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COURSE PLAN

B.Ed 1st Semester (Session-2025-26)

Course: Childhood and Growing Up
Course code: BED 101
Credits:4

Objectives of the Course:

- To understand the nature and stages of Growth and Development
- To reflect upon issues and concerns of childhood and Adolescence
- To expand awareness with respect to the role of different agencies in the healthy development of children
- To understand socio-political realities constructing and defining different childhoods

August, 2025-September, 2025: Unit I Growth and Development

1. Meaning of Growth, Development and Maturation
2. Stages of Growth and Development with special emphasis on the Development stages of Childhood and Adolescence
3. Factors affecting Growth and Development
4. Principles of Development

Internal assessment: Students will be assessed on the basis of Assignment.
Topic-Difference between Growth, Development and Maturation

September, 2025 to October, 2025: Unit II Developmental Aspects/Domains

1. Physical-Motor Development
   Development of Gross and Fine Motor Skills
   Play: Concept, Types, Importance in Physical Development
2. Cognitive Development: Concepts and Development of thinking and problem solving (Piaget and Vygotsky)
3. Social, Emotional and Moral Development
   Erickson's theory of Psycho Social Development
   Kohlberg's Theory of Moral Development

Internal assessment: Students will be assessed on the basis of Assignment.
Topic: Contributions of Piaget, Vygotsky, Erickson and Kohlberg

October, 2025 – November, 2025: Unit III Socialization Agencies and the Child

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1. Multiple Childhoods: Factors, Similarities and Diversities with special reference to the Indian context
2. Concept of Socialization
   Family, Parenting, Child Rearing practices and its agencies
   Peers-friendships and gender competition, cooperation and conflict, aggression and bullying from early childhood to adolescence, peer influences
   School-Relationship with peers, teachers and staff, teacher expectation and school achievement, overage learners and peer relationships
3. Social, Economic and Cultural Differences in socialization, impact of diverse socialization patterns on children and implications for inclusion

Internal assessment: Students will be assessed on the basis of Project

Topic**:** Collect ten articles that involve issues of parenting and childhood from newspapers, magazines or other sources.

November 2025 : Unit IV Childhood and Adolescence: Issues and Concerns

1. Childhood Issues and Concerns- Separation / loss of parents, working parents, trauma survivors; Child Abuse: Issues and problems and awareness about rights of the child; Role of media in dealing with issues, concerns and problems of child abuse; child obesity: causes and remedies; Juvenile delinquency
2. Adolescence Issues: Behavioral problems of Adolescents, substance misuse and drug addiction
3. Adolescent concerns: Role of Teachers, parents and peers
4. Protection of Child Rights: UNICEF, WHO, NCPCR, NHRC, Child help lines and NGOs

Internal Assessment: Group Discussion and Presentationon UNICEF, WHO, NCPCR, NHRC, Child help lines and NGOs

Practical Assignments / Field Engagement

Conduct a detailed case study on an Adolescent to understand their needs and problems and prepare a report on it.

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COURSE PLAN

B.Ed 1st Semester (Session-2025-26)

Course Title: Philosophical Foundations of Education

Credits: 4

Course Code B.ED. 103

The course plan has been prepared unit wise with the details of the entire course content.

Unit I: Education and Philosophy: Meaning and Functions
Credit 1
August, 2025

- Concept , Meaning and Aims of Education
- Concept , Meaning, Branches and Aims of Philosophy
- Philosophy and its relation to Education
- Indian perspective of Philosophy through Vedas and Bhagwat Geeta
- Education as a liberal discipline and its Interdisciplinary nature
- Basic concepts in philosophy of Education: Teaching, Training, Learning, Inquiry, Indoctrination w.r.t. child

Unit II: Epistemological Basis of Education
Credit 1
September, 2025

- Meaning of Knowledge, Reason, Belief
- Sources of Knowledge: Empirical knowledge, Rational Knowledge, Authentication of Knowledge, Experience , Values and Ideals

Validation of Knowledge :

- Indian Perspective ; Pratyaksha, Praman, Anuman, Upman and Shabad
- Western Perspective : perception, inference, comparison and testing
- Relationship of School. Knowledge, Subjects

Unit III: Epistemological Basis of Education
Credit 1

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October 2025

- Assumptions about human nature
- Various Schools of Thoughts in Philosophy of Education, objectives and their relevance in education :-
- Idealism, Realism, Naturalism, Pragmatism, Existentialism and Humanism
  Sankhya Yog and Advaita Philosophy
- Relevance of Ethics and Values for teachers and students
- Teacher – Student relationship in light of the above

Internal assessment: students will be assessed on the basis of classroom discussion, presentation and assignment.

- Discussion on various schools of Thoughts in Philosophy of Education.
- Debate and discussion on relevance of Ethics and Values for Teachers and Students.

Unit IV: Philosophers and their influence on the Development of Human Thinking
November 2025

- Relevance of educational thoughts of Indian and Western thinkers to the present Education system
  - M.K.Gandhi, Aurobindo, Vivekanand,Dayanand,Rabindranath Tagore, JidduKrishnamurti
  - Western Thinkers: Plato, J.J. Rousseau, John Dewey, Paulo Frère, Froebal, Montessori
- Critique of Behaviourism and its three alternatives:
  - Dialogue: (with reference to Plato's Allegory of the Cave), the Upanishad(The Nachiketa-Yama dialogue, and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher
  - Activity:(With reference to Dewey's ideas on learning and Gandhi's NaiTalim)
  - Discovery: (With reference to Montessori's description of children's intellectualgrowth and Dewey's concept of inquiry) in the process of education.

Internal Assessment

Presentation on Indian and western thinkers.

External Evaluation: External practical Evaluation of the students will be done from 06th December, 2025 onwards.

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COURSE PLAN

B.Ed 1st Semester (Session-2025-26)

Course Title: Language Across the Curriculum
Code: B.Ed. 105
Credits: 2 Course
Unit I: Understanding Language and Communication
August 2025

- Meaning and Concept of Language

o Features of Language

o Structure of Language

o Functions of Language

- Meaning and Concept of Communication

o Types of Communication

o Human and Animal Communication

- Differences between Language and Communication

- Perspectives in Language Development(with reference to how children acquire language at an early age)

o Nativist: Noam Chomsky's views on language development

o Behaviourist: B.F. Skinner's views on language development

o Social-Interactionist: Lev Vygotsky's views on language development

Unit II: Language Skills
September 2025

- Meaning and Concept of Language Acquisition

- Differences between Language Acquisition and Language Learning

- Acquisition of the Four Language Skills

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o Listening Skills: Kinds and Strategies

o Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills

o Reading Skills: Process types and strategies of Reading, Pre-Reading and PostReading Activities

o Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum

● Emergent Literacy: Meaning and Implications

Unit III: Understanding Language Diversity
October 2025

• Socio-Cultural Variations in Language and dialects

• Relationship of Language and Society: Identity, Power and Discrimination

• Language Diversity in context of India:

o Bilingualism and Trilingualism

o Multilingualism in the classroom: Meaning, its challenges and implications for teachers

o Status of Languages in India and Constitutional Provisions

o Three Language Formula

Unit IV: Role of Language in Teaching- Learning Process
November 2025

• Language and teaching-learning process: concept, principles and goals, advantages and limitations

• Role of Language teachers and subject teachers in LAC approach

• Relationship to Content Based Instruction

o Humanities o Sciences o Mathematics

• Classroom Discourse: Purpose, Types and Importance

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Internal Assessment

● Students have to maintain a record of observation on the communication of children (both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations in a formal and informal setup and the challenges they face in communication.

● Students will Debate and Discussion in classroom on the NEP 2020 with respect to languages and multilingualism, followed by report writing.

External Evaluation: External practical Evaluation of the students will be done from December 2025 onwards

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COURSE PLAN

B.Ed 1st Semester (Session-2025-26)

Course Title: Understanding Disciplines and Subjects

Total Credits:4

Course Code:BED107

The course plan of session 2025-26 during Ist semester has been prepared month wise and unit wise with the details of the entire course content.

Objectives of the Course:

- To understand the concept of discipline and subjects
- To explain the process of concept formation.
- To reflect upon the pedagogic practices and process of learning.
- To identify and comprehend academic interest on the basis of attitude, aptitude and interest of learners.

Unit I: Concept of Disciplines & Subjects

August 2025

- Discipline: Concept, Meaning, Definition, Characteristics
- Nature of Discipline
- Disciplinary, Interdisciplinary, Multidisciplinary, and Transdisciplinary
- Subjects: Concept, Meaning, Definition, Characteristics
- Academic Disciplines and School Subjects: Differences and Relationship
- Studying School Subjects: Need and Importance
- Curriculum: Concept, Meaning and Principles

Internal Assessment: Analysis of school text books to construct and discuss nature and types of Knowledge and pedagogic elements.

Unit II: Concept Formation

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September 2025

- Meaning of Concept and Concept making process
- Concept of methods and strategies of teaching with the various disciplines.
- Inter-relationships between and among the Disciplines
- Formation of School Subjects: Scholastic and Pedagogical Considerations, Need of reframing school subjects
- Child and Adult Misconceptions: Concept, Scope and Processes to be used to Dispel Misconceptions.

