Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore
Shri Vaishnav Institute of Education
Choice Based Credit System (CBCS)
B.Ed. Session (2024-26)
SEMESTER I
BED 101 Psychological Perspective Of Learners

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BED 101	Major	Psychological Perspective Of Learners	60	20	20	0	0	3	0	0	3

Legends: L - Lecture: T - Tutorial/Teacher Guided Student Activity: P – Practical: C - Credit:

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class. given that no component shall exceed more than 10 marks.

Course Educational Objectives:
CEO.1 To know the importance of psychological perspectives of learners.
CEO.2 To know the methods of studying educational psychology.
CEO.3 To know the dimensions of learners.
CEO.4 To know the relationship of psychology and education.
CEO.5 To know the developmental theories.

Course Outcome
The outcome of studying the paper is:
CO1. To understand the importance of psychological perspectives of learners.
CO2. To understand the methods of educational psychology .
CO3. To understand the concepts of learners.
CO4. To understand the developmental theories.
O5. To familiarise with the concepts of special children and understand their educational provision.

UNIT I – Perspectives in Development
Concept, meaning, definition of Psychology and Education. Relation between Education and Psychology, Methods of Educational Psychology: Observation, Introspection, Experimental

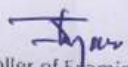### UNIT II – Development and Growth
Meaning, definition, difference between growth and development. Dimensions of development and adolescence stage: Physical, Emotional and Social development. Educational implications of development. Development theory of Piaget.

UNIT III – Learning and Learner
Concept, meaning, Factors affecting to learning. Transfer of learning: meaning, types, Learning theory of Thorndike. Motivation: meaning, definition, types, theory of self actualization.

UNIT IV - MENTAL AND SOCIAL DEVELOPMENT OF LEARNER

Group, social Intelligence: meaning, definition, concept of Intelligence Quotient. Theory of structural model of Guilford. Personality : concept, definition, types, theory of Personality, Assessment of Personality : Subjective method, objective method, projective methd, case study, sociometry.

UNIT V – SPECIAL CHILDREN

Concept, meaning, Types of special children: Gifted children, Backward children, Learning Disabled children, Mental Retarded children: meaning concept, characteristics, Identification, Educational Provision for theirs.

Practical:

1. Case study of any special children or any institution.
2. Prepare a list of developmental task according to Piaget theory.
3. Prepare a Sociometry Matrics for Adolscence stage children.

Selected Readings:

- Bandura. A (1977). *Social Learning Theory*. Cliff. N. J; *Prentice Hall.*

- Pal H.R. (2004).Advance Educational Psychology (Hindi) Delhi, Hindi Madhyam Karyanvay Nideshalaya Delhi University, 2004. *Bhatnagar, Suresh (1998). *Advance Educational Psychology*. R.L.D Book Depot Meerut.

- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.

- Pal, H.R. and Sharma,Manjulata.(2006).Pratibhashaliyo Ki Shiksha(Hindi) Shipra Publication, New Delhi.

Bruner, R.F. (1978). *Psychology applied to teaching*, Boston: Houghton Mifflin.

- Chauhan, S.S. (2010). *Advance Educational Psychology*, Vikas Publishing House New Delhi.

- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications Pvt Ltd

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B.Ed. Session (2024-26)
Choice Based Credit System (CBCS)
SEMESTER – I

Philosophical and Sociological Perspective of Education

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED102	B.Ed.	Philosophical and Sociological Perspective of Education	3	0	0	3	60	20	20	0	0

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.
*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives: The students will be able to:
- Familiarize students with Education, Philosophy and their relationship.
- Familiarize students with some significant philosophical perspectives on education and implications for education.
- Acquaint students with the philosophical thoughts of some prominent
- Educational thinkers
- Sensitize students with some Salient Features of Indian Education.
- To enable the student to understand relationship between society and education.
- To develop the understanding of sociology of education.
- To understand the role of new technologies in the changing social content.
- To provide an understanding certain Modern Trends in the social content.
- To enable the students to know issues of equality & excellence in education

Course Outcomes: The students will be able to:
- Develop the understanding of basic trends, principles and practices of the major school of Indian and Western Philosophy.
- Develop skill of Logical analysis, interpretation and synthesis of various concept, proposition and philosophical assumptions about educational phenomena.
- Develop critical appraisal of contribution made to education by prominent educational thinkers.

