NETAJI SUBHAS OPEN UNIVERSITY

COURSE STRUCTURE
&
Syllabus

B.Ed
PROGRAMME (ODL MODE)

School of Education
Netaji Subhas Open University
25/2 Ballygunge Circular Road
Kolkata-700019
E-mail-schooledu@wbnsou.ac.in
The programme is essentially a judicious mix of theory and practical courses to develop knowledge, skills and attitude in practising teachers. Illustrations and cases of relevant situations and activities comprise the core of each course. These are suitably supported by theoretical aspects to the extent needed. Keeping this in view, the programme consists of the following four groups of courses:

**Group A: Core Courses**

**Group B: Content-based Methodology Courses**

**Group C: Optional/ Special Courses**

**Group D: Practical Courses**

The programme comprises 62 credits.

### B.Ed. Course Structure

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit Hours</th>
<th>PCPs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part-A</strong></td>
<td><strong>Common Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.CC-01</td>
<td>Education in India</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>B.Ed.CC-02</td>
<td>Understanding the Learner and Learning Process</td>
<td>6</td>
<td>9</td>
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<tr>
<td>B.Ed.CC-03</td>
<td>Teacher Functions</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>B.Ed.CC-04</td>
<td>Technology of Teaching</td>
<td>6</td>
<td>9</td>
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<tr>
<td>B.Ed.CC-05A</td>
<td>Computer Education</td>
<td>3</td>
<td>5</td>
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<tr>
<td><strong>Part-B</strong></td>
<td><strong>Optional Courses</strong></td>
<td>3</td>
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<tr>
<td>B.Ed.OC-05B(01)</td>
<td>Population Education and Development Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.OC-05B(02)</td>
<td>Environmental Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.Ed.MC-06/07</td>
<td>Content –cum-Methodology of Teaching School Subject-I</td>
<td>8</td>
<td>12</td>
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<tr>
<td>B.Ed.MC-06/07</td>
<td>Content –cum-Methodology of Teaching School Subject-II</td>
<td>8</td>
<td>12</td>
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<tr>
<td><strong>Part-C</strong></td>
<td><strong>Practical Work</strong></td>
<td>16</td>
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<tr>
<td>B.Ed.PT-01</td>
<td>Practice of Teaching and Related Assignments of CCM-I</td>
<td>4</td>
<td>20 lessons</td>
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<tr>
<td>B.Ed.PT-02</td>
<td>Practice of Teaching and Related Assignments of CCM-II</td>
<td>4</td>
<td>20 lessons</td>
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<tr>
<td>B.Ed. MP</td>
<td>1,2,3 &amp;4</td>
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<tr>
<td>B.Ed. WP</td>
<td></td>
<td>4</td>
<td>10 Days/Wo rkshop (Approx)</td>
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</table>
Course Description

Group A: Core Courses (27 Credits)
Considering the job requirement of school teachers and the broad programme objectives, the following five core courses are identified:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Code</th>
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<th>Credits</th>
<th>PCPs</th>
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<tbody>
<tr>
<td>1.</td>
<td>B.Ed.CC-01</td>
<td>Education in India</td>
<td>6 Credits</td>
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<td>2.</td>
<td>B.Ed.CC-02</td>
<td>Understanding the Learner and Learning Process</td>
<td>6 Credits</td>
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<td>3.</td>
<td>B.Ed.CC-03</td>
<td>Teacher Functions</td>
<td>6 Credits</td>
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<td>4.</td>
<td>B.Ed.CC-04</td>
<td>Technology of Teaching</td>
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<td>5.</td>
<td>B.Ed.CC-05A</td>
<td>Computer Education</td>
<td>3 Credits</td>
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Group-B Content –cum-Methodology Courses (16 Credits)
6  B.Ed. MC-06  Content –cum-Methodology of Teaching School Subject-I
7  B.Ed. MC-07  Content –cum-Methodology of Teaching School Subject-II
Under B.Ed. MC-06 and MC-07 the University is offering the following school subjects from which the student teacher has to choose any two: English, Bengali, Sanskrit*, Hindi, Social Studies, Physical Science, Life Science and Mathematics.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed. MC.06/07 (01)</td>
<td>Content –cum-Methodology of Teaching English</td>
<td>4 Credits</td>
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<td>2.</td>
<td>B.Ed. MC.06/07 (02)</td>
<td>Content –cum-Methodology of Teaching Bengali</td>
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<td>*3.</td>
<td>B.Ed. MC.06/07 (03)</td>
<td>Content –cum-Methodology of Teaching Sanskrit</td>
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<td>B.Ed. MC.06/07 (04)</td>
<td>Content –cum-Methodology of Teaching Hindi</td>
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<td>Content –cum-Methodology of Teaching Social Studies Education</td>
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<td>B.Ed. MC.06/07 (07)</td>
<td>Content –cum-Methodology of Teaching Physical</td>
<td>4 Credits</td>
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<td>7.</td>
<td>B.Ed. MC.06/07 (08)</td>
<td>Content –cum-Methodology of Teaching Life Science</td>
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<td>B.Ed. MC.06/07 (09)</td>
<td>Content –cum-Methodology of Teaching Mathematics</td>
<td>4 Credits</td>
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<td>9.</td>
<td>B.Ed. MC.06/07 (10)</td>
<td>Content –cum-Methodology of Teaching work</td>
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</table>

