



**MANDSAUR
UNIVERSITY**
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**B.Ed.
Detailed Syllabus**

Semester – I

EPC3P

Understanding the Self

Pre-requisites: Basics of concept of self and yoga

Course Category

L	T	P	C
0	0	4	2

Course Objective:

- To understand the self, self concept, self confidence, thinking & its features
- To understand the scientific basis and the therapeutic values of yoga, Yogic diet and its impact on mental as well as physical health
- To develop a holistic and integrated understanding of the human self and personality, enhance abilities of body and mind and promote sensibilities that help to live in peace and harmony with one's surrounding
- To build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths
- Explore one's dreams, aspirations, concerns, through varied forms of self expression, including poetry humor, creative movement aesthetic representation etc.

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Understand the concepts of self, thinking and yoga in relation to personal development.	L1
CO2: Apply effective listening, positive regard and facilitation skills in teaching-learning situations.	L1 & L2
CO3: Analyze the factors influencing self-concept, self-esteem and individual behavior.	L1 & L3
CO4: Analyze the role of yoga and values in promoting physical and mental well-being.	L2 & L3
CO5: Evaluate values and ethical practices for harmonious personal and professional life.	L3 & L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	2	-	-	-	1	-	-	1	3	2	-
CO2	2	3	-	1	-	1	2	-	1	-	3	-	1
CO3	2	3	1	-	-	-	1	2	-	2	3	2	-
CO4	-	2	3	2	1	1	-	2	1	-	2	3	2
CO5	3	-	2	1	2	1	-	-	2	3	-	2	3

High-3 Medium-2 Low-1

Course Contents:**UNIT I: The Self & Thinking****10 Hours**

1. Meaning and definitions of self, factors affecting, origin and development of the self
2. Stability of self & individual behavior, factors stability of self
3. Self concept, self esteem, factors affecting on life directions, self thinking & self confidence
4. Meaning & definition of thinking, characteristics of thinking, types of thinking, steps of thinking, Methods of development of thinking

UNIT II: Philosophy and Psychology of Yoga**10 Hours**

1. Yoga: Meaning, nature and importance
2. Ashtanga Yoga of Patanjali
3. Values of Yoga, Yogic Diet & its impact on health
4. Asanas and their effects to promote sound physical and mental health

UNIT III: Role of Teacher in Developing Understanding of Self among Learners**10 Hours**

1. Reflecting on one's own childhood and adolescent years of growing-up
2. Facilitating development of awareness about identity among learners
3. Developing skills of effective listening, accepting, positive regard etc. as a Facilitator
4. Developing an understanding about values and ethics as a teacher to live in harmony with one's self and surroundings

PRACTICAL 1: Preparation of Scrap Book of any 10 major Yoga Asanas with their benefits

PRACTICAL 2: Watching a movie – documentary where the protagonist undergoes trials & finally discovers his / her potential despite odds & writes the report on the same

PRACTICAL 3. Sharing case studies / biographies / stories of different children who are raised in different circumstances and how this affected their sense of self and

identity formation

PRACTICAL 4 : SWOT Analysis- (My Journey of life)

Total: 60 Hours

Examination Scheme: Total – 100 marks

Components	Continuous Internal Assessment* (CCE, Assignment & MST)	External Assessment (EST)
Weightage (%)	20	30

** A-Attendance; Assignment, MST-I, EST. (# MST conducted at Department Level & EST (External Assessment) will be conducted by the CoE office at MU).*

List of Books:

Textbook:

Bedi Yeshpal,(1980), Social and Preventive medicine, Karmesegate, Delhi

Reference Books:

1. Gore, M.V. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama, Lonavla
2. Joshi, Kireet, (1976), Education for Personality Development, New Delhi: NCERT
3. Ramesh Babu, K(2011): Aasana Sutras-Techniques of Yoga Asanas Based on Traditional Health
4. S. Radhakrishnan (1927): Indian Philosophy, Vols. I & II, London: Allen & Unwin
5. N.C.T.E. Handbook of Yoga Education (2006)

Important Websites:

- <https://nptel.ac.in/>
- <https://www.coursera.org/>



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**B.Ed.
Detailed Syllabus**

Semester – III

EF/SI-2

School Internship Part II

Time Duration: 16weeks (In School)

Course Category

L-0 T-0 P-32 C-16

Pre-requisites: Basics of Lesson plan in School Internship.

