



B.Ed.-Bachelor of Education
Semester-III
School Internship

L	T	P
0	0	4

Paper Code: EF/SI-2 Practical Credit: 4 Credit: 16 Time Duration 16 Week

Objectives: After completion of the course, pupil-teachers will be able

- To practice the classroom teaching on various levels of school
- To understand the management of classroom & to create teaching environment
- To know the proper use of teaching aids & resources of schools
- To acquire real experience through teaching on the basis of Daily Lesson Execution
- To know the students learning behavior according to their interest, IQ and ability
- To provides direct learning experience to pupil-teachers on various roles of a teacher including teaching the subject

Course Outcomes (COs)

After completion of the programme, the Pupil- Teachers will be able

1. Understand the basic functioning of the schools in real life situation
2. Apply the theoretical knowledge & skills in practical teaching- learning environment
3. Analyze the teaching methods & techniques for effective teaching- learning process
4. Evaluate students learning support through written & oral answer

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	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	-	2	2	2	1	-	2	-	-	-	1	2	1	1
CO2	3	2	-	-	-	-	-	-	1	1	-	1	-	2	1
CO3	3	-	-	-	-	-	-	-	2	1	1	-	2	-	-
CO4	-	-	-	-	3	-	-	1	2	1	-	1	-	2	-

High-3 Medium-2 Low-1

Activities:

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

Sr No	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

Sr No	Components	Marks
1	50 Lesson Plan (25 Lessons in each pedagogy subjects)	25*2=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

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

References:

Referred Web Resources:

<https://www.coloradomesa.edu/teachereducation/documents/InternshipHandbook.pdf>

<https://www.thi.de/en/studies/internships/pre-study-internship>

<https://en.wikipedia.org/wiki/Internship>

<https://uca.edu/exss/files/2019/09/Explanation-of-Internship.pdf>

<https://iudehradun.edu.in/IUEVENTS/Pre-Teacher-Internship-Program-in-Schools.pdf>



B.Ed.-Bachelor of Education
Semester-III
Drama & Art in Education

L	T	P
0	0	2

Practical

Credit: 2

Paper Code: EPC2

Objectives: After completion of the course, pupil-teachers will be able

- 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 (COs)

After completion of the programme, the Pupil- Teachers will be able

5. Understand the basic concepts of Indian Art, its forms & beauty of Art's
6. Apply the knowledge of Performing Arts & Visual Art's of India
7. Analyze the need & importance of various drama & art's in life & Education
8. Evaluate modern methods of Drama & Art's i.e imagination & free expression

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)

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CO1	3	2	-	-	1	2	-	-	-	2	-	1	-	2	-
CO2	2	2	-	-	1	2	-	2	2	-	-	1	1	2	-
CO3	-	2	-	-	-	-	-	-	2	-	-	-	-	-	2
CO4	-	2	-	-	-	-	-	1	2	2	-	1	-	2	2

High-3 Medium-2 Low-1

UNIT-I: Origin and Development of Art in India

15 Hours

- a. Meaning of Drama, Concept and Scope of Drama.
- b. Meaning of Art: Concept and Scope of Art.
- c. Origin & development of Arts in India with special reference to the performing and visual arts.
- d. Importance of various Drama and Arts in Life and Education.
- e. Aims and objective of teaching performing and visual arts, Principles of Art.

UNIT-II: Methods and Approaches of Teaching Creative Arts

15 Hours

- a. Understanding Indian folk and visual and performing arts.
- b. Methods of teaching creative arts:
 - a. Lecture cum Demonstration method.
 - b. Direct Observation method.
 - c. Method of Imagination and Free Expression.
- c. Importance of visits in art exhibitions and cultural festivals.
- d. Process of preparing canvas, Types of Colors and Paints.

Activity:

1. Participation & Organization of Drama or Declamation

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. 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.