*Sanskrit Method may be introduced

Group C: Optional/ Special Course (3 Credits)
The University is offering the following from which the student has to choose one.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.Ed.OC-05B(01)</td>
<td>Population Education and Development Education</td>
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<tr>
<td>2.</td>
<td>B.Ed.OC-05B(02)</td>
<td>Environmental Education</td>
<td>3 Credits</td>
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</table>
Group D: Practical Work (16 Credits)
In this set of courses emphasis is laid on skill development. The practical work is based on the subject-content presented in the various theory courses. The practical experiences are suitably categorised and organised under the following three practical courses:

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1.</td>
<td>B.Ed. MP</td>
<td>Minor Projects (School-based Activities)</td>
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<td>2.</td>
<td>B.Ed. WP</td>
<td>Workshop-based Practicals</td>
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<td>3.</td>
<td>B.Ed. PT</td>
<td>Practice Teaching</td>
<td>8</td>
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</table>

SYLLABUS

B.Ed. CC-01 EDUCATION IN INDIA
 BLOCK- 1 AN INTRODUCTION TO EDUCATION
Unit- 1     Education – Meaning and Concept
Unit- 2     Education – Contributions of Visionaries
Unit- 3     Aims of Education
Unit- 4     Constitution and Education
Unit- 5     Education- Philosophical Foundations
Unit- 6     Education- Sociological Foundations

BLOCK- 2  EDUCATION IN INDIA- A HISTORICAL PERSPECTIVE
Unit- 7     Education in India- An Introduction
Unit- 8     Educations in Ancient India- 1
Unit- 9     Educations in Ancient India- 2
Unit- 10    Educations in Medieval India
Unit- 11    Education during British Period
Unit- 12    British System of Education- as practiced in India

BLOCK- 3  EDUCATION COMMISSIONS AND THEIR IMPACT
Unit- 13    Sargent Report (1944)
Unit- 14    University Education Commission (1948)
Unit- 15    Secondary Education Commission (1952-53)
Unit- 16    Indian Education Commission (1964-66)
Unit- 17    National Policy of Education (1986)
Unit- 18    National Curriculum Framework (2001-02)

BLOCK- 4  EDUCATION AND VALUES
Unit- 19    Values- An Introduction
Unit- 20    Sources of Values
Unit- 21    Traditional Values of India
Unit- 22    Contemporary Values
Unit- 23    Value Erosion
Unit- 24    Inculcation of Values

