretation. :	8
UNIT V: **Different Test & Assessment of Personality**	• Achievement tests : construction of standardized achievement tests. • Types of test items. • Measurement of intelligence: Concept of intelligence, Binet test, concept of IQ. • Individual and group tests of intelligence: • Aptitudes and personality tests: Use of aptitude tests - overview. • Use of interest inventories. • Assessment of personality, interview, self-report inventories, ratingscale, projective techniques. (Note-Some basic concepts and items covered, undercompulsory core courses have been dropped here to avoid repetition although these are relevant). **PRACTICUM** • Administration of a psychological test and interpretation of test results. • Determination of.reliability or validity of any selfmade test. • Construction of a test battery with atleast five types of test items and trying out of the same on a class/group of students.	8

PROGRAM: B.ED .SYLLABUS	CLASS: (SEMESTER II)	YEAR: 2022		SESSION: 2022-24
SUBJECT	ELECTIVE 203			
EDUCATIONAL ADMINISTRATION & MANAGEMENT				

1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 203 B	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	1. Student teachers enable with the concept and concerns of Educahonal administra-tion. 2. Subject develops an understanding of the role of the headmaster and the teacher in school management. 3. To enable the student teacher understand to concept at Importance of communication and its possible barriers in educational administration. 4. To enable the student teacher to critically analyse the administrative scenario In relation to the functioning of the other secondary schools of the area. 5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Asthana,Biptn&Agra wal,R.N.	1. :Mapan ewam moolyankan.	VinodPustakMandir,Agra.
Asthana,BipinandAg rawal,R.N.	2. :Measurement and Evaluation In Psychology and Education,	VinodPustakMandir,Agra
Bhagwan,Mahesh	3. :Shiksha mein Mapan ewam moolyannkan,	VinodPustakMandirAgra
Lindeman,R.H.annd Merenda,P.F.	4. :Educational Measurement,	Scott foreman & Com-pany, London,
Rawat,D.L. :	5. Shaikshlk Mapan ki Naveen Rooprekha,	Gaya Prasadand Sons, A9ra
Sharma,R.A.:	6. Measurement and Evaluation In Education and psychology,	Lyall Book DepotMerrut
Sharma	7. Shikshatatha Manovigyan mai mapan Evam moolyankan.	Lyall Book Depot Merrut.
Verma R.S.:	8. Shaikshik Moolyankan.	Vinod Pustak Mandir.Agra.

SUGGESTED DIGITAL PLATFORM

	N List National library & Information Service (subscribe) (Shodh Sindhu)
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)

PART B- CONTENT OF COURSE		NUMBER OF LECTURES
UNIT	**TOPICS**	
UNIT I: • **Concept of Educational Administration & Managment**	• Conceptual frame work concept of educational administration. • Concept of educational management human beings as inputs, process and products inputs. • Nature,objectives and scope of educational aciministration	6
UNIT II: **Administration planning, organizing directing and controlling:**	• Role and functions of headmaster/teacher: Basic functions administration planning, organizing directing and controlling. • Maintenance of discipline,control management. • Co-ordination and growth, development, • Supervision and inspection, defects in the present supervision and inspection. • Scope of educational supervision, • Types of supervision. • Providing guidance; leadership function, • Crisis In management & Decision making	6
UNIT III: **Administration & Role of communication**	• Communication in Educational Administration Role of communication in effective manage-ment and administration. • Methods of communication. • Barriers of communication in educational administration. • Overcoming barriers to communication and effective communication In educational administration..	6
UNIT IV: • **School management and administration**	• Management of Schools: Role of headmaster in planning of school activities, approaches to management-manpower approach, cost benefit approach, social demand approach, social justice approach. • Involvement of other functionaries and agencies In the preparation of a plan.	8

	• Delegation of authority and accountability.	
	• Role of the headmaster in monitoring, supervision and evaluation.	
	• Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.	
	• Role of the headmaster In creating resources and managing financial matters.	
	• Optimum use of available resources for growth and development of the school.	
	• Staff development programmes.	
	• Role of teachers in school management and administration.	
UNIT V: **Educational administration Functions & Problems**	• Educational administration in the CG state: The administrative structure in the field of education in the state.	8
	• Control of school education in the state -a critical analysis.	
	• Functions of the state government in relation to secondary and higher secondary schools.	
	• Functions of the board of secondary education in controlling secondary schools.	
	• Problems of secondary school administration in government schools.	
	PRACTICUM	
	• The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.	

