

B.Ed. ODL PROGRAMME

Structer of the Programme

<i>Semester</i>	<i>Paper Nature</i>	Paper Code	Title of the Paper	Credit	Marks	
<i>First Semester</i>	Theory Compulsory	B.Ed. E-01	Childhood and Growing Up	8	100	
		B.Ed. E-02	Contemporary India and Education	8	100	
		B.Ed. E-03	Assessment for Learning	8	100	
	Practical	B.Ed. EPC-I	Reading and Reflecting on texts	4	50	
<i>Second Semester</i>	Theory Compulsory	B.Ed. E-04	Learning and Teaching	8	100	
		B.Ed. E-05	Language across the Curriculum	4	50	
		B.Ed. E-06	Understanding Disciplines and Subjects	4	50	
	Theory Elective (Any one)	B.Ed. E-21	Vocational Education and Work Education	8	100	
		B.Ed. E-22	Health and Physical Education	8	100	
		B.Ed. E-23	Peace Education	8	100	
		B.Ed. E-24	Guidance and Counseling	8	100	
	Practical	B.Ed. EPC-II	Drama and Art in Education	4	50	
	<i>Third Semester</i>	Theory Compulsory	B.Ed. E-07	Creating an Inclusive School	8	100
			B.Ed. E-08	Knowledge and Curriculum- I	4	50
B.Ed. -0E9			Knowledge and Curriculum- II	4	50	
Theory Elective-I (Any one)		B.Ed. E-31	Pedagogy of Hindi	4	50	
		B.Ed. E-32	Pedagogy of English	4	50	
		B.Ed. E-33	Pedagogy of Mathematics	4	50	
		B.Ed. E-34	Pedagogy of Biological Science	4	50	
Theory Elective-II		B.Ed. E-41	Pedagogy of Social Studies	4	50	
		B.Ed. E-42	Pedagogy of Physical Sciences	4	50	

	(Any one)	B.Ed. E-43	Pedagogy of Commerce	4	50
		B.Ed. E-44	Pedagogy of Home Science	4	50
	Practical	B.Ed. EPC-III	Understanding ICT	4	50
<i>Fourth Semester</i>	Theory Compulsory	B.Ed. E10	Gender, School and Society	4	50
	Practical	EPC-IV	Understanding the Self	4	50
		B.Ed. EPC-V	School Internship	20	250

COURSE CONTENTS

B Ed E-01: Childhood and Growing Up

Course Outcomes

After completion of this course the learner will be able –

- CO1 :** To understand the process of human development.
- CO2 :** To explain theoretical perspectives and dimensions of human development
- CO3 :** To recognize individual differences among the learners
- CO4 :** To Understand the various of variable of psychology
- CO5 :** To analyse the implications of group psychology

Block	Unit	Title
1 Basics of Educational Psychology	1	Educational Psychology : Meaning and Concepts
	2	Schools and Methods of Educational Psychology
	3	Principles and Stages of Growth and Development
2 Psychology of Development	4	Physical and Emotional Development
	5	Cognitive and Language Development
	6	Social and Moral Development
3 Intelligence, Personality and Creativity	7	Intelligence : Concept, Theories and Measurement
	8	Personality : Concept, Theories and Measurement
	9	Creativity : Concept and Measurement
4 Motivation, Memory and Conflict	10	Thinking, Reasoning and Problem Solving
	11	Remembering, Forgetting, Habit Formation and Discipline
	12	Tension, Frustration and Conflict
5 Exceptional Child, Mental Health and Group Psychology	13	Exceptional Children
	14	Mental Health & Hygiene and Adjustment
	15	Group Psychology

B Ed E-02: Contemporary India and Education

Course Outcomes

After completion of this course the learner will be able –

CO1 : To understanding the philosophy and educational views of Indian and Western thinkers

CO2 : To appreciate the unity and strengths of Indian diversities.

CO3 : To acquire knowledge about the salient features of Indian Constitution.

CO4 : To explain the various educational issues in contemporary India.

CO5 : To appraise about the policy initiatives taken in educational reforms in India.