BLOCK- 5  INDIAN EDUCATIONAL RESPONSES TO SOCIAL NEEDS
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<tr>
<th>Unit</th>
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<tr>
<td>25</td>
<td>Universalisation of Education</td>
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<td>26</td>
<td>Education of Disadvantaged Groups</td>
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<td>27</td>
<td>Education of National and Emotional Integration</td>
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<td>28</td>
<td>Education for International Understanding</td>
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<td>29</td>
<td>Vocationalisation of Education</td>
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<td>30</td>
<td>Distance Education</td>
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<td><strong>BLOCK- 6 EDUCATIONAL ADMINISTRATION AND SUPERVISION</strong></td>
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<tr>
<td>31</td>
<td>Educational Administration and Supervision- An Introduction</td>
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<td>32</td>
<td>Educational Administration and Supervision- Role of Central, State Government and Non-governmental Organisations</td>
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<tr>
<td>33</td>
<td>Indian Educational Administration- Structure</td>
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<td>34</td>
<td>Indian Educational Administration and Supervision- Problems</td>
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<td>35</td>
<td>Teaching as a Profession in the Indian Context</td>
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<td>36</td>
<td>Professionalising Education in the Indian Context</td>
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<td><strong>B.ED. C. C-02 UNDERSTANDING THE LEARNER AND LEARNING PROCESS</strong></td>
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<td><strong>BLOCK – 1 EDUCATIONAL PSYCHOLOGY- A SOURCE OF KNOWLEDGE AND TECHNIQUES</strong></td>
</tr>
<tr>
<td>1</td>
<td>Psychology: An Introduction</td>
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<td>Educational Psychology: An Introduction</td>
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<td>3</td>
<td>Educational Psychology: Utility</td>
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<td>4</td>
<td>Methods of Psychology – 1</td>
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<td>Methods of Psychology – 2</td>
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<td>Data Collecting Devices: An Introduction</td>
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<td><strong>BLOCK- 2 UNDERSTANDING THE LEARNER</strong></td>
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<tr>
<td>7</td>
<td>Development: An Introduction</td>
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<td>8</td>
<td>Development up to Adolescence</td>
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<td>9</td>
<td>Development during Puberty and Adolescence</td>
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<td>10</td>
<td>Stages of Development: Different View-points</td>
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<td>11</td>
<td>Fostering All-round Development</td>
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<td>12</td>
<td>Guidance and Counseling</td>
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<td><strong>BLOCK- 3 UNDERSTANDING THE LEARNER’S PERSONALITY</strong></td>
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<tr>
<td>13</td>
<td>Personality: An Introduction</td>
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<td>14</td>
<td>Measurement of Personality</td>
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<td>15</td>
<td>Process of Adjustment</td>
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<td>16</td>
<td>Defense Mechanism</td>
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<td>17</td>
<td>Well-Adjusted Personality</td>
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<td>18</td>
<td>Mental Health and Hygiene</td>
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<td><strong>BLOCK- 4 LEARNER AS AN INDIVIDUAL</strong></td>
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<td>19</td>
<td>Individual Differences: An Introduction</td>
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<td>20</td>
<td>Areas of Individual Differences - 1</td>
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<td>21</td>
<td>Areas of Individual Differences - 2</td>
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</table>
Unit- 22 Exceptional Children
Unit- 23 Individualizing Instruction
Unit- 24 Learner as a Member of a Group

**BLOCK- 5** UNDERSTANDING LEARNING PROCESS
Unit- 25 Learning: An Introduction
Unit- 26 Process of Learning - 1
Unit- 27 Process of Learning - 2
Unit- 28 Understanding Kinds of Learning - 1
Unit- 29 Understanding Kinds of Learning - 1
Unit- 30 Facilitating the Process of Learning

**BLOCK- 6** UNDERSTANDING LEARNING RELATED ISSUES
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Unit- 32 Forgetting
Unit- 33 Motivation
Unit- 34 Attention
Unit- 35 Transfer of Learning
Unit- 36 Factors that Influence Learning

**B.Ed. CC-03** TEACHER FUNCTIONS
**BLOCK- 1** FACILITATING LEARNING
Unit- 1 Teaching: An Introduction
Unit- 2 Micro Skills of Teaching
Unit- 3 Micro Skills: Description and Comments
Unit- 4 Models of Teaching
Unit- 5 Communication
Unit- 6 Teaching as Communication

**BLOCK- 2** CURRICULUM CONSTRUCTIONS
Unit- 7 Curriculum: An Introduction
Unit- 8 Components of Curriculum
Unit- 9 Principles of Curriculum Construction
Unit- 10 Types of Curriculum
Unit- 11 Approaches to Curriculum Construction
Unit- 12 Steps of Curriculum Construction

**BLOCK- 3** ORGANIZING CO-CURRICULAR ACTIVITIES
Unit- 13 Co-Curricular Activities: An Introduction
Unit- 14 Co-Curricular Activities: Classification
Unit- 15 Organizing Co-Curricular Activities - 1
Unit- 16 Organizing Co-Curricular Activities - 2
Unit- 17 Organizing Co-Curricular Activities - 3
Unit- 18 Organizing Co-Curricular Activities - 4

