

**HEMCHAND YADAV VISHWAVIDYALAYA,
DURG (C.G.)**

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**SCHEME OF EXAMINATION
&
SYLLABUS
of
Bachelor of Education (B.Ed.)
(SEMESTER- I to IV)**

Session 2018-19

**(Approved by Board of Studies)
Effective from July 2018**

Curriculum Framework

B.ED. TWO YEAR COURSE (2018-2020)

Curriculum Organization based on NCTE framework			
Semester I	Semester II	Semester III	Semester IV
THEORY	THEORY	THEORY	THEORY
(C) Philosophical Perspectives of Education (4 credits)	(C) Sociological Perspectives of Education (4 credits)	(S) Pedagogy - II (4 credits)	(C S) Gender, School & Society (4 credits)
(C) Learner & Learning Process (4 credits)	(C) Curriculum & Knowledge (4 credits)	(T E) Assessment in Learning (2 credits)	(T E) Language Proficiency (4 credits)
--	(E) Elective - I (4 credits)	--	(E) Elective - II (4 credits)
(S) Pedagogy - I (4 credits)	(T E) Arts Education (2 credits)	--	--
PRACTICUM	PRACTICUM	PRACTICUM	PRACTICUM
Preparation of Teaching Aids (2 credits) Community Activities (2 credits)	Internship (4 Wks) (4 credits) School Experience - I (2 credits) a) Observation Report of School Documents b) Mentor's Report	Internship (16 Wks) (10 credits) Reflective Diary (2 credits) Supervisor's Assessment (2 credits)	Psycho-metric Assessment (2 credits) Viva-Voce on Teaching Experience
12+4 = 16 Credits	14 + 6 = 20 Credits	6 + 14 = 20 Credits	12 + 2 = 14 Credits
C = Core Paper; E = Elective Paper; T E = Teacher Enrichment; C S = Contemporary Study			

S. Jyoti
25-06-2018

Nishu
25/06/2018

Pooja
25/06/18

Pratibha
25/06/18

SEMESTER IV	THEORY	EXTERNAL MARKS	INTERNAL MARKS
Paper X	Gender, School and Society	80	20
Paper XI	Language Proficiency (A) Hindi (B) English	100 (50+50)	--
Paper XII	Elective – II	80	20
	PRACTICUM	EXTERNAL MARKS	INTERNAL MARKS
(i)	Training in Yoga, Sports & Games	--	50
(ii)	Psycho-metric Assessment	50	--

S. Purkayastha
25-06-2018

Nishu,
25/06/2018

Prashant
25/06/18

Pratibha
25/06/18

S. Purkayastha
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Nishu,
25/06/2018

Prashant
25/06/18

Pratibha
25/06/18

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**SCHEME OF EXAMINATION
&
SYLLABUS
of
Bachelor of Education (B.Ed.)
(SEMESTER-IV)**

Session 2018-19

**(Approved by Board of Studies)
Effective from July 2018**

B.ED. SYLLABUS (SEMESTER IV)

CONTEMPORARY STUDIES

PAPER - X: GENDER, SCHOOL AND SOCIETY

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) Understanding the role of culture (apart from biology) as determinants of gender distinction in social living;
- (ii) Awareness of factors that shape gendered roles in Indian society;
- (iii) Understand the problems of girl child education in our society;
- (iv) Developing a critical perspective on gender-based discrimination and its effects;
- (v) To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender;
- (vi) To develop a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability; and
- (vii) To equip the teacher with the ability to create more meaningful and gender just experiences for her students.

Course Outline

Unit - I: Gender: Key Concepts- Social Construction of Gender

- Examining one's own growing up as a boy or a girl.
- Gender, sex, sexuality, patriarchy, masculinity and feminism.
- Gender bias, gender roles and stereotyping, and its consequences.
- Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc).
- Female sex ratio and child sex ratio.

Unit - II: Gender and Schooling

- Schooling of girls (literacy rate, dropout rate, completion rate, etc.) and reasons why girls are not able to complete schooling.
- Why do girls feel uncomfortable in schools?
- Can schools be different so that more girls can be educated?
- Gender bias in curriculum, textbooks, analysis of hidden curriculum.

Srinivas
25/06/18

Srinivas
25/06/18

Gurpreet
25/06/18

Pratishtha
25/06/18

- Critical examination of school and classroom processes- challenging gender biases and stereotypes.
- Understanding relationships within the school- child-child, teacher-child and teacher-peer group relationships from the perspective of gender.
- Feminization of teaching profession.

