



S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Course No- 08

Month	Unit & Topic Details	Signature
	<p align="center"><u>KNOWLEDGE AND CURRICULUM</u></p> <p>COURSES CONTENTS</p> <p>UNIT I: KNOWLEDGE AND KNOWING</p> <ul style="list-style-type: none"> ● Concept of Knowledge <ul style="list-style-type: none"> ● What is knowledge ? ● What is knowing ? Can doing, thinking and feeling be discerned separately in knowing ? ● Differentiation between information, knowledge, skill, belief and truth. ● Knowing Process <ul style="list-style-type: none"> ● What are different ways of knowing ? ● How are the relative roles of knower and the known in knowledge transmission and construction ? ● What are the relative roles of knower and the known in knowledge transmission and construction ? ● Facets of Knowledge <ul style="list-style-type: none"> ● What are the different facets of knowledge and relationship, such as: Local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school ? (With an emphasis on understanding special attributes of 'school knowledge'.) ● What is the role culture in knowing ? ● How is knowledge reared into action? How to reflect on knowledge? 	
	<p>UNIT II: FORMS OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS</p> <ul style="list-style-type: none"> ● Can we categorise knowledge ? On what basis ? ● What forms of knowledge are included in school education ? ● On what basis are knowledge categories selected in school education? ● Who selects, legitimizes, and organizes categories of knowledge in schools ? In what form ? ● How does school knowledge get reflected in the form of curriculum, syllabus and textbooks? 	

P.T.O.

Month	Unit & Topic Details	Signature
	<p>unit III : concept of curriculum</p> <ul style="list-style-type: none"> ● Understanding the meaning and nature of curriculum : Need for curriculum in schools ● Differentiating curriculum framework, curriculum and syllabus; their significance in schools education ● Notion of the textbook ● Facets of curriculum : Core curriculum – significance in Indian context ● Meaning and concerns of 'hidden' curriculum ● Curriculum visualized at different levels : National_level: state-level; school-level; class-level and related issues (Connections, relations and differences) ● Difference between curriculum framework, curriculum and syllabus ● Trends in curriculum of school education at national and state levels (with reference to National curriculum frameworks) 	
	<p>UNIT IV : CURRICULUM DETERMINANTS AND CONSIDERATIONS</p> <ul style="list-style-type: none"> ● Nature of learner and the Forms of knowledge; ; Nature of learner, needs and interests, and learning process; Forms of knowledge and disciplines, and their characterization in different school subjects. ● Determinants of curriculum at the nation or state-wide level; (i) social-political-cultural-geographical-economic diversity; (ii) socio-political aspirations, including ideologies and educational vision; (iii) economic necessities; (iv) technological possibilities; (v) cultural orientations; (vi) national priorities; (viii) system of governance and power relations; and (viii) International contexts. ● Inequality in educational standards, need for common goals and standards; issues related to common school curriculum National goals and priorities: ● Considerations in curriculum development at the level of the school: (i) forms of knowledge and its characterization in different school subjects (ii) Relevance and specificity of educational objectives for concerned level (iii) Socio-cultural context of students—multi cultural, multilingual aspects (iv) Learner characteristics (v) Teacher's experiences and concerns (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity. 	
	<p>UNIT V: CURRICULUM DEVELOPMENT</p> <ul style="list-style-type: none"> ● Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviourist; competency-based (including minimum levels of learning') learner-centered and constructivist. ● Process of curriculum making: (i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organization of learning situations (v) selecting learning experiences (vi) Critical issues : Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity. 	
	<p>UNIT V: CURRICULUM DEVELOPMENT</p> <ul style="list-style-type: none"> ● Understanding different approaches to curriculum development : Subject-centered: environmentalist (incorporating local concerns); behaviourist; competency-based (including minimum levels of learning); learner-centered and constructivist. ● Process of curriculum making : (i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects (iii) Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organization of learning situations (v) selecting learning experiences (vi) choice of resources (vii) planning assessments. ● Syllabus in different subject areas, time management, Text book as a tool for curriculum transaction, other learning resources such as 'on learning' and ICT, interactive videos, other technological resources. ● Planning and use of curricular materials teachers, hand book, source book, work book, manuals, and other learning materials. 	

