

PROGRAMME PROJECT REPORT (PPR)

Bachelor of Education (Distance Mode) Programme

1. Introduction About the Jamia

It was in 1962 that Jamia became a deemed university recognized by the University Grants Commission Act, 1956 under the leadership of Mohammad Mujeeb. By 1963, regular teaching programmes like Masters in History and Education, and Undergraduate Programmes in Sciences were started. Thereafter, in 1969 Doctoral programmes were started. The emergence of the university as a premier institution of learning was recognized in 1988 when it was accorded the status of a central University.

Jamia Millia Islamia is an “A” grade central University accredited by NAAC and is an ensemble of a multi-layered educational system which covers all aspects of schooling, under-graduate and postgraduate education.

The University recognizes that teaching and research are complementary activities that can advance its long-term interest. It has natural Sciences, Social Sciences, Engineering & Technology, Education, Humanities & Languages, Architecture & Aesthetics, Fine Arts, Law and Dentistry faculties. Also, it has a well-known AJK Mass Communication Research Centre. Jamia has over thirty research centres that have given it an edge in terms of critical research in various areas. Some of these are Centre for Peace and Conflict Resolution, Academy of International Studies, Centre for Culture, Media and Governance, Centre for Dalit and Minorities Studies, Centre for Nano Sciences and Nanotechnology, FTK Centre for Information Technology, Centre for Management Studies, Dr. K.R. Narayanan Centre for Dalit & Minority Studies, Centre for West Asian Studies, Centre for Physiotherapy & Rehabilitation Sciences, Centre for Theoretical Physics and Centre for Interdisciplinary research in Basic Sciences. Jamia Millia Islamia conducts entrance tests for admission to Undergraduate, Postgraduate, M.Phil. and Ph.D. as well as Diploma and Certificate Programmes.

Jamia Millia Islamia continues to cater to the interests of students from all communities, but also aims to meet the particular needs of the disadvantaged section of the Muslim society. True to the legacy of its founders, it continues to support measures for affirmative action and foster the goals of building a secular and modern system of integrated education. Thus, Jamia is constantly learning from its history to negotiate the new and emerging challenges facing a nation of the 21st Century.

2. Introduction About the Programme

The Bachelor of Education (B.Ed.) Programme fulfils the mission of CDOL, Jamia Millia Islamia i.e. to serve the marginalized section of the society across India by providing educational opportunity at the learners’ doorstep to get a professional degree in teacher education. This programme is a judicious blend of both theoretical and practical courses

throughout the academic years prepare and strengthen the professional in the field of teacher education. Its main thrust is to prepare competent teacher at school level. The two years B.Ed. distance mode programme is designed and developed in accordance with the National Council for Teacher Education (NCTE) guidelines for both working teachers at elementary levels who wish to upgrade their knowledge in self paced manner or fresh trained elementary teaching diploma holders who wish to enhance their professional qualification to broaden their job opportunities. The target groups of the programme are diploma holders from University, NCTE, SCERT, DIETS, and from State Boards Certified trained teaching professionals like BTC, STC etc.

3. Objectives of the Programme

The programme aims to achieve the following objectives

- a. To systematize experience and strengthen the teaching competencies.
- b. To acquire knowledge and develop understanding of various methods and approaches of teaching.
- c. To help teachers in understanding the nature of the learners and the learning process.
- d. To develop skills involved in dealing with the academic and personal problems of the learners.
- e. To understand the various procedures and techniques of evaluation at school level.

4. Procedures of Admission, Evaluation and other details

Admission to this programme is provided to the eligible candidates through an entrance examination conducted by CDOL, Jamia Millia Islamia at the various places throughout the country.

The curriculum is transacted through the Print Self Learning Materials (SLM) and Face to Face Counselling Session supplemented by audio-video programme.

The duration of the programme for success completion is minimum two years and maximum five years.

The programme is transacted through the NCTE approved Study Centres across the country strictly as per the NCTE norms and standard. All the study centres where the programme is offered have qualified and trained teacher educators and required staffs to facilitate learner centric qualitative teaching learnings as per prescribed curriculum.

Counselling sessions are held at the study centre normally on weekends within the general academic schedule of the Programme. Five counselling sessions are organized in all theory courses separately. The counselling duration will be of 2 hours in each of the five sessions. Besides, counselling sessions, there are other compulsory activities like workshops as well as teaching practices in both the academic years.

The evaluation of the admitted students to this programme is done on the basis to their tutor marked assignments (30% weightage in the curriculum), performance in the annual term-end-examination as well as in the workshop and teaching practice by the competent teacher educators.

Annual examination is the major component of the evaluation system and it carries 70% weightage in a final result. You must fill in the Annual Examination form and send to the Centre for Distance and Open learning, Jamia Millia Islamia, Jamia Nagar, Okhla, New Delhi-110025.

Generally the study centres happens to be the examination centre but in some cases where examination centres are allotted at some other institutions by giving the prior information to the appearing students.

All the study centres offering B.Ed. (Distance Mode) programme have sufficient library resources for the distance learners.

The total cost of the programme is Rs. 40000 (fourty thousands) payable in two equal annual instalments in both the academic years of the programme.

Quality assurance mechanism and expected programme outcomes is analysed strictly on the NCTE Parameters/guidelines by the CDOL, Jamia Millia Islamia annually

Examination date sheets (schedule which indicates the date and time of examination for each course) are sent to all the study centres approximately 1 month in advance.

B. Ed. Previous Year

S. No.	Course Code	Course Title	Credits	I.A	T.E	Total Marks
1.	B.Ed-01	Childhood and Growing Up	04	30	70	100
2.	B.Ed-02	Contemporary India and Education	04	30	70	100
3.	B.Ed-03	Language Across the Curriculum	02	15	35	50
4.	B.Ed-04	Understanding Disciplines and Subjects	02	15	35	50
5.	B.Ed-05	Learning and Teaching	04	30	70	100
Total Marks (Compulsory Courses)			16	120	280	400

S.No	Course Code	Course Title	Credits	Total Marks
6.	B.Ed-06	Reading and Reflecting on Texts (EPC-I)	02	50
7.	B.Ed-07	Drama and Art in Education (EPC-II)	02	50
8.	Workshop-I	04	100
9.	INT-I	Internship (See Appendix 1)	04	100
Total Marks (Practical Courses)			12	300

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B.Ed. Final Year

Theory Courses (Compulsory)