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bhatnagar, R.P. &Verma.I.B	EducationalAdministration	LyallBookDepot Meerut..
Bhatnnagar,R.R &Agrawal,Vidya	EducationalAdministration,Supervision Planning and Financing.	R.Lall nook Depot. Meerut.
Sukhiya SP	Educational Administration	Agra

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NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

PROGRAM:B.ED. SYLLABUS	CLASS: (SEMESTER II)	YEAR: 2022		SESSION: 2022-24
SUBJECT	ELECTIVE 203 ART EDUCATION			
1.	PROGRAM CODE	0801		
2.	COURSE CODE	BED. 203 C		
3.	COURSE TITLE	B.Ed. SEMESTER II		
4.	COURSE LEARNING OUTCOME	• Students are able to work together on small and large projects. • It can develop the ability among students to free expression and creativity. • They acquaint with basic elements of design. • At the end of the cours it develops an insight towards sensibility and aesthetic appreciation. • It develops a perspective of artistic and creative expression.		
5.	CREDIT VALUE	4		
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20	
			EXTERNAL:80	

PART B- CONTENT OF COURSE

UNIT	TOPICS	NUMBER OF LECTURES

UNIT I:
 	
Art appreciation / brief history of Indian Art
	• Sculptures: (Any2 Sculptures of every period giving brief introduction).
	  - Indus valley (They must have read in this till 8th standard).
	  - Mauryan Period
	  - Gupta Period
	  - FolkArt
	  - Modern / ContemporaryArt
	• Paintings;
	  • Ajanta and themural traditions
	  • Miniature Paintings
		8

	• ContemporaryPaintings • FolkArt	
UNIT II: **Visual Arts.**	• History of visual arts • The concept and meaning of visual arts • 2DArts, methods and techniques, Drawing, Painting, Still life, printing, life drawing, composition, collage, wallpainting, posters, Alpama/Rangoli/Mandra/Folkart forms etc. • Tribalcomputer Graphics:Animations • 3-D Arts;Methods and techniques : Relief work, clay modelling, Hand poetry,molding, sculpture,Terracotta construction with mixed materials. • 3-D animation.Folk / TribalArt	8

UNIT III:
 	
Theatre.
	• Sense of theoretical / dramatic self:
	
	  - Factors of Drama;theplot, structure, characters, available material, performance space, performance etc.
	
	  - Street plays; script writing, song writing,clowning, cartooning.
	
	  - Issues of identity, gender, relationships, social status.
	
	• The roots of theatre; Ritual ,Festival /Celebration, Myth, Primitive Man, Language Development.
	
	• Modern Indian Drama; Major plays and Play wrights.
		8

UNIT IV:
 	
Music and Dance:
	• Laya and Swara; Basic concepts of rhythm and note.
	
	• Sangeet; Gayan, vadan and nritya in the contex to flocally known songs and dances commonly performed.
	
	• Musical Instruments; categorization.
	
	❖ Music of different geographical areas such as the desert, mountains, jungle sand river-belt.
	
	❖ Theterm'**Nritya**'or '**Naach**'
	
	  a) Movement of different parts of the body
	
	  b) Expression
		8

		c) Literature		

- Percussion instruments
- Any two regional dances
  1. Description of the region
  2. Dialect
  3. Costumes
  4. Music
  5. Tal
- Discussions on -

1.	Rajasthani Folk Dance	(ref. Tarana ListCIET)
2.	Himachal Pradesh ke LokNritya	(ref. Tarana ListCIET)
3.	Hamare Vadya Yantra Series	(ref. Tarana ListCIET)
4.	Community Singing	(ref. Tarang list CIET)
5.	Song of Unity (KSSP)	(ref. Tarang list CIET)
6.	Rajasthan Folk	Langasand Manganiars
7.	Best of Carnatic	Various Instrumental
8.	Classical Dances of	(ref. Tarang List.CIET) India Series

UNIT V:
Heritage Crafts

- Introduction to the crafts traditions of India, details about the different crafts, their classifications, regional distribution etc. Each of these topics will incorporate aspects such as the Philosophy and aesthetics, Materials, processes and techniques, Environment and resource management, Social structures, Economy and marketing.
- Clay, Stone work, Metal crafts, jewelry, natural fiber weaving and textile weaving.