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S.T. COLLEGE of Education

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BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Course No- 09

Month	Unit & Topic Details	Signature
	<p align="center"><u>ASSESSMENT FOR LEARNING</u></p> <p>COURSE CONTENTS</p> <p>Unit I: Introduction to Assessment & Evaluation</p> <ul style="list-style-type: none"> ● Concept of test, measurement, examination, appraisal, evaluation and their inter relationships. ● Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties. ● Forms of assessment :- <ol style="list-style-type: none"> 1. Based on purpose : Formative, Summative, prognostic; diagnostic; Norms referenced; Criterion referenced 2. Based on nature & scope : Teacher made; Standardized 3. Based on mode of response: Oral, writtern, performance 4. Based on context : Internal, External, self, peer, & teacher 5. Based on nature of information gathered: Quantitative, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed. ● Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional obectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed. ● Authentic assessment; school based assessment 	
	<p>Unit II : Assessment of Learning</p> <ul style="list-style-type: none"> ● Concept of Cognitive, Affective, Psychomotor domain of learning ● Revise taxonomy of objectives (2001) and its implications for assessment and stating the obectives. ● Constructing table of specifications & writing different forms of question-(VSA,SA ET & objectives.) ● Construction of achievement tests-steps, procedure and uses ● Construction of diagnostica test Steps & tution. 	

P.T.O -

Month	Unit & Topic Details	Signature
	Unit III: Assessment for Learning <ul style="list-style-type: none"> ● Need for CCE its importance and problems faced by teachers ● Meaning & Construction of process-oriented tools observation schedule; check-list; rating scale, anecdotal record; ● Assessment of group processes–Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing task; Criteria's for assessment fo social skills in collaborative or cooperative learning situations. ● Quality assurance in tools – Reliability (Test-retest; equivalent forms, split-half) & Validity (Face, content, construct) – Procedure to established them; Item – analysis. ● Portfolio assessment –meaning, scope & uses; developing & assessing portfolio; development of Rubrics. 	
	Unit IV: Individual psychological assessment <ul style="list-style-type: none"> ● Measurement of intelligence : Individual-Group, Verbal-non-verbal, power-speed ● Measurement of Aptitude : Aptitudes tests and its uses ● Measurement of Interest : Use of interest inventories ● Measurement fo Attitude : Use of Attitude Seales ● Measurement of Personality 	
	Unit V : Interpretntion and Reporting of student's performance <ul style="list-style-type: none"> ● Interpreting students's performance <ol style="list-style-type: none"> 1.Descriptive statistics (measures of central tendency & measures fo variability, Percentages) 2. Graphical representation (Histogram, Frequency Curves) 3. NPC – percentile. ● Grading – Meaning, types, and its use . ● Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching learning process; Identifying the strengths & weakness of learners. ● Reporting students's performance – Progress reports, cumulative records, profiles and their uses, Portfolios. 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Course No- 10

Month	Unit & Topic Details <u>CREATING AN INCLUSIVE SCHOOL</u>	Signature
	COURSE CONTENTS Unit I : Introduction to Inclusive Education <ul style="list-style-type: none"> ● Concept meaning scope and challenges of inclusive education ● Distinction between special education, integrated education and inclusive education and their merits and demerits ● Creating inclusive environment – physical, social and emotional (barrier free environment) ● Role of parents, head masters and teachers in ensuring equal educational opportunities for these students ● Facts and myths of inclusive education with particular reference to Indian context ● Factors influencing inclusive education 	
	<p style="text-align: center;">—</p>	
	Unit II: Nature and needs of Students with Diverse Needs (SWDN) <ul style="list-style-type: none"> ● Definition, types and classification of SWDN (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Cerebral Palsy, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities, special health problems, gifted, Creative, SC, ST, girl students, rural students, students from linguistic minority, street children, migrant workers children and orphans) ● Characteristics and educational needs of SWDN based on research evidence ● Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach, Community-based education. ● Supportive resources and services for children with SWDN in inclusive education. 	

P.T.O.

Month	Unit & Topic Details	Signature
	<p>Unit III: Educational Strategies, Management and Assessment Techniques for SWDN</p> <ul style="list-style-type: none"> ● Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs) ● Guidelines for adapting teaching sentence, mathematics and languages of the secondary level. ● Inducational measures for effective implementance of inclusive education. ● Teacher's role in implementaing returns in assessment and evaluation in inclusive education: Type of adaptations? adjustment in assessment and evaluation strategies used for students with diverse needs; Importance fo continuous and comprechensive evaluation 	
	<ul style="list-style-type: none"> ● Programmes & procedures used for placement, grading, promotion, certification to bring uniformity in assessment 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Course No- 11

