



Centre for Distance and Online Education (CDOE)

Jamia Millia Islamia
New Delhi

B.Ed
Programme Guide
2022-23



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MESSAGE FROM CDOL

Dear Students,

It is a pleasure welcoming you to Jamia Millia Islamia for the Distance Mode **Bachelor of Education (B.Ed.)** Programme being offered at the Centre for Distance and Open Learning.

Education, needless to reiterate, is a *sine qua non* for the growth of a nation and personality development of its citizens. Distance education is one of the many multi-pronged instrument adopted to promote literacy across India. It aims not just at fostering social mobility and lifelong education but also at upholding the core values of the Indian Constitution and society, that is, democracy, secularism, social justice and equality of opportunity.

Jamia Millia Islamia in its endeavor to endorse and promote these values and advance literacy, has pledged to take education to the doorsteps of the learners.

We wish you success in your educational endeavors.

Prof. Jessy Abraham
Hony. Director

PROGRAMME COORDINATOR

Dr. Bushra Hussain

Centre for Distance and Online Education

Jamia Millia Islamia

New Delhi-110025

PROGRAMME INCHARGE

Prof. Naheed Zahoor

Head IASE, F/o Education

Jamia Millia Islamia

New Delhi-110025

1. ABOUT THE PROGRAMME

1.1 Introduction of the Programme

Bachelor of Education (B.Ed.) programme offered at the Centre for Distance and Online Education, Jamia Millia Islamia under distance mode to serve the marginalized section of the society across India by providing educational opportunity at the learners' doorstep to get a professional degree in teacher education. This programme is a judicious blend of both theoretical and practical courses throughout the academic years to prepare and strengthen the teaching professional in the field of teacher education. The main thrust of the programme is to prepare competent teachers at school level. The two years B.Ed. distance mode programme is designed and developed in accordance with the National Council for Teacher Education (NCTE) guidelines for both working teachers at elementary levels who wish to upgrade their knowledge in self paced manner or trained elementary teaching diploma holders who wish to enhance their professional qualification to broaden their job opportunities.

This programme utilizes self instructional material, information technology along with the interactive personal contact programme (PCP). Pupil teachers are also helped in developing teaching skills through simulated and actual classroom situations.

1.2 Duration of the Programme

Minimum duration of the Programme

2 (Two) Years

Maximum duration of the Programme

5 (Five) Years

1.3 Medium of Instruction: English / Hindi / Urdu

(The SLMs and Term-End-Examination Question Papers will be provided both in English and Hindi. However, the Assignments Questions will be provided only in English.)

1.4 Programme Fee

Previous Year	Rs. 20,000/-
Final Year	Rs. 20,000/-

1.5 Brief Programme Structure

B. Ed. Previous Year

Theory Courses (Compulsory)

S. No.	Course Code	Course Title	Credits	I.A	T.E	Total Marks
1.	B.Ed-01	Childhood and Growing Up	04	30	70	100
2.	B.Ed-02	Contemporary India and Education	04	30	70	100
3.	B.Ed-03	Language Across the Curriculum	02	15	35	50
4.	B.Ed-04	Understanding Disciplines and Subjects	02	15	35	50
5.	B.Ed-05	Learning and Teaching	04	30	70	100
Total Marks (Compulsory Courses)			16	120	280	400

Practical Courses (Compulsory)

S.No	Course Code	Course Title	Credits	Total Marks
6.	B.Ed-06	Reading and Reflecting on Texts (EPC-I)	02	50
7.	B.Ed-07	Drama and Art in Education (EPC-II)	02	50
8.	Workshop-I	04	100
9.	INT-I	School Internship (See Appendix 1)	04	100
Total Marks (Practical Courses)			12	300

Pedagogy /Teaching Courses (Optional): out of the following a student has to select **any two** teaching subjects;

S.No	Course Code	Course Title	Credits	I.A	T.E	Total Marks
10.	B.Ed-08	Pedagogy of Urdu	02	15	35	50
11.	B.Ed-09	Pedagogy of Hindi	02	15	35	50
12.	B.Ed-10	Pedagogy of English	02	15	35	50
13.	B.Ed-11	Pedagogy of Mathematics	02	15	35	50
14.	B.Ed-12	Pedagogy of Commerce	02	15	35	50
15.	B.Ed-13	Pedagogy of General Science	02	15	35	50
16.	B.Ed-14	Pedagogy of Social Science	02	15	35	50
Total Marks (Pedagogy Courses)			04	30	70	100
Total Marks to be awarded in previous year (400+300+100=800)						

B.Ed. Final Year

Theory Courses (Compulsory)

S. No.	Course Code	Course Title	Credits	I.A	T.E	Total Marks
1.	B.Ed-15	Assessment of Learning	04	30	70	100
2.	B.Ed-16	Knowledge and Curriculum	04	30	70	100
3.	B.Ed-17	Gender, School and Society	02	15	35	50
4.	B.Ed-18	Creating an Inclusive School	02	15	35	50
Total Marks (Compulsory Courses)			12	90	210	300

Practical Courses (Compulsory)

S. No.	Course Code	Course Title	Credits	Total Marks
5.	B.Ed-19	Critical Understanding of ICT (EPC-3)	02	50
6.	B.Ed-20	Understanding the Self (EPC-4)	02	50
7.	B.Ed-21	School Internship i). Teaching Practice-Subject 1 (100Marks) ii). Teaching Practice-Subject 2 (100Marks) iii). School based Activities (See Appendix II) (100Marks)	12	300
8.	Workshop-II	04	100
Total Marks			20	500

Optional Courses: the students are required to select **any one** of the following:

S. No.	Course Code	Course Title	Credits	I.A	T.E	Total Marks
9.	B.Ed-22	Vocational/ Work Education	02	15	35	50
10.	B.Ed-23	Health/Physical and Yoga Education	02	15	35	50
11.	B.Ed-24	Peace Education	02	15	35	50
12.	B.Ed-25	Guidance and Counseling	02	15	35	50
Total			02	15	35	50
Total Marks awarded in final year (300+500+50=850)						
Total Marks for the award of B.Ed. Degree (800+850=1650)						

1.6 Detail Course Structures

Previous Year

BED 01: CHILDHOOD AND GROWING UP

Block-1 Childhood and Theories of Child Development

- Unit-I Childhood and the construct of childhood: Introduction, children of different age groups, children from diverse socio-economic and cultural backgrounds.
- Unit-II Construct of Childhood: Understanding the construct of different socio-political realities, different childhoods within children's lived contexts: family, schools, neighborhoods and community.
- Unit-III Theories of child development (from cross-cultural psychology, sociology and anthropology), crucial aspects from the construct of childhood in regard to political, social and cultural dimensions.
- Unit-IV Theories of child development (Psychology), childhood and adolescence as constructed in different social-economic and cultural settings.

Block - 2 Adolescence and Growing up

- Unit-I Adolescence of children across different cultures and situations. The Impact of urbanization and economic change on construction and experience of adolescence of children.
- Unit-II Growing up: in realistic contexts of children and universalistic normative notions of childhood and adolescents. Impact of caste and social class on lived experiences of children with special reference to India.

Block -3 Studying Children's Lived Realities

- Unit-I Methods of studying children's lived realities: Through biographies, stories, observations about children by parents and teachers, children's diaries, testimonies and the media. Know how and importance of studying children in their natural settings, especially at play/in a community setting), and to interact with children using activities as a base to establish rapport.
- Unit-II Lessons from the childhood of Rabindra Nath Tagore, J.J. Rousseau, Martin Luther King (Junior), A P J Abdul Kalam, Hellen Keller, Louis Braille, Stephen Hawkins and Malala Yusafzai.

Block -4 Child Protection and Their Rights

- Unit-I Policies in India: Legal provisions, policies and schemes for children in India. National (MWC, NIPCCD etc.) and International agencies (UNICEF, WHO, Red Cross etc.) working for children.
- Unit-II Role of different agencies protecting child Right: Role of community, family, crèche, and child correction home in protecting childhood in India. Role of NGOs in protecting childhood.

BED 02: CONTEMPORARY INDIA AND EDUCATION

Block -1 Issues in Education

Unit-I Concept of Equity and equality and diversity in education: Equity and equality in education, concept of diversity at the level of individual in regard to regions, languages, religions, castes, tribes, etc.

Unit-II Approach to attain equality of educational opportunity: Provisions for equality of educational opportunity, causes of inequality, and attainment of ideals of equality in education.

Block -2 Universalisation of Education and Constitutional Provision

Unit-I Universalisation of Education : Concept of Universalisation of Education, qualitative and quantitative aspects of Universalisation of Education, strategies for achieving universalisation of education, obstacles in universalisation of education in relation to access (physical and social), enrolment, retention and quality.

Unit II Constitutional provision and Education : An introduction to the Constitution of India (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) with regard to 'constitutional values' and aims of education. Amendments in the Constitution of India pertaining to education (elementary education, religious minority and linguistic minority, rights against discrimination, medium of instruction, and right to equality. Policies overview in regard to girl/women education in India, specific schemes to promote girl education like NPEGEL, KGBVY and others, educational provisions for marginalized section of the society (SC, ST, OBC, differently abled students)

Block -3 Education in India

Unit-I Education in ancient and medieval period: Educational Heritage of India, Vedic System of Education, Education in Ancient and Medieval India, characteristics of Gurukul, Matha & Vihar, Madarsas and Maktabas, the concept of Purusharthas, Traditional Indian Values. Education During Buddhist Period, Nature of Buddhist Education, Comparison between Vedic and Buddhist-education, Buddhist Centers of Learning, Medieval (Islamic) Education.

Unit –II Modern Education

Pre Independence : Macaulay's Minutes. Wood's Despatch, Hunter Commission, Gokhle- Bill, Wardha Scheme. Calcutta University Commission/ Sadler Commission, Hartog Committee, Abbot-Wood Report, Sergeant Report.