Internal Assessment: Developing concept maps to design subject based and thematic-based curriculum materials.

Unit III: Pedagogic Practice and the Process of LearningDecember – October 2025

- Pedagogical and curricular structure of school education according toNEP2020
- Pedagogical Perspective and Concerns of Inclusive Education in Schools
- Factors responsible for the effective learning of various disciplines
- Critical Examination of Terminology and Notions associated with Child-centered Education**.**
- Implementation Strategies for Including Specific Areas of Knowledge in the Teaching Learning Process.

Internal Assessment: Critical study of NPE 1986 and NEP2020 and compare and contrast between the two with special focus on Pedagogical and curriculum structure.

Unit IV: Selection of Subjects based on Attitudes, Aptitudes and Interests of Learners November 2025

- Distinction among Attitudes, Aptitudes and Interests
- Identifying Students' Attitudes, Aptitudes and Interests during the students' School Life
- Role of teachers in identifying Students' Attitudes, Aptitudes and Interests at various school levels

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- Keeping longitudinal records of students' Attitudes, Aptitudes and Interests during their school years.
- Aptitude Tests and their application for assigning different subjects at the senior secondary level.

Internal Assessment: Internal class test.

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COURSE PLAN

B.Ed 1st Semester (Session-2025-26)

Course : Critical Understanding of ICTCourse Code : BED 109
Credits:4
Unit-I: ICT: Connecting with World

August 2025

- National Policy on ICT in School Education
- Accessing the Web-Introduction to the Browser, Browsing and Web.
- Search and Retrieval: Strategies and Techniques
- Internet as a Learning Resource: Using Websites, Web based Learning objects, Simulations, Tutorials.
- Computing in Indian Languages – Fonts and Keyboard
- Using ICT to Create-Text, Data, Media
- Combining text, Graphics and Audiovisuals to create a Communication.
- Web as a space for continuous learning.

Unit-II: ICT for Teaching-Learning: Possibilities and Concerns

September 2025

(a) ICT for Supporting Teaching-Learning and Inclusive Education

- Exploration of ICT resources for Teaching – Learning, Appropriate ICT Infusion in developing of a lesson plan on a given topic using ICT resources.
- Critiquing and Curation of ICT resources: Need, Relevance, Validity, Appropriateness and Use
- ICT – based teaching-learning approaches in schools
- Educational Applications of ICT using appropriate hardware and software: Hardware:(CD/DVD, Projectors, Interactive boards etc. Software:(Single and multiple media, animations and simulations.
- Gaming Environments for Education – Range and Scope.

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• Infusing games into Teaching –Learning and Creating appropriate Classroom environments ,Evaluating Games and Gaming Environments

• Role of ICT in fostering the Creation of an Inclusive School and Classroom Environment

• Assistive Technologies and Devices to foster Inclusion

• Computing in Indian Languages to foster Inclusion

(b) Social ,Ethical and Legal aspects:

• Impact of ICT on Work, Socialising and Other Areas

• Cyber Crimes: Concerns and Implications ,Software Piracy and Legal Remedies, Plagiarism and Fair Use

• Proprietary and Open Source Software;

• Licencing of Software and Content, OER

• Intellectual Property and Copyright and Related Issues of Plagiarism and Fair Use.

• Indian Initiatives in Open Source Software and Sharing of Digital Content

● Meaning and Concept of Language Acquisition

● Differences between Language Acquisition and Language Learning

● Acquisition of the Four Language Skills

o Listening Skills: Kinds and Strategies

o Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills

o Reading Skills: Process types and strategies of Reading, Pre-Reading and PostReading Activities

o Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum

● Emergent Literacy: Meaning and Implications

Unit-III: ICT for Evaluation, Documentation and Communication

October 2025

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(a) ICT for Evaluation:

- ICT :Scope and Techniques for Evaluation
- Exploring and using appropriate Software tools for Evaluation
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources
- Managing Data, Analysis of results and tracking student achievement using ICT Software tools.

(b) Documentation and Communication

- Documenting and Communicating events and processes using ICT: Tools and Techniques
- Digital Story Telling and Storyboarding
- Publishing on the Web: Possibilities and Scope ;Evaluating Choices

Unit-IV: ICT for Building Communities, Collectivising and Administration &Management of an Institution:

November 2025

(a) Building Communities and Collectives:

- Online Communities and Collectivising: Participating, Analysing Interaction and Evaluating Social Networking Forums.
- Sharing thoughts and Ideas :Blogs, Social networking Websites, Discussion forums and Mailing lists
- Virtual Communities: Educational Applications

(b) ICT for Educational Administration and Management

- Role of information management, process and tools in Educational Administration and Management
- Tools and Techniques for Automation of Data Sources in Schools :Collection, Analysis and Interpretation • UDISE :State and National Level Databases in Education

Internal Assessment

Students will explore different sources of Data, read and make meaning using MS Excel.

External Evaluation: External practical Evaluation of the students will be done from **December, 2025 onwards.**

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COURSE PLAN

B.Ed 1st Semester (Session-2025-26)

Course Title: School Organization and Management

Credits: 4

Course Code: BED111 **MM:100**

Objectives of the Course:

- To enable the student-teachers to understand the meaning, nature, scope, functions and principles of Educational Administration of a School.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel.
- To develop an understanding of the concept of quality enhancement& management in schools.
- To acquaint the students with specific problems of school management.

Course Content:
(August,2025) Unit I:

School as an Organization

- The school – its functions and relationship with the society.
- Infrastructure of the school & School Complex
- School Records and Registers: Need &Importance, Types, Characteristics &Maintenance
- Human resource of the school: Roles and responsibilities
- School Finance – School Budget, Sources of Income and Items of Expenditure.

Internal assessment: students will be assessed on the basis of classroom discussion, presentation and assignment.

- **Discussion on characteristics and function of school organization.**
- **Debate and discussion on role and responsibility of human resources.**
- **Project report on any topic –**

School budget system

or

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Critical explain various school records and registers.

- **Written assignment on –**

  i- Need and importance of school records and registers.

Define the word infrastructure. Explain any one school infrastructure.

(September, 2025) Unit II:

Administration of Schools

- Educational Administration: Meaning, Concept, Scope and Functions
- Principles of Educational/School Administration
- Educational Administration: Strengths and Weaknesses
- Difference between Administration and Management
- Structure of School Administration in India: Types of Schools and School affiliation boards
- School Development Plan: Meaning, process and rationale

Internal assessment: students will be assessed on the basis of classroom discussion, presentation and assignment.

- **Discussion on: Types of Schools and School affiliation boards.**
- **Debate and discussion on various factors related with administration and management.**
- **Project report on any topic – steps to generate School Development Plan.**

Or

Explain Strengths and Weaknesses of Educational Administration

(October,2025) Unit III:

Management of Schools

- School Environment: Meaning and Types
- School Management: Concept, Need, Importance and Functions.
- Leadership: Concept, Need,& development of leadership qualities, types-administrative and instructional, Styles of Educational Leadership-Autocratic, Laissez-faire and Democratic.
- Role of a Head in a School as a Transformative Leader
- Role of School Management Committees (SMCs), Mother Teacher Associations (MTAs), Parent Teacher Associations (PTAs) in School Development
- Calendar of Activities &Timetable – Principles and Techniques of Time -table preparation, CCA
- School Discipline: Concept and Approaches, Self-Discipline: Concept and Relevance in a School

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- Problems Faced in School Management: Issues & Concerns

- **Classroom discussion on- Activities &Timetable of a school.**
- **Debate on - problems faced by school management at various levels.**
- **Role play on :- Mother Teacher Associations (MTAs) and Parent Teacher Associations (PTAs)**
- **Classroom discussions on- School Management Committees.**

(November,2025)Unit IV:

Quality Enhancement and Supervision in Schools

- Organizational Culture in a School to foster a Stress-free Work Environment
- Concept of TQM: Structure and Function
- Accreditation and quality assurance: role and function of different agencies in School Education
- Supervision: Concept, Need, Functions and Scope& Principles.
- Professional development of teacher-a brief introduction
- School Development Plan

- **Explain and discuss the concept and meaning of TQM.**
- **Written assignment on-**
  - **Write on various professional development programmers run by education department.**
  - **Critically explain the meaning and importance of organizational culture of a school.**
- **Presentation on : measures of Stress-free Work Environment.**

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COURSE PLAN – B.Ed. 2025-26 (2ND SEMESTER)

Course:-Learning and Teaching

Course Code – BED102
Total Credits: 4

The course plan of session 2025-26 during 2nd semester has been prepared month- wise and unit wise containing the details of the entire course content and course work of the related subject given as follows:

Objectives of the Course:

- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context
- To understand various processes that facilitate the construction of knowledge
- To examine the concept, nature and theories of intelligence and motivation
- To reflect on the theories of personality and methods of adjustment.