Month	Unit & Topic Details	Signature
	<p align="center"><u>OPTIONAL COURSES</u></p> <p align="center"><u>HEALTH AND PHYSICAL EDUCATION</u></p> <p>COURSE CONTENTS</p> <p>Unit I : Conceptual Understanding of Health, Safety and Security</p> <ul style="list-style-type: none"> ● Concept of health, importance, dimensions and determinants and determinants fo health; Health needs of children and adolescents, including differently- abled children ● Understanding of the body system – skeleton, muscular, respiratory, circulatory and digestive in relation to ;health fitness, bones, muscles and joints, their functions, common injuries of bones. ● Common health problkems and diseases (Communicable diseases; measles, chickenpox, whooping cough, tuberculosis) –its causes, prevention and cure, immunization and firstaid. ● Reproductive and sexual health – RTI, STI, HIV/AIDS, responsible sexual behaviour ● posoning ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment 	
	<p>Unit II : Food and Nutrition</p> <ul style="list-style-type: none"> ● Food and nutrition, Balanced diet, food habits, timing of food, nutrients and their functions. ● Diversity of Indian food, seasonal foods and festivals,preservation of food value during cooking, indigenou and modern ways to persevere food. ● Economics fo food, shift in food practices and its globalization. ● Practices related to food hugiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention 	

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Month	Unit & Topic Details	Signature
	Unit III : Awareness about Physical Fitness <ul style="list-style-type: none"> ● Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-deficiency activities ● Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health ● Yogic practices – importance fo yoga, yogasanas, kriyas and pranayams ● Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media. 	

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BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Course No- 11

Month	Unit & Topic Details	Signature
	<p align="center"><u>PEACE EDUCATION</u></p> <p>COURSE CONTENTS</p> <p>Unit I : Understanding Peace as a Dynamic Social Reality</p> <ul style="list-style-type: none"> ● Awareness of relevance of peace ● Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. ● Peace contexts : underlying assumptions, processes and imperatives ● Peace values vis-a-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz, compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensures peace in society ● Foundations fo peace : compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development ● Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama ; initiatives at national and international levels. 	
	<p>Unit II : Understanding Conflicts, Mediation and Transformation of Conflict</p> <ul style="list-style-type: none"> ● Nature of conflict, Incompatibility of needs and aspirations, Resulting conflicts at different levels in society-intrapersonal, organizational, interstate and global. ● Understanding the role of social conditions and processes that sustain conflict : Limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz. Water, forests, energy etc. ● Developing capabilities for mediation and conflict transformation : Awareness of own identity, cultural underpinning and communication skills, Awareness of context of the conflict. Commitment to mediate. Looking for alternative strategies, skills and creative solutions to overcome/transform conflicts 	

P.T.O.

Month	Unit & Topic Details	Signature
	<p>Unit III : Orienting Education for Peace Building</p> <ul style="list-style-type: none"> ● Critical reflection on the curricular processes and pedagogy of peace education ● Rethinking authority relations from democratic perspective: promoting dialoguing, and developing capabilities for decision making ● Understanding social justice in local contexts - its implications for beliefs, attitudes, and values and school/social practice and conflict resolution at all levels ● Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level ● Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skills ● Pedagogical knowledge for skill orientation to subject content and teaching-learning experience in classroom for promoting peace ● Awareness of the epistemic connection of the subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility), social science (democratic ethos, Constitutional values, and Multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision) ● Using textbook contents for highlighting values of peace, particularly anti-peace messages in direct or hidden ● Humanistic approach to evaluation ● Becoming agency for peace in the school organization and surrounding local communities ● Awareness of cultural characteristics of the local communities around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes towards education, etc. ● Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school ● Awareness and orientation of students attitudes towards balanced media exposure ● Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustains of efforts, sharing experiences towards peace building reviewing strategies 	

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B.Ed. Session-_____

Name of Teacher-_____

Course No- 11

Month	Unit & Topic Details	Signature
	<p align="center"><u>GUIDANCE AND COUNSELLING</u></p> <p>COURSES CONTENTS</p> <p>Unit I : Needs and Problems of Learners in Schools</p> <ul style="list-style-type: none"> ● Helping learners to understand self, one's own self, strengths and weaknesses, self-esteem, self-concept, self-confidence ● Concept of Guidance and Counselling : Role & need of guidance & Counselling, guidance services, nature, scope and different approaches to guidance and counselling. ● Academic : difficulties in learning, attention, underachievement, stress, indiscipline, dropouts, school violence ● Socio-personal : behavioural, psychological, attitudinal problems. ● vocational : career planning career development and career information ● Differently abled, disadvantaged, creative and talented group of students 	
	<p>Unit II : Developing Resources in Schools for Guidance</p> <ul style="list-style-type: none"> ● Human resources : Role of teacher, teacher-counsellor, medical officer, psychologist and social worker; ● Physical and Material resources : career corner, career literatures including charts and posters, psychological tests, materials and their uses ● School community linkages, role of PTAs, guidance committee, referral agencies. 	