Post Independence : University Education Commission (1948-49), Secondary Education Commission (1952-53), Report of Education and National Development (1964-1966); National Education Policy (1968), National Policy on Education and its Programme of Action (1986/1992): Major suggestions and their implications.

Learning the Treasure Within (Report to UNESCO of the International Commission on Education for the 21st Century-Jacques Delor's Report), Millennium Development Goals (MDGs) in relation to education, Learning Without Burden (Yashpal Committee Report (1992-93); Sarva Shiksha Abhyas : Genesis, targets and plan of action, Right of Children for Free and Compulsory Education (RTE) Act 2009 : Origin, salient features and critique, and MDM (Midday Meal). National

Knowledge Commission (NKC, 2005): Major recommendations in regard to various aspects of primary and secondary education, Need and Objectives of NCFSE – 2005 and NCFTE, 2009, RMSA (Rastriya Madhyamik Shiksha Abhiyaan) and RUSA (Rashtriya Uchhatar Shiksha Abhiyan), Critique of colonial education vs. indigenous education in India and an overview of experiments with alternatives in education.

Block -4 Privatisation and Education

- Unit-I Privatisation of Education : Liberalisation and globalisation of the Indian economy; pedagogic and curricular shifts, Transcending caste, religion, class and gender,
- Unit-II Current concerns relating to plebianisation: public vs. privatization, quantitative expansion vs. qualitative control, exclusion vs. inclusion and stratification of education.

Block -5 Democracy and Education

- Unit-I Democracy: Meaning of democracy, secularism, inclusion, multiculturalism
- Unit-II Role of democracy in Education: role of education, democracy and social pattern of society, role of education in national integration and emotional integration.

BED 03: LANGUAGE ACROSS THE CURRICULUM

Block -1 Language and teaching Learning Process

- Unit- I Language: Introduction, types, components, linguistic skills and interrelationship between language and literacy.
- Unit –II Language and teaching-learning process: Language and literacy background of students and teaching learning process, Language as a tool for pedagogical decisions, language and nature of students’ learning.

Block -2 Language Diversity

- Unit-I Language diversity in classroom: Ways and means to address the language diversity in the classroom, theoretical understanding of multilingualism in the classroom.
- Unit-II Home language and School language :The home language and school language teaching learning process, the power dynamics of the ‘standard’ language as the school language vs. Homelanguage or dialects

Block -3 Theory of Language and Teaching-Learning Process

- Unit-I Deficit Theory of Language
- Unit-II Discontinuity Theory of Language

Block -4 Texts, Writing and Discussion

- Unit I Texts : Nature of reading comprehension in the content areas (informational reading), nature of expository texts vs. narrative texts, transactional texts vs. reflexive texts. Schema theory, text structures, knowhow of examining content area of text books. Strategies for reading text books, children-note making, summarizing; making reading-writing connections.
- Unit-II Writing and Discussion : Know how of process writing; process of analyzing children’s writings to understand their conceptions: ways and means of writing with a sense of purpose-writing to learn and understand Discussion as tool for learning. The nature of questioning in the classroom, types of questions and teacher control.

BED 04: UNDERSTANDING DISCIPLINES AND SUBJECTS

Block -1 Basic and Nature of Discipline

- Unit I Discipline: connotation, areas, distinction with curriculum, syllabus, factors responsible for the emergence of various disciplines, disciplines and school curriculum Introduction to disciplinary areas, especially social science, natural science and linguistics.
- Unit II Nature of Discipline: Positive, Normative, and Speculative, disciplinary, interdisciplinary, multidisciplinary, and trans disciplinary Discipline and its basic questions, the methods of study and validation of knowledge.

Block -2 Fundamentals of Knowledge and Theory of Content

- Unit-I The notion of knowledge: as being firm and objective, impersonal and with a coherent structure in social and political contexts, the notion of knowledge in diverse, dialogical, subjective, fluid and porous frame.
- Unit-II Culture and knowledge : 'Culture specific knowledge', 'Culture free and universal' knowledge, and 'culture fair knowledge', changes in school curriculum over the period of time in humanistic perspective.
- Unit III 'Theory of content' -the basis of content selection, framing in syllabus, and procedure of transformation so that learners construct their own knowledge through it. Criteria of inclusion or exclusion of a subject area from the school curriculum.

Block -3 Doctrine of Disciplinarily and Process of Knowing

- Unit-I Notion of the 'disciplinarily doctrine', school subjects- discipline-oriented vs learner-oriented, school subject as the tool for social change and national development, changes in school subjects in pre independence and post independence India.
- Unit-II Processes of knowing: Tenacity, authority, a-priori and a posterior (scientific inquiry), levels of cognition- knowledge, understanding, analysis, synthesis and evaluation (Revised Bloom's Taxonomy), ways/ modes of representing knowledge, concept mapping, designing diagrams such as: classification, hierarchy, structural charts, models, simulations etc.

BED 05: LEARNING AND TEACHING

Block -1 Learning and Theories of Learning

- Unit-I Learning: Concept, nature, characteristics, types, and factors affecting it.
- Unit-II Understanding Learning Process: Behaviourist, cognitive, information processing, humanist, biological, constructivist and socio-cultural perspectives of learning process. Processes that facilitate 'construction of knowledge':
- (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Metacognition.

Unit-III Cannons of Learning: Concepts and principles of each perspective and their applicability in different learning situations, relevance and applicability of various theories of learning for different kinds of learning situations. Jean Piaget, Bruner, Vygotsky, Rogers and Chomsky Theory of Learning and their educational implications.

Block-2 Learning and the learner Process

Unit-I Understanding learner: Development of a learner and Learning process, Meaning and principles of development, relationship between development and learning. Dimensions of individual development: physical, cognitive, language, affective, socio-cultural and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Bruner, Erikson and Kohlberg).

Unit-II Key cognitive and affective processes: Meaning of 'cognition' and 'emotion'. Introduction to basic cognitive processes viz. perception, attention, memory, language development, thinking, problem solving, and motivation and their role in learning, socio-cultural factors influencing cognition and emotion, role of emotion in learning, and connotation of Learning Styles.

Unit-III Developing Creative thinking among learners: Meaning and nature of creativity; factors of creativity; Development of creativity through use of brain storming (special focus on Osborn, De Bono and Gordon), teaching for minimizing negative transfer and maximizing positive transfer of learning.

Block -3 Teacher and the Teaching Process

Unit-I Foundations of Teaching: Concept, nature, characteristics of teaching, functions of teaching, principles of teaching, phases of teaching, Teaching process as viewed by behaviorists', cognitivists', and constructivists (individual and sociocultural).

Unit-II Interrelationship between learning and teaching: Teaching process directed at learning, learner centred teaching and that the learner is at the heart of teaching, culturally responsive teaching approaches to make it learner centric, contextually located teaching, and teaching as highly complex enterprise, shaping of learners' attributes by the work of teaching, Analysing teaching in diverse classrooms

Unit-III Teacher Attributes: Professional and personal attributes of a teacher, Role of teacher in teaching-learning situations as transmitter of knowledge, model, facilitator, negotiator, co-learner. Involvement of teacher in planning, exploration, sharing and reflecting, analytical writing, method of studying teachers' diaries and its implications for teaching. Integrating technology in teaching to facilitate learning: Use of technology for individualized learning - Computer assisted learning, Role of teacher in preparing self learning material, Use of technology in small group teaching, peer tutoring, co-operative learning, group discussion, group projects, simulations and games. Use of technology in large group teaching, team teaching, collaborative teaching, questioning, demonstrations, exhibition, demonstrations. Teaching through distance mode-Preparing material for use of various media in education such as radio, television, web-conferencing, digital contents, ebooks, online courses.

BED 06: READING AND REFLECTING ON TEXTS

S. No.	Types of Text	No. of Text	Per Text Reflection Marks	Total Marks
1.	Empirical text	02	02	04
2.	Conceptual text	02	02	04
3.	Historical work	02	02	04
4.	Policy documents	02	02	04
5.	Studies about schools	02	02	04
6.	Text concerned with Teaching and learning process	02	02	04
7.	Expository texts from diverse sources	02	02	04
8.	Autobiographical narratives	02	02	04
9.	Field notes	02	02	04
10.	Ethnographic Texts	02	02	04
	Evaluation of Reports and Viva voce			10
	Grand Total			50

BED 07: DRAMA AND ART IN EDUCATION

S. No.	Type of Activities	No. of Activities	Per Activities and their reporting Marks	Total Marks
1.	Organise Drama in School	02	04	08
2.	Visit Places of Art and Exhibitions	02	04	08
3.	Visit Places of Cultural Festival	02	04	08
4.	Visit of Local Culture and Art Forms and Interpret Art Works, Movies and other Media	02	04	08
5.	Watch Movies and Other Media of Educational Significance and their Interpretation	02	04	08
6.	Evaluation of Reports and Viva Voce			10
	Grand Total			50

BED 08: PEDAGOGY OF URDU

تدریس اردو

- بلاک 1 زبان اور زبان کی بنیاد
- i. زبان، زبان کی نوعیت، اصناف، اقسام
 - ii. اردو زبان کا تعارف، مخلوط زبان، اردو مشق کی تہذیب کی علمبردار
 - iii. اردو زبان کی ساخت، علم ہجا، صرف و نوح، حرف، لفظ، فقرہ اور جملہ
 - iv. مدرسے کی سطح پر زبان کی تدریس، اردو بحیثیت مادری زبان، اردو بحیثیت ثانوی زبان اور لسانی فارمولہ

بلاک 2 نصاب اور اردو تدریس

- i. تدریس اردو کے مقاصد
- ii. نصاب
- iii. سہ لسانی عبارتوں کی نشوونما

بلاک 3 تدریس نثر و نظم

- i. تدریس مضمرات کا تعارف
- ii. تدریس نثر
- iii. تدریس نظم
- iv. تدریس غزل
- v. تدریس انشاء
- vi. تدریس قواعد