Block	Unit	Title
1 Educational Development	1	Meaning and Concept of Education : Ancient to Present
	2	National System of Education : Role of State-Centre
	3	Constitutional Provisions of Education
2 Indian Educational Thinkers	4	Educational Thoughts of Gandhi and Tagore
	5	Educational Thoughts of Aurobindo and Vivekanand
	6	Educational Thoughts of Krishnamurti and Gijju Bhai
3 Schools of Educational Philosophy	7	Indian Philosophical Ideas
	8	Idealism and Naturalism
	9	Realism, Pragmatism and Existentialism
4 Contemporary Issues of Education	10	Universalization of Elementary and Secondary Education
	11	Education for development of Responsible Citizens
	12	Education for Conservation of Environment
5 Quality in Education	13	Quality in Education : Meaning, Indicators and Standards for Performance
	14	Liberalization, Privatization and Globalization in Education
	15	Enhancement of Quality in Secondary Education

B Ed E-03: Assessment for Learning

Course Outcomes

After completion of this course the learner will be able –

CO1 : To explain the concepts of measurement assessment and evaluation.

CO2 : To understand the various issues in assessment and evaluation.

CO3 : To elaborate different kinds and forms of assessment of learning.

CO4 : To applied a wide range of assessment tools.

CO5 : To analyse Policy Perspective and Trend in Assessment.

Block	Unit	Title
1 Perspectives of Assessment	1	Meaning and Concepts of Assessment, Measurement and Evaluation
	2	Purposes of Assessment
	3	Classification of Assessment
2 Programme for Assessment	4	Taxonomies of Educational Objectives
	5	Behavioral Objectives
	6	Construction of Assessment Programme
3 Tools and Techniques for Assessment	4	Techniques and Tools for Assessment
	5	Assessment Devices
	6	Qualities of a Good Measuring Tool
4 Tests and its Standardization	10	Tests and Types of Tests Items
	11	Construction of Achievement Test
	12	Processing and Reporting Students Performance
5 Existing Practices and Issues of Assessment	13	Grading and Scaling
	14	Problems and Issues of Examination
	15	Policy Perspective and Trend in Assessment

B Ed E-04: Learning and Teaching

Course Outcomes

After completion of this course the learner will be able –

- CO1 :** To understand the concept of learning and various learning theories.
- CO2 :** To Acquire understanding the Factors of Influencing Learning.
- CO3 :** To explain the concept of teaching from various perspectives.
- CO4 :** To illustrate various Approaches of Learning
- CO5 :** To analyse teaching strategies to address diversity of students in a classroom.

Block	Unit	Title
1 Understanding Learning	1	Learning: Concept, Nature, Types
	2	Learning Theories of Skinner and Pavlov
	3	Learning Theories of Thorndike, Koehler and Gagne
2 Factors Influencing Learning	4	Factors Influencing Learning
	5	Transfer of learning
	6	Approaches of Learning
3 Nature of Teaching	7	Teaching: Concept, Levels and Phases
	8	Teaching skills and Micro Teaching
	9	Teachers' Roles and functions in the phases of teaching
4 Approaches and strategies of Teaching	10	Learner centric approaches
	11	Teachers centric strategies
	12	Group centric approaches and strategies
5 Teaching organizing of Learning Process	13	Planning and Decision making in Teaching
	14	Issues and concerns in classroom learning
	15	Maxim of teaching, Issues of Media and Professionalism.

B Ed E-05: Language across the Curriculum

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To understand the Origin and Development of Language
- CO2:** To understand various medium of instruction of language
- CO3:** To differentiate Various Language issues in classroom
- CO4:** To generalized Various Skills of Language diversity in classroom.
- CO5:** To analyse the nature of classroom interaction.

Block	Unit	Title
1 Origin and Development of Language	1	Origin of Indian Language
	2	Development of Language
	3	Norms of Standard Language
2 Instructional Language	4	National and Regional Language
	5	Medium of Instruction
	6	Three Language formula
3 Understanding the Language	7	Language diversity in classroom
	8	Language Proficiency
	9	Language issues in schools
4 Skills of Language	10	Reading and Writing Skills
	11	Listening and Speaking Skills
	12	School of Writing
5 Understanding the nature of classroom interaction	13	Communication Skills in Language
	14	Classroom Interaction
	15	Use of ICT in Classroom

B Ed E-06: Understanding Disciplines and Subjects

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the Nature and Role of Discipline.

CO2 : To analyze the School curriculum in Languages.