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B.Ed. Session (2024-26)
Choice Based Credit System (CBCS)
SEMESTER – I
Philosophical and Sociological Perspective of Education

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED102	B.Ed.	Philosophical and Sociological Perspective of Education	3	0	0	3	60	20	20	0	0

- Enable the students to understand the significance of the ultimate human concerns and the contribution of philosophy in this regard.
- Develop abilities to make comparisons between different philosophies and them
- Enable the student to understand relationship between society and education.
- Develop the understanding of sociology of education.
- Understand the role of new technologies in the changing social content.
- Provide an understanding certain Modern Trends in the social content.
- Enable the students to know issues of equality & excellence in education
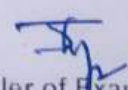
COURSE CONTENT

UNIT I: Concept of Education: Meaning and Importance of Education, Indian and Western Concept of Education, Aims and objectives of Education, Functions of Education, Agencies of Education– Informal, Formal and Non-formal.

UNIT-II: Philosophy and Education: Meaning, nature and functions of philosophy, Relationship between Education and Philosophy, Need and functions of Philosophy of Education, Brief introduction of idealism, realism and pragmatism schools of western philosophy.

UNIT-III: Salient Features of Indian Education– Overview of Vedic, Buddhist and Islamic Tradition in Education, Contributions of Educational Philosophers: Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda.

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SEMESTER – I
Philosophical and Sociological Perspective of Education

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED102	B.Ed.	Philosophical and Sociological Perspective of Education	3	0	0	3	60	20	20	0	0

UNIT-IV: Sociology and Education: Meaning, nature and functions of Sociology, relationship between sociology and education, Need and functions of Sociology of Education, Culture and its impact on education.

UNIT-V: Education and Social Change -Education as an instrument of social adjustment, Socialization, Social Control, Social Change, Social Stability, Relation between School and the society, School as a Social System, impact of social stratification and social mobility.
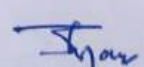
ACTIVITIES
- Book Review: any one book related to educational philosophy/Educational Sociology.
- Presentation on any one topic.
- Skit on any one situation related to education.

REFERENCES:

Aggarwal, J.C. (1977). Educational Documents since Independence. New Delhi:Academic Publishers.
Aggarwal, J.C.(1960). Swatantra Bharat Main Shiksha ka Vikas. New Delhi:Arya Book, Depot.
Altekar, A. S. (1992). Education in Ancient India. Varanasi: Manohar Prakashan.
Anand, C.L. et al.(1983). Teacher and Education in the Emerging Indian Society. New Delhi: NCERT.
Bhatia, K.K. & Narang, C.L.(2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.

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Choice Based Credit System (CBCS)
SEMESTER – I
Philosophical and Sociological Perspective of Education

Bhatnagar, S.C.(1980). Adhunik Bhartiya Shiksha ka Itihas Aur Uski Samsyain. Meerut: Royal Book Depot.

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED102	B.Ed.	Philosophical and Sociological Perspective of Education	3	0	0	3	60	20	20	0	0

Biswal, U.N.(2005). Philosophy of Education. New Delhi: Dominant Publishers and Distributors.

Chopra, R.K.(1993). Status of Teachers in India. New Delhi: NCERT.

Coombs, Philips, H.(1985). The World Crises in Education. New York: Oxford University Press.

Chaube, S.P.(1981). Philosophical and Sociological Foundations of Education. Agra: Ravi Mudranalaya.

Dash, B.N.(2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.

Dewy,J.(1952). Experiences in Education. New York: McMillan.

Dewey, J. (1961). Democracy and Education. New York: Macmillan Company.

Dube, S. C.(1994). Indian Society. New Delhi: NBT.

Freria, P. (1996). Dalition ka Shikshan. New Delhi: Grantha Shilp Prakashan.

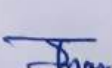Gandhi, M.K.(1956). Basic Education. Ahmadabad: Nabjiban.

Government of India(1986). Report of the Secondary Education Commission. New Delhi: Ministry of Education.

Government of India (1992). National Policy of Education, 1992 Modification and their POA. New Delhi: MHRD, Department of Education.

Government of India(1992). Report of Core Group on Value Orientation of Education. New Delhi: Planning Commission.

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SEMESTER – I
Philosophical and Sociological Perspective of Education

Illich, I.(1971). De Schooling Society. Middlesex: Penguin Books.

Kabir, H. (1961). Indian Philosophy of Education. Bombay: Asia Publishing House.

Kneller, G.F.(1978). Foundation of Education. New York: John Wiley & Sons Inc.