بلاک 4 طرز نظر (Approach) اور اردو کا تدریسی طریقہ کار

- i. نظم کے سبق کی تیاری
- ii. سمعی اور بصری ذرائع کا استعمال
- iii. ہم نصابی سرگرمیوں کا انتخاب

بلاک 5 اردو تدریس میں اندازہ قدر

- i. اندازہ قدر (Evaluation)
- ii. آزمائش اور جانچ (Test and Testing)
- iii. جانچ کی قسمیں
- iv. تحصیلی جانچ (Achievement Test) اور تحلیل و تجزیہ (Analysis)

BED 10: PEDAGOGY OF ENGLISH

Block -1 Introduction to English

Unit-I English: Structure of Content Area, History, Basic Conceptual Scheme and Future Perspective Objectives of Teaching English with Futuristic Vision

Block -2 Teaching and Teaching Method of English

Unit-I English, curriculum and methods of teaching: Place of English in School Curriculum, its Linkage with other Subjects and Different Stages, Unified/Specialized Approach to Curriculum Cognitive Maps of Concepts in English Teaching Approaches and Methods in English Innovations in the Teaching of English with Futurist Vision

Unit-II Teaching of English: Teaching English Pronunciation Teaching of Vocabulary in English Teaching of Structures and Grammar in English Teaching Reading Comprehension Teaching of Writing in English Teaching of Poetry in English

Block -3 Planning and use of English in Teaching

Unit-I Planning in English Teaching and use of teaching aids: Yearly, Unit and Daily Lesson planning

Unit-II Context Specific Teaching Aids in English – Their Preparation and Evaluation Development of Instructional Material in English; Textbook, Its preparation and Evaluation.

Unit-III Student Assessment - Tests and Examination.

Block -4 English Teacher and Innovation

Unit-I English Teacher : Qualities of a Good Teacher of English: Problems and Solutions

Unit-II Resources: Classroom, Laboratory, Museum, Community, Environment, Library, etc.

Unit-III Innovation in English teaching and its future

BED 11: PEDAGOGY OF MATHEMATICS

Block -1 Introduction to Mathematics

Unit 1 Mathematics: Structure of Mathematics, History and Basic Conceptual Schemes and Future perspectives of Mathematics

Unit-II Objectives of Teaching Mathematics and Futuristic Vision

Block -2 Teaching of Mathematics

Unit-I Mathematics, Curriculum and Teaching Aids. Place of Mathematics in School Curriculum and Correlation with other subjects, NCF 2005 in context of Mathematics Teaching Cognitive Map of Concepts and curriculum elements in Teaching of Mathematics Methods and Approaches of Teaching Mathematics, specific illustrations of content based methodology and subject specific skills

Unit-II Planning in Mathematics teaching and the use of teaching aids— sessional, unit and daily lesson plan. Development of Instruction Material in Mathematics, Text Book Preparation and Evaluation. Context Specific teaching aids in Mathematics Integration of information and communication technology in Mathematics Teaching.

Block -3 Assessment in Mathematics

Unit-I Measurement & Evaluation in Mathematics Teaching: Diagnostic Test and Remedial Teaching, Development of Multiple Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.

Block -4 Mathematics Teacher and Innovation

Unit-I Mathematics Teacher : Qualities of an effective Mathematics Teacher, Problems and Solutions

Unit-II Resources and Innovation : Resources in Mathematics Teaching (Classroom Laboratory, Museum, Community Environments, Library etc.) Innovations in Mathematics teaching and its Future.

BED 12: PEDAGOGY OF COMMERCE

Block-1 Introduction to Commerce

Unit I Commerce: Structure of Commerce Teaching Content, History,

Unit II Objective and Concept of Commerce: Basic Conceptual Scheme and Future Perspective Objectives of Commerce Teaching with Futuristic Vision.

Block -2 Teaching of Commerce

Unit I Commerce, Curriculum and Methods of Teaching: Place of Commerce in School Curriculum, Linkages with Other Areas at Different Stages, Unified / Specified Approach to Curriculum Cognitive Map of Concept and Curricular Elements in Teaching of Commerce Approaches and Teaching Methods of Commerce with Specific Illustration, Specific Skills of Commerce Teaching Media and media integration in Commerce teaching.

Unit II Planning in Commerce teaching and the use of teaching aids: Sessional, Unit and Daily Lesson Planning Development of Instructional Material in Commerce Teaching, Text Book, its Preparation and Evaluation Concept Specific Teaching Aids in Commerce Teaching, its Preparation and Evolution

Block -3 Assessment in Commerce

Unit I Measurement and evaluation in Commerce: Students' Assessment with Specific illustrations in Commerce

Unit II Development of Test: Teaching, Diagnostic and Remedial Teaching, Development of Multiple Question Paper Sets / Development Of Question Bank, Concept Specific Questions For Open Book Examination

Block -4 Commerce Teacher and Innovation

Unit I Commerce Teacher : Qualities of a Good Commerce Teacher, Problems and Solutions

Unit II Resources and Innovation: Resources of Commerce Teaching Classroom, Laboratory, Community Environment and Library Innovations in Commerce Teaching and their Future.

BED 13: PEDAGOGY OF GENERAL SCIENCE

Block -1 Introduction to General Science

Unit-I General Science: Structure of General Science, History and Basic Conceptual Schemes and Future perspectives of General Science

Unit-II Objectives of Teaching General Science and Futuristic Vision

Block -2 Teaching of General Science

Unit-I General Science, Curriculum and methods of teaching : Place of General Science in School Curriculum and Correlation with other subjects, NCF 2005 in Context of General Science Teaching Cognitive Map of Concepts and curriculum elements in Teaching of General Science Methods and Approaches of Teaching General Science, specific illustrations of content based methodology and subject specific skills

Unit-II Planning in General Science teaching and use of teaching aids - sessional, unit and daily lesson plan Development of Instruction Material in General Science, Text Book Preparation and Evaluation Context Specific teaching aids in General Science Integration of information and communication technologies in General Science.

Block -3 Assessment in General Science

Unit-I Measurement & Evaluation in General Science Teaching. Diagnostic Test and Remedial Teaching, Development of Multiple Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.

Block -4 Science Teacher and Innovation

Unit-I General Science Teacher: Qualities of an effective General Science Teacher, Problems and Solutions

Unit-II Resources and Innovation: Resources in General Science Teaching (Classroom Laboratory Museum, Community Environments, Library etc.) Innovations in General Science teaching and its Future

BED 14: PEDAGOGY OF SOCIAL SCIENCE

Block -1 Introduction to Social Studies

Unit-I Social Studies: Content and Structure, History, Basic Conceptual Schemes and Future's perspectives.

Unit-II Objectives of Teaching Social Studies with Futuristic Vision

Block -2 Teaching of Social Studies

Unit-I Social Studies, Curriculum and Methods of Teaching Place of Social Studies in School Curriculum at different level- Relation with other subjects. Cognitive Map of Concepts and Curricular Elements Approaches of Teaching Methods, Specific Illustration of Content based methodology, subject-specific skills.

Unit-II Planning in Social Studies Teaching and use of Teaching Aids: Sessional, Unit and Daily Lesson Development of Instructional Material in Social Studies, Text Book, Its Preparation and Evaluation Context Specific Teaching Aids, Preparation and Evaluation. Integration of information and communication technology in Social Studies Teaching.

Block -3 Assessments in Social Studies

Unit-I Measurement and Evaluation in Social Studies Teaching Student Assessments with Specific Illustrations, Diagnosis, Remedial Teaching Development of Question Paper

Block -4 Social Studies Teacher and Innovation

Unit-I Social Studies Teacher: Qualities of a Good Teacher, Problems and Solution

Unit-II Resources and Innovation: Resources, Classroom, Laboratory etc Innovations, In the Teaching Subject and its Future.

Final Year

BED 15: ASSESSMENT FOR LEARNING

Block -1 Assessment and its Critique

Unit-I Basic concepts and scope: Measurement, Assessment, Testing, Examination, and Evaluation, Overview of Revised Bloom's Taxonomy and its implication for assessment, and Types of assessment.

Unit- II Critique of present assessment and evaluation: Assessment of learning product vs. assessment of learning process, summative assessment vs. formative assessment, unidimensional assessment vs. multi dimensional or comprehensive assessment. Critique of present assessment and evaluation: Rigid assessment vs. Flexible assessment, culture biased assessment vs. culture fair assessment, knowledge oriented assessment vs. learner oriented assessment, and mechanical assessment vs. growth oriented assessment.

Competitive assessment vs. cooperative assessment, high stake testing', competitive ranking of schools, and pressures for teacher accountability, abolition of competitive examinations with grade retention, growing commercialisation of assessment, traditional assessment in relation to iniquitous systems of education and power and hegemony in society.

Block -2 Paradigms of Assessment

Unit-I Behaviouristic and Constructivist assessment: Behaviouristic and constructivist, difference between learning of assessment and learning for assessment, teaching-learning process and assessment.

Unit-II Assessment according to Committees and Commissions: Concept of Assessment and Evaluation as per Yash Pal Committee (Learning Without Burden,1993), National Curriculum Framework for School Education (NCFSE, 2005), CBSE, Right to Education (2009).

Unit-III Latest trends in Assessment: Grading system, Question Bank, Assignment, Project, Creative Expression, Comprehensive and Continuous Evaluation (CCE), Inclusive Evaluation, Participatory assessment and community monitoring with higher autonomy to teachers, culturally responsive realistic, comprehensive and dynamic assessment.

Block -3 Tools of Assessment

- Unit-I Quantitative and Qualitative: Tools for assessing cognitive, affective and psychomotor attributes of learners (standardised and teacher made test, observation, rating scale, checklist, anecdotal records, interview, viva –voce, individual and group presentation, presentation portfolio and evaluation.
- Unit-II Tools of Assessment for Children with Special Need: Specific strategies and tools for the assessment of learning outcomes of children with special needs.
- Unit-III Reliability and Validity of Tools: Standardization process of assessment tools especially in terms of their technical features of the tool (discriminating index of items, reliability, validity, objectivity, and norms).
- Unit-IV Types of questions and assessment: Types of objective and subjective questions, Levels of questions: Knowledge (Recall and Recognition Type), Understanding, Application, Analysis, Evaluation, and Creativity.