CO3 : To analyze the School curriculum in Social sciences

CO4 : To analyse School curriculum in Sciences

CO5 : To analyse School curriculum in MATHMETICS

Block	Unit	Title
1 Nature and Role of Discipline Knowledge	1	Nature of Disciplines
	2	Role of Disciplines in Knowledge Development
	3	Paradigm shift in Disciplines
2 Analysis of School curriculum in Languages	4	Salient features of School Curriculum in Languages
	5	Methods of Languages
	6	Relevance of Languages in School Curriculum
3 Analysis of School curriculum in Social sciences	7	Salient features of School Curriculum in Social Sciences
	8	Methods of Social Sciences
	9	Relevance of Social Sciences in School Curriculum
4 Analysis of School curriculum in Sciences	10	Salient features of School Curriculum in Sciences
	11	Methods of Sciences
	12	Relevance of Sciences in School Curriculum
5 Analysis of School curriculum in Mathematics	13	Salient features of School Curriculum in Mathematics
	14	Methods of Mathematics
	15	Relevance of Mathematics in School Curriculum

B Ed E-21: Vocational and Work Education

Course Outcomes:

After completion of this course the learner will be able –

- CO1 :** To understand of vocational education & its relevance.
CO2 : To analyse vocational assessment and make vocational training plan.
CO3 : To explain plan for transition from School to job.
CO4 : To classify various avenues for job placement.
CO5 : To facilitate in making choice of vocational trades.
CO6 : To acquire the concept of independent living and empowerment.

Block	Unit	Title
1 Vocational Education	1	Vocational Education; Nature, Relevance and Types
	2	Scope and Need for Vocational Education
	3	Agencies for Vocational Education
2 Work Education	4	Nature of work Education
	5	Principles of Work Education
	6	SUPW
3 Vocational and Work Education	7	Identification of Vocation and Work
	8	Selection of Vocation and Work
	9	Follow –up
4 Role of School in vocational & work Education	10	Career Information
	11	Career Guidance
	12	Training for Special Groups
5 Recent trends of Vocational and work education	13	Role of other Agencies
	14	Employment Bureau/Schemes of self employment/ Placement Services
	15	Recent trends of Vocation and Work Education

B Ed E-22: Health and Physical Education

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the concept of holistic health, its various dimensions and determinants

CO2 : To develop positive attitude towards health and physical education as individual.

CO3 : To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities.

CO4 : To understand various policies and programmes related to health and physical education.

CO5 : To create interest for the practice of yogasanas and meditations.

CO6 : To use the process of assessment of health and physical fitness.

Block	Unit	Title
1 Health and Hygiene	1	Health: Meaning, Types and Factors Influencing Health
	2	Health Indicators an Technique
	3	Hygiene: Meaning, Scope and Importance
2 Health Education	4	Health Education: Meaning, Scope and Need
	5	Objectives and Curriculum of Health Education
	6	Methods and Techniques of Health Education
3 Food and Nutrition	7	Health and Nutrition
	8	Diet Therapy
	9	Advanced Nutrition, Recommended, Dietary Allowances
4 Health services	10	Public health: Nature, scope, Significance and Types
	11	Community Nutrition
	12	Health Programmes- Prevention from Community Diseases
5 Physical Education	13	Physical Exercise in Schools
	14	Meditation & Yogic Asans
	15	Martial Arts

B Ed E-23: Peace Education

Course Outcomes:

After completion of this course the learner will be able –

- CO1 :** To understand the Concept and Relevance of Peace Education in India.
- CO2 :** To develop Positive attitude towards Promotion of Peace for Social Security
- CO3 :** To understand various policies and programmes related to Peace education.
- CO4 :** To understand sensitise, motivate and help in Society for Peace
- CO5 :** To create interest for the practice of major issues in Education for Peace

Block	Unit	Title
1 Concept and Relevance of Peace Education	1	Peace Education: Meaning, Relevance and Significance of Peace Education
	2	Historical Perspective of Peace Education
	3	Indian Perspective in Peace Education
2 Dangers to Social Security	4	Terrorism, Wars and Naxalism
	5	Natural Calamities
	6	Promotion of Peace for Social Security
3 Education for Peace	7	Meaning and Concept of Difference in Education for Peace
	8	Strategies for Education for Peace
	9	International Efforts for Peace Education
4 Role of teacher in Education for Peace	10	Role of Teacher in the Context of Education for Peace
	11	Need for sensitizing learner for peace
	12	Role of Media in Peace Education
5 Major issues in Education for Peace	13	Legal aspects of Peace Education
	14	Factors influencing Education for Peace
	15	Training of Teachers for Education for Peace

B Ed E-24: Guidance and Counseling

Course Outcomes:

After completion of this course the learner will be able –

- CO1 :** To understand the skills of guidance and counseling in classroom situations.
- CO2 :** To describe the process of development of self-image and self-esteem.
- CO3 :** To appreciate the types and issues of counseling and guidance in inclusive settings.
- CO4 :** To acquaint the aims of vocational guidance and career counseling programme.
- CO5 :** To develop the understanding of various procedures of organizing various vocational guidance and career counseling services.