Unit - III: Gender and Sexuality

- Understanding sexuality (sexual orientation and sexual identity- third gender) and the relationship between power and sexuality.
- Violence against women- empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women.
- Legal (sexual and reproductive) rights of women.

Unit - IV: Psychological and Sociological Perspectives

- Radical Feminist;
- Socialist-Feminist;
- Psychoanalytical and other perspectives;
- Recent debates.

Unit - V: Strategies for Change

- Policy and management.
- In the school.
- Women's action groups.
- Mass media.

Suggested themes for transaction of the content (Group discussions and review of case studies etc.)

- Telling our own 'gendered' stories.
- En-culturing 'gendered' roles in upbringing within different kinds of families- case studies.
- Gender issues in school education- case studies.
- Gender issues manifest in contemporary public spaces- case studies.
- Responding to various forms of gender discrimination.

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Shankar
25/06/2012

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25/06/2012

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Shankar
25/06/2012

Suggested Readings:

1. Gender Analysis of State Policies: A case study of Chhattisgarh- Dr. Sen Ilina.
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region- R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
4. Geetha, V. (2007). *Gender*. Stree: Calcutta.
5. Ghai, Anita (2008). Gender and Inclusive education at all levels. In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi.
6. Jeffery, P. and R. Jefferey (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. In Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi.
7. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India. Peggy Froerer, Brunel University, Anthropology and Education.

Sankar
25/06/2018

Pratik
25/06/2018

Pratik
25/06/18

Pratik
25/06/18

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XI: भाषा प्रावीण्यता (हिन्दी भाषा)

कुल अंक: 50

Course Outline

ईकाई – I: भाषा की प्रकृति

(Weightage- 2 questions 5 marks each)

- भाषा क्या है ?
- हिन्दी भाषा की प्रकृति
- हिन्दी भाषा की विशेषताएँ
- आवश्यकता और महत्व

ईकाई – II: भाषा की उपयोगिता

(Weightage- 5 Questions 3 marks each)

- भाषा रूपांतरण के नियम
- सार लेखन
- पत्र लेखन (औपचारिक, अनौपचारिक)
- अपठित गद्यांश
- प्रतिवेदन (रपट)

ईकाई – III: व्यवहारिक व्याकरण

(Weightage- 25 Questions 1 marks each)

- संज्ञा और सर्वनाम
- समास
- वाक्य रचना
- मुहावरे और लोकोक्तियाँ
- समानार्थी एवं पर्यायवाची शब्द

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Shikhar
25/06/2012

Rishabh
25/06/12

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XI: LANGUAGE PROFICIENCY (ENGLISH LANGUAGE)

TOTAL MARKS: 50

Course Outline

Unit - I: Nature of Language (Weightage - 2 questions 5 marks each)

- What is Language?
- Nature of English Language.
- Need and Importance of English language.

Unit - II: Utility of Language (Weightage - 5 Questions 3 marks each)

- Translation: Rules of translation;
- Precis writing;
- Letter writing: formal & informal letters;
- Comprehension;
- Report writing.

Unit - III: Grammar (Weightage- 25 Questions 1 marks each)

- Articles (Definite & Indefinite);
- Tenses (Present, Past, Future);
- Parts of Speech;
- Antonyms, Synonyms;
- Modals.

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Srinivas
25/06/12

Prathima
25/06/12

Prathima
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Prathima
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B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II

TOTAL MARKS: 80

Note: Any one elective is to be chosen from the options given below:

(D) COMPUTER EDUCATION

(E) INCLUSIVE EDUCATION

(F) TEACHING OF VALUES

PAPER - XII: ELECTIVE GROUP - II XII (D)

COMPUTER EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

To enable the teacher-trainees:

- (i) To appreciate the role of computer education in the context of modern technological society;
- (ii) To develop understanding of computers and their application in education;
- (iii) To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level;
- (iv) To use computer based learning packages and organize effective classroom instructions;
- (v) To acquire necessary skills in using of modern word processing software; and
- (vi) To develop skills of creating and managing simple databases and handling of computers.

Course Outline

Unit - I

- Importance of information technology.
- Classification of computers by technology, type and size.
- Uses and scope of computers.
- Fundamentals of computers.
- Input/output devices;
- Central processing unit storage devices;

Surinder
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Surinder
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Surinder
25/06/12

- Operating systems;
- Application software.