S. No.	Course Code	Course Title	Credits	I.A	T.E	Total Marks
1.	B.Ed-15	Assessment of Learning	04	30	70	100
2.	B.Ed-16	Knowledge and Curriculum	04	30	70	100
3.	B.Ed-17	Gender, School and Society	02	15	35	50
4.	B.Ed-18	Creating an Inclusive School	02	15	35	50
Total Marks (Compulsory Courses)			12	90	210	300

Practical Courses (Compulsory)

S. No.	Course Code	Course Title	Credits	Total Marks
5.	B.Ed-19	Critical Understanding of ICT (EPC-3)	02	50
6.	B.Ed-20	Understanding the Self (EPC-4)	02	50
7.	B.Ed-21	School Internship (Teaching Practice) (See Appendix II Page no 24)	12	300
8.	Workshop-II	04	100
Total Marks			20	500

Optional Courses: the students are required to select **any one** of the following:

[illegible]

Detail Course Structures

Previous Year

BED 01: CHILDHOOD AND GROWING UP

Block-1 Childhood and Theories of Child Development

- Unit-I Childhood and the construct of childhood: Introduction, children of different age groups, children from diverse socio-economic and cultural backgrounds.
- Unit-II Construct of Childhood: Understanding the construct of different socio-political realities, different childhoods within children's lived contexts: family, schools, neighborhoods and community.
- Unit-III Theories of child development (from cross-cultural psychology, sociology and anthropology), crucial aspects from the construct of childhood in regard to political, social and cultural dimensions.
- Unit-IV Theories of child development (Psychology), childhood and adolescence as constructed in different social-economic and cultural settings.

Block - 2 Adolescence and Growing up

- Unit-I Adolescence of children across different cultures and situations. The Impact of urbanization and economic change on construction and experience of adolescence of children.
- Unit-II Growing up: in realistic contexts of children and universalistic normative notions of childhood and adolescents. Impact of caste and social class on lived experiences of children with special reference to India.

Block -3 Studying Children's Lived Realities

- Unit-I Methods of studying children's lived realities: Through biographies, stories, observations about children by parents and teachers, children's diaries, testimonies and the media. Know how and importance of studying children in their natural settings, especially at play/in a community setting), and to interact with children using activities as a base to establish rapport.
- Unit-II Lessons from the childhood of Rabindra Nath Tagore, J.J. Rousseau, Martin Luther King (Junior), A P J Abdul Kalam, Hellen Keller, Louis Braille, Stephen Hawkins and Malala Yousafzai.

Block -4 Child Protection and Their Rights

- Unit-I Policies in India: Legal provisions, policies and schemes for children in India. National (MWC, NIPCCD etc.) and International agencies (UNICEF, WHO, Red Cross etc.) working for children.
- Unit-II Role of different agencies protecting child Right: Role of community, family, crèche, and child correction home in protecting childhood in India. Role of NGOs in protecting childhood.

BED 02: CONTEMPORARY INDIA AND EDUCATION

Block -1 Issues in Education

- Unit-I Concept of Equity and equality and diversity in education: Equity and equality in education, concept of diversity at the level of individual in regard to regions, languages, religions, castes, tribes, etc.
- Unit-II Approach to attain equality of educational opportunity: Provisions for equality of educational opportunity, causes of inequality, and attainment of ideals of equality in education.

Block -2 Universalisation of Education and Constitutional Provision

- Unit-I Universalisation of Education : Concept of Universalisation of Education, qualitative and quantitative aspects of Universalisation of Education, strategies for achieving universalisation of education, obstacles in universalisation of education in relation to access (physical and social), enrolment, retention and quality.
- Unit II Constitutional provision and Education : An introduction to the Constitution of India (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies) with regard to 'constitutional values' and aims of education. Amendments in the Constitution of India pertaining to education (elementary education, religious minority and linguistic minority, rights against discrimination, medium of instruction, and right to equality. Policies overview in regard to girl/women education in India, specific schemes to promote girl education like NPEGEL, KGBVY and others, educational provisions for marginalized section of the society (SC, ST, OBC, differently abled students)

Block -3 Education in India

- Unit-I Education in ancient and medieval period: Educational Heritage of India, Vedic System of Education, Education in Ancient and Medieval India, characteristics of Gurukul, Matha & Vihar, Madarsas and Maktabas, the concept of Purusharthas, Traditional Indian Values. Education During Buddhist Period, Nature of Buddhist Education, Comparison between Vedic and Buddhist-education, Buddhist Centers of Learning, Medieval (Islamic) Education.
- Unit –II Modern Education
- Pre Independence : Macaulay's Minutes. Wood's Despatch, Hunter Commission, Gokhle- Bill, Wardha Scheme. Calcutta University Commission/ Sadler Commission, Hartog Committee, Abbot-Wood Report, Sergeant Report.
- Post Independence : University Education Commission (1948-49), Secondary Education Commission (1952-53), Report of Education and National Development (1964-1966); National Education Policy (1968), National Policy on Education and its Programme of Action (1986/1992): Major suggestions and their implications.
- Learning the Treasure Within (Report to UNESCO of the International Commission on Education for the 21st Century-Jacques Delor's Report), Millennium Development Goals (MDGs) in relation to education, Learning Without Burden (Yashpal Committee Report (1992-93); Sarva Shiksha Abhyas : Genesis, targets and plan of action, Right of Children for Free and Compulsory Education (RTE) Act 2009 : Origin, salient features and critique, and MDM (Midday Meal). National Knowledge Commission (NKC, 2005): Major recommendations in regard to various aspects of primary and secondary education, Need and Objectives of NCFSE – 2005 and NCFTE, 2009, RMSA (Rastriya Madhyamik Shiksha Abhiyaan) and RUSA (Rashtriya Uchhatar Shiksha Abhiyan), Critique of colonial education vs. indigenous education in India and an overview of experiments with alternatives in education.

Block -4 Privatisation and Education

- Unit-I Privatisation of Education : Liberalisation and globalisation of the Indian economy; pedagogic and curricular shifts, Transcending caste, religion, class and gender,
- Unit-II Current concerns relating to plebianisation: public vs. privatization, quantitative expansion vs. qualitative control, exclusion vs. inclusion and stratification of education.