P.T.O.-

Month	Unit & Topic Details	Signature
	<p>Unit III : Minimum Guidance Programme for the School</p> <ul style="list-style-type: none"> ● Group Guidance activities : orientation programmes, class talks and career talks, career exhibitions, workshops and group discussions ● Counselling : Individual and group counselling ● Testing Programmes : Mental ability, interest, attitude and aptitude ● Development and maintenance of cumulative records 	

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ST. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- EPC-04

Month	Unit & Topic Details	Signature
	<p align="center"><u>EPC 4 : UNDERSTANDING THE SELF</u></p> <p>COURSE CONTENTS</p> <p>Unit I : Understanding Self</p> <ul style="list-style-type: none"> (a) Self-awareness : Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment. (b) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood etc, which promote healthy discipline, shunning violence (c) Development of professional identity of a teacher (d) Awareness of the influence of social milieu on self (e) Negative experiences generate stress, anger aggression 	
	<p>Unit II : Yoga and its role in self-well-being</p> <ul style="list-style-type: none"> (a) Yoga, meditation, anger/stress management as practices that restore positive physical health and attitudes (b) Awareness of own identity, social identity, cultural underpinnings (c) Developing capabilities for mediation- Listening to the conflicting parties, awareness of context for conflict, conflict between teachers, conflict between teacher and student, skills and strategies for conflict resolution. 	
	<p>Unit III : Becoming a Humane Teacher</p> <ul style="list-style-type: none"> (a) Nurturing capabilities for critical self-reflection : transcending past negative experiences (b) Development of sensitivity, importance of empathy (c) Developing skills of communication : Listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting (d) self-discipline, self-management. <ul style="list-style-type: none"> ● Removal of prejudices, biases and stereotypes and building multicultural orientation. ● Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion and ● Habitual self-reaction by using daily journal on experiences. 	



S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- Computer Science (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Lesson Planning and Instruction in Computer <ul style="list-style-type: none">• Micro plan• Steps involved in lesson plan• Textbook in Computer Science• Effective teacher of Computer Science• Teaching Aids in Computer Science• Problems in teaching Computer Science	
	Unit- II- Evaluation in Computer Science <ul style="list-style-type: none">• Nature and Need of Evaluation• Objectives and kinds of Evaluation: Internal- External, Criterion referenced- non referenced, formative- summative• Evaluation through computer• Test construction• Tools of evaluation: characteristics of a good measuring tool	

Month	Unit & Topic Details	Signature
	Unit- III- Computer Science Laboratory <ul style="list-style-type: none"> •Need and Importance •Planning and Designing laboratory •Equipments and material •Maintenance and safety measures •Practical work in Computer Science teaching •Internet and intranet in education 	
	Practicum (Any one) <i>(Concerned teacher can devise assignment as per requirement of the course)</i> <ul style="list-style-type: none"> • Submission of report after Entry and processing the test marks in terms of average, percentage and ranks • Designing lesson plans for a particular concept keeping in mind the expected operational level of children • Preparation of design of ideal Computer science laboratory • Survey of a school computer science laboratory • Preparation of models and charts 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____

Sub - Mathematics (Part-II)

Month	Unit & Topic Details	Signature
COURSE CONTENTS		
Unit I –Teaching Aids and Activities in Mathematics		
<ul style="list-style-type: none">• Teaching aids in Mathematics- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional• Preparing low cost improvised teaching aids.• Using mathematics as a game for recreation -Quiz, Fair, , Puzzles, Riddles, magic squares• Diagnostic and Enrichment Programme in mathematics• Mathematic Laboratory & Mathematic club		
Unit II - Planning of Mathematics Teaching		
<ul style="list-style-type: none">• Unit Plan and lesson plan• Micro plan• Lesson planning procedure-Selection and organization of content. Planning instruction in Mathematics, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in Mathematics, manage the students response		

Month	Unit & Topic Details	Signature
	Unit III- Evaluation in Mathematics <ul style="list-style-type: none"> • Meaning and purpose of evaluation • Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm-referenced • Tools of evaluation • Qualities of a good measuring tool • Essay & objective type tests, Teacher made and • Standardized test • Planning and construction of an achievement test 	
	Practicum (Any One) <i>(Concerned teacher can devise assignment as per requirement of the course)</i> <p>Designing lesson plans for a particular concept keeping in mind the expected operational level of children</p> <ul style="list-style-type: none"> • Preparation of design of ideal mathematics laboratory • Survey of a school mathematics laboratory • Preparation of models and charts • Observation of lesson taught by the fellow prospective teachers and experienced teachers • Construction of an achievement test for class IX or class X 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____