Block	Unit	Title
1 Nature and Scope of Guidance	1	Guidance; Meaning, Scope, Need and Significance
	2	Psychological Basis of Guidance
	3	Models of Guidance
2 Types of Guidance	4	Personal Guidance
	5	Vocational Guidance
	6	Educational Guidance
3 Basis of Counseling	7	Meaning and Approaches to counseling
	8	The Counselor
	9	Types of counseling
4 School Guidance and counseling services	10	Theories of Guidance and Counseling
	11	School Guidance and counseling services
	12	Guidance and counseling at various stages of schools
5 Recent trends in guidance and counseling	13	Follow-up Services
	14	Use of ICT
	15	Guidance and Counseling for special groups

B Ed E-07: Creating an Inclusive School

Course Outcomes:

After completion of this course the learner will be able –

- CO1 :** To understand the meaning and significance of Inclusive education
- CO2 :** To achieve knowledge on Policy and legislative frameworks promoting inclusion
- CO3 :** To create inclusive classrooms and use inclusive pedagogy
- CO4 :** To understand the linkages and collaborations for resource mobilization.
- CO5 :** To better understanding about inclusive school

Block	Unit	Title
1 Introduction to Inclusive Education	1	Marginalization vs Inclusive Education, Segregation and Integrations
	2	Principles of Inclusive Education and Diversity in Classroom
	3	Barriers to inclusive Education
2 Policies & Frameworks Facilitating Inclusive Education	4	Universal Declaration of Human Rights
	5	International Conventions and Frameworks
	6	National policies, Programmes, Acts and Commission
3 Adaptations, Accommodations and Modifications	7	Meaning, Difference, Needs and Steps
	8	Children with Sensory, Neuro-developmental, Loco Motor & Multiple Disabilities
	9	Gifted Children
4 Inclusive Academic Instructions	10	Universal Design for learning
	11	Differentiated and Peer Mediated instructions
	12	ICT for instructions
5 Supports and Collaborations for Inclusive Education	13	Stakeholders of Inclusive Education, Advocacy & Leadership for Inclusion
	14	Family & Community support involvement for Inclusion
	15	Resource Mobilization for Inclusive Education

B Ed E-08: Knowledge and Curriculum- I

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the Philosophical Perspective of Knowledge

CO2 : To develop Construction process of Knowledge

CO3 : To defferatiate the knowledge, aulturally, symbols, values and child-friendly in pedagogy.

CO4 : To Aquired Knowledge of Inclusion and Exclusion of Different Social Groups in Curriculum.

Block	Unit	Title
1 Understanding the Knowledge	1	Knowledge- Concept, Nature and its Kinds
	2	Sources of Knowledge
	3	Methods of obtaining Knowledge
2 Philosophical Perspective of Knowledge	4	Metaphysics - Meaning, Concepts and it Implication in Education
	5	Epistemology - Meaning, Concepts and it Implication in Education
	6	Axiology - Meaning, Concepts and it Implication in Education
3 Construction of Knowledge	7	Paradigm Shift of Knowledge
	8	Knowledge and Pedagogy: Constructivist, Alternative and Blended
	9	Construction process of Knowledge
4 Educationa and Knowledge	10	The Four Pillars of Education (Delores Commission Report)
	11	Futurology of Education
	12	Creators of Knowledge
5 Knowledge and Power	13	Sociological Perspective of Knowledge
	14	Inclusion and Exclusion of Knowledge of Different Social Groups in Curriculum
	15	Role of Education to Remove Diversities

B Ed E-09: Knowledge and Curriculum- II

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the basic concepts and process of curriculum

CO2 : To analyze text books objectives of education and learning outcome.