6

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
PranNathMago	ContemporaryArt inIndia: A perspective	Bookspublished by NBT
JasleemDhamija	IndianfolkArtsandCrafts	Bookspublished by NBT
Krishna Deva	Temples of NorthIndia	Bookspublished by NBT
K.R.Srinivasan	Temples ofSouthIndia	Bookspublished by NBT
AlokendranathTagore	AbhanindranathTagore	Bookspublished by NBT

Dinkar Kaushik	NandalalBose	Bookspublished by NBT
MadhuPowle	Festival of Colours	Bookspublished by NBT
BadriNarayan	Find the Half Circles	Bookspublished by NBT
Ela Datta	Linesandcolours	Bookspublished by NBT
Upinder Singh	DiscoveringIndianArt	Bookspublished by NBT
PranNathMago	ContemporaryArt inIndia: A perspective	Bookspublished by NBT
JasleemDhamija	IndianfolkArtsandCrafts	Bookspublished by NBT
Krishna Deva	Temples of NorthIndia	Bookspublished by NBT
K.R.Srinivasan	Temples ofSouthIndia	Bookspublished by NBT
SUGGESTED DIGITAL PLATFORM		
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	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

PART-A INTRODUCTION

PROGRAM:B.ED .SYLLABUS	CLASS: (SEMESTER II)	YEAR: 2022		SESSION: 2022-24

SUBJECT

ELECTIVE 203

CURRICULUM AND KNOWLEDGE

1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 203 D	
3.	COURSE TITLE	B.Ed. SEMESTER II	
4.	COURSE LEARNING OUTCOME	- It devlop the understanding the nature of curriculum and its relation to syllabi, text books and class room practices - To understand the nature of knowledge, moral values and skills - To examine the place of work in education - Student understand the implications of constructivism for education - Student applies a framework for studying curriculum documents.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL :20
			EXTERNAL:80

PART B- CONTENT OF COURSE

UNIT	TOPICS	NUMBER OF LECTURES
Unit I: **Curriculum, Syllabi, Text books and Classroom**	❖ What is a curriculum? Why do we need a curriculum? Objectives behind framing/developing a curriculum. Aims and curriculum; the relationship between the two. Relationship between these two and pedagogy. Curriculum, syllabi and textbooks: what's the relationship between these? what are implications of this for a teacher? ❖ The scope of curriculum: Knowledge, values, skill, dispositions, etc. some general discussions about each. ❖ The context/cultural embeddedness of curriculum. Curriculum as a mode of transmission of culture and social norms. Diverse strands of culture and contestations and debates within them. Problems involved in questions about	8

	cultural choices and their implications for curriculum. Who defines culture? Who defines curriculum? (relate this to the discussion on negotiating diversity in aims of education. ❖ Types of curriculum: Liberal curriculum which seeks to develop understanding and perspectives, vocational curriculum which focusses on skills and is geared towards livlihood, mixed curriculum.	
Unit II: **Nature of Knowledge**	❖ Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity, its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community. ❖ Nature of disciplines/subjects and forms of inquiry in each. ❖ Sociology of knowledge: privileging of certain kinds of knowledge through curriculum and its impact upon unequal learning opportunities.	6
Unit III: **Moral Values**	❖ Nature of value and morality: values are what make people consider life worthwhile. Values and morality involve choices which are arrived at by balancing diverse and often contradictory values. Even so, the choice made by one person may be very different from that made by another. Most educators agree that students need to engage seriously with the task of taking moral decisions, they also agree that preaching a set of values is tantamount to indoctrination at best or promoting hypocrisy at worst. ❖ Morality in a multi-cultural, multi religious and democratic society: different cultures/religions have different value systems and preferences. Can any one of them become the basis of moral education in schools? Can there be democratic norms of dialogue between different value systems ❖ Objectives of moral education: Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be moral person? Should investigation into why it is difficult to be moral be a part of curriculum?	8

Unit IV: **Curriculum and Productive Work**	❖ Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' incompatible with education? ❖ Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially useful productive work' (SUPW). ❖ Vocational Education: education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education. ❖ The place of work in curriculum — its role in integrating knowledge, skill and values in real life like contexts. The implication of its absence from curriculum.	8
Unit V: **Frame works for Reviewing Curriculum Documents**	❖ Visioning human beings and just society. ❖ Visioning the role of students and teachers ❖ Visioning the nature of knowledge and learning ❖ Areas of study (subjects) and the objectives of learning them ❖ Visioning the role of assessment and evaluation in education **Practicum** i. Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (some exemplar themes: 'let us find out about what kind of food we all eat and enjoy.' Or 'what is the nature of our family lives?' or 'what is the difference between a fly and an ant?' or let us find out the rules for use of masculine and feminine gender in Hindi language.') ii. Comparative study of various curriculum documents. iii. Prepare a report comparing national curriculum framework, the text books and class room practices in the school in which the student teacher has been interned. To what extent does the class room practice carry out the curricular objectives or the objectives set out in the text books?	6