Sub- Biological science (Part-II)

Month	Unit & Topic Details	Signature
	Unit I - Transactional strategies in Biological Science Teaching <ul style="list-style-type: none">• Unit Planning: importance and preparation• Lesson-planning: Need and importance• Selection and organization of content. Planning instruction in biological science, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in biological science, manage the students response• Core teaching skills and planning of micro lessons for their development• Content analysis and identification of major concepts in a given topic.	
	Unit II- Pedagogical Analysis of following Topics <p>Structure and function of cell organelles-, nutrition in plants and animals, photosynthesis, respiration in animals and man, transport system in plants and circulatory system in animals, excretory system in man, reproduction of plants and animals, plant hormones and ecological balance.</p> <p>Pedagogical analysis should consist of</p> <ul style="list-style-type: none">• Identification of concepts• Listing behaviour outcomes• Listing evaluation procedure• Listing activities and experiments	

Month	Unit & Topic Details		Signature
	<p>Unit III- Evaluation in Biology</p> <ul style="list-style-type: none"> • Concept and purpose of evaluation. • Types of evaluation- Formative Vs Summative, External Vs Internal, Criterion- referenced Vs Norm- referenced evaluation. • Tools of evaluation. • Qualities of a good evaluating tool. • Essay and objective type tests- their merits and limitations, Measures of their improvement. • Construction of Achievement test in Biological Science 		
	<p>Practicum (Any One)<i>(Concerned teacher can devise assignment as per requirement of the course)</i></p> <ul style="list-style-type: none"> • Designing lesson plans for a particular concept keeping in mind the expected operational level of children • Prepare a micro lesson plan of any topic of biology • Observation of lesson taught by the fellow prospective teachers and experienced teachers • Construction of an achievement test for class IX or class X • Writing essay, short answer and objective type test items 		

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- Physical Science (Part-II)

Month	Unit & Topic Details	Signature
	Unit I –Teaching Aids and Activities in Physical science <ul style="list-style-type: none">•Teaching aids in Physical science- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional•Preparing low cost improvised teaching aids.•Physical Science Laboratory: setting materials required and importance•Use of community resources in teaching Physical Science•Non-formal approaches in Physical science teaching- science club, field trips, science fair, science quizzes	
	Unit II - Instructional Strategies in Physical Science <ul style="list-style-type: none">•Unit Plan and lesson plan•Micro plan for the development of core teaching skills•Lesson planning procedure-Selection and organization of content. Planning instruction in physical science, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in physical science, manage the students response	
		P.T.O.-

Month	Unit & Topic Details	Signature
	<p>Unit III- Evaluation in Physical science</p> <ul style="list-style-type: none"> • Meaning and purpose of evaluation • Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced- Norm-referenced • Tools of evaluation • Qualities of a good measuring tool • Essay & objective type tests, • Teacher made and Standardized test • Planning and construction of an achievement test 	
	<p>Practicum (Any One)<i>(Concerned teacher can devise assignment as per requirement of the course)</i></p> <ul style="list-style-type: none"> • Preparing one lesson plan containing explanation of physical science principle or law/ demonstration of physical science / Numerical problem. • Preparation of design of ideal physical science laboratory or preparing one lesson plan for conducting physical science laboratory on any topic. • Survey of a school physical science laboratory • Preparation of models and charts using audio visual aids • Observation of lesson taught by the fellow prospective teachers and experienced teachers • Construction of an achievement test for class IX or class X. 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- Commerce - (Part-II)

Month	Unit & Topic Details	Signature
	Unit I - Instructional Material- Teaching Aids and co-curricular activities <ul style="list-style-type: none">• Meaning, Importance and use of teaching aids in teaching of Commerce• Criteria for selection of Instructional material and equipment• Different audio visual equipment and material used in Commerce Education• Different types of co-curricular activities for strengthening Commerce education• Use of Software and Hardware in teaching of Commerce• Practical work in Commerce	
	Unit II-Planning for Teaching Commerce <ul style="list-style-type: none">• Unit Plan and lesson plan• Micro plan for the development of core teaching skills• Lesson planning procedure- Selection and organization of content. Planning instruction in Commerce, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in Commerce, manage the students response• Planning Year's work in Commerce: Accountancy and budget	
	Unit- - Evaluation in Commerce <ul style="list-style-type: none">• Concepts of Evaluation• Measurement and tests• Types of tests• Developing different types of tests in Commerce including Diagnostic Tests• Remedial Teaching• Preparing an Achievement Test and types of test items	

