

6<sup>th</sup> February 2023 to 20<sup>th</sup> February 2023



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# B.Ed. 4th Semester PCP TIMETABLE

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Department of Education, USOL, Panjab University, Chandigarh

Study Centre:  
UNIVERSITY SCHOOL OF OPEN LEARNING



February 2023







PANJAB UNIVERSITY  
CHANDIGARH

**PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)**

**USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV**

	10-11	11-12	12-1	1-2	2-3	3-4
6 Feb 23 Monday Day 01	<b>ORIENTATION (All faculty)</b>	<b>F-4.1</b> Gender, School & Society Prof. Ram Mehar	<b>F-4.2</b> Guidance & Counseling Prof. Mamta Garg		<b>F-4.3</b> Inclusive Education Dr. Kuljeet Kaur	<b>F-4.4</b> Understanding the Self Jeesu Jaskanwar Singh
7 Feb 23 Tuesday Day 02	<b>F-4.5</b> Reading & Reflecting on Text Dr. Kuljeet Kaur	<b>E-4.1</b> Environmental Education Jeesu Jaskanwar Singh	<b>E-4.1</b> Environmental Education Jeesu Jaskanwar Singh		<b>E-4.2</b> Health & Physical Education Prof. Manju Gera	<b>F-4.1</b> Gender, School & Society Prof. Manju Gera
8 Feb 23 Wednesday Day 03	<b>F-4.2</b> Guidance & Counseling Prof. Mamta Garg	<b>F-4.3</b> Inclusive Education Prof. Mamta Garg	<b>F-4.4</b> Understanding the Self Prof. Supreet Kaur		<b>F-4.5</b> Reading & Reflecting on Text Dr. Kuljeet Kaur	<b>E-4.1</b> Environmental Education Jeesu Jaskanwar Singh
9 Feb 23 Thursday Day 04	<b>E-4.2</b> Health & Physical Education Prof. Manju Gera	<b>F-4.1</b> Gender, School & Society Prof. Manju Gera	<b>F-4.2</b> Guidance & Counseling Prof. Mamta Garg		<b>F-4.3</b> Inclusive Education Dr. Kuljeet Kaur	<b>F-4.4</b> Understanding the Self Prof. Supreet Kaur
10 Feb 23 Friday Day 05	<b>F-4.5</b> Reading & Reflecting on Text Dr. Kuljeet Kaur	<b>F-4.2</b> Guidance & Counseling Prof. Mamta Garg	<b>E-4.2</b> Health & Physical Education Prof. Manju Gera		<b>EPC 4.2</b> <b>SPECIAL LECTURE ON LIBRARY RESOURCES</b> Ms. Harpreet Kaur	
11 Feb 23 Saturday Day 06	<b>F-4.1</b> Gender, School & Society Prof. Ram Mehar	<b>EPC-4.1</b> Prof. Ram Mehar	<b>EPC-4.2</b> Prof. Supreet Kaur		<b>E-4.2 &amp; F 4.4</b> <b>SPECIAL LECTURE ON YOGA</b> Sh. Mohit Vasdev (Assistant Professor Govt College Yoga Education & Health Sec- 23, Chd.	
12 Feb 23 Sunday	<b>EPC 4.1</b> Participation in <b>Educational Tour/Trip (All Faculty)</b>					
13 Feb 23 Monday Day 08	<b>EPC 4.1 Cultural Programme</b> Participation in Cultural Activities				<b>EPC 4.2</b> T.V. Studio / Radio Station Visit Resource Development Skill	
14 Feb 23 Tuesday Day 09	<b>E-4.2</b> Health & Physical Education Prof. Manju Gera	<b>F-4.2</b> Guidance & Counseling Prof. Mamta Garg	<b>F-4.4</b> Understanding the Self Prof. Supreet Kaur		<b>F-4.3</b> Inclusive Education Dr. Kuljeet Kaur	<b>F-4.5</b> Reading & Reflecting on Text Dr. Kuljeet Kaur
15 Feb 23 Wednesday Day 10	<b>E4.2</b> Health & Physical Education <b>SPECIAL LECTURE ON NUTRITION</b> Ms. Malvika Sharma	<b>VIVA F-4.1</b> Prof. Ram Mehar Prof. Manju Gera	<b>F-4.2</b> Guidance & Counseling Prof. Mamta Garg		<b>SESSIONAL WORK VIVA</b> <b>F-4.3 &amp; F-4.4</b> Prof. Supreet Kaur Dr. Kuljeet Kaur	
16 Feb 23 Thursday Day 11	<b>SESSIONAL WORK</b> <b>VIVA F-4.5 / E-4.1/E 4.2</b> Dr. Kuljeet Kaur, Jeesu Jaskanwar Singh, Prof. Manju Gera		<b>F-4.3</b> Inclusive Education Prof. Mamta Garg		<b>VIVA</b> <b>EPC 4.1</b> Prof. Ram Mehar	
17 Feb 23 Friday Day 12	<b>E-4.2</b> Health & Physical Education Prof. Manju Gera	<b>F-4.1</b> Gender, School & Society Prof. Manju Gera	<b>F-4.4</b> Understanding the Self Prof. Supreet Kaur		<b>F-4.5</b> Reading & Reflecting on Text Dr. Kuljeet Kaur	<b>E-4.1</b> Environmental Education Jeesu Jaskanwar Singh
18 Feb 23 Saturday Day 13	<b>F-4.1</b> Gender, School & Society Prof. Ram Mehar	<b>EPC 4.2 SPECIAL LECTURE ON JOURNALISTIC WRITING</b> Sh. Vikas Kahol DPR DAV University Former Special Correspondent The Indian Express Mail Today(India Today Group)			<b>EPC 4.1</b> <b>Cultural Programme Cum Farewell</b>	
19 Feb 23 Sunday Day 14	<b>F-4.2</b> Guidance & Counseling Prof. Mamta Garg	<b>F-4.3</b> Inclusive Education Dr. Kuljeet Kaur	<b>F-4.5</b> Reading & Reflecting on Text Dr. Kuljeet Kaur		<b>F-4.4</b> Understanding the Self Prof. Supreet Kaur	<b>E-4.1</b> Environmental Education Jeesu Jaskanwar Singh
20 Feb 23 Monday Day 15	<b>E-4.2</b> Health & Physical Education Prof. Manju Gera	<b>F-4.1</b> Gender, School & Society Prof. Ram Mehar	<b>E-4.1</b> Environmental Education Jeesu Jaskanwar Singh		<b>SUBMISSION OF ASSIGNMENTS</b>	

**PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)**  
**USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV**

..		THEORY CLASSES		VIVA VOCE	
Prof. Manju Gera		<div>E-4.2 Health &amp; Physical Education Prof. Manju Gera</div> <div>F-4.1 Gender, School &amp; Society Prof. Manju Gera</div> <p><b>6 lectures + 3 lectures</b></p>	<b>Nine lectures</b>	<p><b>E 4.2</b> (2) <b>F 4.1</b> (1)</p>	<b>Three lectures</b>
Prof. Mamta		<div>F-4.2 Guidance &amp; Counseling Prof. Mamta Garg</div> <div>F-4.3 Inclusive Education Prof. Mamta Garg</div> <p><b>7 lectures + 2 lectures</b></p>	<b>Nine lectures</b>	-----	
Prof. Ram Mehar		<div>EPC-4.1 Prof. Ram Mehar</div> <div>F-4.1 Gender, School &amp; Society Prof. Ram Mehar</div> <p><b>1 lecture + 4 lectures</b></p>	<b>Five lectures</b>	<p><b>EPC 4.1</b> (2) <b>F 4.1</b> (1)</p>	<b>Three lectures</b>
Prof. Supreet		<div>F-4.4 Understanding the Self Prof. Supreet Kaur</div> <div>EPC-4.2 Prof. Supreet Kaur</div> <p><b>5 lectures + 1 lecture</b></p>	<b>Six lectures</b>	<b>F 4.4</b> (2)	<b>Two lectures</b>
Dr. Kuljeet		<div>F-4.5 Reading &amp; Reflecting on Text Dr. Kuljeet Kaur</div> <div>F-4.3 Inclusive Education Dr. Kuljeet Kaur</div> <p><b>6 lectures + 4 lectures</b></p>	<b>Ten lectures</b>	<p><b>F 4.3</b> (2) <b>F 4.5</b> (2)</p>	<b>Four lectures</b>
Jeesu Jaskanwar Singh		<div>F-4.4 Understanding the Self Jeesu Jaskanwar Singh</div> <div>E-4.1 Environmental Education Jeesu Jaskanwar Singh</div> <p><b>1 lecture + 6 lectures</b></p>	<b>Seven lectures</b>	<b>E 4.1</b> (2)	<b>Two lectures</b>

## THEORY CLASSES / SPECIAL LECTURES

THEORY CLASSES / SPECIAL LECTURES			
Sh. Vikas Kahol	 	<p>(2 Special lectures) Topics:</p> <ol style="list-style-type: none"><li>1. Writing Articles for Newspapers</li><li>2. Structure for an Article</li></ol> <div><p><b>EPC 4.2 SPECIAL LECTURES ON JOURNALISTIC WRITING</b></p><p><b>Sh. Vikas Kahol</b> (DPR, DAV University) Former Special Correspondent for The Indian Express &amp; Mail Today (A newspaper jointly published by Daily Mail, London and India Today group)</p></div>	Two lectures
Ms. Malvika Sharma		<p>Lecture Topic:</p> <p><b>Nutrition &amp; Balanced Diet</b></p> <div><p>E4.2 Health &amp; Physical Education</p><p><b>SPECIAL LECTURE ON NUTRITION</b></p><p>Ms. Malvika Sharma</p></div>	One lecture
Sh. Mohit Vasdev		<p>(2 Special Lectures) Topics:</p> <ol style="list-style-type: none"><li>1. Yoga</li><li>2. Meditation</li></ol> <div><p><b>Sh. Mohit Vasdev</b> (Assistant Professor Govt College Yoga Education &amp;</p></div>	Two lectures
Ms. Harpreet Kaur		<p>(2 Special Lectures) Topics:</p> <ol style="list-style-type: none"><li>1. Library Resources</li><li>2. OER</li></ol> <div><p><b>EPC 4.2</b></p><p><b>SPECIAL LECTURES ON LIBRARY RESOURCES</b></p><p>Ms. Harpreet Kaur</p></div>	



PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)  
USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV

# Educational trip to Virasat-e-Khalsa

## 12 Feb 2023 (Sunday)

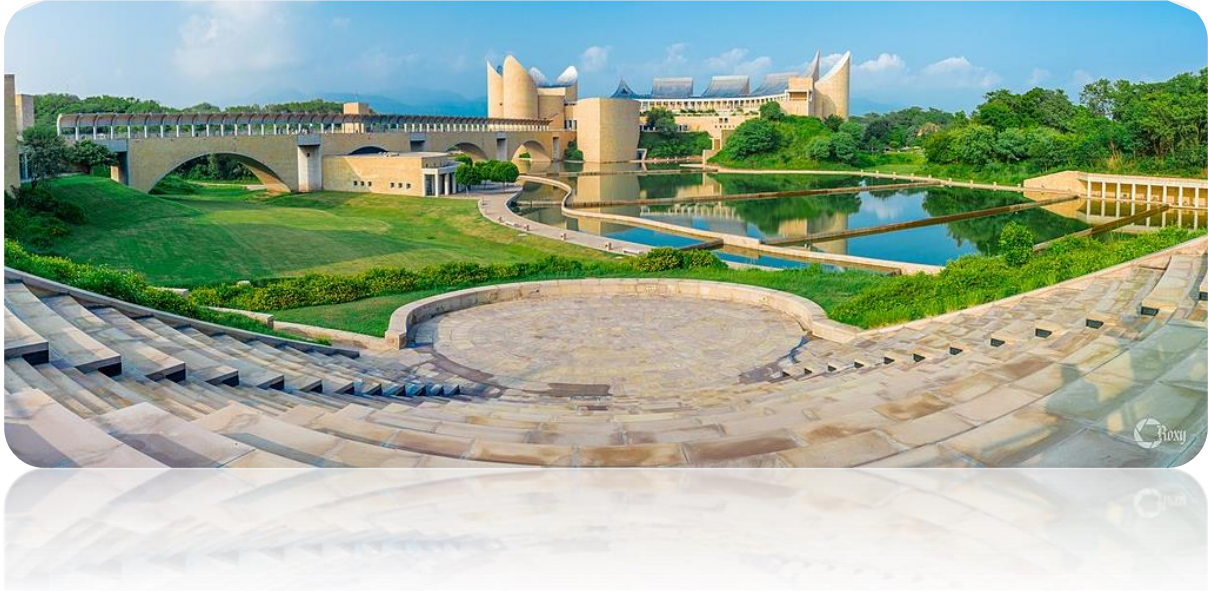
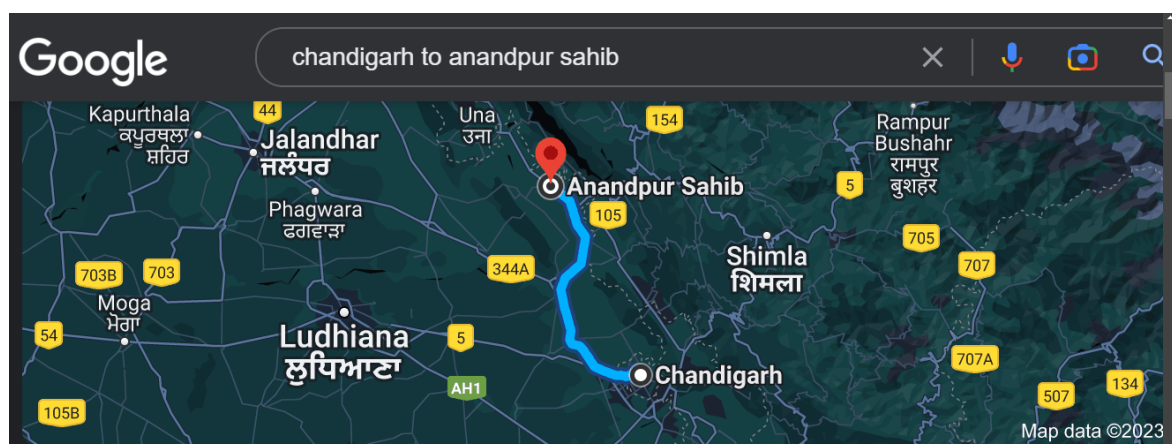