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED102	B.Ed.	Philosophical and Sociological Perspective of Education	3	0	0	3	60	20	20	0	0

Kneller, G.F.(1966). History of Education in India. Baroda: Acharaya Book Depot.

Mathur, S.S. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.

Menon, M. B. & Sasikumar, K. G.(200). School System (Block1). New Delhi: IGNOU.

Mohan, J.(1994). Indian Education in the Emerging Society. New Delhi: Sterling Publishers Pvt. Ltd.

Mohanti, J.(1988). Modern Trend in Indian Education. Current Issues and Strategies in the Context of NEP, New Delhi: Deep and Deep.

Mookerji, R.K. (1947). Ancient Indian Education (Brahmanical and Buddhist). Landon: Mac Milan and Co. Ltd.

Mukherjee, K.K.(1972). Some Great Educators of the World. Calcutta: Das Gupta & Co. Pvt. Ltd.

Naik, J. P. and Syed, N.(1974). A Students History of Education in India. New Delhi: McMillan Co. of India Ltd.

Naik, J.P.: Equality, Quality and Quantity(1975). The Elusive Triangle of Indian Education. Bombay: Allied Publishers.

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Choice Based Credit System (CBCS)
SEMESTER – I
Indian Ethos and Knowledge

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED103	B.Ed.	Indian Ethos and Knowledge	3	0	0	3	60	20	20	0	0

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks

Course Educational Objectives: The students will be able to:

- To develop values and ethics among student teachers.
- To ensure emotional, moral, social and intellectual development of student teachers by engaging them in biography and philosophies of some famous educationist of India.
- To develop human values among student teachers.

Course Outcomes: The students will be able to:

- Apply knowledge of working ethos and knowledge in schools for the development of positive environment.at workplace.
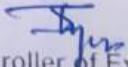
COURSE CONTENT

Unit 1 Indian Ethos:

The meaning of 'BHARAT', The Relevance of Indian Ethos-Spirituality at Work, Ekam Sat Vipra Bahudha Vadanti (Rig Veda 1.164.46).

Unit 2: Indian Heritage:

Purushartha: Goals of Life, Exploring Quality- in the Indian Context, The Economics of Giving, enforcing a Work Ethic that is Alien to the Ethos of the Land, Western Management Disciplines- on the Foundation of Indian Philosophy, Non-violent Economy, Systemic Flaws Driving Unsustainability, Developing and Implementing Gross National Happiness.

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SEMESTER – I
Indian Ethos and Knowledge

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED103	B.Ed.	Indian Ethos and Knowledge	3	0	0	3	60	20	20	0	0

Unit 3: Human Values and Value Education:

Concept of Value, The Significance of Values, Ethics, Values, Vedic Literature and Values, Formation of Values, Aristotle's Views on Value Inculcation, Ethics, Values, Science and Human Values, Universal Values and Values in a Global Context.

Unit 4: The Application of Values:

How Values Help Stakeholders, Personal Values and Organizational Commitment, Need for Values in Global Change – Indian Perspective, Holistic Approach for teachers in Decision-Making.

Unit 5: Educational Systems in Ancient India:

Indian Philosophical Systems, The Nature of Mind, Personality Attributes Based on Three Gunas, Personal Effectiveness, Pancha Koshas and Human Values, Integrals, The Bhagavad Gita.
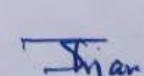
ACTIVITIES

(A) Case Studies: APJ Abdul Kalam, Mohandas Karamchand Gandhi, Swami Vivekananda, Sarvepalli Radhakrishnan Some Famous Educationist who Contributed Remarkably in the quality development of education.

(B) Group Discussion: Concept and Needs of Morality, Values in the Classroom, Positive Attitude, Health and Hygiene.

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SEMESTER – I
Indian Ethos and Knowledge

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED103	B.Ed.	Indian Ethos and Knowledge	3	0	0	3	60	20	20	0	0

REFERENCES:

Ananta K. Giri values, Ethics and Business; Rawat Publications, Jaipur. Singh, Raj Kumar: Business Ethics and CSR, Kalayani Publication, New Delhi.

Chakraborty, Thought, Himalayan S. K. Publishing Foundations House, of Managerial New Delhi. Work-Contributions from Indian

Chakraborty, S. K. Managerial Effectiveness and Quality of Work Life - Indian Insights, Tata Mc Graw Hill Publishing Company, New Delhi.