UNIT-I Development and Learning
Month: **February 2026**

- Learning and Teaching – Nature, Relevance and Relationship.
- Nature and Nurture, Relationship between Development and Learning
- Developmental Influences: Development as a resultant of interactions between Individual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological)
- Learning styles of learners with special reference to Fleming's VARK model of learning
- Concept of Teaching, Models of teaching, organizing learning experiences, teaching learning resources
- ODL (Open and Distance Learning) and Self Learning

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Internal Assessment: Assignment on various Learning styles of learners with special reference to Fleming's VARK model of learning.

Unit II: Cognition and Learning

Month: March 2026

In this unit learners will be acquainted with

- Approaches to Learning:
  - Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
  - Theories of Learning (Concepts, Principles and applicability is different learning situations): -Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky
- Distinction between learning as 'Construction of Knowledge' and learningas' Transmission and Reception of Knowledge', Upanishadic Method of Learning.
- Meaning of 'Cognition' and its role in learning.
- Socio-Cultural factors influencing Cognition and Learning

Internal Assessment: Internal test of unit 1 and 2.

Unit III Intelligence and Motivation

Month: March ,2026

In this unit learners will get the knowledge of:

- Concept &Nature of Intelligence and the role of Heredity and Environment
- Theories of Intelligence

(a) Spearman's Two Factor theory
(b) Guilford's Factor Analytical Theory
(c) Cattell and Horn's Theory of Intelligence
(d) Sternberg's Information Processing Theory
(e) Howard Gardner's Theory of MultipleIntelligence
(f) Emotional Intelligence (Ability Model)

- Assessment of Intelligence
  (a) Individual Tests – Verbal Tests
  (b) Group Tests: Verbal/Non-Verbal
- Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies, Maslow's Theory of Motivation.

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Internal Assessment: Student–teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

Unit IV Personality and Individuality

Month: APRIL, 2026

In this unit learners will be acquainted with:

- Meaning and Nature of Personality
- Theories of Personality
  - (a) Type Approach – Hippocrates, Kretschmar, Sheldon, Jung
  - (b) Trait Approach –Cattell
  - (c) Type cum Trait Approach –Eysenck
  - (d) Psychoanalytic Approach –Adler
- Individual Differences-Concept and Determinants
- Role of Heredity & Environment in Individual Differences, Catering to individual differences through educational programs.

Internal Assessment: discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

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COURSE PLAN – B.Ed. 2025-26 (2ND SEMESTER)

Course: Contemporary Perspectives in Education
Course code: BED 104
Credits: 4

Objectives of the Course:

- To understand the contemporary development of Indian Education.
- To explain the concept of Globalization, Liberalization and Privatization.
- To understand the socio-cultural context of Indian Education.
- To reflect upon the social issues in education.

Course Content:

February, 2026: Unit I: Contemporary Development of Indian Education

1. System of Indian Education
2. 5+3+3+4(NEP2020,4.1-4.5)
3. ECCE(NEP2020,1.1-1.5): UEE; USE(RMSA); Higher Education (RUSA) Issues of Indian Education
4. Vocational Education (NEP 2020 16.1–16.8)

Internal assessment: Students will be assessed on the basis of Group work and presentations.

Topic: NEP 2020—4.1 to 4.5; 16.1 to 16.8

March, 2026 Unit II: Issues and Debateson Globalization,Liberalization and Privatization

1. Decentralization of Educational Administration (Administrative Hierarchy) Autonomy & Accountability in Higher Education
2. Student Unrest (Special reference to Lyngdoh Committee Report)
3. Agencies of Indian Education: UGC, NCERT, NCTE, NAAC, CBSE, RCI(Rehabilitation Council of India)

Internal assessment: Students will be assessed on the basis of Assignment.

Topic: Agencies of Education UGC, NCERT, NCTE, NAAC, CBSE, RCI

April, 2026: Unit-III Education and Socio-Cultural Context

1. Constitutional provisions on Education (Different Articles), Right to Education Act and its provisions.
2. Fundamental duties (article 51A) as recommendedbyNEP2020

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3. Universalization of School Education
4. Issues of equity, equality and quality of education(NEP2020)
   Sustainable development Goals (SDG4) of 2030 Agenda for Sustainable development as recommendedbyNEP2020
   Equitable and inclusive education learning for all (NEP20206.1-6.20)
   Adult Education and lifelong learning (NEP 2020 21.1-21.10)
5. Universal access to education at all levels (NEP 2020 3.1-3.7)
6. Equity and inclusion in higher education (NEP 2020 14.1-14.4)
7. Relationship between Society and Education
8. Social Process: Socialization, Social Stratification, Social Change, Social mobility
9. Education as an instrument of social Change, Influence of education on Society, Family & their practices.
10. Socio-Cultural influences on the aims and organization of education (in context of Sanskritization.

Internal assessment: Students will be assessed on the basis of Group work and presentations.

Topic: NEP 2020: 6.1-6.20; 21.1-21.10; 3.1-3.7; 14.1- 14.4

April, 2024: Unit IV Social Issues in Education

1. Democracy, Socialism & Secularism: Concept and Practices in Schools.
2. Role of Education in reproducing dominance and challenges of Marginalization with reference to Class, Caste, Gender and Religion.
3. Teacher and Society:
   Teacher Education (NEP 2020 15.1–15.11)
   Approach to teacher education (NEP 2020 5.22–5.29)
   Service environment and culture for teachers NEP 2020 5.8 –5.14

Internal assessment: Students will be assessed on the basis of Group work and presentation.

Topic: NEP 2020—Teacher Education; Approach to teacher education; Service environment and culture for teachers.

Practical Assignments / Field Engagements

The students will be engaged in community work in which they would study the role of education in schools in reproducing dominance and challenges Marginalization with reference to Class, Caste, Gender and Religion. They will prepare a report on the same.

Practical Assignments / Field Engagements

The students will be engaged in community work wherein they would study the role of education in schools in reproducing dominance & challenges Marginalization with reference

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to Class, Caste, Gender & Religion and look at the prevailing in equality and social exclusion. They are expected to prepare a report on the same.

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COURSE PLAN – B.Ed. 2025-26 (2ND SEMESTER)

Course:- Assessment of Learning

Course Code – BED106 **Total Credits: 4**

The course plan of session 2025-26 during 2nd semester has been prepared month- wise and unit wise containing the details of the entire course content and course work of the related subject given as follows:

Objectives of the Course:

- To understand The Nature, Purpose & Types of Educational Assessment & Evaluation.
- To comprehend various Tools & Techniques of Evaluation.
- To analyze & Interpret result of the Assessment qualitatively and by using Elementary Statistical Methods
- To analyze the recent Trends & Issues in Learning Assessment

UNIT-I: Concept of Evaluation

Month: February, 2026

- Concept of Measurement, Assessment and Evaluation
- Need and Scope of Evaluation
- Distinction among-Measurement, Assessment and Evaluation.
- Evaluation Approaches: Formative -Summative
- Difference between Assessment of learning, Assessment for learning and Assessment as Learning
- Continuous and Comprehensive Assessment: Need, Implementation Procedure
- Types of evaluation: Norm referenced and Criterion referenced interpretations of test results

Unit II: Tools and Techniques of Evaluation

Month: March 2026

In this unit learners will be acquainted with

- Characteristics of good measuring instruments and factors affecting them.

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- Reliability and Validity of Tools
- Tools of evaluation: - Quantitative – Written, Oral and Practical (Types of Questions: covering all three domains of Learning Cognitive, Affective and Psychomotor)
- Qualitative – Observation, Introspection, Projection and Sociometry
- Planning and Preparation of test (including blue print, item analysis, try out)
- Alternative Assessment Techniques: Portfolios, Rubrics, Focus Group Discussion, PeerandSelf-Assessment
- Assessment in MOOCs

Unit III: Statistical Methods and Interpretation of scores

Month: March, 2026

In this unit learners will get the knowledge of:

- Need & Importance of Statistics in Evaluation
- Graphical Representation Histogram, Frequency Polygon, Pie Charts,
- Measures of Central Tendency: - Mean, Median, Mode. (Meaning, Characteristics, use only)
- Measures of Variability:(Meaning, Characteristics, Use only) Range, Quartile deviation, Standard deviation
- Normal Probability Curve: -Properties and Uses, Skewness and Kurtosis
- Coefficient of Correlation-Spearman's Rank Rule Method
- Percentile & Percentile rank (Meaning & Uses)

Unit IV New Trends in Evaluation (Need and Use)

Month: April,2026

In this unit learners will be acquainted with:

Question bank

- Grading system
- Online Examination: Use of Various online platform for online Exams
- Open Book Examination
- Critical appraisal of current evaluation practices in the light of NPE 2020
- Choice based choice System (CBCS)
- Cumulative Grade point Average (CGPA)
- No Detention policy- Role of Evaluation
- Construction and Standardization of an Achievement Test

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COURSE PLAN – B.ED 2025-26 (2nd SEMESTER)

Course Title: Experiential Learning

Course Code: BED108

Credits: 2

Unit I: Fundamentals of Experiential Learning

February- 2026

• Concept and Features Experiential Learning, Experiential Education, Elements/Conditions of Experience-based learning, Principles, Role of teacher and students in experiential learning, Process of Experiential Learning, components, Benefits, Limitations, Teaching Non-projectable topics through Experiential mode.