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
NCFW	NationalCurriculumFramework	NCERT 2005, (Chapter 2)
PositionPaper,	PositionPaper,NationalFocusGrouponCurriculu	NCERT, 2006

PART-A INTRODUCTION

PROGRAM:B.ED. SYLLABUS	CLASS: (SEMESTER IV)	YEAR: 2022	SESSION: 2022-24

SUBJECT:	ELECTIVE GROUP- II COMPUTER EDUCATION		

1.	PROGRAM CODE	0801	
2.	COURSE CODE	BED. 403 A	
3.	COURSE TITLE	B.Ed. SEMESTER IV	
4.	COURSE LEARNING OUTCOME	• Students will be able to appreciate the role of computer education in the context of modern technological society, • Students will be able to develop understanding of computers and their application in education, • Students will be able to acquire sufficient knowledge of handling computers with a view to impart computers independently at school level, • Students will be able to use computer based learning packages and organize effective classroom instructions, • Students will be able to acquire necessary skills in using of modern word processing software, • Students will be able to develop skills of creating and managing simple databases and handling of computers	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL -20
			EXTERNA- 80

PART B- CONTENT OF COURSE		
UNIT	**TOPICS**	**NUMBER OF LECTURES**
UNIT-I **Basic of computer & uses**	• Importance of information technology • Classification of computers by technology, type and size. • Uses and scope of computers • Fundamentals of computers. • Input/output devices, • Central processing unit storage devices, • Operating systems • Application software.	8
UNIT-II Over view of Modern OperatingSystems	• Files and folders • Use of pointing devices • Cut and paste • Shortcuts to applications • Use and exploring the contents of storage devices- flippy disk, drives, hard discs,CD ROM etc. • Running applications and exiting applications.	6
UNIT-III **Modern word processing applications:**	• Importance of word processing in education • Charecteristics of modern word processing applications • Toolbars and menu • Text and objects • Text entry-Running text and paragraphs • Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering. • Editing text- select text, find and replace, cut, copy and paste. • Editing duocumentt- Applying styles, spell check, hearders and footers, footnotes, pagination, subscript and superscript. • Insertion of objects, pictures, symbols, fields, page break and section, • Page setup – Margins, paper size, and layout, printing and saving documents.	8

UNIT-IV **Modern data base** **management applications:**	• Importance of data base management in education, • Charecteristics of modern data base management applications, • Concept of relational data base management system, • Fields name, Type , Width • Databases, • Forms, • Reports.	6
UNIT-V **Computers for joyful** **learning**	• Need for joyful learning, • Computers as an aid for joyful learning, • Computer games, • Multimedia capabilities of modern desk top computers, • Internet-importance and need, • Use of interactive and educational software.	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Admas,D.M	Computer and Teacher Training.	
Bhatnagar,S.C.&Ramani,K.V	Computers and Information management	
	CO-ROM-Titlesavailablea cyber media35(4bays)	EchelonInstitutionalarea,
Desai, B	Database Managementsystem	
Rajaram,V	Fundamentals of computers	Prentice Hall of India, new delhi.
	SAM'sTeachYour self Office 97 in 24 hrs	Prentice Hall ofIndia, newdelhi.
Shelly,John andHuntRoger	Computerstudies-firstcourse(secondedition),	A.H.Wheeler&Co., Delhi.
	Windows 96: simplified	Complexpublishing, New Delhi.
	Windows 98; Noexperience required	BPBPublications, New Delhi

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PART-A INTRODUCTION				
PROGRAM: B.ED. SYLLABUS	**CLASS: (SEMESTER IV)**	**YEAR: 2022**		**SESSION: 2022-24**
SUBJECT	INCLUSIVE EDUCATION			

1.	PROGRAM CODE	0801		
2.	COURSE CODE	**BED. 403 B**		
3.	COURSE TITLE	**B.Ed. SEMESTER IV**		
4.	COURSE LEARNING OUTCOME	• Demonstrate knowledge of different perspectives in the area of education of children with disabilities; • Reformulate attitudes towards children with special needs; • Identify needs of children with diversities; • Plan need-based programmes for all children with varied abilities in the classroom; • Use human and material resources in the classroom; • Use specific strategies involving skills in teaching special needs children in inclusive classrooms; • Modify appropriate learner-friendly evaluation procedures; • Incorporate innovative practices to respond to education of children with special needs;		
5.	CREDIT VALUE	4		
6.	TOTAL MARKS	**MAXIMUM MARKS: 100**	**INTERNAL :20**	
			EXTERNAL:80	