Block -5 Democracy and Education

- Unit-I Democracy: Meaning of democracy, secularism, inclusion, multiculturalism

Unit-II	Role of democracy in Education: role of education, democracy and social pattern of society, role of education in national integration and emotional integration.
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BED 03: LANGUAGE ACROSS THE CURRICULUM

Block -1 Language and teaching Learning Process

Unit- I	Language: Introduction, types, components, linguistic skills and interrelationship between language and literacy.
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Unit –II	Language and teaching-learning process: Language and literacy background of students and teaching learning process, Language as a tool for pedagogical decisions, language and nature of students’ learning.
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Block -2 Language Diversity

Unit-I	Language diversity in classroom: Ways and means to address the language diversity in the classroom, theoretical understanding of multilingualism in the classroom.
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Unit-II	Home language and School language :The home language and school language teaching learning process, the power dynamics of the ‘standard’ language as the school language vs. Homelanguage or dialects
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Block -3 Theory of Language and Teaching-Learning Process

Unit-I	Deficit Theory of Language
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Unit-II	Discontinuity Theory of Language
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Block -4 Texts, Writing and Discussion

Unit I	Texts : Nature of reading comprehension in the content areas (informational reading), nature of expository texts vs. narrative texts, transactional texts vs. reflexive texts. Schema theory, text structures, knowhow of examining content area of text books. Strategies for reading text books, children-note making, summarizing; making reading-writing connections.
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Unit-II	Writing and Discussion : Know how of process writing; process of analyzing children’s writings to understand their conceptions: ways and means of writing with a sense of purpose-writing to learn and understand Discussion as tool for learning. The nature of questioning in the classroom, types of questions and teacher control.
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BED 04: UNDERSTANDING DISCIPLINES AND SUBJECTS

Block -1 Basic and Nature of Discipline

Unit I	Discipline: connotation, areas, distinction with curriculum, syllabus, factors responsible for the emergence of various disciplines, disciplines and school curriculum Introduction to disciplinary areas, especially social science, natural science and linguistics.
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Unit II	Nature of Discipline: Positive, Normative, and Speculative, disciplinary, interdisciplinary, multidisciplinary, and trans disciplinary Discipline and its basic questions, the methods of study and validation of knowledge.
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Block -2 Fundamentals of Knowledge and Theory of Content

- Unit- I The notion of knowledge: as being firm and objective, impersonal and with a coherent structure in social and political contexts, the notion of knowledge in diverse, dialogical, subjective, fluid and porous frame.
- Unit-II Culture and knowledge : 'Culture specific knowledge', 'Culture free and universal' knowledge, and 'culture fair knowledge', changes in school curriculum over the period of time in humanistic perspective.
- Unit III 'Theory of content' -the basis of content selection, framing in syllabus, and procedure of transformation so that learners construct their own knowledge through it. Criteria of inclusion or exclusion of a subject area from the school curriculum.

Block -3 Doctrine of Disciplinarily and Process of Knowing

- Unit-I Notion of the 'disciplinarily doctrine', school subjects- discipline-oriented vs learner-oriented, school subject as the tool for social change and national development, changes in school subjects in pre independence and post independence India.
- Unit-II Processes of knowing: Tenacity, authority, a-priori and a posterior (scientific inquiry), levels of cognition- knowledge, understanding, analysis, synthesis and evaluation (Revised Bloom's Taxonomy), ways/ modes of representing knowledge, concept mapping, designing diagrams such as: classification, hierarchy, structural charts, models, simulations etc.

BED 05: LEARNING AND TEACHING**Block -1 Learning and Theories of Learning**

- Unit-I Learning: Concept, nature, characteristics, types, and factors affecting it.
- Unit-II Understanding Learning Process: Behaviourist, cognitive, information processing, humanist, biological, constructivist and socio-cultural perspectives of learning process. Processes that facilitate 'construction of knowledge':
- (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Metacognition.
- Unit-III Canons of Learning: Concepts and principles of each perspective and their applicability in different learning situations, relevance and applicability of various theories of learning for different kinds of learning situations. Jean Piaget, Bruner, Vygotsky, Rogers and Chomsky Theory of Learning and their educational implications.

Block-2 Learning and the learner Process

- Unit-I Understanding learner: Development of a learner and Learning process, Meaning and principles of development, relationship between development and learning. Dimensions of individual development: physical, cognitive, language, affective, socio-cultural and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Bruner, Erikson and Kohlberg).
- Unit-II Key cognitive and affective processes: Meaning of 'cognition' and 'emotion'. Introduction to basic cognitive processes viz. perception, attention, memory, language development, thinking, problem solving, and

motivation and their role in learning, socio-cultural factors influencing cognition and emotion, role of emotion in learning, and connotation of Learning Styles.

Unit-III Developing Creative thinking among learners: Meaning and nature of creativity; factors of creativity; Development of creativity through use of brain storming (special focus on Osborn, De Bono and Gordon), teaching for minimizing negative transfer and maximizing positive transfer of learning.

Block -3 Teacher and the Teaching Process

Unit-I Foundations of Teaching: Concept, nature, characteristics of teaching, functions of teaching, principles of teaching, phases of teaching, Teaching process as viewed by behaviorists', cognitivists', and constructivists (individual and sociocultural).

Unit-II Interrelationship between learning and teaching: Teaching process directed at learning, learner centred teaching and that the learner is at the heart of teaching, culturally responsive teaching approaches to make it learner centric, contextually located teaching, and teaching as highly complex enterprise, shaping of learners' attributes by the work of teaching, Analysing teaching in diverse classrooms

Unit-III Teacher Attributes: Professional and personal attributes of a teacher, Role of teacher in teaching-learning situations as transmitter of knowledge, model, facilitator, negotiator, co-learner. Involvement of teacher in planning, exploration, sharing and reflecting, analytical writing, method of studying teachers' diaries and its implications for teaching. Integrating technology in teaching to facilitate learning: Use of technology for individualized learning - Computer assisted learning, Role of teacher in preparing self learning material, Use of technology in small group teaching, peer tutoring, co-operative learning, group discussion, group projects, simulations and games. Use of technology in large group teaching, team teaching, collaborative teaching, questioning, demonstrations, exhibition, demonstrations. Teaching through distance mode-Preparing material for use of various media in education such as radio, television, web-conferencing, digital contents, ebooks, online courses.