**BLOCK- 4** EVALUATION AND DATA PROCESSING
Unit- 19 Evaluation: An Introduction
Unit- 20 Techniques and Tools of Evaluation
Unit- 21 Tools of Evaluation: An Introduction
Unit- 22 Test Items and Rating Scales: An Introduction
Unit- 23   Classification and Graphical Representation
Unit- 24   Processing of Test Data

**BLOCK- 5  MANAGEMENT OF SCHOOL PROGRAMME**
Unit- 25   Institutional Planning
Unit- 26   School Plant
Unit- 27   School Timetable
Unit- 28   School Discipline
Unit- 29   School Records
Unit- 30   Classification and Promotion

**BLOCK- 6  RESOURCE MOBILISATION AND MANAGEMENT**
Unit- 31   Human and Material Resources
Unit- 32   Resources Management
Unit- 33   Resource Mobilization
Unit- 34   Resource Sharing
Unit- 35   The Head Master
Unit- 36   Action Research as a School Development Programme

**B.Ed. CC-04  TECHNOLOGY OF TEACHING**

**BLOCK 1 : SYSTEMS APPROACH AND CONTENT ANALYSIS**
Unit 1  :  Concepts and Technology of Teaching
Unit 2  :  System: An Introduction
Unit 3  :  Systems Approach and Systems Analysis
Unit 4  :  Instructional System
Unit 5  :  Analysis of Course Content
Unit 6  :  Analysis of Unit Content

**BLOCK 2 : WRITING INSTRUCTIONAL OBJECTIVES**
Unit 7  :  Aims and Objectives of Education
Unit 8  :  Instructional Objectives
Unit 9  :  Classification of Instructional Objectives - 1
Unit 10 :  Classification of Instructional Objectives - 2
Unit 11 :  Writing Instructional Objectives
Unit 12 :  Analysis and Classification of Well-Stated Instructional Objectives

**BLOCK 3 : PLANNING FOR TEACHING**
Unit 13 :  Planning for Teaching
Unit 14 :  Programme of Work Year Plan
Unit 15 :  Unit Plan
Unit 16 :  Lesson Plan
Unit 17 :  Resource Unit
Unit 18 :  Planning for Teaching in the Indian Context

**BLOCK 4 : DESIGNING TEACHING STRATEGY**
Unit 19 :  Teaching Strategy – An Introduction
Unit 20 :  Approaches to Teaching - 1
Unit 21 :  Approaches to Teaching - 1
Unit 22 :  Methods of Teaching
Unit 23 :  Assignments
Unit 24: Designing a Teaching Strategy

**BLOCK 5: INSTRUCTIONAL AIDS**
Unit 25: Textbook as Instructional Aid
Unit 26: Other Instructional Aids
Unit 27: Improvised Aids
Unit 28: Technology Dependent Instructional Aids
Unit 29: Computers as Instructional Aids
Unit 30: Co-Curricular Activities as Instructional Aids

**BLOCK 6: MONITORING THE PROGRESS AND FOLLOW-UP**
Unit 31: Monitoring the Progress
Unit 32: Follow-up of Monitoring
Unit 33: Diagnosis - Introduction
Unit 34: Diagnostic Testing - 1
Unit 35: Diagnostic Testing - 2
Unit 36: Remediation

**B.Ed. CC-05A: COMPUTER EDUCATION**
**BLOCK 1: INTRODUCTION TO COMPUTERS**
Unit 1: Computer as a Tool
Unit 2: Classification of Computers
Unit 3: Evolution of Computers
Unit 4: Hardware
Unit 5: Software
Unit 6: Programming

**BLOCK 2: OPERATING COMPUTERS**
Unit 7: Getting a Computer Started
Unit 8: Features of Windows
Unit 9: An Introduction to MicroSoft Office
Unit 10: Word Processor
Unit 11: Spread Sheets
Unit 12: PowerPoint Presentations

**BLOCK 3: OFF-LINE AND ON-LINE SERVICES**
Unit 13: Use of Off-Line and On-Line Services
Unit 14: Internet
Unit 15: World Wide Web
Unit 16: Electronic Mail
Unit 17: Tele-Conferencing
Unit 18: Social Implications