Block -4 Statistics in Assessment:

- Unit-I Statistics in Assessment: Importance of statistics in assessment, Scales of measurement (Nominal, Ordinal, Interval and Ratio), and Graphical representation of data.
- Unit-II Measures of Central Tendency: Mean, Median and Mode, and Measures of Variability (Range, Quartile Deviation, Mean Deviation and Standard Deviation).
- Unit-III Correlation: (Rank Order and Product Moment), Percentile and Percentile Rank.

BED 16: KNOWLEDGE AND CURRICULUM**Block -1 Epistemology: A Branch of Philosophy**

- Unit-I Introduction and Methods of acquiring knowledge: (A priori and a posterior, analytic and synthetic approach), with special reference to the enterprise of education.
- Unit-II Epistemology and educational & pedagogic practice: Epistemological basis of education, distinctions between ‘knowledge’ and ‘skill’, ‘teaching’ and ‘training’, ‘knowledge’ and ‘information’, and ‘reason’ and ‘belief’. Modern child-centered education: Activity, discovery and dialogue, with reference to Gandhi, Gijubhai Badheka, Tagore,

Block -2 Schools of Philosophical Thought

- Unit-I Indian Schools of Philosophical Thought: Samkhya, Yoga and Vaishishik with special reference to the enterprise of education, epistemology and educational & pedagogic practice. Buddhism, Jainism, Islamic and Sikhism with special reference to the enterprise of education, epistemology and educational & pedagogic practice. Upanishad, Bhagvat Gita and Advaitvad with special reference to the enterprise of education, epistemology and educational & pedagogic practice.
- Unit-II Western schools of philosophical thought: Empiricism, idealism, and rationalism with special reference to the enterprise of education, epistemology and educational & pedagogic practice. Pragmatism and constructivism (personal and social) with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Block -3 Sociological Foundation of Education

Unit-I Sociological Bases of Education: Its connotation in the context of society, culture and modernity.

Unit-II Historical Changes in Social Bases of education: In the context of industrialisation, democracy and ideas of individual autonomy and reason.

Block -4 Issues in Education

Unit-I Education: Meaning and role of education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar's philosophy.

Unit-II Nationalism: Concepts of nationalism, universalism and secularism and their interrelationship with education, educational thoughts of Tagore and Krishnamurti in regard to nationalism, universalism and secularism.

Unit-III Multiculturalism: Concept of 'Critical multiculturalism' and 'democratic education' and pedagogic practices.

Block -5 Curriculum

Unit-I Foundation of Curriculum Connotation of Curriculum, curriculum development team, process of making curriculum, participation mechanism of stakeholders for curriculum development, and representation and non-representation of various social groups in curriculum making, role of state in the curriculum development. Concept of syllabus, course of study, relationship between the curriculum framework and syllabus, socio-political bases of curriculum framework.

Unit-II Curriculum and its Dimension: Various dimensions of the curriculum and their relationship with the aims of education, Curriculum as an agent of social change.

Unit-III Curriculum in School: Curriculum and rituals of school, its celebrations, its notions of rules, discipline, or the time-table and norms of society, role of hidden curriculum and children's resilience

Unit-IV Sociological Basis of Curriculum: Curriculum as enacted and curriculum as process and practice, relationship between power, ideology and the curriculum, critical analysis of textbooks, children's literature, and teachers' handbooks etc.

Unit-V Assessment and Evaluation of Curriculum: curriculum as driven by assessment, and market interests as driving force of curriculum development.

BED 17: GENDER, SCHOOL AND SOCIETY

Block -1 Theory of Feminism

Unit I Liberal Feminism

Unit-II Socialist Feminism

Unit-III Radical Feminism

Unit-IV Black feminism

Block-2 Sex and Gender

Unit-I Meaning of Sex and Gender: Meaning and experience of being a boy or a girl across different social groups, regions and time-periods.

Unit-II Learning and Challenges of Gendered roles in Society: through a variety of institutions (like family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state, and patriarch and gender.

- Block -3 Gender in Schools**
- Unit-I Concept of Gender just Education: Access of education and factors affecting it, factors affecting unequal access of education to girls.
- Unit-II Role of Schools: Peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity
- Unit-III Construction of Gender in School: Gender Perspective (Theoretical Basis), roles and responsibilities in schools and classrooms, rituals and school routines, classroom interaction, processes of disciplining distinctly (for girls and boys).
- Block -4 Gender Identity Construction and Sensitization**
- Unit-I Gender Identity Construction: Process of socialisation, gender identity construction (at home, schools, peers, teachers, curriculum and textbooks, etc., and influenced by media and popular culture (films, advertisements, songs etc.), law and the state, formulation of positive notion of sexuality
- Unit-II Gender Sensitization: Issues of gender identity roles, gender just education through group work, brainstorming, audio-visual engagements, and co-participation of school (teachers, counsellors and other resources),home (parents and siblings) and society (NGOs, other expert groups, etc.) Gender Sensitization in Teaching-learning process, formulation of curriculum (with Gender perspective), gender sensitization in teacher training institutions, current trends towards gender sensitization, issues and challenges in regard to working towards gender equality in the classroom, strategies to prepare pedagogic material to promote gender just education .

BED 18: CREATING AN INCLUSIVE SCHOOL

- Block -1 Models and the Construct of Disability**
- Unit-I Models of Disability: Medical Model, Social Model, Right Based Model, Eclectic approach Connotation of Impairment, disability and handicaps described in ICIDH and ICFDH.
- Unit-II Disability and Its Impact on Individual's Interaction with environment: Participation in society and fulfilling social Roles. Labelling, its benefit and limitations, Normality, Disabled vs. Differently abled debate
- Block -2 Policy Level Intervention in Addressing Educational Need of Children**
- Unit-I International Perspective: Declaration on the Rights of Mentally Retarded Persons, 1971, Declaration on the Rights of Disabled Persons, International Organizations working for Children with Disabilities, UNICEF, UNESCO, UNCRC: UN Convention on the Rights of the Child, UNCRPD: United Nations Convention on the Rights of Persons with Disabilities, Salamanca Statement and the Framework for Action on Special Needs Education. Adopted by the UNESCO, 1994, MDG (Millennium Development Goals), EFA (Education For All), IYDP: International Day of Persons with Disabilities
- Unit-II National Perspective: Kotahri Commission's recommendation on special need children, IEDC (Integrated Education of Disabled Children, 1974), National Policy on Education 1986, Mental Health. Act, 1987, DPEP (District Primary Education programs), SSA (Sarva Shiksha Abhiyan), RCI Act, 1992, PwD Act, 1995, National

Trust Act 1999, National Policy on Rights of PwD's 2006, Right to education and children with disabilities (RTE, 2009).

Block -3 Special Educational Needs

Unit-I Understanding special needs: Children with Special needs: Definitional Perspectives (Visual Impairment, Hearing Impairment, Loco-motor Disabilities, Learning Disabilities, Developmental Disabilities (Mental Retardation/ Autism/ Cerebral Palsy)

Unit-II Identifying Special Needs: Characteristics of Different Children with Special Needs, Screening and Identification of special needs of children with VI/HI/Developmental Disabilities (Mental Retardation/Autism/ADHD etc), Loco-motor disabilities, Gifted Learners

Unit-III Addressing Special Educational Needs : Different Models of Education of Children with Special Needs, Special Education, its strengths and limitations, Integrated Education, its strengths and limitations, Inclusive education its strengths and limitations, Deno's Cascade system, Types of Inclusion, Index of Inclusion

Block -4 Inclusive Schools and Classrooms

Unit-I Barriers: Attitudinal barriers, infrastructural constraints, social constraints and strategies for removing them.

Unit-II Remedies for inclusive school: Zero Rejection, Barrier Free Environment, Ease of Access of Infrastructure, Assistive Devices, Teaching Learning Materials as per the need of students, Adaptations, Resource Rooms, Social and Community awareness, Involving parents and community leaders.

Block -5 Management and Remedies for Inclusive Classroom

Unit-I Remedies-Psycho-social Issues of inclusion like Child Bullying, Peer Discrimination, Raging etc. Involving parents in education of their children with special needs, Parent-Teacher collaboration, Promoting collaborative learning within classroom.

Unit-II Managing Inclusive classes and schools- Management of School, managing resource room, management of an Inclusive Classroom Teaching Strategies fostering individual needs of children, Individualized Education Program, Group Teaching Strategies, Teaching and Learning through Co-Curricular activities, adaptation for special need children, Teachers role for effective inclusion of children with disabilities.

Unit-III Benefits and Schemes of Children with Special Needs
Schemes and benefits under PWD Act, 1995, National Trust Act, 1999, RTE, 2009, NHFDC Schemes, Other Schemes and Benefits provided by state governments.

BED 19: CRITICAL UNDERSTANDING OF ICT

Block -1 Introduction to Computer System

Unit I Computer: Hardware, software and other applications Introduction and applications of MS office.