BED 06: READING AND REFLECTING ON TEXTS

S. No.	Types of Text	No. of Text	Per Text Reflection Marks	Total Marks
1.	Empirical text	02	02	04
2.	Conceptual text	02	02	04
3.	Historical work	02	02	04
4.	Policy documents	02	02	04

5.	Studies about schools	02	02	04
6.	Text concerned with Teaching and learning process	02	02	04
7.	Expository texts from diverse sources	02	02	04
8.	Autobiographical narratives	02	02	04
9.	Field notes	02	02	04
10.	Ethnographic Texts	02	02	04
	Evaluation of Reports and Viva voce			10
	Grand Total			50

BED 07: DRAMA AND ART IN EDUCATION

S. No.	Type of Activities	No. of Activities	Per Activities and their reporting Marks	Total Marks
1.	Organise Drama in School	02	04	08
2.	Visit Places of Art and Exhibitions	02	04	08
3.	Visit Places of Cultural Festival	02	04	08
4.	Visit of Local Culture and Art Forms and Interpret Art Works, Movies and other Media	02	04	08
5.	Watch Movies and Other Media of Educational Significance and their Interpretation	02	04	08
6.	Evaluation of Reports and Viva Voce			10
	Grand Total			50

تدریس اردو

بلاک 1 زبان اور زبان کی بنیاد

- i. زبان، زبان کی نوعیت، اصناف، اقسام
- ii. اردو زبان کا تعارف، مخلوط زبان، اردو مشق کی تہذیب کی علمبردار
- iii. اردو زبان کی ساخت، علم ہجا، صرف و نوح، حرف، لفظ، فقرہ اور جملہ
- iv. مدرسے کی سطح پر زبان کی تدریس، اردو بحیثیت مادری زبان، اردو بحیثیت ثانوی زبان اور لسانی فارمولہ

بلاک 2 نصاب اور اردو تدریس

- i. تدریس اردو کے مقاصد
- ii. نصاب
- iii. سہ لسانی عبارتوں کی نشوونما

بلاک 3 تدریس نثر و نظم

- i. تدریس مضمرات کا تعارف
- ii. تدریس نثر
- iii. تدریس نظم
- iv. تدریس غزل
- v. تدریس انشاء
- vi. تدریس قواعد

بلاک 4 طرز نظر (Approach) اور اردو کا تدریسی طریقہ کار

- i. نظم کے سبق کی تیاری
- ii. سمعی اور بصری ذرائع کا استعمال
- iii. ہم نصابی سرگرمیوں کا انتخاب

بلاک 5 اردو تدریس میں اندازہ قدر

- i. اندازہ قدر (Evaluation)
- ii. آزمائش اور جانچ (Test and Testing)
- iii. جانچ کی قسمیں
- iv. تحصیلی جانچ (Achievement Test) اور تحلیل و تجزیہ (Analysis)

हिन्दी का शिक्षणशास्त्र

- खण्ड 1 :** हिन्दी शिक्षण : सैद्धान्तिक पक्ष
- इकाई 1: भाषा की प्राकृति एवं प्रकाय
- इकाई 2: भाषा अधिगम प्रक्रिया
- इकाई 3: विधालयीय स्तर पर भाषा
- इकाई 4: हिन्दी शिक्षण की व्यवस्था एवं सामग्री
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- खण्ड 2 :** भाषिक योग्यताओं का विकास
- इकाई 1: हिन्दी के भाषिक तत्त्व-1
- इकाई 2: हिन्दी के भाषिक तत्त्व-2
- इकाई 3: श्रवण एवं मौखिक अभिव्यक्ति के कौशल का विकास
- इकाई 4: पठन योग्यता
- इकाई 5: लिखित अभिव्यक्ति कौशल का विकास
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- खण्ड 3 :** साहित्यिक विधाओं का शिक्षण एवं व्याकरण शिक्षण
- इकाई 1: कविता शिक्षण
- इकाई 2: गद्य : निबंध शिक्षण
- इकाई 3: गद्य की अन्य विधाओं का शिक्षण
- इकाई 4: व्याकरण शिक्षण
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- खण्ड 4 :** मूल्यांकन क्रियात्मक शोध तथा समुन्नयन कार्य
- इकाई 1: भाषा संप्रति मूल्यांकन
- इकाई 2: निदानात्मक एवं उपचारात्मक शिक्षण
- इकाई 3: क्रियात्मक शोध
- इकाई 4: समुन्नयन कार्य

BED 10: PEDAGOGY OF ENGLISH

Block -1 Introduction to English

Unit-I English: Structure of Content Area, History, Basic Conceptual Scheme and Future Perspective Objectives of Teaching English with Futuristic Vision

Block -2 Teaching and Teaching Method of English

Unit-I English, curriculum and methods of teaching: Place of English in School Curriculum, its Linkage with other Subjects and Different Stages, Unified/ Specialized Approach to Curriculum Cognitive Maps of Concepts in English Teaching Approaches and Methods in English Innovations in the Teaching of English with Futurist Vision

Unit-II Teaching of English: Teaching English Pronunciation Teaching of Vocabulary in English Teaching of Structures and Grammar in English Teaching Reading Comprehension Teaching of Writing in English Teaching of Poetry in English

Block -3 Planning and use of English in Teaching

Unit-I Planning in English Teaching and use of teaching aids: Yearly, Unit and Daily Lesson planning

Unit-II Context Specific Teaching Aids in English – Their Preparation and Evaluation Development of Instructional Material in English; Textbook, Its preparation and Evaluation.

Unit-III Student Assessment - Tests and Examination.

Block -4 English Teacher and Innovation

Unit-I English Teacher : Qualities of a Good Teacher of English: Problems and Solutions

Unit-II Resources: Classroom, Laboratory, Museum, Community, Environment, Library, etc.

Unit-III Innovation in English teaching and its future

BED 11: PEDAGOGY OF MATHEMATICS

Block -1 Introduction to Mathematics

Unit 1 Mathematics: Structure of Mathematics, History and Basic Conceptual Schemes and Future perspectives of Mathematics

Unit-II Objectives of Teaching Mathematics and Futuristic Vision

Block -2 Teaching of Mathematics

Unit-I Mathematics, Curriculum and Teaching Aids. Place of Mathematics in School Curriculum and Correlation with other subjects, NCF 2005 in context of Mathematics Teaching Cognitive Map of Concepts and curriculum elements in Teaching of Mathematics Methods and Approaches of Teaching Mathematics, specific illustrations of content based methodology and subject specific skills

Unit-II Planning in Mathematics teaching and the use of teaching aids— sessional, unit and daily lesson plan. Development of Instruction Material in Mathematics, Text Book Preparation and Evaluation. Context Specific teaching aids in Mathematics Integration of information and communication technology in Mathematics Teaching.