Month	Unit & Topic Details	Signature
	<p>Practicum (Any One)<i>(Concerned teacher can devise assignment as per requirement of the course)</i></p> <ul style="list-style-type: none"> • Designing lesson plans with the help of effective teaching aids • Prepare a school budget using community resources • Preparation of models and charts helpful in commerce teaching • Observation of lesson taught by the fellow prospective teachers and experienced teachers • Construction of an achievement test for class IX or class X 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- Home Science (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Instructional Strategies for Home Science Teaching <ul style="list-style-type: none">• Methods of teaching Home Sc.- Lecture cum Discussion method, Demonstration method, Project method, Problem solving method, Laboratory method, Team Teaching, Assignment, Home experience (activity) method• Teaching skills & their development- Development of core teaching skills through micro teaching, simulation• Lesson planning- Procedure of making an effective lesson plan• Balance of theoretical and practical aspect in lesson plan	
	Unit- II- Problems of Home Science Teaching <ul style="list-style-type: none">• Problems of Teaching Home Sc. in Schools• Teaching with gender discrimination• Teaching as an optional subject• Teaching without Practical approach• Teaching in later stage	
	Unit- III- Evaluation in Home Science <ul style="list-style-type: none">• Concept and purpose of Evaluation• Types of evaluation- Formative-Summative, External- Internal,• Tools of evaluation• Qualities of a good Evaluating Tool• Essay and objectives type tests• Planning and construction of Achievement Test• Selection of a good evaluating tool for evaluate the practical knowledge of the learner	

Month	Unit & Topic Details	Signature
	<p>Practicum (Any One)<i>(Concerned teacher can devise assignment as per requirement of the course)</i></p> <ul style="list-style-type: none"> • Prepare a lesson plan for class IX or X • Prepare a programmed instruction of any topic • Develop an achievement test for secondary classes • Make an assignment related to the problems of home science teaching • First Aid, Arrangement of First Aid Box 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____

Sub- Economics (Part-II)

Month	Unit & Topic Details	Signature
	Unit I- Teaching Aids And Co-Curricular Activities <ul style="list-style-type: none"> • Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics. • Role of Co-curricular activities in economics teaching • Organizing Co-curricular activities in economic teaching-Debate, Seminar, conference, panel discussion and symposium, economic club, Wall magazine, magazine, quiz • Role of economic teacher for use and development of these teaching aids • Using community resources 	
	Unit II- Instructional planning <ul style="list-style-type: none"> • Unit Planning: meaning need and steps • Core teaching skills • Development of micro plan • Lesson planning- Procedure of preparing lesson plan 	
	Unit III –Evaluation in Economics <ul style="list-style-type: none"> • Nature of educational evaluation, its need, role in educational process. • Evaluation procedure for appraising learner's performance, uses of evaluation. • Behavioural approach to testing instructional objectives in Economics. • Planning & Preparation of unit test and achievement test. • Open book examination, evaluating project work, question bank. • Diagnostic test and Remedial Teaching 	

Month	Unit & Topic Details	Signature
	<p>Practicum (Any One)<i>(Concerned teacher can devise assignment as per requirement of the course)</i></p> <ul style="list-style-type: none"> • Preparation of an album as an aid to the teaching of Economics. • Preparation of Model. • Preparing a resource unit on a topic of their choice in Economics. • Construction of the achievement test for class IX and X • Organization of the quiz / poster competition on any topic of Economics 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- *Geography (Part-II)*

Month	Unit & Topic Details	Signature
	Unit- I- Teaching Aids and Co-curricular Activities <ul style="list-style-type: none">• Geography teacher- requirements, qualities of Geography teacher.• Teaching aids.• Mass media• Geography room, lab, Geography museum- importance, designing, equipping, maintaining.• Importance and organization of fields trips, visits, excursion.• Geography based hobby, clubs, etc.	
	Unit II- Instructional planning <ul style="list-style-type: none">• Unit plan: meaning, need, and steps• Preparing the programme of work for the year.• Micro teaching• Lesson planning- meaning, importance, format, characteristics of a good lesson plan.• Planning of practical work in Geography.	
	Unit- III- Evaluation in Geography <ul style="list-style-type: none">• Purpose and importance of evaluation in Geography.• Formative and summative evaluation.• Unit test-meaning, importance.• Preparation of achievement test in geography• Well balanced question paper in Geography	