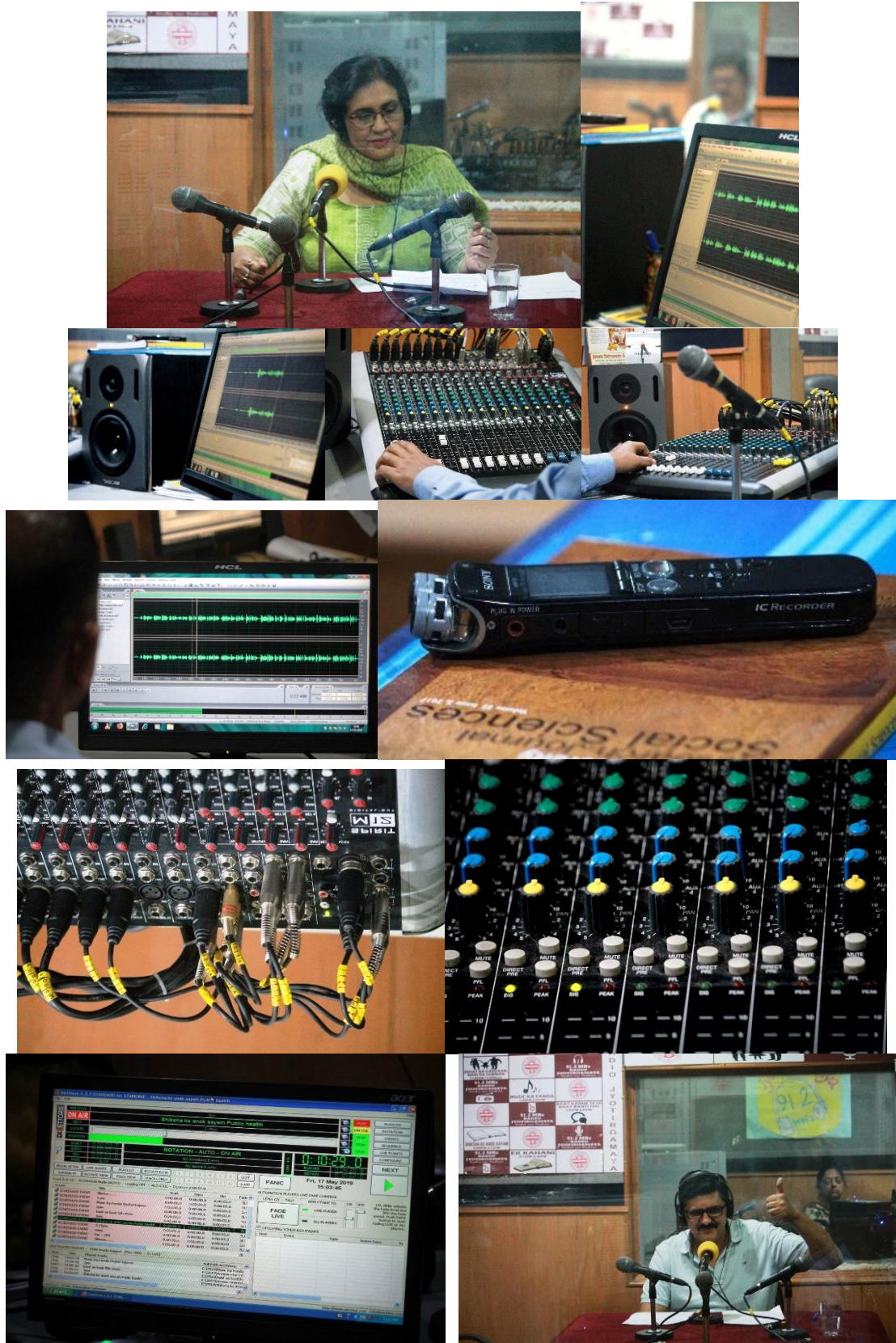
Photo by: Vimalviroxy

Virasat-e-Khalsa is a museum of Sikhism, located in the holy town, of Anandpur Sahib, in the state of Punjab, India. The museum celebrates 500 years of Sikh history.



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USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV

## Educational visit to T.V. and Radio Station 13 Feb 2023 (Monday)





PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)  
USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV

# Educational visit to Panjab University Zoology Vertebrate & Invertebrate Museum **07 Feb 2023 (Tuesday)**



Photos by: Prof. V.K. Walia





PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)  
USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV

## EPC 4.1 Cultural Programme

**13 Feb 2023 (Monday)**

## EPC 4.1 Cultural Programme/ Farewell

**18 Feb 2023 (Saturday)**



Photos by: Anastasia Shuraeva





PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)  
**USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV**

<https://puachd.ac.in/syllabus.php>

For syllabi of B.Ed.

CLICK



<https://puachd.ac.in/includes/syllabus/2021/20210826112611-b.ed.semestersystem.pdf?202310165101>

The Syllabi for the session 2021-2022 will be applicable.

- B.Ed. (Gen) REG. COURSE AND THROUGH CORRESPONDENCE (I to IV Sem) For the Exam. 2021-2022, 2022-23;
- B.Ed. (General) (Semester System) REGULAR COURSE AND THROUGH CORRESPONDENCE (I to IV Semester) For the Examinations - 2021-2022 and same for 2022-23

<https://puachd.ac.in/includes/syllabus/2021/20210826112611-b.ed.semestersystem.pdf?202310165101>

**PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)**  
(Estd. under Panjab University Act VII of 1947-enacted by Govt of India)

**FACULTY OF EDUCATION**

**SYLLABI**

**FOR**

**BACHELOR OF EDUCATION**

**(B.Ed.)**

**(Semester System)**

**REGULAR COURSE AND THROUGH CORRESPONDENCE**

**Two Year Programme (I to IV Semester)**

**For the Examinations - 2021-2022**

PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)  
USOL (Study Centre) Timetable→B.Ed. SEMESTER-IV

## PERSONAL CONTACT PROGRAMME

Personal Contact Programme (PCP) for Session 2022-23 in physical mode for the students of Undergraduate and Postgraduate courses of USOL will be conducted as per the following schedule. Any change in schedule will be intimated to you on e-notice board at USOL website. The details of Personal Contact Programme are as under:-

<u><b>B.Ed.</b></u>	<u><b>Semester -IV</b></u>
	06-02-2023(Mon) to 20-02-2023 (Mon)
	<u><b>Semester -II</b></u>
	17-03-2023(Fri) to 31-03-2023 (Fri)
<u><b>M.A. Education</b></u>	<u><b>Semester -IV</b></u>
	21-02-2023(Tues) to 02-03-2023(Thus)
	<u><b>Semester -II</b></u>
	05-04-2023(Wed) to 14-04-2023(Fri)

Contact Hours: **75 hours** of B.Ed. 4<sup>th</sup> Semester for one unit (a class of 50 students)

### B.ED. 4<sup>TH</sup> SEMESTER PCP

February 2023			B.Ed. 4 <sup>th</sup> Semester PCP (15 days)			
Su	Mo	Tu	We	Th	Fr	Sa
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	1	2	3	4



## B.Ed. SEMESTER-IV

### Total 100 MARKS INTERNAL ASSESSMENT

			10 MARKS								
		Total <b>100 marks</b> Internal Assessment	10 M	10 M	10 M	10 M	10 M	10 M	10 M	25 M	05 M
			F 4.1	F 4.2	F 4.3	F 4.4	F 4.5	E 4.1	E 4.2	EPC 4.1	EPC 4.2
	Enroll No.	Name									
1											
2											
3											
4											


INTERNAL ASSESSMENT

**Attendance**

**Participation in Discussions**

Term Paper

House Test



**Sessional Work**

**Assignments**

Tutorials

Seminars

### CRITERIA OF INTERNAL ASSESSMENT FOR **FOUNDATION & ELECTIVE PAPERS**

10 MARKS	
Break up of 10 marks Internal Assessment	
<b>6 marks</b>	<b>4 marks</b>
Attendance & classroom interaction Sessional	Assignments

## Syllabi→ **B.Ed. 4<sup>th</sup> SEMESTER**

	Paper	Nomenclature	External Marks	Internal Marks	Total Marks
1	F-4.1	Gender , School and Society	<b>40</b>	<b>10</b>	<b>50</b>
2	F-4.2	Guidance and Counseling	<b>40</b>	<b>10</b>	<b>50</b>
3	F-4.3	Inclusive Education	<b>40</b>	<b>10</b>	<b>50</b>
4	F-4.4	Understanding the Self	<b>40</b>	<b>10</b>	<b>50</b>
5	F-4.5	Reading & Reflecting on Text	<b>40</b>	<b>10</b>	<b>50</b>
		<b>E-4.1 4.2 Elective Option-I</b>			
6	E-4.1	Elective Option-I Environmental Education	<b>40</b>	<b>10</b>	<b>50</b>
7	E-4.2	Elective Option-II Health and Physical Education	<b>40</b>	<b>10</b>	<b>50</b>
		<b>EPC Internal Practical</b>			
8	EPC-4.1	Participation in Community Service/ Cultural Activities/ Educational Tour/Trip Internal Practical 25 marks (File work, Viva Voce)	-	<b>25</b>	<b>25</b>
		<b>EPC External Practical</b> Examiner appointed by the University			
9	EPC-4.2	Communication, Employability and Resource Development Skill External Practical 20 marks (File work, Viva Voce)	<b>20</b>	<b>05</b>	<b>25</b>
			<b>300</b>	<b>100</b>	<b>400</b>