Block -3 Assessment in Mathematics

Unit-I Measurement & Evaluation in Mathematics Teaching: Diagnostic Test and Remedial Teaching, Development of Multiple Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.

Block -4 Mathematics Teacher and Innovation

Unit-I Mathematics Teacher : Qualities of an effective Mathematics Teacher, Problems and Solutions

Unit-II Resources and Innovation : Resources in Mathematics Teaching (Classroom Laboratory, Museum, Community Environments, Library etc.) Innovations in Mathematics teaching and its Future.

BED 12: PEDAGOGY OF COMMERCE

Block-1 Introduction to Commerce

Unit I Commerce: Structure of Commerce Teaching Content, History,

Unit II Objective and Concept of Commerce: Basic Conceptual Scheme and Future Perspective Objectives of Commerce Teaching with Futuristic Vision.

Block -2 Teaching of Commerce

Unit I Commerce, Curriculum and Methods of Teaching: Place of Commerce in School Curriculum, Linkages with Other Areas at Different Stages, Unified / Specified Approach to Curriculum Cognitive Map of Concept and Curricular Elements in Teaching of Commerce Approaches and Teaching Methods of Commerce with Specific Illustration, Specific Skills of Commerce Teaching Media and media integration in Commerce teaching.

Unit II Planning in Commerce teaching and the use of teaching aids: Sessional, Unit and Daily Lesson Planning Development of Instructional Material in Commerce Teaching, Text Book, its Preparation and Evaluation Concept Specific Teaching Aids in Commerce Teaching, its Preparation and Evolution

Block -3 Assessment in Commerce

Unit I Measurement and evaluation in Commerce: Students' Assessment with Specific illustrations in Commerce

Unit II Development of Test: Teaching, Diagnostic and Remedial Teaching, Development of Multiple Question Paper Sets / Development Of Question Bank, Concept Specific Questions For Open Book Examination

Block -4 Commerce Teacher and Innovation

Unit I Commerce Teacher : Qualities of a Good Commerce Teacher, Problems and Solutions

Unit II Resources and Innovation: Resources of Commerce Teaching Classroom, Laboratory, Community Environment and Library Innovations in Commerce Teaching and their Future

BED 13: PEDAGOGY OF GENERAL SCIENCE

Block -1 Introduction to General Science

Unit-I General Science: Structure of General Science, History and Basic Conceptual Schemes and Future perspectives of General Science

Unit-II Objectives of Teaching General Science and Futuristic Vision

Block -2 Teaching of General Science

Unit-I	General Science, Curriculum and methods of teaching : Place of General Science in School Curriculum and Correlation with other subjects, NCF 2005 in Context of General Science Teaching Cognitive Map of Concepts and curriculum elements in Teaching of General Science Methods and Approaches of Teaching General Science, specific illustrations of content based methodology and subject specific skills
Unit-II	Planning in General Science teaching and use of teaching aids - sessional, unit and daily lesson plan Development of Instruction Material in General Science, Text Book Preparation and Evaluation Context Specific teaching aids in General Science Integration of information and communication technologies in General Science.
Block -3	Assessment in General Science
Unit-I	Measurement & Evaluation in General Science Teaching. Diagnostic Test and Remedial Teaching, Development of Multiple Choice Question Paper, Content Based Questions for Question Bank and Some Question for Open Book Examination.
Block -4	Science Teacher and Innovation
Unit-I	General Science Teacher: Qualities of an effective General Science Teacher, Problems and Solutions
Unit-II	Resources and Innovation: Resources in General Science Teaching (Classroom Laboratory Museum, Community Environments, Library etc.) Innovations in General Science teaching and its Future

BED 14: PEDAGOGY OF SOCIAL SCIENCE

Block -1	Introduction to Social Studies
Unit-I	Social Studies: Content and Structure, History, Basic Conceptual Schemes and Future's perspectives.
Unit-II	Objectives of Teaching Social Studies with Futuristic Vision
Block -2	Teaching of Social Studies
Unit-I	Social Studies, Curriculum and Methods of Teaching Place of Social Studies in School Curriculum at different level- Relation with other subjects. Cognitive Map of Concepts and Curricular Elements Approaches of Teaching Methods, Specific Illustration of Content based methodology, subject-specific skills.

Unit-II Planning in Social Studies Teaching and use of Teaching Aids: Sessional, Unit and Daily Lesson Development of Instructional Material in Social Studies, Text Book, Its Preparation and Evaluation Context Specific Teaching Aids, Preparation and Evaluation. Integration of information and communication technology in Social Studies Teaching.

Block -3 Assessments in Social Studies

Unit-I Measurement and Evaluation in Social Studies Teaching Student Assessments with Specific Illustrations, Diagnosis, Remedial Teaching Development of Question Paper

Block -4 Social Studies Teacher and Innovation

Unit-I Social Studies Teacher: Qualities of a Good Teacher, Problems and Solution

Unit-II Resources and Innovation: Resources, Classroom, Laboratory etc Innovations, In the Teaching Subject and its Future.

Final Year

BED 15: ASSESSMENT FOR LEARNING

Block -1 Assessment and its Critique

Unit-I Basic concepts and scope: Measurement, Assessment, Testing, Examination, and Evaluation, Overview of Revised Bloom's Taxonomy and its implication for assessment, and Types of assessment.

Unit- II Critique of present assessment and evaluation: Assessment of learning product vs. assessment of learning process, summative assessment vs. formative assessment, unidimensional assessment vs. multi dimensional or comprehensive assessment. Critique of present assessment and evaluation: Rigid assessment vs. Flexible assessment, culture biased assessment vs. culture fair assessment, knowledge oriented assessment vs. learner oriented assessment, and mechanical assessment vs. growth oriented assessment.

Competitive assessment vs. cooperative assessment, high stake testing', competitive ranking of schools, and pressures for teacher accountability, abolition of competitive examinations with grade retention, growing commercialisation of assessment, traditional assessment in relation to iniquitous systems of education and power and hegemony in society.

Block -2 Paradigms of Assessment

- Unit-I Behaviouristic and Constructivist assessment: Behaviouristic and constructivist, difference between learning of assessment and learning for assessment, teaching- learning process and assessment.
- Unit-II Assessment according to Committees and Commissions: Concept of Assessment and Evaluation as per Yash Pal Committee (Learning Without Burden,1993), National Curriculum Framework for School Education (NCFSE, 2005), CBSE, Right to Education (2009).
- Unit-III Latest trends in Assessment: Grading system, Question Bank, Assignment, Project, Creative Expression, Comprehensive and Continuous Evaluation (CCE), Inclusive Evaluation, Participatory assessment and community monitoring with higher autonomy to teachers, culturally responsive realistic, comprehensive and dynamic assessment.