Chakraborty, Press. S. K. New Management Delhi. by Values -Towards Cultural Congruence, Oxford University

Education in Values -A Source Book; NCERT, New Delhi. Sri Aurobindo: The Messages of the Gita.

Indian Ethos and Values in Management, R Nandagopal, Ajith Sankar R N, Tata McGraw Hill Education Pvt Ltd

Indian Ethos for Management, Swami Jitamnanda, Shri Ramkrishna Ashram, Rajkot

Value Education, Dr N Venkataiah, A P H Publishing Corporation, New Delhi

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Choice Based Credit System (CBCS)
B. Ed. Batch (2024-26)
SEMESTER- I

BED104 : EDUCATIONAL TECHNOLOGY

COURSE CODE	CATEGORY	COURSE NAME	THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Assessment	END SEM University Exam	Assessment				
BED104	Core	Educational Technology	60	20	20	-	-	3	0	-	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

COURSE OBJECTIVES:
The objectives of this course are:
- To acquaint students with foundational knowledge of facts, terms, concepts, and trends in Educational Technology.
- To develop in students an understanding of trends, principles, and the advantages and disadvantages of Educational Technology.
- To equip students to apply the principles and tools of Educational Technology in real-world educational settings, including the design, implementation, and evaluation of instructional materials and learning environments.
- To develop in students the essential skills for the teaching-learning process, such as creating charts models, and various types of programmed learning materials.
- To foster an interest in students for the subject and address problems related to Educational Technology.
- To cultivate in students a desirable attitude towards using technology in teaching and learning, promoting a broader and more inclusive outlook.

COURSE OUTCOMES:
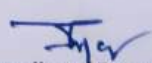After studying this course, the student will be able to---
- Define various terminologies, such as Educational Technology, Technology in Education, Technology of Education, Cybernetics, Concept Map, Programmed Learning Materials (PLM), Blended Learning, Flipped Classroom, etc.
- Explain the importance of Educational Technology, Self-Learning Material, PLM, Computer-Assisted Instruction (CAI), and Blended Learning.
- Use various types of Audio-Visual Aids effectively in educational settings.
- Design, create, and develop Audio-Visual Aids, including charts, models, transparencies, audio, and video scripts, as well as various types of PLM.
- Analyse various systems in the context of Educational Technology.
- Discuss the steps involved in the System Approach and development process for a Multimedia Approach.
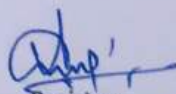
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SEMESTER- I

CONTENTS

UNIT I: EDUCATIONAL TECHNOLOGY

Concept, Meaning, Definition, Characteristics and Advantages, Nature, Scope and Significance, Role of Technology in Education.

UNIT II: APPROACHES OF EDUCATIONAL TECHNOLOGY

Hardware approach, Software approach and System approach: Definition, Characteristics and Limitations, Designing and Analyzing System, Implementation of System Approach in Education. Concept of Cybernetics.

UNIT III: TEACHING & INSTRUCTIONAL TECHNOLOGY

Teaching Technology and Instructional Technology: Meaning Definitions, Need, and Scope. Individualized Instruction: Programmed Learning Material: Meaning, Psychological foundation, Concept, Advantages and Limitations of PLM: Linear, Branching and Mathetics, Mechanics of Developing Programmed Learning Materials. Self- Learning Material Module.

UNIT IV: Audio-Visual Aids and Mass Media

Handling and application of different gadgets: OHP, Epidiascope, Film Projector, CCTV, Videotape Recorder, Audio Tape Recorder, Preparation of AV Aids: Charts, Models, Low-Cost Teaching Aids, Transparencies. Radio, TV and Printed Material in teaching-learning process.

UNIT V: INNOVATIONS IN EDUCATION TECHNOLOGY

Learning Management System: MOODLE, Computer Assisted Instruction (CAI), PSI, Tele-Conferencing, Open Education Resources, Blended Learning, Flipped Classroom, Educational Podcast, m-learning, Web-based Learning, online learning, AI and Robotics in Education, Educational Game and Concept Map.

SUGGESTED ACTIVITIES

- Preparation of AV Aids: Charts/Models etc.
- Preparation of Self Learning Material on any One Topic: Module/LPLM/BPLM
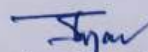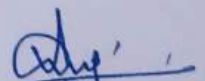- Development of Strategic Planner Sheet for use of Multimedia in the Classroom.

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Vishwavidyalaya, Indore	Vishwavidyalaya, Indore		

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Agrawal, J.C. (1996). Essentials of Educational Technology –Teaching Learning Innovations in Education. Vikas Publishing House.