Unit - II

- Files and folders;
- Use of pointing devices;
- Cut and paste;
- Shortcuts to applications;
- Use and exploring the contents of storage devices- floppy disk, drives, hard discs, CD ROM etc.
- Running applications and exiting applications.

Unit - III

Modern word processing applications:

- Importance of word processing in education.
- Characteristics of modern word processing applications.
- Toolbars and menu.
- Text and objects.
- Text entry- Running text and paragraphs.
- Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering.
- Editing text- select text, find and replace, cut, copy and paste.
- Editing document- Applying styles, spell check, headers and footers, footnotes, pagination, subscript and superscript.
- Insertion of objects, pictures, symbols, fields, page breaks and section.
- Page setup- Margins, paper size, and layout, printing and saving documents.

Unit - IV

Modern data base management applications:

- Importance of data base management in education.
- Characteristics of modern data base management applications.
- Concept of relational data base management system.
- Fields name, Type, Width.

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- Databases;
- Forms;
- Reports.

Unit - V

Computers for joyful learning:

- Need for joyful learning.
- Computers as an aid for joyful learning.
- Computer games.
- Multimedia capabilities of modern desk top computers.
- Internet- Importance and need.
- Use of interactive and educational software.

Assignments

- Write an essay on any topic using word-processing software. Document must include at least three of the following characteristics.

- Pagination;
 - Header;
 - Two different paragraph styles;
 - Two different fonts;
 - A picture object;
 - Bullets and numbering;
 - Subscript and super script;
 - Symbols or special characters.
- Use relational database management software for any one of the following activities:
- Developing question bank
 - Developing a data base for either students or staff including various fields like name, date of birth, date of joining, admission, salary/grade obtained etc.
 - Automated printing of salary statement/GPF deduction statement or any other administrative activity.

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Suggested Readings:

1. Admas, D.M: Computer and Teacher Training.
2. Bhatnagar, S.C. & Ramani, K.V: Computers and Information Management.
3. CO-ROM-Titles available at cyber media 35 (4bays) Echelon Institutional area, sector 32, Gurgaon 122002.
4. Desai, B.: Database Management System.
5. Rajaram, V: Fundamentals of Computers. Prentice Hall of India, New Delhi.
6. SAM's Teach Yourself Office 97 in 24 hrs., Prentice Hall of India, New Delhi.
7. Shelly, John and Hunt Roger: Computer studies-first course (second edition), A.H. Wheeler & Co., Delhi.
8. Windows 96: Simplified. Complex Publishing, New Delhi.
9. Windows 98: No Experience Required. BPB Publications, New Delhi.

S. Kumar
25/06/18

Pratibha
25/06/18

Raj
25/06/18

Pratibha
25/06/18

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II XII (E)

INCLUSIVE EDUCATION

TOTAL MARKS: 80

COURSE OBJECTIVES:

The students will be able to-

- (i) demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- (ii) reformulate attitudes towards children with special needs;
- (iii) identify needs of children with diversities;
- (iv) plan need-based programmes for all children with varied abilities in the classroom;
- (v) use human and material resources in the classroom;
- (vi) use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- (vii) modify appropriate learner-friendly evaluation procedures;
- (viii) incorporate innovative practices to respond to education of children with special needs;
- (ix) contribute to the formulation of policy; and
- (x) implement laws pertaining to education of children with special needs.

Course Outline

Unit - I: Paradigms in Education of Children with Special Needs

- Historical perspectives and contemporary trends.
- Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model.
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

Unit - II: Legal and Policy Perspectives

- Important International Declarations/Conventions/Proclamations: Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;

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- Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

- National Policy- Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA (1992); Education in the National Policy on Disability, 2006.

- Programmes and Schemes of Education of Children with Disabilities:

- Centrally Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

Special Role of Institutions for the Education of Children with Disabilities- Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

Unit - III: Defining Special Needs

- Understanding diversities- concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities).

- Special needs in terms of the curriculum in the context of different disabilities and their learning styles.

- Concept of an inclusive school- infrastructure and accessibility, human resources, attitudes to disability, whole school approach.

- Community-based education.

Unit - IV: Inclusive Practices in Classrooms for All

- School's readiness for addressing learning difficulties.

- Assessment of children to know their profile.

- Technological advancement and its application: ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

- Classroom management and organization.

- Making learning more meaningful: Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.

Shankar
25/06/2012

Ravi
25/06/12
Ravi
25/06/12

- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom: Special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor.
- Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.
- Documentation, record keeping and maintenance.