Block -3 Tools of Assessment

- Unit-I Quantitative and Qualitative: Tools for assessing cognitive, affective and psychomotor attributes of learners (standardised and teacher made test, observation, rating scale, checklist, anecdotal records, interview, viva –voce, individual and group presentation, presentation portfolio and evaluation.
- Unit-II Tools of Assessment for Children with Special Need: Specific strategies and tools for the assessment of learning outcomes of children with special needs.
- Unit-III Reliability and Validity of Tools: Standardization process of assessment tools especially in terms of their technical features of the tool (discriminating index of items, reliability, validity, objectivity, and norms).
- Unit-IV Types of questions and assessment: Types of objective and subjective questions, Levels of questions: Knowledge (Recall and Recognition Type), Understanding, Application, Analysis, Evaluation, and Creativity.

Block -4 Statistics in Assessment:

- Unit-I Statistics in Assessment: Importance of statistics in assessment, Scales of measurement (Nominal, Ordinal, Interval and Ratio), and Graphical representation of data.
- Unit-II Measures of Central Tendency: Mean, Median and Mode, and Measures of Variability (Range, Quartile Deviation, Mean Deviation and Standard Deviation).

Unit-III Correlation: (Rank Order and Product Moment), Percentile and Percentile Rank.

BED 16: KNOWLEDGE AND CURRICULUM

Block -1 Epistemology: A Branch of Philosophy

Unit-I Introduction and Methods of acquiring knowledge: (A priori and a posterior, analytic and synthetic approach), with special reference to the enterprise of education.

Unit-II Epistemology and educational & pedagogic practice: Epistemological basis of education, distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief'. Modern child-centered education: Activity, discovery and dialogue, with reference to Gandhi, Gijubhai Badheka, Tagore,

Block -2 Schools of Philosophical Thought

Unit-I Indian Schools of Philosophical Thought: Samkhya, Yoga and Vaishishik with special reference to the enterprise of education, epistemology and educational & pedagogic practice. Buddhism, Jainism, Islamic and Sikhism with special reference to the enterprise of education, epistemology and educational & pedagogic practice. Upanishad, Bhagvat Gita and Advaitvad with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Unit-II Western schools of philosophical thought: Empiricism, idealism, and rationalism with special reference to the enterprise of education, epistemology and educational & pedagogic practice. Pragmatism and constructivism (personal and social) with special reference to the enterprise of education, epistemology and educational & pedagogic practice.

Block -3 Sociological Foundation of Education

Unit-I Sociological Bases of Education: Its connotation in the context of society, culture and modernity.

Unit-II Historical Changes in Social Bases of education: In the context of industrialisation, democracy and ideas of individual autonomy and reason.

Block -4 Issues in Education

Unit-I	Education: Meaning and role of education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar's philosophy.
Unit-II	Nationalism: Concepts of nationalism, universalism and secularism and their interrelationship with education, educational thoughts of Tagore and Krishnamurti in regard to nationalism, universalism and secularism.
Unit-III	Multiculturalism: Concept of 'Critical multiculturalism' and 'democratic education' and pedagogic practices.

Block -5 Curriculum

Unit-I	Foundation of Curriculum Connotation of Curriculum, curriculum development team, process of making curriculum, participation mechanism of stakeholders for curriculum development, and representation and non-representation of various social groups in curriculum making, role of state in the curriculum development. Concept of syllabus, course of study, relationship between the curriculum framework and syllabus, socio-political bases of curriculum framework.
Unit-II	Curriculum and its Dimension: Various dimensions of the curriculum and their relationship with the aims of education, Curriculum as an agent of social change.
Unit-III	Curriculum in School: Curriculum and rituals of school, its celebrations, its notions of rules, discipline, or the time-table and norms of society, role of hidden curriculum and children's resilience
Unit-IV	Sociological Basis of Curriculum: Curriculum as enacted and curriculum as process and practice, relationship between power, ideology and the curriculum, critical analysis of textbooks, children's literature, and teachers' handbooks etc.
Unit-V	Assessment and Evaluation of Curriculum: curriculum as driven by assessment, and market interests as driving force of curriculum development.

BED 17: GENDER, SCHOOL AND SOCIETY

Block -1 Theory of Feminism

Unit I	Liberal Feminism
Unit-II	Socialist Feminism
Unit-III	Radical Feminism

Unit-IV Black feminism

Block-2 Sex and Gender

Unit-I Meaning of Sex and Gender: Meaning and experience of being a boy or a girl across different social groups, regions and time-periods.

Unit-II Learning and Challenges of Gendered roles in Society: through a variety of institutions (like family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state, and patriarch and gender.

Block -3 Gender in Schools

Unit-I Concept of Gender just Education: Access of education and factors affecting it, factors affecting unequal access of education to girls.

Unit-II Role of Schools: Peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity

Unit-III Construction of Gender in School: Gender Perspective (Theoretical Basis), roles and responsibilities in schools and classrooms, rituals and school routines, classroom interaction, processes of disciplining distinctly (for girls and boys).

Block -4 Gender Identity Construction and Sensitization

Unit-I Gender Identity Construction: Process of socialisation, gender identity construction (at home, schools, peers, teachers, curriculum and textbooks, etc., and influenced by media and popular culture (films, advertisements, songs etc.), law and the state, formulation of positive notion of sexuality

Unit-II Gender Sensitization: Issues of gender identity roles, gender just education through group work, brainstorming, audio-visual engagements, and co-participation of school (teachers, counsellors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.) Gender Sensitization in Teaching-learning process, formulation of curriculum (with Gender perspective), gender sensitization in teacher training institutions, current trends towards gender sensitization, issues and challenges in regard to working towards gender equality in the classroom, strategies to prepare pedagogic material to promote gender just education .

BED 18: CREATING AN INCLUSIVE SCHOOL

Block -1 Models and the Construct of Disability

Unit-I Models of Disability: Medical Model, Social Model, Right Based Model, Eclectic approach
Connotation of Impairment, disability and handicaps described in ICIDH and ICFDH.