• Experiential Learning and Indian Thinkers

Unit II: Theories of Experiential Learning

March - 2026

• Kolb's Theory of Experiential Learning, His Model and Styles of Experiential Learning, His Learning Style Inventory, Implications of his Theory, Criticism.

• Features and process of learning of the following models: o Kiser's Integrative Processing Model o ORID Model o Clayton's DEAL Model o Content-based Experiential Learning Model

• Compatibility and Appraisal of the different models

Unit III: Types of Experience-based Methods and Techniques

March, 2026

● Method in Use-Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method, Problem Solving Method, Project-based Learning.

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● Progressive Types – Play-based Experiential Learning Methods- Games, Simulation, Roleplay.

● Constructivist Learning Methods/Models- Concept of Constructivism – Types of Constructivism- Cognitive Constructivism, Social Constructivism, Radical Constructivism, Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.

Unit IV: Nature of Experiential Learning at Different School Levels

April, 2026

● Pre-primary Stage

● Primary Stage-Lower and upper

● Secondary Stage

● Proper Implementation of Experiential Learning at each stage in Schools

Internal Assessment

Students will choose a suitable topic of your teaching subject and give the process of teaching it through Discovery Learning and Inquiry-based Learning respectively.

External Evaluation: External practical Evaluation of the students will be done from May 2026 onwards.

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COURSE PLAN – B.ED 2025-26 (2nd SEMESTER)

Course:- Entrepreneurial Mindset

Course Code – BED110 **Total Credits: 4**

The course plan of session 2025-26 during 2nd semester has been prepared month- wise and unit wise containing the details of the entire course content and course work of the related subject given as follows:

Objectives of the Course:

- To provide a foundation for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
- To acquaint students with the process of creativity and innovation
- To expose students to various aspects of entrepreneurship and business
- To expose students to case studies on successful entrepreneurs

Month: February, 2026

Unit I: Introduction: The Entrepreneur; Theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship; entrepreneurial mindset- creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovation)

Month: March, 2026

Unit II: Promotion of a Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis. Business plan- What is business plan, parts of a business plan. Writing a Business Plan

Month: March, 2026

Unit III: Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP, Role of Government in Organizing EDPs. Institutions supporting small business enterprises: central level, state level, other agencies, industry associations.

Month: April, 2026

Unit-IV: Practicals

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• Presenting a business plan

• Project on Startup India or any other

Government policy on entrepreneurship
• Discussion on why startup fails, role of

MSME etc.
• Discussion on role of entrepreneur in

economic growth.
• Discussion on technology park.

• Case study discussion on successful Indian entrepreneurs.

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COURSE PLAN – B.ED 2025-26 (2nd SEMESTER)

Course Title: Teaching of English
Code: BED 120
Credits: 4 Course

The course plan of session 2025-26 during 2nd semester has been prepared month- wise and unit wise containing the details of the entire course content and course work of the related subject given as follows:

Objectives of the course:

- To understand the need& importance of English language and develop proficiency in the language.
- To extend awareness of the pedagogical practices of teaching English.
- To facilitate the effective use of learning resources.
- To understand the process of language assessment and continuous professional development
- To develop activities and tasks for learners including audio-video materials, ICT and

Unit I: Fundamentals of Language
Month: February, 2026

In this unit learners will get the knowledge of

• Nature, Scope and Functions of Language
• Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic
• Psycholinguistic and Sociolinguistic perspectives of language
• Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
• Language Acquisition vs. Language Learning
• Multilingualism as resource to Second Language Teaching-Learning
• Language across Curriculum
• Principles and Maxims of Language Teaching
• History and status of English language in India – aims and objectives of teaching English language at secondary and senior secondary levels

Unit II: Language Development Skills: Listening, Speaking, Reading and Writing Skills
Month: March, 2026
In this unit learners will be acquainted with

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• Listening: Concept, Types, Importance, Role and Significance, Factors affecting listening, Activities to develop Listening and its evaluation

• Speaking: Concept, features of connected speech: Stress, pronunciation, rhythm and rhyme, intonation and modulation, Factors affecting Speaking, Significance and activities to develop speaking and its evaluation

• Reading: Concept, reading as a process, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading), Developing study skills including using a thesauruses, dictionary & encyclopaedia and evaluation of reading

• Writing: Mechanics of writing, writing as a process; various stages of different writing, developing writing skills through reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisement, creative writing (poetry & short stories), Evaluating writing and giving feedback

Unit III: English Language Pedagogy and Learning resources

Month: March, 2026

In this unit learners will get the knowledge of:

•Micro Teaching Skills

• Approaches/Methods to English Language Teaching: Direct Method, Structural Approach, Communicative Approach, Constructivist Approach

• Planning a Lesson, Instructional Objectives and Specifications for:

o Prose: Techniques (Discussion, Narration, Questioning), Methods (Story Telling, Dramatization)

o Poetry: Methods (Recitation, Song-action), Techniques of Appreciation

o Grammar: Types (Functional, Formal), Methods (Inductive and Deductive)

• Developing and using audio-visual aids, including CALL programmes and library

• Innovative practices: Online language learning resources – access and use of ICT and use of language games

• Use of language laboratory for promoting language proficiency.

• Formation of language clubs: organizing various activities for promoting functional competencies in English Language (quiz, role play, elocution, literary club, debates etc.)

Unit IV Personality and Individuality

Month: April, 2026

In this unit learners will be acquainted with:

• Assessing language skills: strategies- oral & written, peer and group assessment, assessment within and beyond classroom.

• Constructive approach to assessment: Rubric, e-portfolio, journal writing and Open-ended test

• Selecting, adapting and using authentic course material for teaching English (textbook, teachers guide, supplementary readers)

• Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment.

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- Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report
- Critical Appraisal of an English text book.
- Professional Competencies of a teacher.
- Comprehensive and Continuous Evaluation and its use in English class.
- Different Elicitation Techniques used in English; cloze, diagnostic and achievement test.
- Remedial Teaching, Contrastive analysis; Error analysis

Internal Assessment

Students will develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

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COURSE PLAN – B.ED 2025-26(2nd SEMESTER)

Course:- Teaching of Mathematics

Course Code – BED126 **Total Credits: 4**

The course plan of session 2025-26 during 2nd semester has been prepared month- wise and unit wise containing the details of the entire course content and course work of the related subject given as follows:

Objectives of the Course:

- To understand the nature and value of mathematics and its place in curriculum.
- To understand the historical developments leading to concepts in modern Mathematics.
- To improve the competencies in secondary level Mathematics.
- To understand the various instructional strategies and their appropriate use in teaching Mathematics at the secondary level.
- To apply appropriate, method, strategies and evaluation techniques in teaching of Mathematics

UNIT I: Mathematics in School Curriculum

Month: February, 2026

In this unit, learners will be facilitated with:

- Nature and scope of mathematics, nature of mathematical proposition, mathematical

proof, structure and logic.

- Meaning &building block of mathematics: undefined terms, definitions, axioms, postulates, theorems, propositions, logically valid conclusion, use of quantifiers, implications.
- Value of mathematic, Need and importance of Mathematics at secondary stage.
- Critical evaluation of the curriculum in use in Mathematics at the secondary stage.
- Correlation of Mathematics with other subjects
- Contributions of Indian & Western Mathematicians (Ramanujan, Aryabhatta, Bhaskaracharya, Shakuntala Devi, Pythagorus, Rene Descarte, Euclid).
- Vedic Mathematics.

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- General and specific objectives of teaching mathematics (bloom's taxonomy with Anderson's revision), Specification of objectives in terms of learning outcomes

UNIT II: Instructional Planning, Designing and Transaction in Mathematics

Month: March, 2026
In this unit, learners will be acquainted with:

- Unit Planning and Lesson Planning in Mathematics
- Instructional Approaches: Inductive & Deductive approach, Analytic and Synthetic approach, Constructivist approach
- Instructional Methods: Traditional methods, Problem solving, Heuristic, Project, Activity method, Laboratory Method and cooperative learning, Self-learning, peer learning, and 5E model.
- Instructional Media: Text books, Reference books, OERs, Magazines, Journals, Encyclopaedia, Newspapers, Teaching Aids and other Media
- Content analysis in mathematics, concepts formation and concepts attainment
- Developing Critical Thinking, Creative Thinking, Problem Solving Skills {Higher Order Thinking Skills (HOTS)}
- Co-curricular Activities for Mathematics: Use and Development Mathematics clubs, Mathematics fairs, quiz, Olympiad, talent search examination.