Apple, M. (1991). The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.

Bhushan, S. (1986). Educational Technology. Vinod Pustak Mandir.

Collins, J., Hammond, M. & Wellington, J.J. (1997). Teaching and Learning with Multimedia. Routledge.

Chouhan, S.S. (1973). Innovations in Teaching and Learning Practices. Vikas Publishing House.

Das, R.C. (1992). *Educational Technology: A Basic Text.* Sterling.

Joshi, A., & Passi, B.K. (1998). Controlled Learning. National Psychological Corporation.

Kocharan, K. (1966). Audio Visual Aids. Prentice Hall.

Kulkarni, S.S. (1986). Introduction to Educational Technology. Oxford and IBH.

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Mayer, R.E. (2009). Multimedia Learning, (Edn 2). Cambridge University Press.

Mohanty, J. (1984). Educational Broadcasting. Sterling Publishers. .

Mukhopadhyay, M. (1980). Educational Technology. Sterling Publisher Private Ltd.

Rao.V. (1991). *Educational Technology*. Himalayan Publishing House.

Roblyer, M.D. (2007). Integrating Educational Technology into Teaching, (Edn 4). Pearson Education India.

Sampath, K. et al. (1990). Introduction to Educational Technology. Sterling Publishers Private Ltd.

Sharma, A.R. (1982). Educational Technology. Loyal Book Depot.

Sharma, R. A. (1980) Technology of Teaching (Teacher Behaviour). Loyal Book Depot.

Solomon, G. & Schrum, L. (2007). Web 2.0: New Tools, New Schools. International Society for Technology in Education.

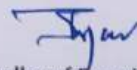Wilson, B. (1987). The Systematic Designs of Training Courses. Parthenon Publishing.

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Choice Based Credit System (CBCS)
B. Ed.(2024-26)
SEMESTER I
BED 105 General Pedagogical Skills

COURSE CODE	CATEGORY	COURSE NAME	THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers				
BED 105	Major	General Pedagogical Skills	60	20	20	30	20	2	0	2	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical: C - Credit;

*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:
CEO.1 To orient student teacher in Theoretical aspects of Microteaching, Teaching Skills, Integration of Teaching Skills.

CEO. 2 To develop competency among students teacher in Teaching Skills, Integration of Teaching Skills.

CEO. 3 To help student teacher in transferring the learnt skills in real classroom situation

Course Outcome
The outcome of studying the paper is:

CO1. To understand the importance of MicroTeaching..

CO2. To help students to presentation skills exp ected for their role as prospectives teacher educators and educational researchers.

CO3. To understand the concepts of various skills.

CO4. To understand the importance of Feedback.

O5. To familiarise with the concepts of Simulation and Role Playing in Micro Teaching.

CONTENT:
UNIT I: Introduction Of Microteaching
Micro- teaching: Concept, Charactristics and Scope, Difference between Micro and Macro-teaching, Advantages and Limitations of Micro- teaching; Feedback ,Modeling, Simulation and Role Play .

UNIT II: Skills of Micro- teaching (Any Two)
Reinforcement Skill : Introduction,Meaning, Need, Importance , Types of Reinforcement, Components of Reinforcement Skill.,Lesson Plan Format,

Probing Questioning ; Introduction,Meaning, Need, Importance , Types of Questions , Components of Probing Questioning Skill.

Fluency in Questioning : Introduction,Meaning , Importance , Types of Questions , Components of Fluency in Questioning.

Practice of Prescribed Microteaching Skills (3 Lessons per Skill)

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Shri Vaishnav Vidyapeeth	Shri Vaishnav Vidyapeeth	Vishwavidyalaya, Indore	Vishwavidyalaya, Indore
Vishwavidyalaya, Indore	Vishwavidyalaya, Indore		

UNIT III: Skills of Micro- teaching (Any Two)

Blackboard Writing Skill : Introduction,Meaning, Need, Importance , Components of Blackboard Writing Skill, Lesson Plan Format,

Introduction Skill : Introduction,Meaning ,Importance , Components of Introduction Skill.