CO3 : To analyze various curriculum framework related to teacher education

CO4 : To organized the Curriculum Engagement and Transduction

CO5 : To understand Curriculum Evaluation and Research

Block	Unit	Title
1 Curriculum and Related Concepts	1	Curriculum: Meaning, Nature, Need and Types
	2	Differences between (i)Curriculum, Syllabus and Content (ii)Teaching and Instruction (iii)Text Books and Reference Books (iv)Supplementary Books and Work Books
	3	Curriculum Determinants
2 Critical Appraisal of Curriculum	4	National Curriculum Framework- 2005 (NCF 2005)
	5	National Curriculum Framework for Teacher Education-2009 (NCFTE 2009)
	6	International Consideration for Curriculum Development
3 Curriculum Planning	7	Curriculum Planning: Concept, Need and Objectives
	8	Approaches of Curriculum
	9	Models of Curriculum
4 Curriculum Engagement and Transduction	10	Role of School philosophy for Curriculum Engagement
	11	Infrastructural Support and Curriculum Engagement
	12	Curriculum Transduction
5 Curriculum Evaluation and Research	13	Curriculum Evaluation
	14	Contemporary Issues of Curriculum
	15	Research in Curriculum

B Ed E-31: Pedagogy of Hindi

Course Outcomes:

After completion of this course the learner will be able –

- CO1 :** To explain the contribution of language in the development of individual and society development.
- CO2 :** To identify the skills of using Hindi language.
- CO3 :** To understand behavioural objective of Hindi teaching
- CO4 :** To develop unit plan and lesson planning.
- CO5 :** To competent to use various teaching methods and techniques
- CO6 :** To use various techniques to evaluate the achievement of the learner in Hindi language.

Block	Unit	Title
1 हिन्दी भाषा के आधार	1	हिन्दी भाषा की प्रकृति और प्रकार्य
	2	हिन्दी भाषा की अधिगम प्रक्रिया
	3	विद्यालयी स्तर पर हिन्दी भाषा की पाठ्यचर्या एवं उसमें सुधार
2 हिन्दी भाषा शिक्षण के लिए व्यूह रचना- प्रथम	4	हिन्दी के भाषिक तत्व
	5	श्रवण एवं मौखिक अभिव्यक्ति के कौशल का विकास
	6	पठन योग्यता एवं लिखित अभिव्यक्ति कौशल का विकास
3 हिन्दी भाषा शिक्षण के लिए व्यूह रचना- द्वितीय	7	कविता शिक्षण
	8	गद्य की अन्य विधाओं का शिक्षण
	9	व्याकरण शिक्षण
4 हिन्दी भाषा अधिगम का मूल्य निर्धारण	10	भाषा सम्प्राप्ति मूल्यांकन
	11	भाषा परीक्षण एवं परीक्षण पदों की रचना
	12	निदानात्मक एवं उपचारात्मक कार्य
5 हिन्दी भाषा में अधिगम संसाधन	13	अधिगम संसाधन: अर्थ, प्रकार, कार्य, निर्माण एवं उपयोग
	14	भाषा प्रयोगशाला और भाषा शिक्षक
	15	क्रियात्मक शोध और समुन्नयन कार्य

B Ed E-32: Pedagogy of English

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To understand the principles of language teaching, evolution and trends in English literature.

CO2 : To prepare an instructional plan in English.

CO3 : To adapt various approaches and methods to teach English language.

CO4 : To use various techniques to evaluate the achievement of the learner in English.

CO5 : To know the criteria of good book of English.

Block	Unit	Title
1 Foundations of English Language	1	Nature of English Language
	2	Learning of English Language
	3	Curriculum Reforms in School English Language
2 Strategies for Teaching English Language-1	4	Teaching of Listening
	5	Developing Speaking/ Oral Activities
	6	Speaking Activities and Listening Comprehensive
3 Strategies for Teaching English Language -II	7	The Reading Process and Developing Reading Skills
	8	Teaching Writing and Study Skills
	9	Teaching Grammar
4 Assessment of and for English Language Learning	10	Stating Measurable Objectives
	11	Construction of Test Items and Test
	12	Diagnosing and Remedial Work in English Language Teaching
5 Learning Resource in English Language	13	Meaning, Types, function, Preparation and Utilization of Learning Resources
	14	Text Book, Drama, Debate and Speech Programme
	15	Language Laboratory and English Language Teacher