UNIT III: Assessment and Evaluation of Learning and Teaching of mathematics

Month: March, 2026
In this unit, learners will be acquainted with:

- Concept and types of Assessment
- Norm-referenced & Criterion- Referenced,
- Placement, Formative, Diagnostic & Summative Assessment

- Continuous and Comprehensive Assessment
- Assignments, projects, and portfolios in mathematics.
- Unit test, designing blue prints, item construction, marking scheme.
- Tools of Assessments: Observation Schedule, Checklist, Rating Scale, Anecdotal Records, Tests, Rubrics, Open-Book examination, online examination
- Achievement tests: Their construction, Administration and Analysis, Need and importance of class tests.

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- Types of test items: Essay type, Restricted response type, Objective type, Levels of Questions (based on Bloom's Taxonomy)
- Assessment of Creative Expression/ work, Laboratory work, Group-based work, Portfolios, Self-assessment, Peer assessment
- Diagnostics test and remedial teaching in Mathematics

UNIT IV:Professional Development of Mathematics Teacher

Month: April, 2026
In this unit, learners will be acquainted with:

- Professional Development: Need & relevance at individual level, Organizational level and governmental level
- Need and Relevance of Participation in Seminars, Workshops, Conferences, Symposia etc as well as membership of Professional Organisations in Professional development of Teachers, Field Visits for enrichment
- Teacher as a Researcher: Need and Competencies
- Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Mathematics at secondary school level.
- Action research: Concept, Identification of problems faced by the teachers in the Classroom, Writing Report

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COURSE PLAN – B.ED 2025-26 (2nd SEMESTER)

Course:- Teaching of Social Sciences

Course Code – BED128 **Total Credits: 4**

The course plan of session 2025-26 during 2nd semester has been prepared month- wise and unit wise containing the details of the entire course content and course work of the related subject given as follows:

Objectives of the Course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary events.
- To acquire knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To identify, prepare and collect different teaching Aids & use them effectively in the classroom.

Unit I: Social Science in School Curriculum

Month: February, 2026

In this unit, learners will be facilitated with:

- Nature, Scope & Importance of Social Science
- Difference between Social Science and Social Studies
- Aims and objectives of teaching Social Sciences, formulation of objectives in behavioural terms with special reference to Social Science
- Social Science curriculum at School level - correlation with other subjects
- Critical appraisal of a Social Science Text -Book
- Development of Values through Social Science Teaching
- Importance of Democratic inclusive class room for Social Science teaching

Evaluation: A class test of 15 marks is to be conducted based on the topics covered.

Unit II: Planning, Designing and Transaction

Month: March, 2026

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In this unit, learners will be acquainted with:

- Micro Teaching, Unit Planning and Lesson Planning.
- Difference between Approaches, strategies and methods
- Approaches: Inductive, deductive, constructivist, multidisciplinary & integrated approach in Social Sciences.
- Methods – Story telling, Problem Solving, Project Method, Observation Method, Discussion method, Social enquiry method, Field study method.
- Concept Mapping in Social Science & Instructional strategies for concept learning& Mind-Mapping.
- ICT Integrated Teaching learning Resources in Social Science Class Room.
- Instructional Aids: - Low-cost Teaching Aids, Preparation, improvisation and effective use Chart, Models, Scrap Books, Media (Print Non-print and Electronic Media), Maps, Graphs Time Line, Globe, e-technologies.
- Grouping students for learning: Cooperative learning, Dramatization, Role play and simulation
- Organization and planning of Co-curricular Activities in Social Science – Field Trip/Excursion / Bulletin Board in Social Science& Social science club.
- Challenges in Social Science &Dealing with controversial Issues in Social Science, Current events.

Evaluation: A class test of 15 marks is to be conducted based on the topics covered.

Unit III: Evaluation in Social Science

Month: March, 2026
In this unit, learners will be acquainted with:

- Evaluation: Concept, importance and Types of Evaluation
- Assessment: Concept and its types
- ICT Techniques for Evaluation in Social Science
- Comprehensive and Continuous Evaluation in Social science
- Type of Test items and development of Achievement test in social sciences
- Diagnostic testing and remedial measures and Case studies

Evaluation: A class test of 15 marks is to be conducted based on the topics covered.

Unit IV: Professional development of a Social Science Teacher

Month: April, 2026
In this unit, learners will be acquainted with:

- Qualities and Competencies of a Social Science Teacher

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- Professional Growth and development of Social Science teachers at Individual, Organizational and Governmental levels.
- Need and relevance of participation in, MOOCs, seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- Action research: Concept and Identification of problems faced by the Social Science teacher in the classroom
- Teacher as a Researcher and a Reflective practitioner
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in Social Science at secondary school level
- Challenges Faced by social science Teacher

Assignment: Need for a Professional development of a science teacher

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COURSE PLAN – B.ED 2025-26 (2nd SEMESTER)

Course Title: Teaching of Accountancy
Code BED132
Credits: 4 Course
Objectives of the course:

- To understand of the nature and rationale of Accountancy as a subject in the school curriculum.
- To use of workbooks and practice sets for gaining practical knowledge of the world of Accountancy.
- To expand awareness about curricular innovations in Accountancy.
- To develop the competencies for transacting the accountancy curriculum.
- To familiarize with the techniques of evaluation and to analyze the digital platforms and e-assessment for Accountancy.

Unit I: Accountancy in school curriculum
Month: February, 2026

In this unit learners will get the knowledge of

• Meaning, Nature, need, and scope of Accountancy, rationale of its inclusion in the school curriculum.
• Aims and Objectives of Teaching Accountancy, Formulation of Objectives.
• Text Book: Critical appraisal of an Accountancy text book.
• Integration of Accountancy with Business studies, Mathematics & Economics.
• Curriculum Development- Developing Accounting Curriculum for Secondary Classes.
• A Critical Appraisal of Accountancy Curriculum framed by CBSE/ISC/NIOS.
• Values of teaching Accountancy- global citizenship, practical, social, cultural, and vocational.

Unit II: Planning, Designing and Transaction

Month: March, 2026

In this unit learners will be acquainted with

• Micro Teaching- Concept and different skills of teaching, Practice of Skill of Introducing a lesson, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, and Skill of Black/White Board Writing
• Lesson Planning: Types-Daily, Weekly and unit Plan, Formats of Daily Plans.
• Planning lessons for Theoretical aspects, Practical/numerical sessions and Projects.
• Use of software and hardware for the teaching of Accountancy, including the use of computers
• Methods and Techniques of Teaching Accounting: Question- Answer Technique, Lecture Method, Problem solving method, Games method, Project method, Case study, Computer Assisted Instruction, Team Teaching, Co-operative learning, Peer learning, Blended learning, Constructivist Approach(7E's).

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• New Pedagogic ideas and innovative trends in Accountancy: Blended Learning (With reference to Flex model, Rotation model, A La Carte model): Concept, Procedure and Advantages.
• Co-Curricular Activities: Different types of co-scholastic activities for strengthening the learning of accounting. Quizzes and other group activities.
• ICT as Learning Resources: Computer assisted learning, social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha
• Learning Resources: Open repositories, Workbooks and Practice sets

Unit III: Evaluation in Accountancy
Month: March, 2026
In this unit learners will get the knowledge of:
• Evaluation: Concept, importance and Types of Evaluation, Continuous and Comprehensive evaluation, Assessment: Concept and its types
• Assessment tools in Accountancy: observation schedule, checklist, open book examination and online examination, Explore tools and software for evaluation.
• Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based
• Achievement tests: their construction, administration and analysis
• Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom'sTaxonomy)
• Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Accountancy.

Unit - IV: Professional Development of an Accountancy teacher

Month: April,2026

In this unit learners will be acquainted with:
• Accountancy Teacher: Qualities of an ideal teacher, Avenues available for professional growth. Developmentof Accounting as a 'Profession'
• Professional Accounting Software: Working knowledge about the prevalent accounting (business record maintaining) software [Tally, Busy, etc.]. Use of spread sheets.
• Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher
• Maintaining Classroom records: Meaning, Importance and Preparation of Attendance Register, Assessment Records, Stock Register etc.
• Professional Development: Need & relevance at individual level, Organizational level and governmental level
• Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia
• Action research: Concept, Identification of problems faced by the teachers in the classrooms.

Internal Assessment

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Students will develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

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COURSE PLAN – B.ED 2025-26 (2nd SEMESTER)

Course Title: Teaching of Business Studies
Credits: 4
Course Code: BED134

Objectives of the course:

- To understand the rationale of teaching Business Studies at the School level.
- To develop the skill of developing and transacting curriculum of Business Studies.
- To develop the tools and techniques of evaluation for appraising and enhancing students' knowledge and performance in Business Studies.
- To analyze and use the digital platforms and e-assessment.

Unit I: Business studies in School Curriculum
Month: February, 2026

Objectives of the course:

- To understand the rationale of teaching Business Studies at the School level.
- To develop the skill of developing and transacting curriculum of Business Studies.
- To develop the tools and techniques of evaluation for appraising and enhancing students' knowledge and performance in Business Studies.
- To analyze and use the digital platforms and e-assessment.