Explaining Skill : Introduction,Meaning, Need, Importance , Desired and Undesired Behaviour of Explaining Skill

Practice of prescribed Microteaching Skills (3 Lessons per Skill)

UNIT IV : Skills of Micro- teaching (Any Two)

Lecturing Skill : Introduction,Meaning, Need, Importance , Components of Lecturing Skill , Lesson Plan Format,

Illustrating and Use of Examples Skill : Introduction,Meaning, Need, Importance , Components of Illustrating Skill , Lesson Plan Format,

Stimulus Variation Skill : Introduction,Meaning, Need, Importance , Components of Stimulus Variation Skill , Lesson Plan Format,

Practice of prescribed Microteaching Skills (3 Lessons per Skill)

UNIT V : Skills of Micro- teaching (Any Two)

Teacher's Silence and Non varble Cues : Meaning, Need, Importance , Components of Teacher's Silence Skill , Lesson Plan Format,

Effective Communication Skill : Meaning, Need, Importance , Components of Effective Communication Skill , Lesson Plan Format,

Classroom Management Skill : Meaning, Need, Importance , Components of Classroom Skill , Lesson Plan Format,

Practice of prescribed Microteaching Skills (3 Lessons per Skill)

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Buddhisagar, M. & Dubey, A.: Introduction to Microteaching, Rakhi Prakashan , Agra, 2012

Passi, B.K.: Becoming Better Teacher– A Microteaching Approach. Sahitya Mudranalaya, Ahmadabad, 1975.

Singh, T. and Singh, P.: Shikshan Abhyas ke Sopan. Bharat Bharti Prakashan, Jaunpur, 1984 To know the importance of psychological perspectives of learners.
cational Provision for theirs.

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Shri Vaishnav Institute of Education
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B.Ed. Session (2024-26)
SEMESTER I
BED 106 : Reading And Reflecting On Text

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME									
			THEORY			PRACTICAL						
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
BED106	Major-I	Reading And Reflecting On Text	0	0	0	30	20	0	0	4	2

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;
*Teacher Assessment shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives:
The objective of studying the paper is -
CEO.1. Explain the concept of Reading with Comprehension.
CEO.2. Outline the various Writing Composition
CEO.3. Summarize the mechanics of Writing Skill.
CEO.4. Explain Different types of Text.

Course Outcomes:
The Outcome of studying the paper is-
CO.1. An understanding of the needs and importance of reading and writing.
CO.2. To enhance the professional capacities of a student teacher.
CO.3. To develop competencies of writing skills.
CO.4. Understanding framing questions to think about.
CO.5. To understand the process of Reading.

UNIT I: Engaging With Narrative and Descriptive Accounts

* The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.
Process of reading: skimming and scanning, Narrative text, Expository text, reading a wide variety of texts including emprical, conceptual and historical, policy documents.

UNIT II: Reading with Comprehension
- Reading a text .Enhance capacities as readers, newspapers, magazines, journals and computer.
- Framing questions to think about.
- Reading interactively individually and in small groups, use of dictionary, encyclopaedia. Diagnosis of reading skills, Deficiencies and remedial teaching.

UNIT III: Types of Texts

Narrative texts. Expository, Autobiographical Narratives, Field notes, Ethnographics, Addressing different typrs of skills and stragies.

UNIT IV: Writing Skill : Mechanics And Nature

- Mechanics of Writing and Elements of Good Writing.(e.g. Coherency and Cohesion)
- Nature and Style of Writing combining reading and Writing for the Development of Critical Skills.
- Writing – Words : Sentences and Paragraphs, Role of Language and Pedagogy.

UNIT V: Writing Composition

Messages: Writing messages, Notices, Circulars, Invitations, Biodatas, Agreement\ Disagreement, Opinion.

*Letters, Types of Letters , Essays , Reports , Field Notes , Assignments, Dialogues

Suggested Readings:

- Anderson, R.C. (1984). Role of the reader's schema in comprehension learning and memory. In R.C. Anderson, J.Osborn & R.J. Tierney (Eds.) learning to read in America schools: Basal Readers and content texts, Psychology Pree.
- Bhatt, H (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrived from www.arvinguptatoys.com/arvindgupta/dairy-schlloteacher-eng.pdf.
- Greller, G (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension exercises. Cambridge University Press.
- Sabyasach; B. (1997). The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore. National Book Trust.
- Tagore, R (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co.38

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Language Proficiency & Language Across the Curriculum

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED 107	B.Ed.	Language Proficiency & Language Across the Curriculum	0	0	4	2	0	0	0	60	40

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit; ***Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives: The students will be able to
1. Familiarize with the concept of language across the curriculum.
2. Justify the concept and importance of multilingualism at school and college level.
3. Engage student teachers in different narrative and descriptive account that helps them in improving their language proficiency.
4. Develop effective communication skills among student teachers.
5. Enlist the advantages of considering and applying the idea of 'Language across the Curriculum' in the school/college context.