**B.Ed. CC-05B (01) POPULATION AND DEVELOPMENT EDUCATION**
**BLOCK-1 INTRODUCTION**
Unit-1 The Concept
Unit-2 Population and Development
Unit-3 Sustainable Development
Unit-4 Population and Development Education- Aims and Objectives
Unit-5 Population and Development Education- Nature and Scope
Unit-6 Population and Development Education- Importance in the Indian Context
BLOCK- 2  THE CONTENT
Unit- 7  Family Life
Unit- 8  Gender Equity and Equality
Unit- 9  Adolescents and Reproductive Health
Unit- 10  Health and Education
Unit- 11  Determinants of Sustainable Development
Unit- 12  Urbanization and Migration

BLOCK- 3  METHODOLOGY AND EVALUATION
Unit- 13  Intervention in School Curriculum
Unit- 14  Transaction Methodologies- 1
Unit- 15  Transaction Methodologies- 2
Unit- 16  Transaction Methodologies- 3
Unit- 17  Planning
Unit- 18  Evaluation

B.Ed. CC- 05B(02) ENVIRONMENTAL EDUCATION

BLOCK- 1 INTRODUCTION
Unit- 1  Environmental Education- Concept
Unit- 2  Environmental Education- Historical Perspective
Unit- 3  Philosophy of Environmental Education
Unit- 4  Environmental Education- Guiding Principles
Unit- 5  Environmental Education- Broad Goals and Objectives
Unit- 6  Environmental Education in the Indian Context

BLOCK- 2 ESSENTIAL KNOWLEDGE
Unit- 7  Ecosystem- Concept and Structure
Unit- 8  Environmental Progress
Unit- 9  Balance in an Ecosystem
Unit- 10  Environmental Problems- 1
Unit- 11  Environmental Problems- 2
Unit- 12  Solving Environmental Problems

BLOCK- 3 METHODOLOGY AND EVALUATION
Unit- 13  Intervention in School Curriculum
Unit- 14  Transaction Methodologies- 1
Unit- 15  Transaction Methodologies- 2
Unit- 16  Transaction Methodologies- 3
Unit- 17  Planning
Unit- 18  Evaluation

B.Ed. MC.06/07 (01) CONTENT-CUM-METHODOLOGY OF TEACHING ENGLISH

BLOCK- 1 INTRODUCTION
Unit- 1  Origin of Language
Unit- 2  Language
Unit- 3  Principles of Language Learning
Unit- 4  Psychology of Language Learning
Unit- 5  Role of English in India and its Place in the School Curriculum
Unit- 6  Structure of English Language
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<tr>
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<th>OBJECTIVES OF TEACHING ENGLISH</th>
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<tr>
<td>Unit- 7</td>
<td>English as a Second Language in Indian Schools</td>
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<td>Unit- 8</td>
<td>English as a Library Language</td>
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<td>Unit- 9</td>
<td>English in the Multilingual Indian Society</td>
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<td>Unit- 10</td>
<td>English as an International Language</td>
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<td>Unit- 11</td>
<td>Problem of Teaching in the Indian Schools</td>
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<td>Recommendations of Commission and Policies</td>
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<th>CURRICULUM AND PLANNING</th>
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<tr>
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<td>Principles of Curriculum Construction in English</td>
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<td>Text Book in English</td>
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<td>Unit- 15</td>
<td>Critical Study of Existing Text Books of Secondary Schools in Karnataka State</td>
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<td>Unit- 16</td>
<td>Supplementary Reading in English</td>
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<td>Unit- 17</td>
<td>Teachers Hand Book and Pupils Work Book</td>
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<td>Unit- 18</td>
<td>Unit Plan and Lesson Plan</td>
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<th>LANGUAGE SKILLS WITH REFERENCE TO ENGLISH</th>
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<td>Language Skills- An Introduction</td>
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<td>Unit- 20</td>
<td>Listening Skill</td>
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<td>Unit- 21</td>
<td>Phonetics- An Introduction</td>
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<td>Unit- 22</td>
<td>Speaking Skill</td>
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<td>Unit- 23</td>
<td>Skill of Reading</td>
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<td>Skill of Writing</td>
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<th>APPROACHES AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE</th>
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<td>Unit- 25</td>
<td>Structural Approach</td>
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<td>Unit- 26</td>
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<td>Vocabulary</td>
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<td>Situational Approach</td>
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<td>Communicative Approach</td>
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<tr>
<td>Unit- 31</td>
<td>Teaching of Detailed Prose</td>
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<td>Unit- 32</td>
<td>Teaching of Non-Detailed Prose</td>
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<td>Unit- 33</td>
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B.Ed. MC. 06/07 (02) CONTENT-CUM-METHODOLOGY OF TEACHING
BENGALI