### **Guidelines for Internal Assessment mentioned in the Syllabus**

Internal assessment will be based on the performance of the candidate in term paper, house test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work.

It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal



## **F-4.1 GENDER, SCHOOL, & SOCIETY**

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

### **Objectives:**

The course content aims at enabling students to

- ✓ Develop a basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity, and feminism.
- ✓ Learn about the gender issues in the school curriculum, textbooks, and pedagogical processes in the classroom and its interaction with the class, caste, religion, and region.
- ✓ Understand the role of education in ensuring gender equity and equality.
- ✓ Appreciate the policy initiatives taken in relation to gender issues.

### **Course Content:**

#### **Unit-I: Key Concepts in Gender**

- a) Conceptual foundations: Sex and Gender, Gender biases, gender equality, and Gender stereotypes
- b) Concepts of Patriarchy, Masculinity, and Feminism

#### **Unit-II: School and Gender Education**

- a) Gender bias in schooling and textbooks, curricular choices, and hidden curriculum. (Teacher attitudes, classroom interaction, and peer culture).
- b) Schooling of girls: Inequalities and resistances, issues of access, retention, and exclusion

#### **Unit-III: Gender and Society**

- a) Gender Identities and socialization practices in family, school, and other formal and informal organizations.
- b) Role of education in dealing with social Issues: Domestic violence against women, female foeticide, and infanticide and dowry.

#### **Unit-IV: Gender Issues**

- a) Gender equity and equality in India in relation to caste, class, religion, disability and region. (rural, urban, and tribal areas);
- b) Policy initiatives for Gender equality and women empowerment in India

### **Sessional Work:**

- Anyone from the following:

1. Preparing an analytical report on gender issues in print or electronic media.
2. Development of a project on the organizational climate of two schools single sex and co-educational school.
3. Analysis of textual materials from the perspective of gender bias and stereotype
4. Post-screening analysis of the films on gender issues.

## **F-4.2 GUIDANCE AND COUNSELING**

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

### **Objectives:**

- To help the pupil teachers to understand the meaning, aims and objectives, principles and scope of guidance.
- To acquaint them with various services of guidance.
- To enable them to differentiate between guidance and counselling.
- To help the pupil teachers to understand counselling and its various approaches
- To enable the pupil teachers to understand their students by applying testing and non-testing techniques.
- To help them to organize guidance and counseling cell in the school.
- To acquaint them with the methods of Job analysis
- To acquaint the pupil teachers with recent trends in guidance and counselling, & guidance need of Indian adolescents

### **Course Content:**

#### **UNIT-I: Understanding Guidance and Counselling**

- a) Meaning, need, principles, objectives, and scope of Guidance.
- b) Types of Guidance: Educational, Vocational, and Personal Guidance.
- c) Counselling – Meaning, Assumptions, and purposes, Difference between Guidance and Counselling.

#### **Unit-II: Guidance and Counselling Services**

- a) Guidance services: occupational information service, placement service, and follow-up service.
- b) Organization of Guidance and Counselling services at the secondary and senior secondary level, problems faced in the organization of the programme in Indian schools.
- c) Role of Counsellor, Headmaster, and teacher in Guidance.

#### **Unit-III: Techniques for Understanding the Individual**

- a) Testing techniques- intelligence, interest, aptitude, and achievement tests
- b) Non-testing techniques- cumulative record cards, interview, and case study.
- c) Job Analysis- Meaning, purpose, and methods.

#### **Unit-IV: Approaches, Recent Trends, Guidance Needs**

- a) Directive, non-directive and eclectic approaches to Counselling
- b) Recent trends in guidance and counselling
- c) Guidance needs of Indian adolescents

### **Sessional Work:**

- 1) Prepare a profile of a student by assessing his/her achievement, aptitude, interest, personality
- 2) Prepare one PowerPoint presentation of any career talk and deliver it in the adjacent school in the community.



## **F-4.3 INCLUSIVE SCHOOL EDUCATION**

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

### **Objectives:**

- To understand Diversity, Disability and Inclusion
- To inculcate healthy attitude towards inclusive school.
- To use different teaching strategies for inclusive education
- To understand the role of teachers, parents and community for supporting inclusion
- To understand the recommendation of various policies.

### **Course Content:**

#### **UNIT-I: Understanding Inclusion in Education**

- a) Definition, concept, need and its importance of inclusive school
- b) Historical perspectives on education of children with diverse needs.
- c) Difference between special, integrated and inclusive education, barriers in Inclusive education

#### **Unit-II: Understanding Children with Diverse Needs**

- a) Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
- b) Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia)
- c) Sensory Impairment –Definition, identification and educational programme (Visual, hearing)

#### **Unit-III: Initiatives to Promote Inclusive Education**

- a) Innovative practices and strategies for promoting inclusive education.
- b) Assistive technology in inclusive education in special reference to computer accessibility
- c) Role of administration, teacher, parents and community in inclusive School

#### **Unit-IV: Policy Perspective**

- a) United Nation convention on the rights of persons with disabilities (UNCRPD)2006
- b) Role of Rehabilitation Council of India in inclusive education.
- c) Inclusive education in RTE 2010

### **Sessional Work:**

Any two of the following: -

- a) Report on a visit to school practicing inclusion / Special School.
- b) Prepare a case study on any of the categories (mentioned above) of children with diverse needs.