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

The student teacher has to select and watch a video film / Movie / Drama on any theme related to educational social /cultural problems/innovations. 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

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

References:

- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., Teaching and Appreciation of Art in Schools. Lowenfeld Viktor
- Creative and Mental Growth. Margaret, Marie Deneck (1976)
- Indian Art. London: The Himalaya Publication.
- Sharma, L.C., History of Art, Meerut: Goel Publishing House. Read,
- Herbert. Education through Art
- Shelar, Sanjay. Still Life. Jyotsna Prakashan.

Referred Web resources:

- https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=aZgfmRJasicC&redir_esc=y
- https://books.google.co.in/books/about/Drama_and_Theatre_in_Education.html?id=4cpDVSFd1N4C&redir_esc=y
- https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=fjxu8zh2m94C&redir_esc=y
- https://books.google.co.in/books/about/The_Art_of_Drama_Teaching.html?id=HiRgvgAACAAJ&redir_esc=y
- https://books.google.co.in/books/about/Education_and_the_Art_of_Drama.html?id=sFKNNAAACAAJ&redir_esc=y



B.Ed.-Bachelor of Education

Semester-III

Credit: 2

EPC4: Understanding the Self

Total Marks:50

L	T	P
0	0	4

Course Objectives

After completion of the course, pupil teachers will be able

- 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 humour, creative movement aesthetic representations etc.

Course Outcomes (COs)

After completion of the programme, the Pupil- Teachers will be able

- Understand the basic concepts of self, self confidence with the self theories
- Apply the knowledge of Yoga, Meditation & Yogic diet for the Mental Peace & harmony
- Analyze the need & importance of human relations & personality development
- Evaluate modern techniques of holistic development & integrated understanding

Articulation Matrix

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CO3	-	2	-	-	-	-	-	-	2	-	-	-	-	-	2
CO4	-	2	-	-	-	-	-	1	2	2	-	1	-	2	2

High-3 Medium-2 Low-1

UNIT I: The Self & Thinking

15

Hours

- Meaning and definitions of self, factors affecting, origin and development of the self
- Stability of self & individual behavior, factors stability of self
- Self concept, self esteem, factors affecting on life directions, self thinking & self confidence
- 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

15

Hours

- a. Yoga: Meaning, nature and importance
- b. Ashtanga Yoga of Patanjali
- c. Values of Yoga, Yogic Diet & its impact on health
- d. Asanas and their effects to promote sound physical and mental health

Activity:

30

Hours

1. Preparation of Scrap Book of any six major Yoga Asanas with their benefits
2. Watching a movie – documentary where the protagonist undergoes trials & finally discovers his / her potential despite odds & writes the report on the same
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
4. SWOT Analysis- (My Journey of life)

References:

1. Bedi Yeshpal, (1980), Social and Preventive medicine, Karmesegate, Delhi
2. Gore, M.V. (2005) Anatomy and Physiology of Yogic Practices, Kaivalyadhama, Lonavla
3. Joshi, Kireet, (1976), Education for Personality Development, New Delhi: NCERT
4. Ramesh Babu, K (2011): Aasana Sutras-Techniques of Yoga Asanas Based on Traditional Health
5. S. Radhakrishnan: Indian Philosophy, Vols. I & II, London: Allen & Unwin
6. N.C.T.E. Handbook of Yoga Education
7. योग का अर्थ, योग का इतिहास, योग का वैज्ञानिक आधार, योग का सामाजिक आधार, योग का वैयक्तिक आधार, योग का वैश्वीकरण
8. योग का अर्थ, योग का इतिहास, योग का वैज्ञानिक आधार, योग का सामाजिक आधार, योग का वैयक्तिक आधार, योग का वैश्वीकरण
9. योग का अर्थ, योग का इतिहास, योग का वैज्ञानिक आधार, योग का सामाजिक आधार, योग का वैयक्तिक आधार, योग का वैश्वीकरण, (2017), योग का वैज्ञानिक आधार, योग का सामाजिक आधार, योग का वैयक्तिक आधार, योग का वैश्वीकरण

List of e-Learning Resources:

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



Yoga Education
SEMESTER: III- PRATICAL

L	T	P
-	-	8

Course Objective:

- To interpret the Importance of Yoga education for physical and mental health.
- To enable students to understand the yoga and its type.
- To promote positive health and holistic wellness through yoga.
- To familiarize students with many types of Aasanas with practical.
- To develop the skill in students with practical of Meditation and Pranayam.