In this unit learners will get the knowledge of:

• Meaning, Nature Need/ Importance and scope of Business Studies, rationale of its introduction at senior school level/ secondary level, recent advancements in Business Studies. Evolution of education for business.
• Aims and Objectives of Teaching Business Studies, Formulation of Objectives in Behavioral terms.
• Integration of Business Studies with other subjects:Accountancy, Economics, Social Science and English language
• Curriculum development- Developing Business Studies Curriculum for Schools. • Reviewing the Business Studies Curriculum developed by CBSE/ ISC/NIOS.
• Values of teaching Business Studies- global citizenship, practical, social, cultural, and vocational.
• Text Book: Critical appraisal of a Business Studies text book.

Unit II: Planning, Designing and Transaction

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Month: March, 2026

In this unit learners will be acquainted with

Developing different teaching skills through Microteaching mode:

• Skill of Introduction, Skill of Probing Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Black/White Board Writing

• Lesson Planning and Unit Planning based on various approaches

• Mini lesson plan for teaching through Microteaching mode

• Teaching Methods: Lecture Method, Question- Answer Technique, Discussion Method, Group work & collaborative learning, Project Method, Problem Solving method, teaching through Games, Inquiry Based Method, Discovery Method, and Portfolio.

• Instructional Approaches-, Constructivist, Critical Thinking, Creative Thinking

• Co-curricular activities: Business Studies based co-scholastic activities and their utility, linkage of school and outside organizations for strengthening knowledge about business.

• Instructional Media o Meaning, Types of Instructional Media, scope of using Instructional Multi Media for the teaching of Business Studies o professional journals for business studies. (Educational tours to any business organization)

• ICT as Learning Resources: Computer assisted learning, Social networking, Discussion forum, Blogs, MOOCs: Swayam and Diksha

Unit III: Evaluation in Business studies

Month: March, 2026

In this unit learners will get the knowledge of:

Evaluation: Concept, importance and Types of Evaluation

• Continuous and Comprehensive evaluation

• Assessment: Concept and its types

• Assessment tools in Business studies: observation schedule, checklist, open book examination and onlineexamination, Explore tools and software for evaluation.

• Techniques/ Methods of Assessment: Observations, Examination, Assignments, Projects, Performance Based Assessments (PBAs): Individual & Group Based

• Achievement tests: their construction, administration and analysis

• Types of test items: Essay type, Short answer type, Objective type, Levels of Questions (based on Bloom'sTaxonomy)

• Diagnostic tests, remedial/enrichment measures & monitoring learner's progress in Business studies

Unit IV: Professional Development of a Business studies Teacher

Month: April,2026

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In this unit learners will be acquainted with:

• Business studies Teacher: Qualities of an ideal teacher, Avenues available for professional growth

• Teacher as Reflective Practitioners: Reflective teaching, Qualities of Reflective Teacher

• Professional Development: Need & relevance at individual level, Organizational level and governmental level

• Need and Relevance of Participation in MOOCs, Seminars, Workshops, Conferences, Symposia

• Membership of Professional Organizations in Professional development of Teachers

• Technology Integration: Planning with the integrating Technology for inquiry (NTeQ) model for Business studies at secondary school level.

• Action research: Concept, Identification of problems faced by the teachers in the classroom

Internal Assessment

Students will develop a Multi-Media lesson using appropriate ICT resources and transacting the same before peers in simulated teaching exercise.

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COURSE PLAN – B.ED 2025-26 (2nd SEMESTER)

Course:- Teaching of Integrated Sciences

Course Code – BED144 **Total Credits: 4**

The course plan of session 2025-26 during 2nd semester has been prepared month- wise and unit wise containing the details of the entire course content and course work of the related subject given as follows:

Objectives of the Course:

- To analyze critically the curriculum and textbooks from the dimensions of integration at various levels of school.
- To acquire and learn skills of preparing lesson plans using various approaches and methods.
- To acquire and learn specific laboratory skills to conduct practical work in science
- To develop and use the techniques for evaluation of students' performance.
- To understand the importance of Professional Development of a science teacher

UNIT I: Science in school Curriculum

Month: February, 2026

In this unit, learners will be facilitated with:

- Nature, Need and Scope of teaching Integrated Science in school

Structure of Science-Concepts, Facts, Principles, Theories and laws

- Aims & Objectives of Teaching Science, formulation of objectives in behavioral terms with special reference to Integrated Science
- Correlation of Integrated Science with other subjects
- Integrated Science Books: Qualities of good Integrated Science books, Effective use; Criteria for evaluation of integrated science textbook
- Process Skills in Science
- Recent trends in Science Curriculum with special reference to National Curriculum Framework-2005(NCF-2005) & NEP-2020 (National Education Policy).

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Practical Assignment: Pupil teachers have to conduct five experiments in integrated science.

UNIT II: Planning, Designing and Translation of Instruction.

Month: March, 2026

In this unit, learners will be acquainted with:

- Micro Teaching
- Development of Unit plan and Lesson Plan using variety of approaches.
- Concept Map: Preparation and usage
- Teaching Methods and approaches: Lecture cum Demonstration, Laboratory Method, Inquiry skills, Project Method, Problem Solving Method, Heuristic Method, Constructivist Approach and Multimedia Approach
- Instructional Aids:
  - Teaching Learning Material: Preparation, Improvisation and Effective use
  - ICT based Teaching Learning Material: preparation, selection and effective use
- Planning and execution of Extended Experiences: - Excursions, Science Exhibition, Science Fair, Science Quizzes, Science Club
- Science Laboratory: Organization & Management.
- Science learning resources

Assignment: multimedia lesson plan and transacting the same before the peer group.

UNIT III: Assessment in science

Month: March, 2026

In this unit, learners will be acquainted with:

- Concept, Types and Techniques of Evaluation for Theory & Practical
- Assessment: Concept and its types
- Diagnostic tests, remedial/enrichment measures & monitoring learner's progress
- Achievement test-its construction & administration.
- Assessment through creative expressions: Drama, Poster and ICT based Test/quizzes

Evaluation: A class test of 15 marks is to be conducted based on the topics covered.

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UNIT IV: Professional Development of Integrated Science Teacher

Month: April, 2026

In this unit, learners will be acquainted with:

- Qualities and Competencies of an Integrated Science Teacher
- Professional Growth and development of science teachers at Individual, Organizational and Governmental levels.
- Need and relevance of participation in, MOOCs, seminars, Workshops, Conferences, FDPs, Symposia at Pre-Service and In-service level.
- Action research: Concept and Identification of problems faced by the Science teacher in the classroom
- Teacher as a Researcher and a Reflective practitioner
- Preparing the Teacher for Technology Integration: Planning with integrating Technology for inquiry (NTeQ) in science at secondary school level

Assignment: Need for a Professional development of a science teacher

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COURSE PLAN – B.Ed. 2025-26 (3rd SEMESTER)

BED251,BED253,BED255,BED257 **Total Credits: 20**

Objectives of the Course:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To learn the nuances of the practice of teaching in a School using appropriate methods, materials and skills
- To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching – textbooks, children's literature, activities and games, planning excursions
- To reflect critically on practice by visiting a learning centre.

School Experience Details during Internship I:

- During the school-internship the student teacher is expected to observe classroom
- Teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management.
- The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different art efacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice.
- The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.
- The activities undertaken during the internship period will be presented in e-Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken.

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- The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous understandings, 'why' certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and 'how' these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in e-Portfolios and Reflective Journals.

This semester shall entail a field engagement of 16 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations, teacher observations and observations of interns' lessons by faculty.

In the next 15 weeks of internship the pupil teacher shall be engaged in teaching experience wherein the aim shall be meaningful and holistic engagement including the writing of reflective journals. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations during the internship at schools.

School Internship Part I(BED 251,BED253)10 Credits
School Internship Part I shall include the undertaking of the following tasks. Details of Internship I will be involving the following components.

- **Microteaching:** Microteaching sessions will be taken by all the teacher educators on different microteaching skills. Then microteaching sessions will be conducted where pupil teachers will practice the different microteaching skills in small groups.
- **Simulated Teaching:** Pupil teachers will be asked to deliver the lesson plan before the faculty mentors and the peer group.
- **Discussion lesson:** Pupil teachers will learn to make a lesson plan by discussing it with the mentors based on their pedagogy.
- **Achievement test(one report in any pedagogy):** Meaning of Achievement test and preparation of the report will be explained to the students.
- **Preparation of teaching aids:** Effective use and preparation of teaching aids will be discussed with the pupil teachers and they will be shown different types of learning resources in the teaching aids resource room.
- **Multimedia lessons(two lessons in each pedagogy subject):** Preparation of lesson plan using multimedia will be discussed with the pupil teachers.
- **Text Book Review(one in any of the pedagogy):** How to review a text book will be discussed with the pupil teachers.
- **Peer Group Observation (five in each pedagogy subject):**Peer Group

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Observation formats will be explained by the mentors.

- **Teacher's Diary:** Pupil teachers will be instructed regarding preparation of teacher's diary.

Assessment: assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part II (BED255 & BED257)10 Credits

Schools will be allocated to the pupil teachers by the mentors in a group of six to ten students in their vicinity areas.