## F-4.4 UNDERSTANDING THE SELF

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

### Objectives:

- To enable the student teacher to discover oneself.
- To develop holistic and integrated understanding of the human self and personality.
- To develop positive thinking among student teachers.
- To encourage future teachers to develop the capacity for self-regulation and conflict resolution.
- To help student teachers develop the capacity for sensitivity, effective ways of communication to establish peace and harmony.
- To equip student teachers with skills for empathic listening and self-expression
- To evolve as a progressive and flexible teacher.

### Course Content:

#### UNIT-I: Understanding and Development of Self

- a) Defining the self (awareness & acceptance), self-perception theory and determinants of self.
- b) Self-esteem: Concept, techniques for development of self esteem
- c) Self-realization: Concept and importance

#### Unit-II: Social Process and Exploring Self

- a) Factors affecting self-identity: Family, Culture, Gender, Religion & Language.
- b) Role of individual self in development of society
- c) Role of positive thinking in self-development.

#### Unit-III: Social Influence and Role of Education

- a) The influence of peer group, media, technology and globalization on identity formation.
- b) Schooling as a process of identity formation: Developing national, secular and humanistic identity.
- c) Constructive role of education in moving towards peaceful living.

#### Unit-IV: Techniques for Self-Regulation

- a) Development of self through meditation, yoga, values and spirituality.
- b) Conflicts: Concept and Resolving intrapersonal and interpersonal conflicts
- c) Empathic listening- understanding and appreciating divergent points of view.

### Sessional Work:

- Any two of the following:
  - 1) Critically evaluate oneself as a 'Prospective teacher' (Self-Appraisal Report)
  - 2) Self-expression through diary writing/self-reflecting journal
  - 3) SWOC Analysis of self (Strengths, Weaknesses, Opportunities and Challenges)



## F-4.5 READING & REFLECTING ON TEXT

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

### Objectives:

To promote an understanding of language characteristics of learners, language usage.

- To enable the students to understand socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- To enable to read, analyze and reflect on variety of texts.
- To develop meta-cognitive awareness to become conscious about thinking processes.
- To enable to write with a sense of purpose.
- To enable student teachers to enhance their capacities as readers and writers

### Course Content:

#### UNIT-I: Language and Learning

- a) General Principles of language learning, Role of Language as a means of construction of reality, and gaining experiences
- b) Role of home and school language in classroom instructions
- c) Multilingualism: Concept and techniques

#### Unit-II: Linguistic and Reading Skills

- a) Development of language and linguistic skills, Discussion and questioning as tools of language learning
- b) Mechanics of Reading- Environment, Posture, and Skills involved in Reading.
- c) Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, and reading ability.

#### Unit-III: Scope & Nature of Reading

- a) Components and levels of Reading Comprehensions (Lexical, Literal, Interpretive, Applied and Affective).
- b) Methods and Importance of Reading Types of reading: Aloud and silent reading, Intensive and Extensive reading.
- c) Reflective Reading- Concept, Components, and factors

#### Unit-IV: Evaluation of Reading Skills

- a) Evaluation of Reading skills with special reference to test of rates of reading-(Time limit methods & amount limit method)
- b) Developing Skills and Techniques for searching Information from reference sources
- c) Problems faced by children in reading - causes and remedies

### Sessional Work:

- 1) Developing a reading test on school students for miscue analysis.
- 2) Analysis of any language text book.
- 3) Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc.
- 4) Writing a book review and critically analyzing the contents and language of the text.

**PCP 6<sup>th</sup> February 2023 (Mon.) to 20<sup>th</sup> February 2023 (Mon.)**  
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**E-4.1 & 4.2 ENVIRONMENTAL EDUCATION**

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Objectives:**

To acquaint the student teachers with the concept of Environment and Ecology.

- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.
- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation.

**Course Content:**

**UNIT-I: Environmental Education**

- a. Concept of Environment, Components of Environment, Ecology, Biosphere, Concept of Population and Community, Eco System.
- b. Environmental Education: Concept, Objectives, need & importance, Principles of Environmental Education.
- c. Programmes for School, Strengthening Environmental Education in School System

**UNIT II: Eco System and Natural Resources**

- a. Concept of Ecosystem: Biotic and Abiotic factors, Food Chain, Food Web and Flow of Energy.
- b. Major Ecosystems of the World (Tropical forests, Grasslands and Freshwater).
- c. Conservation of Natural Resources: Concept of Conservation and need of its sensitization, Classification of Natural Resources and Conservation of water, soil, air and Endangered Species.

**UNIT III: Environmental Hazards and Disaster Management**

- a) Environmental Pollution: Types, Effects and Control
- b) Global Environmental Issues: Global Warming, Climatic Change, Ozone layer depletion, Deforestation.
- c) Disaster Management: Phases (Before, during and after the disaster) in Earthquake, Fire and Floods.

**UNIT IV: Efforts towards Environmental Awareness**

- a) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).
- b) Rain Water harvesting, Eco Schools, Eco tourism, Environmental Ethics
- c) Environmental Education: Multidisciplinary and Interdisciplinary approach, Role of Mass Media in Environmental Education

**Sessional Work:**

1. Carrying out any one Environmental Awareness Activity of the following:
2. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
3. Carrying out a Project on Environment and preparing its detailed report.

<b>E-4.1 &amp; 4.2 HEALTH AND PHYSICAL EDUCATION</b>
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<b>Total Marks: 50</b>	<b>External Theory: 40</b>	<b>Internal Practical: 10</b>
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**Objectives:**

- To enable the student teachers to develop an understanding of Health & Physical Education.
- To create awareness on different aspects of health and fitness among student teachers.
- To understand the meaning, concept, aims, and objectives of Health and Physical Education in the school curriculum.
- To learn good health habits: acquire knowledge of common communicable diseases.
- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand diet modification in the treatment of under-weight and obesity.
- To clearly understand the concept of recreation and how to organize recreational games.
- To understand various Yoga Asanas and techniques.