Unit II Introduction to Internet, www, e-mail, social networking sites and their uses in teaching learning process

Block-2 Teaching of ICT

- Unit I Applications of ICT: Applications of ICT in teaching learning, learning material development,
- Unit II Developing collaborative networks for sharing and learning, administrative and academic support systems, and broader implications for society.
- Block-3 Teaching Learning Process in ICT**
- Unit I Introduction to Learning Management System: Open Education Resource, Creative Commons and their roles in teaching learning process
- Unit II ICT enabled learning: Introduction, features, as a democratic tool and scope. Critical analysis of ICT in teaching learning process.
- Block-4 Teacher Learner Role in ICT**
- Unit I Role of learners in ICT enabled learning environment in regard to constructivism
- Unit II Role of Teachers in ICT enabled learning environment in regard to constructivism

BED 20: UNDERSTANDING THE SELF

S. No.	Types of activities to be carried out	No. of Activities	Per Activities and their reporting Marks	Total Marks
1.	Attending Workshop	02	02	04
2.	Movie/documentary Watching and its review	02	02	04
3.	Organizing Discussions Forum	02	02	04
4.	Self disclosure through art, dance and story writing	02		
5.	Meeting people (within community)	02	02	04
6.	Participate or lead in real life intervention (within families/college or community) through guidance and counselling	02	03	06
7.	Review of Personal narratives, life stories and group interactions	02	02	04
8.	Organising Yoga camp	02	02	04
9.	Revisiting one's childhood experiences and Childhood experiences of one's peers.	02	03	06
10.	Evaluation of Reports and Viva voce			10
			Grant Total	50

B.ED. 21: SCHOOL INTERNSHIP/TEACHING PRACTICE

In the first year there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two

years for tasks, assignments and school internship in the field, under the broad curricular area engagement with the field. The weightage of internal assessment for engagement with the field shall be 100 percent. The total marks for the school internship/teaching practice is 300. A detail outline has been given on the next page in the tabular form.

INTERNSHIP PROGRAMME

S. No.	Major Components of School Internship	Sub components	Week assigned	Marks Assigned
1.	Interaction Report with school teachers, Community members and children.	1. Interaction with School Teachers 2. Interaction with Community Members 3. Interaction with Children One 12	One	12
2.	Observation Report of Village/Community	1. Description of Village/Community with special reference to socio physical- economic-cultural educational environments	One	12
3.	Observation Report of School	1. Description and evaluation of School with special reference to geographical, socio-cultural environment, physical infrastructure, human resource, philosophy, aims, organisation and management	One	12
4.	Participation in Administrative work of Schools with report making	1. Planning of classes 2. Record Keeping and File Maintenance 3. Midday Meal Planning 4. Budget Making 5. Participation in School Management Committee/ equivalent	Two	24
5.	Participation in Co-scholastic work of Schools with report making	1. Planning and participation in Morning Assembly 2. Planning and participation in Community Awareness Programme 3. Planning and participation in Games and Sports Programme 4. Planning and participation in Cultural Activities (Annual Activities/Drama/Arts/Debate/Quiz/ NCC/NSS/Scout & Guide Camps/others	Two	24
6.	Observation Report of	1. Class wise Learners'	One	12

	Classroom	socioeconomic- cultural-education profile with special reference to needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.		
7.	Assessment of learners Diversified educational needs in a class and strategies to cater the needs	1. Assessment of teaching. 2. Assessment of learning in scholastic area. 3. Assessment of learning in co-scholastic area.	One	12
8.	Peer observations with report making	1. Evaluation report of teaching (of student teacher/intern) by peer groups	One	12
9.	Teacher observations with report making	1. Evaluation report of teaching (of student teacher/intern) by teachers		
10.	Observations of interns' lessons by faculty with report making	1. Evaluation report of teaching (of student teacher/intern) by faculty		
11.	First Block Teaching : Teaching in Upper Primary Classes with Constructivist approach	1. Teaching of selected pedagogy subject in Upper Primary Classes by student teacher/intern	Three	24
12.	Second Block Teaching : Teaching in Secondary Classes with constructivist approach	1. Teaching of selected pedagogy subject in Secondary Classes by student teacher/intern	Two	24
		Total	Fifteen	180
13.	Report evaluation of all the components of School Internship and Viva-Voce			
		Grand Total		300

BED 22: VOCATIONAL/WORK EDUCATION

Block -1 Vocational Education and its Theory

Unit 1 Vocational Education: Nature, Meaning, Need and Importance

Unit 2 History of Vocational Education in India: Policies related to vocational education

Block -2 Education and Work

Unit I Education and Work: Globalization, Work and knowledge, Gender and Disability related issues

Unit II Work and Curriculum: Typology of Work in Education, Learning from field experiences, Community work and social engagement

Unit III Communication & Soft Skills: Introduction, Need, Process & Types, Intercultural, Intra-cultural, Cross-cultural and International communication, Communications skills, Business Letter Writing, Electronic Communication, Basic Interaction Skills – Within family, Society, Personal and interpersonal, Intrapersonal skills. Barriers to Communication. Improving Communication Skills, Non-verbal communication, Body language, Postures and gestures,

Block -3 Management

Unit I Fundamentals of Management

Unit II Personal Management & Time Management

Unit III Personality Development

BED 23: HEALTH AND PHYSICAL / YOGA EDUCATION

Block -1 Basics of Physical and Health Education

Unit I An Introduction to Physical and Health Education Physical Fitness and Wellness

Unit II Psychological, Philosophical, Sociological, Physiological aspects of Health and Physical Education

Block -2 Health and Physical Education in Schools

Unit I School Health Services in India

Unit II Addressing Malnutrition at School Level

Unit III Place of Health and Physical Education in curriculum

Block -3 Yoga and Management of Sports

Unit I Yoga and Its Importance for Various Body Systems

Unit II Management of Sports Facilities- Planning and Organisation

BED 24: PEACE EDUCATION

Block -1 Peace Education

Unit I Meaning, Nature and Scope

Unit II Human Rights and Peace Education

Unit III Gandhi and Peace Education

Block -2 Peace Education in Schools

Unit I Peace Education and Conflict Resolution in Schools

- Unit II Designing Programmes: Ways of Integrating Peace into the Curriculum, Practices that Make School a Place of Peace, Teacher as Peace Builders, Pedagogical skills and strategies, Integrating Peace Concerns and Classroom Transactions
- Unit II Frontiers of Education for Peace: Personality formation, living together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a lifestyle movement.
- Block -3 Issues in Peace Education**
- Unit I Critical Issues in Peace Education- Curriculum load, Textbook, Assessment and Examination, Teacher Education, School Settings, Media and Violence, Teacher-Parent relationship
- Block -4 Education for Peace**
- Unit I Values and Skills- Peace Values and Skill
- Unit II Peace Educators

BED 25: GUIDANCE AND COUNSELLING

- Block -1 Guidance and Counselling**
- Unit I Introduction to Guidance and Counselling: Meaning, nature, scope, importance, aims and objective
- Unit II Types of Guidance and Counselling Individual: Vocational, and Educational Essential Guidance and Counselling Services
- Unit III Approaches in Guidance and Counselling- Directive and Non Directive, Group and Individual Counselling
- Block -2 Guidance and Counselling- Administration, Planning and Evaluation**
- Unit I Projective and Non- Projective Techniques
- Unit II Administration and Evaluation of Psychological Test
- Block -3 Guidance and Counselling - Issues and Challenges**
- Unit I Guidance and Counselling and Distance Education
- Unit II Guidance and Counselling- Research and Recent Trends

WORKSHOP-BASED PRACTICAL ACTIVITIES (1ST YEAR: 100 MARKS; 2ND YEAR: 100 MARKS)

Classroom instruction requires mastery of various methods and modes of communication with the students. Instruction includes proper planning of instruction, special techniques associated with teaching specific subjects and also general management strategies needed for organizing teaching in a classroom. Apart from this, the teacher also has a multifaceted role of a manager, a researcher and a social welfare individual.

To prepare you to effectively fit in all these roles, two workshops will be conducted. Workshop-I will be held in the First year before the commencement of practice teaching while Workshop-II will be held in the Second year. The schedule of the workshops should be requested from your Learner Support Centre.

To successfully complete the B.Ed. programme, you have to participate in all the activities of both the workshops and a minimum of 80% attendance is compulsory in each workshop. The workshop facilitators and workshop director specially oriented for the purpose will conduct the workshops. In the workshops you will participate individually as well as in groups, in various activities and will sharpen your teaching competence. You will work on your activities under the direct supervision/guidance of teacher educators, and the workshops will also give you an opportunity to work with your fellow student-teachers. The quality and extent of participation and the progress made by you will be monitored and evaluated by the facilitators.

The first workshop corresponds to the first year theory courses and most of the school based activities to be carried out during practice teaching. The presentation of the reports of the School Based Practical Activities-I carried out in the school is also a part of this workshop. Apart from these, the first workshop orients you to all aspects of practice teaching and the school-based practical work to be undertaken before Workshop-II. The second workshop corresponds to the second year theory courses and some more school based activities along with developing of certain skills and attitudes to become an effective teacher.

Table-I and Table-II given in **APPENDIX - III** provide a cursory overview of the activities of the two workshops.

The overall evaluation of the student's participation in different group discussions in each workshop will have marks awarded out of 100 to each student. In Workshop-I evaluation will be on the basis of participation in all the activities components except preparation of lesson plans and simulated teaching. The details are given in **APPENDIX - III** (Table-I & II).

Note: If a student does not participate in any workshop in the year he/she is expected to participate, he /she will have to deposit a fee of Rs. 1000/-per unattended workshop through online payment.

Practice Teaching (Subject 1: 150 marks; Subject 2: 150marks)

A total of the 40 lessons (20 in each teaching subject) have to be delivered by a student of B.Ed (distance mode) programme. The Teacher Educator(s) will supervise 10 lessons (5 lessons in each subject). The remaining lessons will be supervised by the mentor (principal or a person authorized by the principal) in the practicing school. The Teacher Educator(s) will award 300 marks i.e. 150 marks in each teaching subject (a maximum of 30 marks in each lesson). These marks if necessary may be moderated by the Programme Incharge taking into consideration the observations of the mentor(s) as well as the Teacher Educator(s).

Practice teaching is a learning process that provides experiences to student teachers for development of their teaching competence. In practice teaching, you will plan your lessons, deliver them under the supervision of your mentor and supervisor, teacher evaluator and get feedback to improve your teaching competence as a result of guided experience.