B Ed E 33: Pedagogy of Mathematics

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- CO2:** To describe the aims and objectives of teaching Mathematics at school level.
- CO3:** To demonstrate and apply skills to select and use different methods of teaching Mathematics.
- CO4:** To demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- CO5:** To demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Block	Unit	Title
Block- 1 Foundations of Mathematics	1	Nature of Mathematics
	2	Learning of Mathematics, Psychology of Learning and Teaching of Mathematics Constructivism and Enactivisms
	3	Curriculum Reforms, Aims and Objectives of Teaching Mathematics
Block- 2 Strategies for Teaching Mathematics-I	4	Teaching of Mathematical Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Mathematics in Groups, Group Work and Cooperative or Collaborative Strategies
Block- 3 Strategies for Teaching Mathematics-II	7	Teaching for Understanding Proof
	8	Teaching Problem Solving in Mathematics, Definition and Importance
	9	Problem Solving in Algebra and Geometry
Block- 4 Assessment of and for Mathematics Learning	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Proof
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block- 5 Learning Resource in Mathematics	13	Learning Resources; Meaning, Types Preparation and Utilization of Resources
	14	Text Book, Calculators, Models and Computers, Graphic Calculators
	15	The Mathematics Laboratory, Mathematics Outside and in the Classroom

B Ed E-34: Pedagogy of Biological Science

Course Outcomes:

After completion of this course the learner will be able –

CO1 : To explain the role of science in day to day life and its relevance to modern society.

CO2 : To describe the aims and objectives of teaching science at school level.

CO3 : To demonstrate and apply skills to select and use different methods of teaching the content of sciences.

CO4 : To demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.

CO5 : To demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Block	Unit	Title
1 Foundations of Biological Sciences	1	Nature of Biological Sciences
	2	Learning of Biological Sciences, Psychology of Learning and Teaching of Biological Sciences, Constructivism and Enactivism
	3	Curriculum Reforms; Aims and objectives of Teaching Biological Sciences
2 Strategies for Teaching Biological I Sciences -I	4	Teaching of Biological Sciences Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Biological Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
3 Strategies for Teaching Biological Sciences -II	7	Co-Curricular and Non Formal Approaches in Biological Science Learning
	8	Programmed Instruction in Biological Science Learning
	9	New Approaches in Biological Science Teaching
4 Assessment of and for Biological Sciences Learning	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
	11	Construction of Test Items For Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Constructions of Question Paper
5 Learning Resource in Biological Sciences	13	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Biological Sciences Laboratory, Biological Sciences Outside And in the Classroom

B Ed E-41: Pedagogy of Social Studies

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To explain the concept, nature and scope of social science.
- CO2:** To develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- CO3:** To develop skills in preparation and use of support materials for effective social science teaching.
- CO4:** To develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Block	Unit	Title
1 Foundations of Social Studies	1	Nature of Social Studies
	2	Learning of Social Studies, Psychology of Social Studies, Learning and Teaching of Social Studies, Constructivism and Enactivism
	3	Curriculum Reforms, Aims and Objectives of Teaching Social Studies
2 Strategies for Teaching Social Studies -I	4	Teaching of Social Studies Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Social Studies in Groups, Group Work and Cooperative or Collaborative Strategies
3 Strategies for Teaching Social Studies-II	7	Co-Curricular and Non Formal Approaches in Social Studies Learning
	8	Programmed Instruction in Social Studies Learning
	9	New Approach in Social Studies Teaching
4 Assessment of and for Social Studies	10	Stating Measurable Objectives of Teaching Concepts, Generalizations Problems Solving and Project Method
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
5 Learning Resource in Social Studies	13	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Social Studies Laboratory, Social Studies Out Side and in the Classroom

B Ed E-42: Pedagogy of Physical Science

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To explain the concept, nature and scope of physical science.
- CO2:** To develop competencies for designing unit and lesson plans, as well as tools of evaluation for physical science teaching.
- CO3:** To develop skills in preparation and use of support materials for effective physical science teaching.
- CO4:** To develop the ability to organize co-curricular activities and community resources for promoting physical science learning.