Unit-II Disability and Its Impact on Individual's Interaction with environment: Participation in society and fulfilling social Roles. Labelling, its benefit and limitations, Normality, Disabled vs. Differently abled debate

Block -2 Policy Level Intervention in Addressing Educational Need of Children

Unit-I International Perspective: Declaration on the Rights of Mentally Retarded Persons, 1971, Declaration on the Rights of Disabled Persons, International Organizations working for Children with Disabilities, UNICEF, UNESCO, UNCRC: UN Convention on the Rights of the Child, UNCRPD: United Nations Convention on the Rights of Persons with Disabilities, Salamanca Statement and the Framework for Action on Special Needs Education. Adopted by the UNESCO, 1994, MDG (Millennium Development Goals), EFA (Education For All), IYDP: International Day of Persons with Disabilities

Unit-II National Perspective: Kotahri Commission's recommendation on special need children, IEDC (Integrated Education of Disabled Children, 1974), National Policy on Education 1986, Mental Health. Act, 1987, DPEP (District Primary Education programs), SSA (Sarva Shiksha Abhiyan), RCI Act, 1992, PwD Act, 1995, National Trust Act 1999, National Policy on Rights of PwD's 2006, Right to education and children with disabilities (RTE, 2009).

Block -3 Special Educational Needs

Unit-I Understanding special needs: Children with Special needs: Definitional Perspectives (Visual Impairment, Hearing Impairment, Loco-motor Disabilities, Learning Disabilities, Developmental Disabilities (Mental Retardation/ Autism/ Cerebral Palsy)

Unit-II Identifying Special Needs: Characteristics of Different Children with Special Needs, Screening and Identification of special needs of children with VI/HI/Developmental Disabilities (Mental Retardation/Autism/ADHD etc), Loco-motor disabilities, Gifted Learners

Unit-III Addressing Special Educational Needs : Different Models of Education of Children with Special Needs, Special Education, its strengths and limitations, Integrated Education, its strengths and limitations, Inclusive education its strengths and limitations, Deno's Cascade system, Types of Inclusion, Index of Inclusion

Block -4 Inclusive Schools and Classrooms

Unit-I Barriers: Attitudinal barriers, infrastructural constraints, social constraints and strategies for removing them.

Unit-II Remedies for inclusive school: Zero Rejection, Barrier Free Environment, Ease of Access of Infrastructure, Assistive Devices, Teaching Learning Materials as per the need of students, Adaptations, Resource Rooms, Social and Community awareness, Involving parents and community leaders.

Block -5 Management and Remedies for Inclusive Classroom

Unit-I Remedies-Psycho-social Issues of inclusion like Child Bullying, Peer Discrimination, Raging etc. Involving parents in education of their children with special needs, Parent-Teacher collaboration, Promoting collaborative learning within classroom.

Unit-II Managing Inclusive classes and schools- Management of School, managing resource room, management of an Inclusive Classroom Teaching Strategies fostering individual needs of children, Individualized Education Program, Group Teaching Strategies, Teaching and Learning through Co-Curricular activities, adaptation for special need children, Teachers role for effective inclusion of children with disabilities.

Unit-III Benefits and Schemes of Children with Special Needs

Schemes and benefits under PWD Act, 1995, National Trust Act, 1999, RTE, 2009, NHFDC Schemes, Other Schemes and Benefits provided by state governments.

BED 19: CRITICAL UNDERSTANDING OF ICT

Block -1 Introduction to Computer System

Unit I Computer: Hardware, software and other applications Introduction and applications of MS office.

Unit II Introduction to Internet, www, e-mail, social networking sites and their uses in teaching learning process

Block-2 Teaching of ICT

Unit I Applications of ICT: Applications of ICT in teaching learning, learning material development,

Unit II Developing collaborative networks for sharing and learning, administrative and academic support systems, and broader implications for society.

Block-3 Teaching Learning Process in ICT

Unit I Introduction to Learning Management System: Open Education Resource, Creative Commons and their roles in teaching learning process

Unit II ICT enabled learning: Introduction, features, as a democratic tool and scope. Critical analysis of ICT in teaching learning process.

Block-4 Teacher Learner Role in ICT

Unit I Role of learners in ICT enabled learning environment in regard to constructivism

Unit II Role of Teachers in ICT enabled learning environment in regard to constructivism

BED 20: UNDERSTANDING THE SELF

S. No.	Types of activities to be carried out	No. of Activities	Per Activities and their reporting Marks	Total Marks
1.	Attending Workshop	02	02	04
2.	Movie/documentary Watching and its review	02	02	04
3.	Organizing Discussions Forum	02	02	04
4.	Self disclosure through art, dance and story writing	02		
5.	Meeting people (within community)	02	02	04
6.	Participate or lead in real life intervention (within families/college or community) through guidance and counselling	02	03	06
7.	Review of Personal narratives, life stories and group interactions	02	02	04
8.	Organising Yoga camp	02	02	04

9.	Revisiting one's childhood experiences and Childhood experiences of one's peers.	02	03	06
10.	Evaluation of Reports and Viva voce			10
			Grant Total	50

B.ED. 21: SCHOOL INTERNSHIP/TEACHING PRACTICE

In the first year there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area engagement with the field. The weightage of internal assessment for engagement with the field shall be 100 percent. The total marks for the school internship/teaching practice is 300.

BED 22: VOCATIONAL/WORK EDUCATION

Block -1 Vocational Education and its Theory

Unit 1 Vocational Education: Nature, Meaning, Need and Importance

Unit 2 History of Vocational Education in India: Policies related to vocational education

Block -2 Education and Work

Unit I Education and Work: Globalization, Work and knowledge, Gender and Disability related issues

Unit II Work and Curriculum: Typology of Work in Education, Learning from field experiences, Community work and social engagement

Unit III Communication & Soft Skills: Introduction, Need, Process & Types, Intercultural, Intra-cultural, Cross-cultural and International communication, Communications skills, Business Letter Writing, Electronic Communication, Basic Interaction Skills – Within family, Society,

Personal and interpersonal, Intrapersonal skills. Barriers to Communication. Improving Communication Skills, Non-verbal communication, Body language, Postures and gestures,

Block -3 Management

- Unit I Fundamentals of Management
- Unit II Personal Management & Time Management
- Unit III Personality Development

BED 23: HEALTH AND PHYSICAL / YOGA EDUCATION

Block -1 Basics of Physical and Health Education

- Unit I An Introduction to Physical and Health Education Physical Fitness and Wellness
- Unit II Psychological, Philosophical, Sociological, Physiological aspects of Health and Physical Education