Unit - V: Developing Support Networks

- Addressing social climate of the classroom.
- Child-to-child programme.
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners- developing positive relationships between school and home.
- Involving community resources as source of support to teachers.
- Involving external agencies for networking: Setting up appropriate forms of communication with professionals and paraprofessionals.
- Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.
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Shikhar
25/06/2018

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Pratishtha
25/06/2018

Suggested Readings:

1. Bender, W.N.: Learning Disability. Allyn & Bacon, Simon and Schuster, 1995, Boston London.
2. Berdine, W.H. & Blackhurst A.E. (eds). An Introduction to Special Education. Harpers Collins Publishers, Boston, 1980.
3. Dunn., L. & Bay, D.M. (ed.): Exceptional Children in the Schools. New York: Holt, Rinehart, Winston.
4. Hallahar, D.P. & Kauffman, J.M.: Exceptional Children: Introduction to Special Education. Allyn & Bacon, Massachusetts, 1991.
5. Hewett, Frank M. & Foreness Steven R.: Education of Exceptional Learners. Allyn & Bacon, Massachusetts, 1984.
6. Jorden, Thomes E.: The Exceptional Child. Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J.: Education of Exceptional Children. Houghton Mifflin Co., Boston, 1989.
8. Magnifico, L.X.: Education of the Exceptional Child. New York, Longman.
9. Shanker, Udey: Exceptional Children. Jullundur: Sterling Publications.
10. Singh, N.N. and Beale, I.L. (eds.): Learning Disabilities- Nature, Theory and Treatment. Spring-Verlag, New York, Inc: 1992.
11. Smith, C.R.: Learning Disabilities- The interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth: Exceptional Children & Youth. J.J.: Prentice Hall.

S. J. K. K.
25/06/2012

G. J. K. K.
25/06/12

P. J. K. K.
25/06/12

B.ED. SYLLABUS (SEMESTER IV)

PAPER - XII: ELECTIVE GROUP - II

XII (F) TEACHING OF VALUES

TOTAL MARKS: 80

COURSE OBJECTIVES:

- (i) To understand the nature and sources of nature, and disvalues.
- (ii) To understand the classification of values under different types.
- (iii) To appreciate educational values like democratic, secular, and socialist.

Course Outline

Unit - I

- Nature and sources of values, biological, psychological, social and ecological determinants of values- their bearing on education in varying degrees.

Unit - II

- Classification of values into various types: Material, social, moral and spiritual values; status of values; how can these be realized through education.

Unit - III

- Corresponding to values there are evils or dis-values: Material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

Unit - IV

- Levels of values realization, how to resolve the conflicts among values; how to work for the integration of values that are embedded in education.

- Development of values as a personal and life-long process-teaching of values as an integral part of education.

Unit - V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.

- Value of self-sacrifice vs value of self-centredness.

- Values of excellence vs values of ego-centralism.

- Values of work vs values of selfishness.

- Every teacher or all teachers need to teach values.

Sunil
25/06/2012

Pratibha
25/06/2012

Pratibha
25/06/2012

Pratibha
25/06/2012

Suggested Readings:

1. Hassh, I.R.H., Miller, J.R. & Fieding, G.D.: Models of Moral Education, An Appraisal. Lorigman Inc, New York.
2. Passi, B.K. & Singh, P.: Value Education, National Psychological Corporation. Agra.
3. Laths, L.E., Menu Harmins & Sydney, S.: Value and Teaching. Menhill, Ohio.
4. Rokeach, M.: The Nature of Human Values. Coiler MacMillan Publisher, London.
5. Fraenkel Jack R.: How to Teach Value: An Analytical Approach. Prentice Hall, New Jersey.

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S. J. K. S.
25.06.2012

M. K. S.
25.06.2012

G. S. K.
25.06.12

P. S. K.
25.06.12

Hemchand Yadav Vishwavidyalaya, Durg, C.G.
Bachelor of Education (B.Ed.)

Semester IV: Practicum

Psycho-metric Assessment

External Marks- 50

List of Psychology Practicals- Atleast 5 practicals have to be conducted.

- 1. Span of Attention by Tachistoscope.**
- 2. Transfer of learning by Mirror Drawing Apparatus.**
- 3. Case Study to measure the problematic behaviour of the child.**
- 4. Value test.**
- 5. Testing Individual Differences/ Intelligence Test.**
- 8. Reasoning Ability.**
- 9. Aptitude Test in any school subject. (Compulsory)**
- 10. Achievement Test in any school subject with finding difficulty level only. (Compulsory)**

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