Block	Unit	Title
1 Foundations of Physical Sciences	1	Nature of Physical Sciences
	2	Learning of Physical Sciences, Psychology of Learning and Teaching of Physical Sciences, Constructivism and Enactivism
	3	Curriculum Reforms; Aims and Objectives of Teaching Physical Sciences
2 Strategies for Teaching Physical Sciences -I	4	Teaching of Physical Sciences Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Physical Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
3 Strategies for Teaching Physical Sciences -II	7	Co-Curricular and Non Formal Approaches in Physical Science Learning
	8	Programmed Instruction in Physical Science Learning
	9	New Approaches in Physical Science Teaching
4 Assessment of and for Physical Sciences Learning	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
	11	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Test Constructions and Question Paper
5 Learning Resource in Physical Sciences	13	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Physical Sciences Laboratory, Physical Sciences Outside and in the Classroom

B Ed E-43: Pedagogy of Commerce

Course Outcomes:

After completion of this course the learner will be able –

CO1: To explain the concept, nature and scope of commerce.

CO2: To understand the function of commerce.

CO3: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for commerce teaching.

CO4: To develop skills in preparation and use of support materials for effective commerce teaching.

CO5: To develop the ability to organize co-curricular activities and community resources for promoting commerce learning.

Block	Unit	Title
1 Foundations of Commerce	1	Nature of Commerce
	2	Learning of Commerce, Psychology of Learning and Teaching of Commerce Constructivism and Enactivism
	3	Curriculum Reforms, Aims and Objectives of Teaching Commerce
2 Strategies for Teaching Commerce -I	4	Teaching of Commerce Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Commerce in Groups, Group work and Cooperative or Collaborative Strategies
3 Strategies for Teaching Commerce -II	7	Co-Curricular and Non Formal Approaches in Commerce Learning
	8	Programmed Instruction in Commerce Learning
	9	New Approach in Commerce Teaching
4 Assessment of and for Commerce Learning	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method.
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching.
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
5 Learning Resource in Commerce	13	Learning Resources Meaning, Types Preparation and Utilization of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	Commerce Laboratory, Commerce Out side and in the Classroom

B Ed E-44: Pedagogy of Home Science

Course Outcomes:

After completion of this course the learner will be able –

CO1: To explain the concept, nature and scope of home science.

CO2: To develop competencies for designing unit and lesson plans, as well as tools of evaluation for home science teaching.

CO3: To develop skills in preparation and use of support materials for effective home science teaching.

CO4: To develop the ability to organize co-curricular activities and community resources for promoting home science learning.

Block	Unit	Title
Block- 1 Foundations of Home Science	1	Nature of Home Science
	2	Learning of Home Science, Psychology of Learning and Teaching of Home Science, Constructivism and Enactivism
	3	Curriculum Reforms, Aims and Objective, of Teaching Home Science
Block- 2 Strategies for Teaching Home Science-I	4	Teaching of Home Science Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Home Science in Groups, Group Work and Cooperative or Collaborative Strategies
Block- 3 Strategies for Teaching Home Science-II	7	Co-Curricular and Non Formal Approaches in Home Science Learning
	8	Programmed Instruction in Home Science Learning
	9	New Approach in Home Science Teaching
Block- 4 Assessment of and for Home Science Learning	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
Block- 5 Learning Resource in Home Science	13	Learning Resources; Meaning, Types, Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Home Science Laboratory, Home Science Outside and in the Classroom.

B Ed E-10: Gender, School and Society

Course Outcomes:

After completion of this course the learner will be able –

CO1: To understand familiarity with key concepts related gender issue.

CO2: To know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society

CO3: To understand gender issues in curriculum, school and society.

CO4: To explain gender based violence in society and evolve strategies for addressing it.

CO5: To promoting the gender equity in society.

Block	Unit	Title of the Unit
1 Gender: Concepts and Issues	1	Concepts of Gender, Sex and Sexuality, Types of Gender
	2	Equity and Equality in Education with Respect to Gender
	3	Gender Bias: Concept, Factors and Remedies for Removing Gender Bias
2 Gender Studies: Paradigm Shift	4	Historical Perspective of Gender Studies
	5	Theories of Gender Studies
	6	Factors Influencing Paradigm Shift in Gender Studies
3 Gender, Power and Education	7	Gender Identities and Social Practices
	8	Inequalities in Education of Girls
	9	Legal Right for Women
4 Gender Issues in Curriculum	10	Gender Disparities in Curriculum
	11	Gender Equality in School: Need and strategies
	12	Committees and Commissions on Women Education
5 Woman Empowerment	13	Concept, Strategies and Issues of Women Empowerment
	14	Current Social Structure and Girls Education
	15	Role of Education and Society in Woman Empowerment

B.Ed. ODL Practicals

First Semester

B Ed EPC-01: Reading and Reflecting on texts

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To read and respond to written texts in a right way.
- CO2:** To examine and appreciate authentic literary and non-literary texts.
- CO3:** To develop study and reference skills
- CO4:** To reflect his/her thoughts on the ideas expressed in the texts.
- CO5:** To demonstrate plan, draft, edit and present a piece of writing.