**Course Content:**

**UNIT-I: Concept, Aims, and Objectives**

- a) Health Education: Concept, Aims and objectives, importance and principles of Health Education in School Curriculum.
- b) Physical Education: Concept, aims and objectives, need and importance of Physical Education in the school curriculum.
- c) School Health Programmes: Health services, Health supervision, and Health instruction.

**Unit-II: Nutrition, Health Problems, and Diseases**

- a) Nutrition: Functions of food and food habits, elements of a balanced diet, and malnutrition.
- b) Contemporary health problems and prevention: Drug abuse, Alcoholism, Smoking, Obesity, Stress, and Depression.
- c) Communicable diseases: mode of transmission, common symptoms, and prevention of the spread of Aids, Hepatitis (A, B, and C) Chickenpox, and Typhoid.

**Unit-III: First Aid, Posture and Yoga**

- a) First Aid: Concept, need, importance, and principles of first aid, first aid kit.
- b) Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures, remedial exercises.
- c) Yoga: Concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)

**Unit-IV: Layout of Grounds and Athletic Meet**

- a) Recreation: Concept, the importance of recreation programme in the school curriculum, and how to organize a recreation game in school.
- b) Layout of the grounds with rules and regulations of the following games: Badminton, Volleyball, and Kho-Kho
- c) Athletic meet – Meaning, Need and Importance, Organization of the athletic meet at school level.

**Sessional Work:**

- 1. Project on calculating the BMI of 5 persons and write a report.
- 2. Practice and perform any three yoga asanas.



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3. Three types of Sports Grounds.

<b>EPC-4.1</b>		
<b>Participation in Community Service/ Cultural Activities/ Educational Tour/Trip</b>		
<b>Total Marks: 25</b>	<b>External 00</b>	<b>Internal Assessment:25</b>

**Objectives:**

- To develop an understanding of social welfare
- To develop an attitude towards a clean environment
- To develop an understanding of national integration

**Course Content:**

Participation in any three of the following and report writing:

- a) One-day trip
- b) NSS activities
- c) NCC
- d) Celebration of national days
- e) Social Awareness rally
- f) Blood Donation
- g) Swachh Bharat Abhiyan
- h) Social Club

<b>EPC-4.2</b> <b>COMMUNICATION, EMPLOYABILITY, AND</b> <b>RESOURCE DEVELOPMENT SKILL</b>		
<b>Total Marks: 25</b>	<b>External Assessment 20</b>	<b>Internal Viva: 05</b>

**Objectives:**

- To develop effective communication skills among students teachers
- To develop speaking skills among students teachers in front of a small group
- To develop the skill of article writing for magazine/newspaper
- To develop the skill of searching of topics from a reference book
- To develop the skill of preparing e-learning resources for smart classroom

**Course Content:**

**UNIT-I: Communication Skills**

- a) Communication – Concept and types of communication, overcoming barriers of communication. b) Exposure (Native Speaker) to be given to students by using ICT followed by discussion
- c) Narrating/ describing a related account from one's life experience (in front of a smaller group) by a student teacher.

**Unit –II Engaging with Journalistic Writing**

- a) Selection of text from newspaper/magazine, articles on topic of contemporary issues
- b) Analysis of structure of the article by identifying sub heading, keywords, sequencing of ideas, use of concrete details and statistical representation etc.
- c) Writing articles on the topic of interest for college magazine/newspaper /wall magazine etc.

**Unit -III Engaging with Subject related reference books**

- a) Selecting a specific topic in the related subject area for research from a set of available reference books.
- b) Searching relevant reference books from Library/Internet sources and extract relevant information in some schematic form (Flow Diagram me/ Mind Map etc.)
- c) Making notes on these presentations with display and oral comments to a larger group

**Unit –IV Preparing E-Learning Resources**

- a) Learning Resources; Development of E –content of (both opted teaching subjects) using different formats
- b) Searching free educational resources on the internet and using a virtual learning environment.
- c) Workshop on CV writing and conducting Mock Interviews

**Sessional Work:**

The students will maintain a record in the form of project file/audio/video recording / E-content CDs of both teaching subjects and will be evaluated by an External examiner

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**Sessional Work B.Ed. 4<sup>th</sup> Semester**

	Paper	Nomenclature	External Marks	Internal Marks	Total Marks
1	F-4.1	Gender , School and Society	<b>40</b>	<b>10</b>	<b>50</b>
2	F-4.2	Guidance and Counseling	<b>40</b>	<b>10</b>	<b>50</b>
3	F-4.3	Inclusive Education	<b>40</b>	<b>10</b>	<b>50</b>
4	F-4.4	Understanding the Self	<b>40</b>	<b>10</b>	<b>50</b>
5	F-4.5	Reading & Reflecting on Text	<b>40</b>	<b>10</b>	<b>50</b>
		<b>E-4.1 4.2 Elective Option-I</b>			
6	E-4.1	Elective Option-I Environmental Education	<b>40</b>	<b>10</b>	<b>50</b>
7	E-4.2	Elective Option-II Health and Physical Education	<b>40</b>	<b>10</b>	<b>50</b>
		<b>EPC Internal Practical</b>			
8	EPC-4.1	Participation in Community Service/ Cultural Activities/ Educational Tour/Trip Internal Practical 25 marks (File work, Viva Voce)	-	<b>25</b>	<b>25</b>
		<b>EPC External Practical</b> Examiner appointed by the University			
9	EPC-4.2	Communication, Employability and Resource Development Skill External Practical 20 marks (File work, Viva Voce)	<b>20</b>	<b>05</b>	<b>25</b>
			<b>300</b>	<b>100</b>	<b>400</b>



## Sessional work

### F-4.1 GENDER, SCHOOL, & SOCIETY

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Sessional Work:** - Anyone from the following:

1. Preparing an analytical report on gender issues in print or electronic media.
2. Development of a project on the organizational climate of two schools single sex and co-educational school.
3. Analysis of textual materials from the perspective of gender bias and stereotype
4. Post-screening analysis of the films on gender issues.