Evaluation of practice teaching will be based on the student's performance in planning of lessons and simulated teaching during Workshop-I, comments of the mentor appointed in the practicing school and the evaluation of the teacher educator.

Practice teaching will commence only after you have attended Workshop-I. The activities undertaken in the workshop will provide you some understanding and competence required in teaching skills. You will also get an opportunity to further sharpen your teaching competencies by way of various activities in Workshop-II, which will be organized during the second year of your B.Ed Programme.

Your role in practice teaching is as follows:

1. You have to select a secondary/senior secondary school (may be your own school) and seek the Principal's permission to undertake practice teaching in that school.
2. You have to prepare plans of 40 (20+20) lessons and get those approved by the mentor/supervisor. Out of these 40 lessons, 10 lesson plans (5+5) should be discussed with the supervisor in detail. Improvements suggested by the mentor/supervisor should be incorporated in the lesson plans.
3. You have to deliver at least 40 lessons spread over a period of one and a half years (after the first workshop) based on the written lesson plans. You have to teach at least 20 lessons in each of the two subjects you opted for the B.Ed. programme.
4. You have to coordinate with your mentor and supervisor while preparing your practice teaching schedule. You have to ensure that at least twenty lessons (10+10) are supervised by the mentor, and at least ten (5+5) lessons are practiced under the guidance of the teacher educator who will visit the school.
5. You should develop appropriate teaching aids to deliver your lessons effectively.
6. As your lessons will be supervised and commented upon by the mentor and supervisor, you should make copies of **Teaching Assessment Battery (TAB)** available to them. A sample of TAB is given in **APPENDIX – IV** (Table – 3.)
7. You should try to observe at least 10 lessons of your peers or senior teachers in your school and relate them on the TAB.

8. Each of your lessons will be awarded marks based on your performance related on TAB, and final cumulative marks will be decided on the basis of those separate marks for each subject.

NOTE:

- (a) If you undertake the **Practice Teaching after the II year then you will be required to pay a fee of Rs. 1000/- through online banking** for obtaining permission to do it.
- (b) You should submit your application for permission along with the online payment slip to Centre for Distance and Online Education, Jamia Millia Islamia, Jamia Nagar, New Delhi – 110025.
- (c) The internal evaluation in theory, practice teaching, practical work as well as workshop will be moderated by a committee of experts and staff members concerned of the Centre for Distance and Open Learning, The Director, Centre for Distance and Online Education will act as Chairman of the committee.
- (d) You are required to complete all the compulsory components within two academic years before the commencement of term-end examinations. Marks of any component received after the due date set by the Centre for Distance and Online education will be included in the next year's result.

2. COUNSELLING SESSIONS

Counselling sessions are held at the Learner Support Centre normally on weekends within the general academic scheduled of the Programme. **It may be noted that the counselling sessions are not conventional classroom teaching. Lectures will be largely based on discussions which will help to overcome difficulties faced by the candidates while going through the SLM. In these sessions candidates must try to resolve subject related difficulties if any. Before you proceed to attend the counselling sessions, please go through your programme materials and make a plan of the points to be discussed.** The detailed schedule of the counselling sessions will be made known to you by the Coordinator of your Learner Support Centre.

Counselling sessions will be organized in all theory programmes. The counselling duration will be of 2 hours in each of the five sessions. Attending the counselling sessions is not mandatory, nevertheless is always in the interest of learners to attend these sessions.

2.1 Mode of Instruction

It is based on Self-Learning Material prepared and supplied by CDOE, besides counselling sessions and other exercises such as assignments etc. The SLM and Question Papers will be provided in English and Hindi. However, the Assignments will be provided only in English.

2.2 Conduct of Practical Work

To provide effective support to the practical work, your Work Place and the Programme Centre will play very important roles.

- (i) **Work Centre:** It is the High/ Higher Secondary /Senior Secondary School where the student-teacher carries out practice teaching and school-based activities.
- (ii) **Learner Support Centre:** It is a Teachers Training College or a Department of Education where academic counselling and practical workshop and Term-end Examinations will be conducted. The Programme In charge will manage the Learner Support Centre and each Learner Support Centre will be handling about 100 (50 first year and 50 second year) students. **We do not allow student to change their Learner Support Centres on any ground as admissions are conducted centre wise.**

The Practical work will be held in the school (the work centre) and also in the Teachers Training Institution identified as a Learner Support Centre. As mentioned earlier, the practical work consists of School Based Practicals (SBP) and Workshop Based Practicals (WBP). The school based practicals will be carried out in the school i.e. the work centre (the place where the student-teacher is teaching) or the other school as mentioned above. The workshop-based practicals will be organised in two practical workshops during summer / winter vacations. The two workshops of 6 days duration each include intensive face-to-face interaction to develop skills and competencies, and will be organised at the Programme Centre. The student-teachers will have to do practical work, group discussion and various other activities required for the development of teaching skills and competencies while teaching in the school.

3. WATTS APP SERVICES & GOOGLE CLASSROOM

The CDOE, JMI has a WATTS APP Alert Service and Google Classroom for each programme and for B.Ed as well, wherein a student gets connected with the Centre by receiving messages. WATTS APP Alert Service and Google Classroom has the uniqueness that the student gets updates regarding academic activities related to their Programme. However, students are advised not to depend completely on WATTS APP rather they should remain in touch with their respective Learner Support Centre continuously for any updated information. Further, they should follow the Academic Calendar applicable to them for the current academic year.

4. ACADEMIC CALENDER

The academic calendar provides important dates and other relevant information corresponding to activities such as Counseling, Assignments, and Examinations etc. **Try to keep an eye on the important dates given in your academic calendar for different activities. You can view and download your academic calendar from JMI website – jmi.ac.in cdol as well as on the notice board of Centre for Distance and Online Education, Jamia Millia Islamia.**

5. LEARNER SUPPORT CENTRE (LSC)

The Learner Support Centre to which you have been admitted will remain your Learner Support Centre till you have cleared all components of the programme within the maximum time allowed. The LSCs will be allotted as per the merit obtained by the student in the entrance exam. No student would be permitted to change his/her Learner Support Centre at any point of time. All the activities related to Counseling, Assignments and Annual Examinations will be held at the Learner Support Centre only. However, the CDOE, JMI reserves the right to discontinue/change the Examination/Learner Support Centre at any point of time as it deem appropriate.

6. EVALUATION SYSTEM

6.1 Assignments

Assignments are the part of continuous evaluation system. The submission of assignments in each course is compulsory. Assignments of a programme carry about 30% weightage.

The assignments are designed in such a way as to help you concentrate mainly on the printed programme material. However, access to other books and sources will be an added advantage in your academic pursuits.

Assignments should be hand written. Typed or printed assignments **shall not be** entertained.

For your own record it is advisable to retain a copy of all the assignment responses.

You have to submit the Assignments responses Booklet to the Learner Support Centre on or before the last date of submission mentioned in the Academic Calendar.

Write your Name and Roll Number correctly on the Assignment Booklet.

Getting pass percentage in assignments is mandatory. If you do not get passing marks in any assignment, you have to submit a fresh assignment in consultation with the Programme Coordinator. Once you get the passing marks in an assignment, you cannot re-submit it for improvement of marks. Re checking, Re totaling of assignment questions / marks is not allowed in any circumstances.

6.2 Annual Examinations

Annual examination is the major component of the evaluation system and it carries 70% weightage in a final result. You must fill in the Annual Examination form and send to the Centre for Distance and Online Education, **Jamia Millia Islamia, Jamia Nagar, Okhla, New Delhi-110025.**

6.2.1 Annual Online Examination Form

Examination forms pertaining to Annual Examinations, has to be filled online by all the students. For more information regarding Examination forms, check the website and the Google Classroom. The examination forms should be submitted on or before the last date mentioned in the **Academic Calendar**.

6.2.2 Annual Examination Date-sheet

Examinations Date-sheet will be uploaded on the website much in advance before the commencement of the Examination.

While submitting your Online Examination Form for the annual examinations, it is your responsibility to check the spellings of your name, father's name, paper code, roll no., enrollment, etc. Also, check whether you are registered for the programme and whether you are eligible to appear for that examination and have deposited the required fees. If any of the above requirements are found missing, your examination is liable to be cancelled.

7. ANNUAL EXAMINATION RESULT

The evaluation consists of two parts (i) Assignments (ii) Annual Examination. In the final result all the Assignments of a programme will carry 30% weightage while 70% weightage will be given to the Annual Examination.

7.1 Declaration of Result

To pass a Programme under distance mode, a candidate must obtain:

- (a) at least 33% marks in each component of theory papers i.e. in assignments and Annual Examination, separately;
- (b) an aggregate of at least 40% marks based on all theory papers and assignments, to obtain the degree;
- (c) If a student fails to qualify any component of a paper or a programme he/she can repeat the same during the subsequent years, up to the maximum duration provided for the Programme from the date of registration; and
- (d) On the basis of the marks obtained, division will be awarded in the following way:
 - (i) Distinction to those who obtain 75% marks or more in the aggregate.
 - (ii) First division to those who obtain 60% marks or more in the aggregate.
 - (iii) Second division to those who obtain less than 60% marks in the aggregate but not less than 50% marks.
 - (iv) Third division to those who obtain less than 50% marks in the aggregate but not less than 40% marks.

Grace Marks: A maximum of three (3) grace marks shall be given only to those students who by obtaining them are able to either pass the examination or improve to get a division. Only minimum grace marks as required shall be awarded. The grace marks awarded shall be counted in Grand total.

7.3 Promotion to the next year of the Programme

Students registered for a B.Ed. will automatically be promoted to the next year of the programme. The student can clear all un-cleared components (i.e. theory papers, assignments, workshops or teaching practice) within the maximum time limit allowed to complete the programme. The students will be declared successful for award of degree only after clearing all theory papers and assignments required within the maximum time period inclusive of the year of admission. A student who does not appear in any component (Annual Examination, Assignments, Workshops or Teaching Practice) in the minimum duration provided for the programme, he/she will have to seek re-registration by submitting the prescribed fee if he/she wishes to continue through the programme.