The School Internship Part-II shall entail the execution of all the above -mentioned components.
Pupil teachers will be preparing:
e-Portfolio: Preparation of e-Portfolio of Internship programme will be told to them.
Reflective Journal: Preparation of reflective journal will be explained by the mentors to the pupil teachers.

Assessment: assessment of the final lesson plan at the culmination of the internship wherein the pupil teacher will be observed by external and internal examiners while they teach in the schools.

This assessment shall be done for both the pedagogies of teaching subjects opted by the pupil-teachers.

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COURSE PLAN – B.ED 2025-26 (4th SEMESTER)

Course Title: Gender, School and Society **Credits: 4**

Course Code: BED210 **MM:100**

• To develop understanding of some key concepts and terms and relate them with their Context in understanding the power relations with respect to Educating and Education.

• To develop an understanding of the paradigm shift from Women studies to Gender Studies based on the historical backdrop.

• To reflect on different theories of Gender and Education and relate it to power relations.

• To analyze the institutions involved in Socialization processes and see how socialization Practices impact power relations and identity formation

Course Content:

February, 2026.

Unit I: Gender Issues: Key Concepts

• Gender, Sex, Sexuality

• Third Gender, Transgender

• Patriarchy, Masculinity and Feminism

• Gender bias, Gender Stereotyping, and Empowerment

• Equity and Equality in Education w.r.t. relation with caste, class, religion, ethnicity, disability and region with respect to Gender: Present status in India and prospects.

• Polyandrous, Matrilineal and Matriarchal Societies in India: Relevance and Status of Education

Internal assessment: students will be assessed on the basis of classroom discussion, presentation and assignment.

- **Discussion on various topic like -Gender bias, Gender Stereotyping.**
- **Debate and discussion on- Equity and Equality in Education.**
- **Project report on any topic – steps to generate Polyandrous, Matrilineal and Matriarchal Societies in India.**

Or

Critical analysis the relevance and Status of gender issues in Education

- **Written assignment on -Present status of Gender: in India and its prospects**.

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March, 2026Unit II:

Gender Studies: Paradigm Shift

• Paradigm shift from Women's studies to Gender studies

• Historical backdrop: Some landmarks from social reform movements

• Theories on Gender and Education and their application in the Indian context

• Socialization theory

• Gender difference

• Structural theory

• Deconstructive theory

• Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal Societies: Assessing affect on Education of Boys and Girls

- **Discussion on social reform movements in India in context of gender , cast and religion**.
- **Debate and discussion on various theories on Gender and Education and their application in the Indian context.**
- **Project report on any topic – Power Control in various societies**.

Or

Explanation of what Paradigm shift from Women's studies to Gender studies in present context.

March, 2026 Unit III:

Gender, Power and Education

• Gender Identities and Socialization Practices in: Family, other formal and informal organization.

• Schooling of Girls: Inequalities and Resistances (issues of Access, Retention and Exclusion).

• Collection of folklores reflecting socialization processes.

• Changing Perspectives with Legal Provisions: Right to Inheritance etc

- **Classroom discussion on -changing perspectives of gender**

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- **Debate on- reflection on socialization processes**
- **Classroom discussions on- new Gender Identities and Socialization Practices.**

April, 2026 Unit IV:

Gender Issues in Curriculum

• Social Construction of Masculinity and Femininity

• Patriarchies in interaction with other social structures and identities

• Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions

• Overcoming Gender Stereotypes

• Working towards gender equality in the classroom: Need and Strategies

• Empowerment of Women: Strategies and Issues

- **Explain and discuss**
- **Written assignment on-**

- **Gender equality in the classroom**
- **Write Reproducing Gender in School: Curriculum, Text-books, Classroom Processes and Student-Teacher interactions?**

- **Critically explain the role of education in the field of women empowerment.**
  Presentation on -social structures and identities of society.

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COURSE PLAN – B.ED 2025-26 (4th SEMESTER)

Course: Knowledge and Curriculum Perspectives in Education
Course code: BED 212
Credits:4

Objectives of the Course:
• To enable student teachers to understand the meaning of the term Curriculum.
• To sensitize them towards the conceptual linkages and distinctions between Educational aims, Curriculum framework, Curriculum development, Curriculum transaction, Curriculum Evaluation and Pedagogy.
• To explore the role of School as an organization and its culture along with the teacher in operationalizing and developing, a contextually responsive Curriculum which fosters the spirit of Critical Pedagogy.
• To familiarize student-teachers with the recommendation of NCF 2005 and NCFTE2009 pertaining to Curriculum and Schooling.

February, 2026: Unit I Curriculum and Related concepts

1. Meaning of the term Curriculum
2. Differentiating between the following with respect to their nature and role: (a) Curriculum Framework, Curriculum and Syllabus. (b) Teaching and Instruction (c) Textbook and Reference Book (d) Supplementary Book and Work book
3. Interrelationship between Curriculum, society and Learner - Centralized Vs Decentralized Curriculum
4. Core Curriculum Vs Hidden Curriculum: Meaning, Role and Interrelationship.
5. NCF 2005 and NCFTE 2009: Recommendations on Curriculum and Schooling.

Internal assessment: students will be assessed on the basis of group discussions, presentations and assignments.
Topics- NCF 2005 and NCFTE 2009

March, 2026: Unit II Construction of Knowledge

1. Meaning and Nature of Knowledge
2. Information, Knowledge, Conception and Perception
3. Sources of Knowledge: Empirical vs Revealed Knowledge
4. Types of Knowledge: Disciplinary, Course content, Indigenous, Scientific
5. Relevance of Knowledge construction through dialogue
6. Contestations to Knowledge – Dominance, Marginalization and Subversion
7. Role of curriculum in challenging marginalization with reference to class, caste, gender and religion

Internal assessment: Students will be assessed on the basis of group discussions, presentations and assignments.
Topics:
a) Types of Knowledge
b) Contestations to Knowledge

March, 2026: Unit III Curriculum Planning, Construction and Transaction (At School Level)

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1. Broad determinants of Curriculum Construction as learner, diversity, national and international contexts.
2. Different approaches to Curriculum Development as subject centered, learner centered, constructivist, competency based, environmental.
3. Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba

Internal assessment: Students will be assessed on the basis of group discussions, presentations and assignments.

Topics:
Different Approaches to Curriculum Development
Models of Curriculum Development.

April, 2026 Unit-IV School: The Site of Curriculum Engagement

1. Role of School Administration in creating a context for transacting the curriculum effectively
2. Role of Infrastructural support in Teaching and Learning
3. School Culture and Organizational ethos as the context for Teachers Work
4. Role of teacher as a critical pedagogue in curriculum transaction
5. Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, SCERT, CIET.

Internal assessment: Students will be assessed on the basis of group discussions, presentations and assignment.

Topics:
i. School Culture and Organizational ethos as the context for Teacher's Work
ii. Role of the various apex bodies
iii. Role of teacher as a Critical Pedagogue

Practical Assignments/Field Engagement:
Visit to Apex organizations such as NCERT and CIET in Education

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COURSE PLAN – B.Ed. 2025-26(4thSEMESTER)

Course Title: Guidance and Counselling **Total Credits:4**
Course Code:BED214

Objectives of the Course:

- To appreciate the nature, need, principles for guidance and counselling;
- To familiarize the responsibilities and moral obligation of teacher as a guide and Counsellor;
- To develop capacity of applying the techniques and procedures of guidance and Counselling;
- To facilitate career development of all the different types of students;

February , 2026

Unit I: Understanding Guidance

- Guidance: Concept, aims, objectives, functions, principles and ethics
- Role of Guidance in human development and adjustment
- Need & Procedure for (Educational, Psychological and Social)guidance
- Group Guidance: Concept, Need, Significance and Principles
- Role of Teacher in providing guidance and organization of guidance programs in schools.

Internal Assessment: Students will be assessed on the basis of Assignment on the role of teacher in providing guidance in schools

March , 2026

Unit II: Understanding Counselling

1. Counselling: Meaning, Principles, Approaches (Directive, Non-Directive, Eclectic), Types (Individual, Group)
2. Process of counselling (Initial Disclosure, In-Depth Exploration and Commitment to Action)
3. Counseling Services for Students: Face to Face and Online
4. Counsellor: Qualifications and Qualities (including Skills for Listening,

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Questioning, Responding and Communicating).

5. Differences between Guidance and Counselling
6. Professional ethics and code of conduct of Teacher a s a Counsellor.
7. Role of Guidance and Counselling in Distance Education

Internal Assessment: Students will be assessed on the basis of Group Discussion and presentations on the topic Professional ethics and code of conduct of the teacher as a Counsellor.

March 2026

Unit III: Major Concerns in Guidance and Counselling

- Dealing with Depression and Academic Stress
- Psychological Tests: Kinds and their importance for Guidance Program
- Guidance Program in School: Various Guidance Services in

SchoolOrientation Services
Appraisal Service/Pupil Inventory Service
Occupational Information Service
Counselling Service
Placement Service
Followup Service

Internal Assessment: Students will be assessed on the basis of Assignment on the topic

various ways to deal with Depression and Academic Stress.