Course Outcomes: On the completion of Programme, the Pupil-Teachers will be able to:

- Understand the concept of Yoga education and its various dimensions.
- Execute the different skills for physical and mental fitness.
- Apply the skills of stress management and conflict resolution.
- Practice different types of Aasanas and Yogasana in daily life routine.
- Analyze the knowledge and techniques of performing Yogasana, Meditation and Pranayam.

Articulation Matrix

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CO2	-	2	-	1	1	-	2	1	1	-	2	-	2	2
CO3	-	3	1	-	-	-	2	1	-	-	1	3	2	3
CO4	-	-	-	2	1	2	2	-	-	1	1	-	2	1
CO5	-	-	2	1	1	-	2	1	-	-	2	-	2	2

UNIT-I Concept of Yoga

Origin of Yoga & its brief development. Meaning and importance of Yoga, Yoga As a Science or Art (Yoga Philosophy), Meaning of meditation, its types and principles.

UNIT- II Classification of Yoga

Types of Yoga, Hatha Yoga , Raja Yoga, Laya Yoga, Bhakti Yoga, Gyan Yoga, Karma Yoga. Asthang Yoga.

UNIT -III Yoga and health

Introduction, Learning objectives, Need of Yoga for positive health, Role of mind in positive health as per ancient yogic literature, Concept of health, healing and disease: yogic perspectives, Potential cause of ill health, Yogic principles of healthy living, Integrated approach of Yoga for management of health, Stress management through Yoga and yogic dietary considerations, Summary Unit-end questions/exercises

Unit-IV Different types of Aasanas (Practical Work)

Padmasana, Vajrasana, Tadasana, Suryanamskar, Utanpadasana, Pavanmuktasana, Vakrasana, Shasankasana, Bhujangasana, Salabhasana, Sarvangasana, Halasana, Dhanurasana, Sarvasan

Unit-V Different types of pranayam and meditation (Practical Work) –

Kapalbhati, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulom vilom pranayam

Practical – Practice of Kapalbhati, Bhastrika Pranayam, Surya bhedan Pranayam, Chandrabhedan Pranayam, Anulom vilompranaya Padmasana, Vajrasana, Tadasana, Suryanamaskar, Utanpadasana, Pavanmuktasana, Vakrasana, Naukasana, Shasankasana, Bhujangasana, Salabhasana, Sarvangasana, Halasana, Dhanurasana, Savasan

Reference

1. [Blank] [Blank] [Blank], [Blank] [Blank], [Blank] [Blank] [Blank] [Blank]
2. [Blank] [Blank], [Blank] [Blank] [Blank] [Blank] [Blank], [Blank] [Blank] [Blank] [Blank]
3. [Blank] [Blank] [Blank] [Blank] [Blank] [Blank] (2017) [Blank] [Blank] [Blank], [Blank]
4. [Blank] [Blank] [Blank], [Blank] [Blank], [Blank] [Blank] [Blank] [Blank]
5. NCTE , Yoga Education.

Referred web resources

1. <http://doe.du.ac.in/academics/bed/syllabus/Yoga%20Education%20-%20B.Ed%20-%20English.pdf>
2. <http://www.tnteu.ac.in/pdf/yoga.pdf>
3. <https://theyogainstitute.org/aims-and-objectives-of-yoga-education/#:~:text=Yoga%20education%20can%20supplement%20school%20and%20university%20education.&text=Yoga%20education%20helps%20in%20self,student%20to%20have%20good%20health.>
4. <https://www.mea.gov.in/in-focus-article.htm?25096/Yoga+Its+Origin+History+and+Development>
5. http://www.raijmr.com/ijrsm/ wp-content/uploads/2020/01/IJRSM_2019_vol07_issue_1