Course Objective:

- Provides direct learning experience to pupil-teachers on various roles of a teacher including teaching the subject.
- To obtain immediate knowledge of educational reality in terms of personal, material and functional elements.
- To acquire real experience that compensates the theoretical learning.
- To provide an encounter between pedagogical knowledge and short reality in order to develop the future teachers.
- To provide knowledge of the motives and conditioning practice which sometimes require the teacher to adapt pedagogical norms

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Student-teachers will be able to describe and explain the structure, philosophy, and functioning of schools, including curriculum, classroom processes,	L1
CO2: Student-teachers will be able to apply pedagogical theories, teaching methods, and instructional aids in real classroom situations while planning and delivering lessons effectively.	L2
CO3: Student-teachers will be able to analyze classroom interactions, student behavior, and teaching-learning processes to identify strengths, challenges, and areas for improvement.	L3
CO4: Student-teachers will be able to evaluate their own teaching practices and student learning outcomes using appropriate assessment strategies and feedback from mentors.	L4
CO5: Student-teachers will be able to design and develop innovative lesson plans, teaching strategies, and classroom activities that address diverse learner needs and real-life educational challenges.	L5

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome.*

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	1	1	1	2	-	2	1	-	2	2	3
CO2	3	3	2	2	-	1	-	2	-	2	3	2	2
CO3	2	2	2	2	-	-	-	-	2	1	3	2	1
CO4	2	2	1	1	-	-	-	1	1	2	2	2	2
CO5	3	3	2	3	-	-	-	1	1	-	2	3	1

Course Contents:

Internship is an integral part of B.Ed. Programme. It provides direct learning experience to student-teachers on various roles of a teacher including teaching the subject. The important aspect of school-based teaching practice is that it provides trainee teachers with the opportunity to integrate the theoretical knowledge on strategies and methods and instructional aides to try out in the real life situation.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction and assessment of teaching-learning.

Opportunities should be provided to them to teach in government school with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher.

The Institution is determined to create the teachers who are in demand who are compatible to adjust in the ever changing learning culture of the schools. They are provided with the exposure to different essential theoretical bases and also the learning situations to get acquainted with any kind of challenges they may face in their future career as teachers. Functions (as recommended in the syllabus)

- To obtain immediate knowledge of educational reality in terms of personal, material and functional elements.
- To acquire real experience that compensates the theoretical learning.
- To provide an encounter between pedagogical knowledge and short reality in order to develop the future teacher's sense of security which derives from contrasted, useful and applicable knowledge?

Internal (150 Marks)

S.N.	Components	Marks
1	Micro Teaching / Simulated Teaching (20*2)	40
2	Practice Teaching (performance during Internship) (on the basis of the feedback from schools and observation from teacher educator)	50
3	Two Criticism lesson Plan in both teaching subjects	20*2 =40
4	Peer Group observation/ Feedback	10*2=20
Total		150

External (250 Marks)

S.N.	Components	Marks
1	40 Lesson Plan (20 Lessons in each pedagogy subjects)	20*2.5=50
2	Final lesson plans (both pedagogy subjects)	25*2=50
3	Use of teaching learning material in the classroom including Discourse (Including teaching aid and reference material)	50
4	Presentation	50
5	Viva	25*2=50
Total		250

(The Board of examiners will evaluate all the above mentioned activities/ records.)

List of Books:**Textbook:**

1. National Council of Educational Research and Training (NCERT) Textbooks
– Classes 6 to 12

Reference Books:

1. School Internship – Dr. S.K. Mangal, **2018**, ACD Publications
2. Teacher Education – J.C. Aggarwal, **2017**, ACD Publications
3. Teaching Practice and School Internship – Radha Mohan, **2019**, ACD Publications
4. School Organization and Administration – S.K. Kochhar, **2016**, ACD Publications
5. Educational Administration and Supervision – S.N. Mukherjee, **2018**, ACD

Publications

Referred Web resources:

1. <https://www.coloradomesa.edu/teachereducation/documents/InternshipHandbook.pdf>
2. <https://www.thi.de/en/studies/internships/pre-study-internship>
3. <https://en.wikipedia.org/wiki/Internship>
4. <https://uca.edu/exss/files/2019/09/Explanation-of-Internship.pdf>
5. <https://iudehradun.edu.in/IUEVENTS/Pre-Teacher-Internship-Program-in-Schools.pdf>



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**Bachelor of Education
Detailed Syllabus**

Semester – III

EPC 2

Drama & Art in Education

Course Category

L	T	P	C
0	0	4	2

Course Objective:

- To prepare script for dramatization and presentation by pupil teacher
- To understand the importance and educational values of Indian classical Drama, theater, Art-room, Art-Museums, Art-exhibitions and Art-Galleries.
- To watch and appreciate movie/video program/ drama
- To participate in a street play/skit /drama/ musical program/dance to create awareness of social / educational problems and remedies
- To develop their aesthetic sensibilities and using drama and art in creative expression

Course Outcomes:

Course Outcomes (COs)	Level *
CO1: Define the meaning, concept, and scope of Drama and Art in education.	L1
CO2: Explain the origin, development, and importance of visual and performing arts in India.	L1
CO3: Apply various methods and techniques of teaching creative and performing arts in classroom situations.	L2
CO4: Analyze regional, folk, classical, visual, and performing art forms through observation and participation.	L3
CO5: Evaluate the educational importance of drama, art exhibitions, cultural festivals, music, dance, theatre, and puppetry.	L4

**Level of Learning: Level 1 (L1) - Remember & Understand; Level 2 (L2) – Apply; Level 3 (L3) – Analyze; Level 4 (L4) – Evaluate; Level 5 (L5) - Create. Mention the highest level that will be attained in the Course Outcome*

Articulation Matrix:

CO/PO/ PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3
CO1	1	3	-	-	-	-	2	2	-	-	2	2	3
CO2	1	3	1	-	-	-	1	2	2	3	2	2	3
CO3	3	3	2	3	2	2	2	1	3	-	3	2	3
CO4	2	2	3	2	-	-	1	3	2	3	2	3	2
CO5	2	2	3	-	2	-	3	3	2	3	2	3	3

High-3, Medium-2, Low-1

Course Contents

UNIT-I: Origin and Development of Art in India

10 Hours

1. Meaning of Drama, Concept and Scope of Drama.
2. Meaning of Art: Concept and Scope of Art.
3. Origin & development of Arts in India with special reference to the performing and visual arts.
4. Importance of various Drama and Arts in Life and Education.

Unit II: Methods of Teaching Creative Arts

10 Hours

1. Aims and objective of teaching performing and visual arts, Principles of Art.
2. Understanding Indian folk and visual and performing arts and Process of preparing canvas, Types of Colors and Paints.
3. Methods of teaching creative arts, Lecture cum Demonstration method. Direct Observation method.
4. Method of Imagination and Free Expression and Importance of visits in art exhibitions and cultural festivals.

UNIT-III: Performing Arts: Dance, Music, Theatre and Puppetry

10 Hours

1. Listening/viewing and exploring Regional Art forms of Music, Dance, Theatre and Puppetry.
2. Viewing/listening to live and recorded performances of Classical and Regional Art forms .
3. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach .
4. Planning a stage-setting for a performance/presentation by the student-teacher.

Activity:

1. Participation & Organization of Drama or Declamation

10 Hours

1. An orientation about script writing will be given to the student teachers. Each student teacher
Will select content from her subject and prepare a script for teaching the content -
through dramatization / declamation.
2. The student teacher will perform drama / declamation in a group. Students will submit the script as well as a brief report based on experiences, reflections and feedback.

3. Watch a video film / Movie / Drama and write a report including appreciation

10 Hours

1. The student teacher has to select and watch a video film / Movie / Drama on any theme related to educational social /cultural problems/innovations.
2. The student teacher has to write a report Based on the theme, justification of selecting the video film / Movie /Drama, appreciation and Reflections.

3. Preparation and submission of Work of Art

10 Hours

1. The activity will be conducted in a group. Student teachers will select a theme such National or state Leader, Educationist, and Famous Author etc.
2. They will prepare/collect material such as specimen, models, charts, posters, graphs, maps, artifacts, pictures, photographs, submit it with the report

Total 60 Hours

Examination Scheme: Total – 50 marks

Components	Continuous Internal Assessment* (Assignment & CCE)	External Assessment (EST)
Weightage (%)	20	30

*CCE- Continuous comprehensive evaluation; Assignment-I (Class Assignment/Home Assignments); EST. (EST (External Assessment) will be conducted by the CoE office at MU).

List of Books:

Textbook:

1. DRAMA AND ART IN EDUCATION FOR B.ED (As per new curriculum of B.ED) foundation publishing house, Pub. Year 2019
2. Drama and art in education By Kour, J | R lall book depo | 2016
3. Drama And Art in Education By neelkamal, Pub. Year 2017
4. Art ,Drama And Aesthetics in Education By Dr. R. P. Sharma and Mrs. R.K. Sharma | Radha Prakashan, Pub. Year 2016
5. Drama And Art In Education By R.K Sharma | Radha Prakashan | 2018, Pub. Year 2018

Reference Books:

1. Brown, Percy(1953).Indian Painting, Calcutta.
2. Chawla, S.S.(1986).Teaching of Art .Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964).Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowen feld Viktor
5. Creative and Mental Growth. Margaret ,Marie Deneck (1976)

List of e-Learning Resources:

1. https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=aZgfmRJasicC&redir_esc=y
2. https://books.google.co.in/books/about/Drama_and_Theatre_in_Education.html?id=4cpDVSFd1N4C&redir_esc=y

3. DIKSHA - <https://pmevidya.education.gov.in/diksha.html>
4. IGNOU- <https://www.ignou.ac.in/>
5. NCTE - <https://ncte.gov.in/>
6. NCERT - <https://ncert.nic.in/>