Month	Unit & Topic Details	Signature
	<p>Practicum (Any One)<i>(Concerned teacher can devise assignment as per requirement of the course)</i></p> <ul style="list-style-type: none"> • Preparation of an album as an aid to the teaching of geography. • Preparation of Model. • Preparing a resource unit on a topic of their choice in geography • Construction of the achievement test for class IX and X • Organization of the quiz / poster competition on any topic of geography 	

PRINCIPAL



S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____

Sub- Civics - (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Aids and Activities in Civics Teaching <ul style="list-style-type: none">• Importance of teaching Aids, different types of teaching aids• Role of civics teacher in the effective use of teaching aids• Role of Co-curricular activities in Civics teaching• Organising co-curricular activity-Debate, Seminar, conference, panel discussion and symposium, civics club• Using community resources in developing low cost aids	
	Unit -II- Instructional Planning <ul style="list-style-type: none">• Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.• Planning for effective instruction in civics• Unit Planning : Need and steps• Lesson Planning- procedure for effective planning	

Month	Unit & Topic Details	Signature
	Unit –III- Evaluation in Civics <ul style="list-style-type: none"> • Concept of Evaluation and Purpose of Evaluation. • Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations. • Tools of Evaluation <ul style="list-style-type: none"> • Qualities of a good evaluating tool. • Essay and objective type tests- their merits and limitation. • Construction of Achievement Test in Civics 	
	Practicum (Any One) <i>(Concerned teacher can devise assignment as per requirement of the course)</i> <ul style="list-style-type: none"> • Organisation of exhibition on a particular theme related to civics teaching • Preparation of an album as an aid to the teaching of Civics • Preparation of Model on any political topic • Preparing a resource unit on a topic of their choice in civics • Construction of the achievement test for class IX and X • Organization of the quiz / poster competition on any topic of civics 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- History (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Aids and Activities in History Teaching <ul style="list-style-type: none">• Teaching learning materials, Reference material- Archives, archeological survey report, newspaper and periodicals etc.• Selecting and using teaching aids & audio visual aids with special reference to historical maps, posters, cartoons, articles, books, ancient collections, community resources.• Organizing co- curricular activities- history club, study circles, debate, exhibition, seminars and discussion, preparation of scrap book, history museum• Role of tour and excursion in history teaching	
	Unit -II- Instructional Planning <ul style="list-style-type: none">• Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.• Planning for effective instruction in History• Unit Planning : Need and steps• Lesson Planning- procedure for effective planning	

Month	Unit & Topic Details	Signature
	Unit –III- Evaluation in History <ul style="list-style-type: none"> • Concept of Evaluation and Purpose of Evaluation. • Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations. • Tools of Evaluation • Qualities of a good evaluating tool. • Essay and objective type tests- their merits and limitation. • Construction of Achievement Test in History 	
	Practicum (Any One) <i>Concerned teacher can devise assignment as per requirement of the course</i> <ul style="list-style-type: none"> • Organisation of history exhibition on a particular theme • Preparation of an album as an aid to the teaching of history • Preparation of Model on any historical topic • Preparing a resource unit on a topic of their choice in history. • Construction of the achievement test for class IX and X • Organization of the quiz / poster competition on any topic of History 	

PRINCIPAL



S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____

Sub- Urdu (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Planning for teaching <ul style="list-style-type: none">• General principles of language teaching with special reference to Urdu as mother-tongue..• Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.• Skills of Teaching: Core skills and planning micro-lessons for their development.• Basis skills of languages.• Methods of teaching Urdu for Non-Urdu speaking people	
	Unit -II - Aids of Teaching <ul style="list-style-type: none">• Meaning and importance of Teaching Aids• Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.• Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.• Computer Assisted Urdu language learning.• Language laboratory and its importance in the teaching of Urdu Language.• Salient features of a good text-book in Urdu.• Co-Curricular activities in Urdu: KhushNawesi, Mushairah, Baitbazi, Bazm-e-Adab, Mobahisa, Adbi- Numaish, Adbi Maqale, Mojallah wa Moraqqa'	