Course Outcomes: The students will be able to:
1. Understand the nature, role and function of language across the curriculum.
2. Express their subject knowledge by using different concept of language.
3. Express their thoughts with effective communication skills.

Unit 1 : Introduction to Language Across the Curriculum
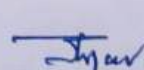Language - Meaning, Concept, components and Features of Language.
Language as a System, Language across the Curriculum Meaning, Goals and Importance.

Unit 2 : Multilingualism
Understanding Multilingualism as a Resource in the Classroom, Home Language and School Language. Multilingualism and barrier in students learning.

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Language Proficiency & Language Across the Curriculum

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED 107	B.Ed.	Language Proficiency & Language Across the Curriculum	0	0	4	2	0	0	0	60	40

Unit 3: Engaging with Narrative and Descriptive Account

Selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive account or ever well-produced comic strip stories. Suggested activities.

Unit 4: Engaging With Subject-Based Expository Writing

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teacher.

Unit 5: Engaging With Journalistic Writing

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Practicum

- Discussion on role and importance of home language and school language 39
- Discussion on role and importance of dialect and standard language.
- Interview some technical people and find out which language do this prefer to use. And why?
- What are the gaps in learning in a particular language and using local language for work.
- As a student you must have felt that sometimes the language of instruction did not help in understanding the text. Keeping that in view how will you facilitate your students to understand the content.

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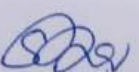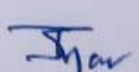SVVV

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1st YEAR, SEMESTER – I
Language Proficiency & Language Across the Curriculum

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED 107	B.Ed.	Language Proficiency & Language Across the Curriculum	0	0	4	2	0	0	0	60	40

- Prepare a set of questions on diversity of languages and connect it with classroom discourse.
- Comprehending and analyzing the texts.
- Re-telling the text - in one's own language from different points of view.
- Narrating / describing a related account from one's life experience.
- Writing — based on the text. e.g. summary of the text, extrapolation of story, converting a situation into a dialogue. etc.
- Preparing questions that develop critical thinking and problem solving leading to discussion.
- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.
- Ask the students to describe a scientific/mathematical/environmental concept in their language and then in the language that they are learning in school.
- Using reading strategies, such as scanning, skimming and reading for extracting information - as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles/reports on topics related to content areas and current issues.
- Take different types of texts from content areas. Analyse the language and develop a thematic lesson design.

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1st YEAR, SEMESTER – I
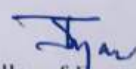#### Language Proficiency & Language Across the Curriculum

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	THEORY END SEM University Exam	THEORY Two Term Exam	THEORY Teachers Assessment*	PRACTICAL END SEM University Exam	PRACTICAL Teachers Assessment*
BED 107	B.Ed.	Language Proficiency & Language Across the Curriculum	0	0	4	2	0	0	0	60	40

References:

Brumfit, C. J. & Johnson. K. The Communicative Approach to Language Teaching. OUP, Oxford, 1979.

Bose R. B. N. & Sterling. I. S. Elenmerts of English Rhetorle and Prosody: Chakaday Chatterjee Co. Ltd. Calcutta. Listesi Edition

Graham, S. & Hebert, M. (2010). "Writing to read: A meta-analysis of the impact of writing and writing instruction on reading." Harvard Educational Review, Vol. 81. No. 4, Winter.

Graham, S. and D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to the Carnegie Corporation of New York. Serravallo, J. (2012; 2013). Independent reading assessment: Fiction and nonfiction. New York: Scholastic. - all the above in http:// edublog.scholastic.com/post/what-research-says-reading-and-writingconnections

Heaton, J. B. Language Testing. Modern English Publication Ltd., Great Britain, 1982.Page 14 of 89 K-P Whandak

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1ˢᵗ YEAR, SEMESTER – I
ICT in Education

COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED 108	B.Ed.	ICT In Education	0	0	2	1	0	0	0	30	20

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.
*****Teacher Assessment** shall be based on following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives: The students will be able to
- Familiarize with the basic use of different types of office automation system in education settings.
- Have hands on experience on various application software's used for office automation like MS-Word, MS-Excel and MS-PowerPoint, day-to-day problem solving, in particular for creating educational documents, assignments and projects.