7.4 Re-evaluation of Answer Scripts

- (i) Any student intending to apply for re-evaluation of answer scripts of any programme of his/her written examination, may do so on the **prescribed application form within 30 days from the date of issue of mark sheet.**
- (ii) Re-evaluation of scripts will not be allowed in more than one third of the written papers of an annual examination.
- (iii) The original statement of marks issued to the candidate shall accompany each application for re-evaluation.
- (iv) Re-evaluation shall not be permitted in the case of practical examinations, viva voce, project examination, assignments/internal assessment, etc.
- (v) The candidate applying for re-evaluation shall be required to pay the prescribed fee per paper.
- (vi) Merit list, declared in the results of the respective examination, shall not be prejudiced owing to re-evaluation of scripts.
- (vii) If there will be any change in the result of the examination due to re-evaluation of answer scripts, no examinee can complain in the court of law, nor any action can be initiated against the examiners concerned.
- (viii) If the award of the re-evaluator (second examiner) varies from the original award up to and including + 5% of the maximum marks secured earlier, the original award shall stand.
- (ix) If the award of the re-evaluator varies from the original award to more than +20% of the maximum marks secured earlier, the answer script shall be sent to the second re-evaluator (third examiner).
- (x) The average of the marks awarded by the second and third examiner shall be final.
- (xi) Applications for re-evaluation of answer scripts only for annual examination shall be accepted.

- (xii) Answer scripts of those examinees who appeared for improvement of division or percentage of marks shall be final and shall not be re-evaluated.

7.5 Improvement of Result

A student may be allowed to appear in the examination for improving his/her result provided that:

- (i) The student has successfully completed all the requirements/clearance of all papers required for the award of the Degree;
- (ii) The student can apply for improvement in a maximum one third of the theory papers in the successive year (Annual Examination) following the declaration of his/her result of final year.
- (iii) Better of the two marks obtained by the student will be considered as final;
- (iv) In case of students who apply for improvement but do not appear in desired paper(s), their previous marks in these paper(s) shall be counted; and
- (v) The students will have to appear in the improvement examination on the basis of the current syllabus in the same paper. However if the paper is changed (title & contents) then the student would appear as per the old syllabus of the paper(s).

The evaluation consists of two parts (i) Assignments (ii) Annual Examination. In the final result all the Assignments of a programme will carry 30% weightage while 70% weightage will be given to the Annual Examination.

8. GENERAL REGULATIONS

Programme Fee, Re-Registration, Late fee and other Charges

- **Programme Fee:** The Programme fee is payable in advance each year, irrespective of results online payment on or before the date fixed by CDOE, Jamia Millia Islamia. No refund of fees is allowed in any case.
- **Re-Registration Fee:** A student who does not appear in any component (i.e. theory and assignment) of the Programme during the minimum period and wishes to continue the Programme, then he/she will have to re-register by paying the prescribed re-registration fee; given in the table on next page.
- **Late Fee:** A student who doesn't submit his/her Assignments and Examination Form on time may submit the same with the prescribed late fee; and Candidates are required to intimate the relevant authorities, sufficiently in advance, if there is any change of address/mobile number etc.

Table: Renewal and Other Fee Applicable for B.Ed.

Sl. No.	B.Ed. (Distance Mode)	Fees/Charges (Rs.)
1.	Programme/Renewal Fees (to be paid for final Year)	20,000/-
2.	Submission of Assignments with late fees up to the maximum period of 4 weeks	100/- (per assignment)
3.	Submission of Assignments in the following years (In case of absence/fail if any)	200/- (per assignment)
4.	Submission of Annual Examination form with late fees up to 4 weeks.	250/-
5.	Submission of Annual Examination form with late fees beyond 4 weeks up to the next 4 weeks.	600/-
6.	Re-appearing in Annual Examination (In case of absence/fail/improvement)	500/-(per paper / course)
7.	Re-Registration Fee*	6,000/-
8.	Provisional Certificate	50/-
9.	Migration Certificate	50/- (after passing exam)
10.	Migration Certificate	200/- (before passing exam)
11.	Duplicate Statement of Marks (Attach a copy of FIR)	200/-
12.	Duplicate Identity Cards (Attach a copy of FIR)	200/-
13.	Change of Address in ID Card	50/-
14.	Re-evaluation of (current) Answer Script	500/- (per paper / course)
15.	Change of Programmes / Papers after collecting SLM however before the commencement of annual examinations.	1500/- per paper / course
16.	Change of medium of programme to be exercised in the application form.	1000/-

Note: * If a candidate fails to appear in any of the prescribed components of the Programme within the stipulated period of 2 years and desires to continue the Programme after the lapse one year he/she should re-register for the Programme by depositing the above mentioned re-registration fee. The fee once paid will not be refunded or adjusted under any circumstances.

All the fees/charges wherever, applicable will be payable only in the form of ONLINE PAYMENT.

All the aforesaid fee are subjected to revision during the academic year as per University rules.

APPENDIX – I

School Experience Programme/School Internship Select any 3 Activities (1-5) & Activity 6 is compulsory

Activity 1: Maintenance of Registers and Records

- **Nature of the activity:** Maintenance of various registers such as records of student's progress report, attendance register, admission register, and laboratory stock books etc.
- **Objectives:** To provide you with an opportunity to know the systematic procedure of handling and maintaining records in the school.

Your Role

- To maintain any two of the aforementioned school registers for about 3 months.
- To collect the necessary information to be included in the record.
- To discuss issues and problems related to the collection and recording of different types of information and find out the possible solutions.
- **Output:** A report of about two-three pages, i.e. 500-600 words on the work you have done along with copies of records handled by you.
- **Marks: 20**
 - Total : 28 hours
 - Reporting : 2 hours

Half an hour each day for about 3 months =56 working hours.

Activity 2: Addressing the School Assembly

- **Nature of the activity:** Addressing the students in the morning school assembly
- **Objectives:** To acquire the needed competency and skill of addressing the school assembly on Contemporary topics.
- To develop confidence and effective communication skills.

Your Role

- To identify five different themes or topics and to prepare them for presentation on five different occasions. The topics may be on contemporary socio-economic problems, moral education, population education, national integration/unity, international / national political scenario, empowerment of socially and economically backward people, women emancipation, human rights etc.
- To receive feedback from your colleagues and the Headmaster / Headmistress/Mentor on the presentations. (Feedback may be on the relevance of the topic, quality of language, organization of the content, clarity of expression, etc.)
- To consider feedback and improve upon the skill of addressing the assembly.
- **Output:** A report of five-six pages, which should include a resume of all the five addresses, presented, a brief description of feedback received from the Mentor, and your experiences as a student teacher.

- **Marks: 20**
- Four hours each for the preparation of topics: 20 hours in total.
- One hour each for five presentations : 5 hours
- Preparation of the report : 5 hours

Activity 3: Preparation of School Time-Table

- **Nature of the activity:** Preparation and implementation of timetable in your school.
- **Objectives:** To know the systematic procedure of preparing and implementing time-table

Your Role

- To read the relevant unit on the need and importance of time-table from Course To analyze the existing time-table of the school and hold discussions with teacher and the principal regarding preparation of a time-table.
- To develop a new class wise timetable suited to the needs of your school.
- To develop the new timetable with your colleagues and incorporate the suggestions given by them.
- To prepare the final timetable.
- **Output:** A report of four-five pages which should include the following:
 - The need and importance of timetable.
 - Analysis of the existing timetable.
 - Feedback given by your colleagues and the principal.
 - Problems faced by you in preparing and implementing the timetable.
- **Marks: 20**
- Two hours a day for 6 days : 12 hrs.
- Reporting : 3 hrs.

Activity 4: Field Trip

- **Nature of the activity:** Planning and Organization of a field trip to a spot which may be a zoological park, museum, factory, historical monument, fair, dam, state assembly, Akashwani / Doordarshan Kendra. etc.
- **Objectives:**
 - To acquire the experience of planning and organization of a field trip.
 - To help your students understand the environment around them.

Your Role

- To go through the concerned material in Course
- To specify the objectives of the field trip.
- **Output of the activity:** You are required to develop a report of about eight pages on this activity. The report should contain the objectives of the trip in terms of learning outcomes, the planning and organization of the field trip, impact on the students, problems faced and suggestions for organizing a meaningful field trip.
- **Marks: 20**

- Planning and Organization of the field trip : 25 hours
- Preparation of the report : 5 hours

Activity 5: Organizing Career Talk/PTA Meeting/Debate/Panel

Discussion/Quiz Programme

- **Nature of the activity:** Organization of at least one of the above activities in your school or in the community.
- **Objective:** To help you acquire skills necessary for systematically organizing and managing co-curricular activities.

Your Role

- To go through the Concerned Material.
- To plan, conduct and evaluate any one of the activities.
- To collect feedback on the effectiveness of the activity from the Principal / Headmaster / Headmistress/ Mentor, colleagues and the students.
- To prepare a report on the activity done.
- **Output:** A report of six to seven pages has to be prepared by you. It should include a brief note on the activity, Organization of the activity, managerial problems, feedback and its implementation, outcomes of the activity, your observations while undergoing the activity and suggestions for improvement.
- **Marks: 20**
- Pre-activity preparations: : 7 hrs.
- Organization of activity: : 2 hrs.
- Collecting feedback and suggestions : 4 hrs.
- Report writing : 2 hrs.

Activity 6:Observation of School (Compulsory) Internship I

Marks: 40

- **School Observation report**
- **Class Room Teaching**
- **Class Room Activities**

As per NCTE framework, the first year of B.Ed will provide an opportunity for field observation in school and other educational settings for a total period of 4 weeks (i.e. 20 working days spread across the session).