Month	Unit & Topic Details	Signature
	Unit –III- Evaluation Techniques <ul style="list-style-type: none"> • Concept and types of Evaluation. • Characteristics of a good test. • Construction of achievement test in Urdu with Essay type, Short answer type and Objective type items. • Ways of testing reading, writing, speaking, grammar and vocabulary. • Qualities of an Urdu Teacher- an evaluative approach 	
	Practicum(Any One) <i>(Concerned teacher can devise assignment as per requirement of the course)</i> <ul style="list-style-type: none"> • Develop an album of teaching aids for Urdu teaching • Keeping in view the needs of the children with special needs prepare two activities for Urdu teachers • Construction of achievement test • Preparation of a unit plan • Assignment on any topic related to Urdu teaching 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Sub- Sanskrit (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Planning for teaching <ul style="list-style-type: none">• Translation method for teaching Sanskrit, Its advantages and limitations.• Direct method for teaching Sanskrit, its main principles and techniques.• Other methods-: Traditional Method ,Textbook Method ,Elective Method, Communicative Approach, Inductive and Deductive Method• Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.• Skills of Teaching: Core skills and planning micro-lessons for their development.• Basis skills of languages.	
	Unit –II - Aids of Teaching <ul style="list-style-type: none">• Meaning and importance of Teaching Aids• Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.• Technological Aids : (Audio- visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone.• Computer Assisted Language learning.• Language laboratory and its importance in the teaching of Sanskrit language.	
	Unit –III- Evaluation Techniques <ul style="list-style-type: none">• Concept and types of Evaluation.• Characteristics of a good test.• Construction of achievement test in Sanskrit with Essay type, Short answer type and Objective type items.• Ways of testing reading, writing, speaking, grammar and vocabulary.	

Month	Unit & Topic Details	Signature
	<ul style="list-style-type: none"> •Qualities of an Sanskrit Teacher- an evaluative approach <p>Practicum(Any One)<i>(Concerned teacher can devise assignment as per requirement of the course)</i></p> <ul style="list-style-type: none"> • Develop an album of teaching aids for Sanskrit teaching • Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers •Construction of achievement test •Preparation of a unit plan • Assignment on any topic related to Sanskrit teaching 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- Hindi (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Planning for teaching <ul style="list-style-type: none">General principles of language teaching with special reference to Hindi as mother-tongue and national languageMeaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.Skills of Teaching: Core skills and planning micro-lessons for their development.Basis skills of languages.Methods of teaching Hindi to a multilingual class	
	Unit -II - Aids of Teaching <ul style="list-style-type: none">Meaning and importance of Teaching AidsSimple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.Computer Assisted Hindi language learning.Language laboratory and its importance in the teaching of Hindi Language.Salient features of a good text-book in Hindi	
	Unit -III- Evaluation Techniques <ul style="list-style-type: none">Concept and types of Evaluation.Characteristics of a good test.Construction of achievement test in Hindi with Essay type, Short answer type and Objective type items.Ways of testing reading, writing, speaking, grammar and vocabulary.	

Month	Unit & Topic Details	Signature
	<ul style="list-style-type: none"> • Qualities of an Urdu Teacher- an evaluative approach <p>PRACTICUM</p> <p>(Any One)(Concerned teacher can devise assignment as per requirement of the course)</p> <ul style="list-style-type: none"> • Develop an album of teaching aids for Hindi teaching • Keeping in view the needs of the children with special needs prepare two activities for Hindi teachers • Construction of achievement test • Preparation of a unit plan • Assignment on any topic related to Hindi teaching 	

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S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session- _____

Name of Teacher- _____ Sub- English (Part-II)

Month	Unit & Topic Details	Signature
	Unit- I- Planning for teaching <ul style="list-style-type: none"> • Meaning and importance of lesson planning, steps of lesson plan- B.S. Blooms Model • Skills of teaching: Core skills and planning Micro-lessons • Teaching of Prose. Major steps in the planning of a prose lesson • Teaching of Poetry. Objectives of poetry lessons. Major steps in the planning of a poetry lesson. • Teaching of Grammar. Place of Teaching Grammar in the teaching of English. Methods of teaching Grammar and its planning 	
	Unit –II - Aids of Teaching <ul style="list-style-type: none"> • Meaning and importance of teaching aids. • Simple teaching aids: Black board, picture, chart, models, maps, flash cards, puppets, and so on. • Technological Aids: Radio, Tape recorder, Television, Video, OHP, LCD, Lingua-phone etc. • Computer Assisted Language learning • Language Laboratory and its importance in teaching of English • Innovations in Teaching Aids in English. • English library, English classroom 	
	Unit –III- Evaluation Techniques <ul style="list-style-type: none"> • Concept and types of evaluation Characteristics of a good test • Construction of achievement test in English • Ways of testing- reading, writing, speaking, grammar and vocabulary • Qualities of an English Teacher- an evaluative approach 	
	PRACTICUM (Any One) <i>Concerned teacher can devise assignment as per requirement of the course</i> <ul style="list-style-type: none"> • Develop an album of teaching aids for English teaching 	

Month	Unit & Topic Details	Signature
	<ul style="list-style-type: none"> • Keeping in view the needs of the children with special needs prepare two activities for English teachers • Construction of achievement test • Preparation of a unit plan • Practise in language laboratory to pronounce English correctly 	

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