বাংলা ভাষা-সাহিত্য শিক্ষা : নিবন্ধ ও শিক্ষণমতবাদ

ব্যাপ্তি

ক্লাস ১

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একক ২  ভাষার সংগ্রহ ও বৈশিষ্ট্য

একক ৩  ভাষা শিক্ষনের মূল নীতি

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বাংলা ভাষা-সাহিত্য শিক্ষার উদ্দেশ্য ও গুরুত্ব

একক ৭  মাতৃভাষা শিক্ষার উদ্দেশ্য

একক ৮  মাতৃভাষা ভাষা বাংলা শিক্ষার প্রতোর্জননিতা

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**B.Ed. MC.06/07 (03) CONTENT–CUM-METHODOLOGY OF TEACHING**  
SANSKRIT

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**B.Ed. MC- 06/07 (06) CONTENT-CUM-METHODOLOGY OF TEACHING SOCIAL STUDIES (Comprising components from History and Geography and allied subjects)**

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- Unit 2: Components of Social Studies
- Unit 3: Social Studies as a Science
- Unit 4: Objectives of Teaching Social Studies
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- Unit 7: Social Studies Curriculum Concepts
- Unit 8: Trends in Social Studies Curriculum Construction
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- Unit 10: Content Analysis of 8th Class Social Studies Syllabus of West Bengal
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- Unit 12: Recent Curricular Concerns in India (With Reference to Social Studies Education at the School Level)

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- Unit 16: Models of Teaching Social Studies
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- Unit 20: Instructional Objectives
- Unit 21: Formulating Instructional Objectives- 1
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Unit- 39  Unit Test in Social Studies  
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Unit- 44  Professional Development of Social Studies Teachers  
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Unit- 47  Effective Social Studies Teaching and Self-Evaluation  
Unit- 48  Computer and Technology related Programmes for Professional Development

**B.Ed. MC. 06/07 (07) CONTENT-CUM-METHODOLOGY OF TEACHING PHYSICAL SCIENCE**

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Unit- 1  Nature of Science  
Unit- 2  Scientific Knowledge- Nature and Components  
Unit- 3  Scientific Process Enquiry- Salient Features  
Unit- 4  Importance of Science Education- 1  
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Unit- 6  Physical Science

**BLOCK- 2  OBJECTIVES OF TEACHING PHYSICAL SCIENCES**  
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Unit- 8  Instructional Objectives  
Unit- 9  Formulating Instructional Objectives- 1  
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### Unit 15
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### Unit 17
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B.Ed. MC. 06/07 (08) CONTENT-CUM-METHODOLOGY OF TEACHING LIFE SCIENCE
BLOCK- 1  INTRODUCTION OF SCIENCE EDUCATION
Unit- 1  Meaning and Nature of Science
Unit- 2  Scientific Knowledge- Nature and Components
Unit- 3  Scientific Process/ Inquiry- Salient Features
Unit- 4  Importance of Science Education- 1
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Unit- 6  Life Science

BLOCK- 2  OBJECTIVES OF TEACHING LIFE SCIENCES
Unit- 7  General Objectives of Science Teaching
Unit- 8  Instructional Objectives
Unit- 9  Formulating Instructional Objectives- 1
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Unit- 11 Formulating Instructional Objectives- 3
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Unit- 40  Diagnosis of Learning Difficulties in Life Sciences
Unit- 41  Well Balanced Question Paper
Unit- 42  National Talent Search Scheme (NTSS)

**BLOCK- 8  LIFE SCIENCE TEACHER**
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Unit- 44  Professional Development of Life Sciences Teachers
Unit- 45  Programmes for Professional Development- 1
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**B.Ed. MC. 06/07 (09) CONTENT-CUM-METHODOLOGY OF TEACHING OF MATHEMATICS**

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Unit- 2  Mathematics as a School Subject
Unit- 3  Correlation in Mathematics
Unit- 4  Development of Mathematics- A Historical Perspective
Unit- 5  Constraints in Teaching of Mathematics
Unit- 6  Values of Teaching of Mathematics