### F-4.2 GUIDANCE AND COUNSELING

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Sessional Work:**

- 1) Prepare a profile of a student by assessing his/her achievement, aptitude, interest, personality
- 2) Prepare one PowerPoint presentation of any career talk and deliver it in the adjacent school in the community.

### F-4.3 INCLUSIVE SCHOOL EDUCATION

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Sessional Work:**

Any two of the following: -

- a) Report on a visit to a school practicing inclusion / Special School.
- b) Prepare a case study on any of the categories (mentioned above) of children with diverse needs.

### F-4.4 UNDERSTANDING THE SELF

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Sessional Work:**

- Any two of the following:

- 1) Critically evaluate oneself as a 'Prospective teacher' (Self-Appraisal Report)
- 2) Self-expression through diary writing/self-reflecting journal
- 3) SWOC Analysis of self (Strengths, Weaknesses, Opportunities and Challenges)

### F-4.5 READING & REFLECTING ON TEXT

**Total Marks: 50**

**External Theory: 40**

**Internal Practical: 10**

**Sessional Work:**

- 1) Developing a reading test on school students for miscue analysis.
- 2) Analysis of any language textbook.

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- 3) Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc.
- 4) Writing a book review and critically analyzing the contents and language of the text.

<b>E-4.1 &amp; 4.2 ENVIRONMENTAL EDUCATION</b>		
<b>Total Marks: 50</b>	<b>External Theory: 40</b>	<b>Internal Practical: 10</b>

**Sessional Work:**

1. Carrying out any one Environmental Awareness Activity of the following:
2. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
3. Carrying out a Project on Environment and preparing its detailed report.

<b>E-4.1 &amp; 4.2 HEALTH AND PHYSICAL EDUCATION</b>		
<b>Total Marks: 50</b>	<b>External Theory: 40</b>	<b>Internal Practical: 10</b>

**Sessional Work:**

1. Project on calculating the BMI of 5 persons and write a report.
2. Practice and perform any three yoga asanas.
3. Three types of Sports Grounds.

<b>EPC-4.1</b> <b>Participation in Community Service/ Cultural Activities/ Educational Tour/Trip</b>		
<b>Total Marks: 25</b>	<b>External 00</b>	<b>Internal Assessment:25</b>

Participation in any three of the following and report writing:

- a) One-day trip
- b) NSS activities
- c) NCC
- d) Celebration of national days
- e) Social Awareness rally
- f) Blood Donation
- g) Swachh Bharat Abhiyan
- h) Social Club

<b>EPC-4.2 COMMUNICATION, EMPLOYABILITY, AND RESOURCE DEVELOPMENT SKILL</b>		
<b>Total Marks: 25</b>	<b>Internal Assessment 20</b>	<b>Internal Viva: 05</b>

**Sessional Work:**

The students will maintain a record in the form of project file/audio/video recording / E-content CDs of both teaching subjects and will be evaluated by an External examiner.

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Mohit Vasdev (UGC NET Yoga & Philosophy)





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STUDENTS LIST OF STUDENTS@ (USOL STUDY CENTRE)		
Sr. No.	ENROLMENT NO.	NAME
1	492121100028	ANITA VERMA
2	492121100307	SUMAN BISHNOI
3	492121100396	SUMAN KANWAR
4	492121100404	ARCHANA MEENA
5	492121100447	SAROJ KUMARI
6	492121100081	BHIM SEN
7	492121100099	RAJENDER SINGH
8	492121100166	NATHU RAM MEGHAWAL
9	492121100188	DERAJ RAM
10	492121100272	BHAGWAAN RAM CHOUHAN
11	492121100377	KISHOR KUMAR
12	492121100567	SUSHIL KUMAR
13	492121100611	VIKAS KUMAR
14	492121100044	SHRAWAN KUMAR
15	492121100015	SHABANA ANWAR
16	492121100094	RUPINDER KAUR
17	492121100050	PRIYA JASSI
18	492121100045	MANJOT KAUR
19	492121100352	TARUNA RANI
20	492121100056	DIKSHA AMETA
21	492121100406	GURJEET KAUR
22	492121100186	MAMTA BAI MEENA
23	492121100214	VIMLA
24	492121100226	ANKITA DUBEY
25	492121100235	PRERNA KAUSHIK

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STUDENTS LIST OF STUDENTS@ (USOL STUDY CENTRE)		
Sr. No.	ENROLMENT NO.	NAME
26	492121100394	PARMJEET SAINI
27	492121100289	DIVYA
28	492121100304	SHANU GUPTA
29	492121100320	SADHANA KUMARI
30	492121100328	SHIKHA SHARMA
31	492121100330	DIVYA MISHRA
32	492121100381	NARINDER KAUR
33	0492121100421	SONIKA
34	492121100491	NARINDER KAUR
35	492121100537	NITU GARG
36	492121100578	SUMAN
37	492121100655	SHASHI
38	492121100659	NARESH KUMAR MEEN
39	492121100658	MACHHLESH MEENA
40	492121100012	MANPREET SINGH
41	492121100063	AMIT KUMAR
42	492121100038	MAHESH CHAND MEENA
43	492121100075	MAHAVEER PRASAD SUMAN
44	492121100318	VISHNU KUMAR
45	492121100422	GOVIND PAREEK
46	492121100596	SUKHJIT SINGH
47	492121100657	RAJESH KUMAR VERMA
48	492121100392	SHARDA
49	492121100263	SAWRAJ KUMAR
50	492121100122	LOKENDRA SINGH