Block -2 Health and Physical Education in Schools

- Unit I School Health Services in India
- Unit II Addressing Malnutrition at School Level
- Unit III Place of Health and Physical Education in curriculum

Block -3 Yoga and Management of Sports

- Unit I Yoga and Its Importance for Various Body Systems
- Unit II Management of Sports Facilities- Planning and Organisation

BED 24: PEACE EDUCATION

Block -1 Peace Education

- Unit I Meaning, Nature and Scope
- Unit II Human Rights and Peace Education

Unit III Gandhi and Peace Education

Block -2 Peace Education in Schools

Unit I Peace Education and Conflict Resolution in Schools

Unit II Designing Programmes: Ways of Integrating Peace into the Curriculum, Practices that Make School a Place of Peace, Teacher as Peace Builders, Pedagogical skills and strategies, Integrating Peace Concerns and Classroom Transactions

Unit II Frontiers of Education for Peace: Personality formation, living together in Harmony, Responsible Citizenship, National Integration, Education for Peace as a lifestyle movement.

Block -3 Issues in Peace Education

Unit I Critical Issues in Peace Education- Curriculum load, Textbook, Assessment and Examination, Teacher Education, School Settings, Media and Violence, Teacher- Parent relationship

Block -4 Education for Peace

Unit I Values and Skills- Peace Values and Skill

Unit II Peace Educators

BED 25: GUIDANCE AND COUNSELLING

Block -1 Guidance and Counselling

Unit I Introduction to Guidance and Counselling: Meaning, nature, scope, importance, aims and objective

Unit II Types of Guidance and Counselling Individual: Vocational, and Educational Essential Guidance and Counselling Services

Unit III Approaches in Guidance and Counselling- Directive and Non Directive, Group and Individual Counselling

Block -2 Guidance and Counselling- Administration, Planning and Evaluation

Unit I Projective and Non- Projective Techniques

Unit II Administration and Evaluation of Psychological Test

Block -3 Guidance and Counselling - Issues and Challenges

Unit I Guidance and Counselling and Distance Education

Unit II Guidance and Counselling- Research and Recent Trends

WORKSHOP-BASED PRACTICAL ACTIVITIES (1ST YEAR: 100 MARKS; 2ND YEAR 100 MARKS)

Classroom instruction requires mastery of various methods and modes of communication with the students. Instruction includes proper planning of instruction, special techniques associated with teaching specific subjects and also general management strategies needed for organizing teaching in a classroom. Apart from this, the teacher also has a multifaceted role of a manager, a researcher and a social welfare individual.

Workshop-I will be held in the First year before the commencement of practice teaching while Workshop-II will be held in the Second year. The schedule of the workshops should be requested from your Learner Support Centre. and a minimum of 80% attendance is compulsory in each workshop.

The first workshop corresponds to the first year theory courses and most of the school based activities to be carried out during practice teaching. The presentation of the reports of the School Based Practical Activities-I carried out in the school is also a part of this workshop. Apart from these, the first workshop orients you to all aspects of practice teaching and the school-based practical work to be undertaken before Workshop-II. The second workshop corresponds to the second year theory courses and some more school based activities along with developing of certain skills and attitudes to become an effective teacher.

The overall evaluation of the student's participation in different group discussions in each workshop will have marks awarded out of 100 to each student. In Workshop-I evaluation will be on the basis of participation in all the activities components except preparation of lesson plans and simulated teaching.

Practice Teaching (Subject 1: 150 marks; Subject 2: 150marks)

A total of the 40 lessons (20 in each teaching subject) have to be delivered by a student of B.Ed (distance mode) programme. The Teacher Educator(s) will supervise 10 lessons (5 lessons in each subject). The remaining lessons will be supervised by the mentor (principal or a person authorized by the principal) in the practicing school. The Teacher Educator(s) will award 300 marks i.e. 150 marks

in each teaching subject (a maximum of 30 marks in each lesson). These marks if necessary may be moderated by the Programme Incharge taking into consideration the observations of the mentor(s) as well as the Teacher Educator(s).

Practice teaching is a learning process that provides experiences to student teachers for development of their teaching competence..

Evaluation of practice teaching will be based on the student's performance in planning of lessons and simulated teaching during Workshop-I, comments of the mentor appointed in the practicing school and the evaluation of the teacher educator.

COUNSELLING SESSIONS

Counselling sessions are held at the Learner Support Centre normally on weekends within the general academic scheduled of the Programme. It may be noted that the counselling sessions are not conventional classroom teaching. Lectures will be largely based on discussions which will help to overcome difficulties faced by the candidates while going through the SLM.

Counselling sessions will be organized in all theory programmes. The counselling duration will be of 2 hours in each of the five sessions. Attending the counselling sessions is not mandatory, nevertheless is always in the interest of learners to attend these sessions.

Mode of Instruction

It is based on Self-Learning Material prepared and supplied by CDOL, besides counselling sessions and other exercises such as assignments etc. The SLM and Question Paper will be provided in English and Hindi however, the Assignments will be provided only in English.

Conduct of Practical Work

The Practical work will be held in the school (the work centre) and also in the Teachers Training Institution identified as a Learner Support Centre. As mentioned earlier, the practical work consists of School Based Practicals (SBP) and Workshop Based Practicals (WBP). The school based practicals will be carried out in the school i.e. the work centre (the place where the student-teacher is teaching) or the other school as mentioned above. The workshop-based practicals will be organised in two practical workshops during summer / winter vacations. The two workshops of 6 days duration each include intensive face-to-face interaction to develop skills and competencies, and will be organised at the Programme Centre. The student-teachers will have to do practical work, group discussion and various other activities required for the development of teaching skills and competencies while teaching in the school.

LEARNER SUPPORT CENTRE

The Learner Support Centre to which you have been admitted will remain your Learner Support Centre till you have cleared all components of the programme within the maximum time allowed. No student would be permitted to change his/her Learner Support Centre at any point of time. All the activities related to Counseling, Assignments and Annual Examinations will be held at the Learner Support Centre only. However, the CDOL, JMI reserves the right to discontinue/change the Examination/Learner Support Centre at any point of time as it deem appropriate.

EVALUATION SYSTEM

Assignments

Assignments are the part of continuous evaluation system. The submission of assignments in each course is compulsory. Assignments of a programme carry about 30% weightage.

Annual Examinations

Annual examination is the major component of the evaluation system and it carries 70% weightage in a final result.