April, 2026

Unit IV: Guiding students for Career Development

- Meaning and Types of Differently-abled(DA)Students
- Behavioral Problems of Children with Special Needs (CWSN) and of Deprived Groups (DG)
- Behavior Modification Techniques
- Career Development: Teacher's role in dissemination of Occupational Information. Career Planning, Vocational Training and Placement Opportunities for all students including CWSN and of Deprived Groups (DG)students

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- Persons with Disabilities Act 1995, Governmental and Non-governmental Facilities, Ethical and Legal Guidelines RPWD Act2016.

Internal Assessment: Students will be assessed on the basis of Group Discussions and presentations on the topics Persons with Disabilities Act 1995 and the Rights of Personswith Disabilities Act, 2016.

Practical Assignments/Field Engagement:
Group Guidance – One Career Talk by a professional counsellor

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COURSE PLAN – B.ED. 2025-26 (4TH SEMESTER)

Course Title: Environmental Education **Credits: 4**
Course Code: BED216

The course plan of session 2025-26 during 4th semester has been prepared month wise and unit wise with the details of the entire course content.

Objectives of the Course:

- To understand and reflect on the concept and characteristics of environmental education from various aspects.
- To develop awareness understanding and concern about environment and associated problems.
- To develop critical insights about the environment, through the environment and for the environment.
- To develop awareness about sustainable development goals.

Unit I: Nature and scope of environmental education

Month: February, 2026

- Nature, need, scope and present status of environmental education.
- Environmental education: a way of implementing the goals of environmental Protection.
- Biodiversity in India.
- Role of individual in conservation of natural resources: water, energy and Food
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Environmental legislation: awareness and issues involved in enforcement
- Role of information technology and media in environment Awareness/consciousness.

Internal assessment: Assignment on Major hotspots of biodiversity in India

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Unit II: Community Participation and Environment

Month: March, 2026.

- Community participation in natural resource management. Water, forests, etc.
- Change in forest cover over time.
- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation, developmental projects, including Government initiatives and their impact on biodiversity
- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment

Internal assessment: Written test of unit 1& 2.

Unit III: Environmental Issues and concerns

Month: March, 2026.

- Consumerism and waste generation and its management.
- Genetically-modified crops and food security: Impacts positive and negative
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present -day world
- Environmental degradation and its impact on the health of people
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management.
- Biomedical waste management.
- Changing patterns of energy and water consumption.

Internal assessment: Presentations.

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Unit IV: Initiatives by various agencies for Environment Education

Month: April, 2026

- Environmental conservation in the globalised world in the context of global Problem.
- Alternative sources of energy
- Impact of natural-disaster/man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and green house gas emission
- Impact of industry/mining/transport on environment.
- Sustainable use of forest produces.
- Governmental and non-government initiatives.
- Supreme Court order implementation of Environmental Education (EE)

Internal assessment: Project on Study of major initiatives taken by NCERT regarding environmental education.

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COURSE PLAN – B.ED 2025-26 (4TH SEMESTER)

Course Title: Creating an Inclusive School **Credits: 2**

Course Code: BED218

The course plan of session 2025-26 during 4th semester has been prepared month wise and unit wise with the details of the entire course content.

Unit-I: Inclusive Education
Total time allotted: 4 hours. February 2026.

In this unit learners will be acquainted with

- The concept of inclusive education and its benefits for the society.
- Forms of Inclusion and Exclusion in Indian education and society
- Meaning of inclusive education, historical, development, Philosophical and social basis of Inclusive Education.
- Benefits of Inclusive Education to children without special needs.
- Addressing Inequality and Diversity in the classroom.

Internal Assessment

Presentation: The presentation will be prepared and presented by the pupil teachers.

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Unit .II Children with Special Needs

Total time allotted: March 2026

In this unit learners will

- Understand the historical perspective on disability and types of disabilities.
- Assess the learning problems of the CWSN and adaptations, assistive devices and educational provisions for CWSN.

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Internal Assessment

Class test of unit1 and 2.

Unit-III Schools Preparedness for Inclusion

Total time allotted: March. 2026

In this unit student will

- Learn the ideology and vision of an inclusive school.
- Understand the infrastructure modifications required to make a school inclusive.
- Appreciate the role of various personnel involved in inclusion.

Internal Assessment

Reflective Assignment

Unit-IV Inclusive Practices in the Classroom

Total time allotted: April 2026

In this unit students will

- Learn various strategies for curricular adaptations, teaching & evaluation for CWSN.
- Acquaint themselves with provisions for CWSN given by different school boards to appear in public examinations.

Internal Assessment

Preparation of lesson plan to include CWSN in the class for any topic.

External Evaluation: External practical Evaluation of the students will be done from May 2026 onwards.

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COURSE PLAN – B.Ed. 2025-26 (4thSEMESTER)

Course Title: Health and Physical Education **Credits:4**

Course Code:BED222

Objectives of the Course:

- To acquaint pupil teachers with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To develop organisation skills in organising inter house tournaments and sports meet.
- To understand the need and relevance of Yoga and develop the skills in yogic practices.

February , 2026

Unit I: Health, Hygiene and Wellness

- Concept of Mind and Healthy Mind, Relation of Healthy Mind and Healthy Body.
- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervision and Health Instruction.
- Hygiene Education: Definition, aims and objectives.
- Role of teacher in development of health and good hygienic habits.
- Health andWellness.

Internal Assessment: Students will be assessed on the basis of Assignment.

March , 2026

Unit II: Areas of Concern for Health, Hygiene and Wellness

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- Communicable Diseases: Mode of Transmission, Methods of Prevention andControl.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Postures: Importance of Good Posture, Common Postural Defects andRemedial Exercises.
- Recreation: Meaning, Significance and Recreational Programs inSchools.
- Wellness common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuse.
- Health and Physical Education and its relation with other subjects like science, Social Science and Languages
- Sex Education and concerns for HIV/AIDS.

Internal Assessment: Students will be assessed on the basis of Group Discussion.

March 2026

Unit III: Physical Education and Integrated Personality

- Physical Education: Concept, definition, aims and objectives
- Need, scope and Importance of Physical Education Programs at different school evels
- Organization and administration: planning, budgeting, fixture(Knock out and league)
- Athletic meet – Meaning, need and importance. Process to organize athletic meet at School level
- Concept of integrated personality and its realization through physical education program.
- Tournaments -Types, inter-house competition, sportsmeet.
- Rules and Regulations and skills of any one of the Games/events: Hockey,Badminton, Volleyball,Basketball, Football, Tennis, Table Tennis, Kho-Kho, Track and Field Events.

Internal Assessment: Students will be assessed on the basis of Assignment.

April, 2026

Unit IV: Yoga and Physical Fitness

- Introduction, Meaning and mis-concepts about Yoga

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- Types of Yoga, Ashtang Yoga of Patanjali (Eight stages of Yoga)
- Effects of asana on our body and relation of Psychology with
- YogaMeaning and Importance of Pranayama and Shudhikriya
- Importance of Meditation in school
- Physical fitness: Meaning, importance. Motor component of physical fitness (strength, flexibility, endurance, speed, Agility and neuro-muscular coordination).
- Training methods of physical fitness.

Internal Assessment: Students will be assessed on the basis of Group Discussions and Presentations.

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COURSE PLAN – B.ED 2025-26 (4TH SEMESTER)

Course Title: School Leadership
Credits:4
Course Code : BED234

Unit I: Structures and Processes of the Indian Education System
Credit 1
February 2026.

- Types of schools within different administration bodies
- Roles and responsibilities of education functionaries
- Governance rules and financial management of different types of school.
- Relationships between support organizations(Affiliating, Regulating and Financing bodies) and the school.
- Understanding and interpreting educational policies that impact schools
- Concepts of school culture, organization, leadership and management.
- Role of school activities such as assemblies, annual days etc., in the creationof school culture.

Unit II: School Effectiveness and School Standards
Credit 1
March- 2026

- School effectiveness -meaning and its assessment.
- Understanding and developing standards in education
- Classroom management effective communication and motivational skills.
- Learner- centred educational and inclusive Education.

Unit III: School Leadership and Management
Credit 1
March- 2026

- Administrative and academic leadership
- Styles of leadership
- Team leadership
- Pedagogical leadership

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- Leadership for motivation and change
- Desirable Change in management
- Conflict Management

Unit IV:Change Facilitation in Education
Credit 1
April- 2026

- Sarva Shiksha Abhiyan (SSA) experiences and RMSA
- Equity in Education · Incentives and schemes for girl child
- Issues in educational and school reform
- Preparing for and facilitating change in education through Teacher Educationsystem as prime mover.
- Role and functions of IASEs, DIETs, CTE · Role, functions and networkingof institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc.
- Accountability and Continuous Professional Development

Internal Assessment

- The students shall be required to study the role of the supervisors and principals in aschool.
- The students may look at the working of a school and prepare a school improvement plan.

External Evaluation: External practical Evaluation of the students will be done from May 2026 onwards.

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