APPENDIX – II

School Experience Programme/School Internship

Select any 2 Activities of 30 Marks each and any 1 Activity of 40 Marks from the below mentioned activities (1-6) & Activity 7 is compulsory

Activity 1: Administration of intelligence test, personality test and aptitude test to one student and analysis of result.

Marks: 30

- **Nature of Activity:** Administration of standardized psychological tests and understanding the implications of results
- **Objectives**
- To provide you an opportunity to observe and analyze student behavior.

Your Role

- To go through the Concerned Material.
- To discuss various tests in the workshop-I and collect copies of tests from workshop facilitator.
- To administer the tests to student.
- To analyze the results and suggest measures for improvement.
- **Output:** A report of about 1000 words including the administered tests, their analysis and suggestions.

- Procurement of test and preparation for administration : 4 hrs.
- Administration of tests : 6 hrs.
- Analysis of results : 10hrs.
- Writing of report : 10 hrs.

Activity 2: Preparation of Cumulative Records

Marks:30

- **Nature of the activity:** Preparation of cumulative records of a student in a span of 2 years.
- **Objectives**
- To provide you with an experience of continuous and comprehensive evaluation.
- To give you an idea of deciding about educational and vocational destiny of the students.

Your Role

- To go through the Concerned Material
- To prepare a complete cumulative record of the student's past and present performance in a span of 2 years.
- **Output:** The records prepared according to the sample provided in the text of the Course
- Preparation of records : 15 hrs.

Activity 3: Conducting a Socio-metric Test in the Classroom

Marks: 30

- **Nature of the activity:** To conduct socio-metric tests for understanding group dynamics in the classroom.
- To identify group processes working in the classroom.
- To initiate measures to improve group processes.

Your Role

- To go through the concerned Material.
- Prepare a sociogram of your class.
- Identify stars, isolates, mutual pairs and chains.
- Suggest strategies for improvement of group processes.
- **Output:** A report of about ten pages, including all aforementioned aspects.
- Preparation of sociogram : 5 hrs.
- Preparation of the report : 10 hrs.

Activity 4: Action Research

Marks: 40

- **Nature of the activity:** Conducting an action research on a problem faced by you.
- **Objectives:** To provide you with an opportunity to systematically solve the problems related to the school.

Your Role

- To go through the inputs provided to you in Workshop I
- To select any problem which you, as a teacher, are confronted with.
- To identify the suitable methodology, tool(s) and technique(s) to collect required data/evidence.
- To analyze and interpret data/evidence to reach the conclusion(s). i.e. solution of the problem.
- To incorporate findings of the study in the school system to make it's functioning more effective and efficient.
- To prepare a report on the research work.
- **Output:** A research report is to be prepared by you. The report should include the following:
 - Topic/Problem to be solved
 - Need/Rationale for the study
 - Statement of the problem.
 - Objective(s)
 - Delimitation(s) of the study

- Hypothesis
- Action plan
- Collection and analysis of data
- Finding and conclusion

Follow-up i.e. application of research finding

The report should be of about 10-12 pages.

- Pre –activity preparations : 5 hours
- Conducting action research : 15 hours
- Developing the report : 10 hours

Activity 5: Content Analysis Exercise

Marks: 30

- **Nature of the activity:** To analyze the content of a particular unit in your teaching subject
- **Objectives**
To provide your with an input for planning and instruction.

Your Role

- To go through the concerned Material.
- To select a unit from your teaching content.
- To analyze and systematize the content of this unit.
- **Output:** A report of 500 words including the content analysis flowchart, its description and justification.
- Analyzing the content : 7 hrs.
- Preparing the report : 8 hrs.
- Total** : 15 hrs.

Activity 6: Organization of a Campaign

Marks: 40

- **Nature of the activity:** Planning and execution of a campaign on one of the socially useful themes such as nutrition, literacy, sanitation, blood donation, immunization, environment, population education, gender issues etc.
- **Objectives:**
 - To acquire the requisite competency in planning, executing and evaluating socially useful campaigns.

Your Role

- To go through the concerned Material.
- To select one of the themes mentioned above as the topic for the campaign depending on your interest, time available and the resources available in the school.
- To plan, execute and evaluate the campaign undertaken by you.
- To seek cooperation and support from local development agencies, educational institutions, key-persons of the area, etc.

- **Output of the activity:** You have to prepare a report, which should include the objectives of the campaign, methodology adopted, observations as the organizer, and outcomes of the campaign. The report may also contain some photographs related to the campaigning.
- 4 hours of campaign for 5 days : 20 hours
- Collecting feedback from students and community : 7 hours
- Reporting writing : 3 hours

Activity: 7 School Experience Programme / School Internship II (Compulsory)

A 16-weeks (80working days) School Internship Programme for the practice of teaching and related school experience will be offered in the first half of 2nd year. Internship will be covered at the rate of 5 days per week.

Teaching Practice- Subject 1 (100 Marks)

Teaching Practice- Subject 2 (100Marks)

APPENDIX – III

Workshop- I

(Over all evaluation of the students will take place on the basis of all the components except preparation of lesson plan and simulated teaching whose evaluation will be with the Practice Teaching)

Day	Session-I	Session-II	Session III	Session IV
1.	Welcome & overview of the Purpose of the workshop (School based activities)	(School based activities)	Lesson Unit Plan -Description & Importance	Teaching Aids -Uses & Types
2.	Use of micro- teaching as a method of training	Illustration of micro- teaching skills by the expert	Practice of Micro Teaching Skills (In Groups)	
3.	Preparation and Demonstration of Lessons Plan Subject- I & Subject- II followed by discussion (In groups)		Lesson Planning: (Practice) Subject-I (In groups)	Lesson Planning: (Practice) Subject-II (In groups)
4.	Multimedia Approach in Teaching		Principles of classroom management	
5.	Diagnostic testing and remedial teaching	Activity based teaching	Action Research: Importance & Practice of Action Plan	
6.	Intelligence, personality and aptitude tests: their analysis and interpretation		Achievement Test	Valedictory

Note: Each session will be of one hour & thirty minutes duration

Workshop – II

Day	Session I	Session II	Session III	Session IV
1.	Welcome and introduction, sharing of expectations about the programme and Workshop	Feedback session: on teaching skills and competencies acquired	Teacher's role as manager (planning and implementation of various activities in the school)	Teacher's role in monitoring library and other resources of the school
2.	Professional development of teachers	Reforms and innovations in the examination system	Community resources and school-community relationship-Small group discussion on 'Community involvement.	
3.	Role of education in solving social problems	Small group discussion: 'How can I solve my community problems'	Action Research and Action Plan	Small group discussion on the 'Action research.
4.	How to prepare projects in the selected optional course. (Practice in Groups)		Preparation of the project outline by the students in their respective group of selected optional course (In Groups)	Role of Mass Media in Education
5.	Role of technology in classroom instruction.	Small group discussion ' Use of technology in my school'	Accountability and commitment of teachers	Small group discussion: 'How accountable and committed teacher am I'
6.	Human Rights & Education, Value inculcation among students	Feedback session: sharing experiences of the workshop with the student teachers and other aspects of B.Ed. Programme		Valedictory

Note: Each session will be of one hour & thirty minutes duration

APPENDIX-IV

Teaching Assessment Battery (TAB)

Instructions

The scale contains 15 items comprising different aspects of teaching. Specification of each item has also been given. You have to rate the performance of the teacher on each item on the five-point scale. Encircle the point, which indicates your assessment. The cumulative score of the teacher on all the 15 items indicates the level of his / her performance.

Teacher Roll No.

Subject.....

Date Topic Class School

No.	Item	Specification	Weak	Average	Good	Very Good	Excellent
1.	Appropriateness of instructional Objectives	Clarity, relevance to the content, adequacy with reference to the domains and levels of objectives, attainability in terms of pupil outcomes.	1	2	3	4	5
2.	Proper organization of content	Logical organization according to content and psychological organization as per need of the pupil	1	2	3	4	5
3.	Creating situations for introducing the lesson.	Greeting, accepting greeting, securing attention and giving rapport, ensuring facilities like chalk, duster, aids, apparatus, etc.	1	2	3	4	5
4.	Effective introduction of lesson	Linking with past experiences, link between introduction and main topic properly formed, use of appropriate device techniques like questioning, examples, exhibits etc.	1	2	3	4	5

5.	Questions properly structured	Structuring questions at different levels, which are grammatically correct, unambiguous, precise and relevant to content	1	2	3	4	5
6.	Questions well-delivered and distributed	Questions delivered with appropriate speed, with proper intonation and pitch allowing pause for thinking and questions covering even non-volunteers.	1	2	3	4	5
7.	Pupil responses properly handled	Handling pupil responses, techniques like prompting, eliciting further information, refocusing and asking critical awareness questions	1	2	3	4	5
8.	Explanation clarity and concreteness	Clarity, continuity, relevance to the content using beginning and concluding statements, covering essential points.	1	2	3	4	5
9.	Use of appropriate Examples for illustrations	Simple, interesting illustrations and relevant to the point being explained.	1	2	3	4	5
10.	Use of appropriate teaching aids for illustrations	Relevant to content, appropriate to the pupil's level, properly displayed and appropriately used or handled.	1	2	3	4	5
12	Use of appropriate verbal and non-verbal reinforcements.	Use of praise words, statements, accepting and using student's ideas, use of pleasant and approving gestures and expressions, writing pupil -answers on blackboard.	1	2	3	4	5
13	Appropriate pacing of the lesson.	Adjusting the speed of the lesson to the level of the pupils.	1	2	3	4	5

14	Innovations	Providing novelty in teaching approach, student activities, lesson structures or teaching aids.	1	2	3	4	5
15	Conclusion of the lesson and Home assignment	Giving the lesson a logical closure with asking adequate recapitulating questions. Appropriate Home work	1	2	3	4	5

Strengths of teacher:

Marks Awarded

Weaknesses of the teacher

Supervisor's Signature

Name

.....

Address

.....

.....