Required Activities

All the activities will be recorded in practical files.

1. Collect two views/articles from news papers/magazines on burning issues of education and write your comments on each collected article or views.
2. Review of any education related books or autobiography of some educationist

Second Semester

B Ed EPC-02: Drama and Art in Education

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To find basics differences in art and drama.
- CO2:** To discriminate artistic and aesthetic sensibility.
- CO3:** To judge the beauty in different art forms, through genuine exploration, experience and free expression.
- CO4:** To develop skills for integrating different art forms across school curriculum.
- CO5:** To site the rich cultural heritage of the country.

Required Activities

All the activities will be recorded in practical files.

1. Students will write an essay on the local culture and art forms/ famous educational T V shows
2. Prepare a report of Cultural Activities/ Visit to a art gallery, exhibition and cultural festivals

Third Semester

B Ed EPC-03: Understanding ICT

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To explained the basics concept of ICT.
- CO2:** To demonstrate the main components of the computer hardware.
- CO3:** To use the computer and its applications in his/her teaching-learning activitis.
- CO4:** To construct of ICT based Teaching Aids.
- CO5:** To use the ICT in measurement and evaluation.

Required Activities

All the activities will be recorded in practical files. The list of acitivites is as follows:-

1. Understanding Basics of ICT, Basic Structure of Computer and Operating Computer
2. MS Word-Creating, Opening and Saving Documents
3. Preparation of Excel Sheets, Power Point Presentation
4. Editing and Formatting Text, Viewing and Formatting and Proofing a Documents
5. Installation of Software, Antivirus etc.
6. Data Storage
7. Use of MS Word, Excel and Access in Education
8. Using Internet
9. Computer, Networks, Distributed Processing
10. Preparation of ICT Based Teaching Aids

Fourth Semester

B Ed EPC-04: Understanding the Self

Course Outcomes:

After completion of this course the learner will be able

- CO1:** To explain the concepts of self and identity.
- CO2:** To develop his/her understanding of self.
- CO3:** To use Soft Skills in his/ her life.
- CO4:** To organize different programmes for Conservation of Environment and health consciousness.
- CO5:** To appreciate the critical role of teachers in promoting self and students' well-being.

Required Activities

All the activities will be recorded in practical files. The list of activities is as follows:-

- Workshop for Soft Skill Development
- Journal Writing
- Participation of Social Activities
- Participation in Vriksharopan and Swachchhata Abhiyan
- Visit to Rural and Slum Areas

B Ed EPC-05: School Internship

Course Outcomes:

After completion of this course the learner will be able –

CO1: To construct Unit Plans, Micro Teaching Plans and Lesson Plans.

CO2: To develop Learning Resources.

CO3: To organize Sports and Games activities in the institution.

CO4: To organize Academic and Cultural Activities in the institution.

CO5: To teach, examine the student performance and documentation in an effective manner.

Required Activities

All the activities will be recorded in practical files. The list of activities is as follows:-

- **Workshop-1** (One Week)
Preparation of Skill Plan, Preparation Unit plan, Micro Teaching and Lesson Planning
- **Workshop-2** (One Week)
Development of Learning Resources (Charts & Diagrams Development, Graphs and Figures Development, Models Development, Audio, Video and Audio- Video Aids, Multi Media Presentation)
- **Participation in All School Activities** (60 Day)
Morning Assembly, Attendance, School Library, Administration of Psychological Tool, Staff and Parents Meetings, Maintenance of school Records, Health Checkup and its Records, Letters to the Parents and others, Organization of Sports and Games, Organization of Group Discussion / Debates / Symposium / Seminar, Cultural Activities, Construction of Question Papers, Observation of School and its Classroom, Participate in Planning, Teaching, Examination, Assessment, Evaluation, Interaction with School Teachers, Assessment of Teaching Learning Process in School and Peer Group etc.
- **Practice Teaching**
20 Lessons in Each School Subject (10 Lessons under the Supervision of Mentor in Each School Subject, 05 Lessons under the Supervision of School Principal and 05 Lessons under the Supervision of Teacher Educator).