PART B- CONTENT OF COURSE		
UNIT	**TOPICS**	**NUMBER OF LECTURES**
Unit 1 **PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS**	❖ Historical perspectives and contemporary trends ❖ Approaches of viewing disabilities: The charity model, the bio centric model, the functional ❖ model and the human rights model ❖ Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.	6

Unit II **LEGAL AND POLICY PERSPECTIVES**	➤ Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994: Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006; ➤ Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. ➤ National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); Education in the National Policy on Disability, 2006. ➤ Programmes and Schemes of Education of Children with Disabilities: Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009). ➤ Special Role of Institutions for the Education of Children with DisabilitiesRehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.	10
Unit III **DEFINING SPECIAL NEEDS**	Understanding diversities–concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities) • Special needs in terms of the curriculum in the context of different disabilities and their learning styles • Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach • Community-based education.	8

Unit IV **INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**	• School's readiness for addressing learning difficulties • Assessment of children to know their profile • Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities • Classroom management and organisation • Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM • Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc. • Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor • Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State • Documentation, record keeping and maintenance.	8
Unit V **DEVELOPING SUPPORT NETWORKS**	• Addressing social climate of the classroom • Child-to-child programme • Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home • Involving community resources as source of support to teachers • Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals • Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bender, W.N. I.	Learning Disability, Allyn & Bacon, Simon and Schuster,	1995, Boston London
Dunn., L & Bay, D.M (ed.):	Exceptional Children in the Schools. New York : Holt, Rinehart,	Winston
Jorden, Thomes E	. The Exceptional Child,	Ohio: Merrill
Hewett, Frank M. & Foreness Steven R.,	Education of Exceptional Learners, Allyn & Bacon,	Masachusetts, 1984.
Shanker, Udey:	Exceptional Children, Jullundur: Sterling Publications	
. Strange, Ruth	: Exceptional Children & Youth J.J. :	Prentice Hall.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

PART-A INTRODUCTION				
PROGRAM: B.ED. SYLLABUS	CLASS: (SEMESTER IV)		YEAR: 2022	SESSION: 2022-24
SUBJECT:		TEACHING OF VALUES		
1.	PROGRAM CODE	0801		
2.	COURSE CODE	BED. 403 C		
3.	COURSE TITLE	B.Ed. SEMESTER IV		
4.	COURSE LEARNING OUTCOME	• To understand the nature and sources of nature, and disvalues. • To understand the classification of values under different types. • appreciate educational values like democratic, secular, and socialist • Students understand the social and ecological determinants of values –their bearing on education in varying degrees. • Levels of values realization, how to resolve the conflicts among values in daily life.		
	CREDIT VALUE	4		
6.	TOTAL MARKS	MAXIMUM MARKS: 100	INTERNAL -20	
			EXTERNA- 80	

PART B- CONTENT OF COURSE

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Nature and sources of values	• Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.	6
UNIT-II Classification 0f values	• Classification 0f values into various types, material, social, moral and spiritual values; status of values, how can these be realized through education.	6

UNIT-III **Corresponding values**	Corresponding to values there are evils or dis-values-material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.	6
UNIT-IV **values realization & conflicts**	• Levels of values realization, how to resolve the conflicts among values, how to work for the intergration of values of values that are embedded in education. • Development of values as a personal and life-long process-teaching of values as an integral part of education.	6
UNIT-V **Evalvation of value & identification**	• Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate. • Value of self-sacrifice vs value of selg centredness. • Values of excellence vs values of eco-centralism. • Values of work vs values of selfishness. • Every teacher or all teacher need to teach values.	6

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Hassh,IR.H.Miller.J.R&fieding G D	ModelsofmoralEducation	AnAppraisal,LorigmanIncNew York.
Passi,B.K.&Singh, p	Value Education	NationalPsychological Corporation. Agra.
Laths,L.E., Menu Harmins&Sydney. S	value and Teaching	Menhill, Ohio
Roclceach, M.	The Nature of humanValues.	Coiler Mc MilonPublisher,London
Frank&. JR.	How to teachValue	AnalyticalApproach PrenticeHall, New Jersey.

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	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)