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<td>Unit- 39 Planning to Teach Problem Solving</td>
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<td>Unit- 40 Planning to Teach Constructions</td>
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<td>Unit- 41 Planning to Teach Proofs</td>
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<td>Unit- 42 Planning to Teach a Full Fledged Lesson in Mathematics</td>
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<td><strong>MATHEMATICS TEACHER</strong></td>
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<td>Unit- 43 Professional Competencies Required for a Mathematics Teacher</td>
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<td>Unit- 44 Commitments of a Mathematics Teacher</td>
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<td>Unit- 45 Performances expected of a Mathematics Teacher</td>
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<td>Unit- 46 In-Service Education of Mathematics Teachers</td>
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<td>Unit- 47 Agencies for Fostering Professional Growth of a Mathematics Teacher</td>
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<td>Unit- 48 Mathematics Teachers Association</td>
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**B.Ed.MC- 06/07(10): CONTENT CUM METHODOLOGY OF TEACHING WORK EDUCATION**

<table>
<thead>
<tr>
<th>Block</th>
<th>Title</th>
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<tr>
<td>1</td>
<td><strong>CONCEPT OF WORK EDUCATION</strong></td>
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<tr>
<td></td>
<td>Unit-1 Concept of Work Education</td>
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<td>Unit-2 Values and Significance of Work Education</td>
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<td>Unit-3 Aims and Objectives of Teaching Work Education</td>
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<td>Unit-4 Bases of Work Education: Philosophical, Psychological, Sociological, Historical and Economical</td>
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<td>Unit-5 Correlation of Work Education with other School Subjects</td>
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<td>Unit-6 Work Education as compared to some Similar Educational Ideas</td>
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</table>
BLOCK -2  PEDAGOGICAL ANALYSES AND PLANNING AT THE UPPER PRIMARY LEVEL

Unit-7  Concept of Pedagogical Analysis
Unit-8  Instructional Objectives
Unit-9  Units and Subunits
Unit-10 Model Pedagogical Analyses
Unit-11 Lesson Planning
Unit-12 Model Lesson Plans

BLOCK –3  APPROACHES & METHODS OF TEACHING WORK EDUCATION

Unit-13 Lecture cum Demonstration Method
Unit- 14 Laboratory Method
Unit- 15 Heuristic Method
Unit -16 Problem Solving Method
Unit- 17 Project Method
Unit- 18 Computer Application

BLOCK-4  RESOURCES IN TEACHING WORK EDUCATION

Unit- 19 Text Books & Reading Materials
Unit- 20 Work Education Laboratory
Unit- 21 Management of Work units
Unit- 22 Co-curricular Activities
Unit- 23 Learning Teaching Materials
Unit- 24 Workshop

BLOCK-5  TEACHER OF WORK EDUCATION

Unit-25 Qualities and Responsibilities of WE Teacher
Unit-26 Ability to integrate with other Subjects
Unit-27 Professional Orientation
Unit-28 Technical Knowledge of Work Education Teacher
Unit-29 Work Education Teachers’ Abilities to participate and organise Co-curricular Activities
Unit-30 Teacher’s Role in Evaluation

BLOCK- 6  PROJECTS OF WORK EDUCATION-I (EXPOSURE STAGE)

Unit- 31 Paper & Card Board Work
Unit- 32 Clay Modelling
Unit- 33 Block Printing & Spray Printing
Unit- 34 Jute, Coir, Bamboo & Cane Work
Unit- 35 Chalk Making & Candle Making
Unit- 36 Pot Decoration

BLOCK 7  PROJECTS OF WORK EDUCATION-II (INVOLVEMENT STAGE)

Unit- 37 Soap & Phenyl Making and Carpentry
Unit- 38 Household Electrical Gadget Making
Unit- 39 Paddy, Wheat and Jute Cultivation
Unit- 40  Kitchen & Flower Gardening and Propagation of Flower and Fruit Trees
Unit- 41  Spinning & Weaving, Tailoring & Needle Work and Cloth Painting & Printing
Unit- 42  Clay Modelling

**BLOCK- 8  EVALUATION**

Unit- 43  Concept of Evaluation in Work Education
Unit- 44  Tools and Techniques of Evaluation in Work Education
Unit- 45  Indicators for Assessment of Cognitive and Non-cognitive Learning Outcomes in Work Education
Unit- 46  Achievement Test in Work Education
Unit- 47  Work Diary
Unit 48  Present System of Evaluation and Grading system and Well Balanced Question Paper