Course Outcomes: The students will be able to:
- Understand Gain familiarity with the concepts and terminology used in the development, implementation and operation of computer applications.
- Achieve experience with productivity/application of software to enhance quality of educational resources.
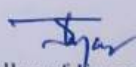
COURSE CONTENT

UNIT I: Introduction to Computers
1. Definition of Computers, computer Networks, software, hardware and firmware
2. Characteristics of Computers and Function of Computer
3. Storage devices RAM, DRAM, SRAM, ROM, PROM, EPROM, EEPROM, Secondary Memory, Magnetic disk, Compact disk.
4. Parts of the computer
5. Input and output devices
6. ICT in education, ICT of education and ICT for education

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COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED 108	B.Ed.	ICT In Education	0	0	2	1	0	0	0	30	20

UNIT II: Microsoft Office

1. Creating and Formatting Tables: Changing Row height, inserting columns, merging cells Calculations in a Table, Sorting Text, Toolbar using word art, Mail merge and macros.
2. Creating charts. Defining Tabs: Tabs Dialog Box, enhancing a Document: Inserting page Breaks, Adding Border, Using Header and Footers in the Document.
3. Introduction, Definition. Screen parts of worksheet, entering information: Numbers, Formula, Editing Data in a cell, Using a Range with SUM, Moving and copying data, Inserting and Deleting Row and Columns in the worksheet, Using the format cells Dialog box. Functions and its classification.

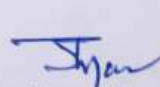## UNIT III: MS- Power Point

Introduction, Slide show, Formatting, creating a Presentation, inserting clip Arts, Adding Objects, Applying Transitions, Animation effects, formatting and checking text
Modifying Visual elements, Preparing a complete presentation.
Importance of Power Point presentation

UNIT IV: Internet Services
What is Internet?
Uses of Internet
Basic Requirements for Internet connection.
Internet Terms
About Internet Explorer
Searching on Internet
E-Mail

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ICT in Education

Google Form

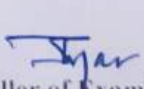| COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME					
							THEORY			PRACTICAL		
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	
BED 108	B.Ed.	ICT In Education	0	0	2	1	0	0	0	30	20	

UNIT V: Application of ICT concept in Education
- E resources and classroom teaching
- Blog/Video lecture preparation

List of Experiments
1. Creating, Saving and Editing a document, Selecting, Deleting, Replacing Text, Copying text to another file.
2. Formatting Text and Paragraph: Using the Font Dialog Box, Paragraph Formatting using Bullets and Numbering in Paragraphs, Checking Spelling, Line spacing, Margins, Space before and after paragraph.
3. Basic Editing, Formatting, Copying and Moving Text and Object, Editing Features, Paragraph Formatting, Tables, Lists, Page Formatting, Inserting Graphics, Pictures and Table of Contents
4. Numbers, Formula, Editing Data in a cell, Excel functions, Using a Range with SUM, Moving and copying data, Inserting and Deleting Row and Columns in the worksheet
5. Highlights and Main Functions: Home, Insert, Page Layout, Formulas, Highlights and Main Functions: Creating and Using Templates
6. Working with Data: Manipulating Data using Data Names and Ranges, Filters and Sort, and Validation Lists, Data from External Sources, Using and Formatting Tables, Basic Formulas and Use of Function
7. Data Analysis Using Charts and Graph, Using the format cells Dialog box, Using chart wizard to create a chart, Validation to sheet Splitting worksheet window into two four panes, Freezing columns and rows on-screen for worksheet title, Attaching comments to cells, Finding and replacing data in the

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worksheet, Protecting a worksheet

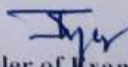| COURSE CODE	CATEGORY	COURSE NAME	L	T	P	CREDITS	TEACHING & EVALUATION SCHEME				
							THEORY			PRACTICAL	
							END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*
BED 108	B.Ed.	ICT In Education	0	0	2	1	0	0	0	30	20

8. Introduction of slide presentation. Slide show, Formatting, creating a Presentation, inserting clip Arts, Adding Objects, Applying Transitions, Animation effects, formatting and checking text.

References:

1. Busbby M. and Stultz R.A. *Microsoft Office 2000*, BPB Publication. Latest.
2. Jain, S. (2018). *Computer Course*. BPB Publication. Latest.
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4. Sinha, P.K., Sinha, P. (2004).*Foundation of Computing.* BPB Publications. Latest Edition.
5. Turban, Rainer and Potter (2004). *Introduction to Information Technology.* John Wiley and sons. Latest Edition.

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