



SHRI VAISHNAV VIDYAPEETH VISHWAVIDYALAYA

SHRI VAISHNAV INSTITUTE OF EDUCATION

Choice Based Credit System (CBCS) in Light of NEP-2020

B.Ed. Session (2024-26)

2nd YEAR, SEMESTER – IV

BED401: MANAGEMENT OF EDUCATIONAL INSTITUTIONS

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	C R E D I T S
			THEORY			PRACTICAL					
			EN D S E M U n i v e r s i t y E x a m	Tw o T e r m E x a m	Tea c h e r s A s s e s s m e n t*	EN D S E M U n i v e r s i t y E x a m	Tea c h e r s A s s e s s m e n t*				
BED401	B.Ed.	MANAGEMENT OF EDUCATIONAL INSTITUTIONS	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

*Teacher Assessment shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

- To help student teachers understand the basic concepts, components, and importance of Educational Management in institutions and organizations.
- To clarify the meaning, purpose, and key characteristics of a school as an organization.
- To develop awareness about various dimensions of educational management, including managerial skills and management processes.
- To introduce student teachers to major management theories relevant to educational institutions.
- To provide an understanding of the current structure and functioning of educational institutions at national, state, district, village, and local levels.
- To make student teachers aware of different approaches to educational planning and the organization of school activities.
- To equip student teachers with knowledge of institutional planning and the management of institutional affairs.
- To help student teachers understand various leadership roles, styles, and strategies used in managing educational institutions.

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2nd YEAR, SEMESTER – IV

BED401: MANAGEMENT OF EDUCATIONAL INSTITUTIONS

- To develop understanding of the importance of monitoring, supervision, and evaluation in schools and to train them in basic techniques of each.

Course Outcomes:

After studying the course student will be able

- To explain the basic concepts, components, and importance of Educational Management.
- To help them describe the meaning, purpose, and characteristics of a school as an organization.
- To develop their ability to identify key dimensions of educational management, including managerial skills and processes.
- To train them to analyse major management theories relevant to educational institutions.
- To enable them to understand the structure and functioning of educational institutions at different administrative levels.
- To help them differentiate between various approaches to educational planning and organize school activities effectively.
- To equip them to prepare and manage institutional plans and institutional affairs efficiently.
- To enable them to apply appropriate leadership roles, styles, and strategies in managing educational institutions.
- To prepare them to use basic techniques of monitoring, supervision, and evaluation for improving school performance.

COURSE CONTENT

UNIT I: Understanding about Organization, Management and Educational Management

Meaning and Concept of Organisation, Administration and Management Characteristics of an Organisation

Management theories: Scientific Management, Bureaucratic theory, Management Principles, and Human Relations approach.

Educational Management: Concept, Meaning and Importance

Difference between Educational Management and management.

Management process: Planning, Organizing, Staffing, Directing, Controlling, Reporting, Budgeting (POSDCORB)

UNIT II: Educational Structure, Institutional Planning and Management

Structure and function at different levels—center, state, district, Village, Institutional and university level

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Overview of Different Boards in Indian education system (CBSE) Central Board of Secondary Education, (ICSE) Indian Certificate of Secondary Education, (MPSEB) Madhya Pradesh State Education Board, (IGCSE) International General Certificate of Secondary Education, (IB) International baccalaureate (Any Two)

Educational Planning and Institutional Planning: Meaning, Concept, Characteristics and steps
Role: Headmaster, Teacher, Staff Council, Students and Parents in Planning, Organization and Administration of institution,

Managing School Premises: School Development Plan (SDP) under NEP, Timetable and other Co-curricular Activities, School culture, child-friendly environment

UNIT III: Leadership in Educational Institutions

Leadership: Meaning, Concept, Scope, Characteristics and Style, Selected theories of leadership (Transformational, Transactional, Situational and Instructional leadership) Characteristics of a Principal for an Educational Institution, Teacher as Leader, Students as Leader: Fostering Initiation and leading qualities among students,

UNIT IV: Monitoring Institutional Growth

Supervision: Meaning, Concepts, Characteristics and Evaluation, Differentiating Inspection and Supervision, Modern Trends in Supervision, Existing System of Supervision in Madhya Pradesh
Monitoring and Evaluation of School Activities: Institutional Self Evaluation– PERT and CPM.

UNIT-V: Quality Assurance, ICT Integration and Emerging Trends

ICT in School Management: MIS (Management Information Systems), Digital governance tools: DIKSHA, UDISE+, Shala Siddhi, PM e-Vidya, Data-driven decision making, Digital safety and cybersecurity in schools, Quality Assurance Mechanisms-Internal and external quality assurance, NEP 2020 norms for quality benchmarks, School Standards Authority (SSA) and accreditation processes, School evaluation indicators (learning outcomes, infrastructure, governance, community engagement)

Inclusive and Holistic Education: Management of inclusive schools, Accommodation for CWSN, Multidisciplinary and holistic approaches

Contemporary Issues and Challenges: Managing diversity, Crisis management (health, safety, emergencies), Future of educational management in India

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BED401: MANAGEMENT OF EDUCATIONAL INSTITUTIONS

ACTIVITIES (Any two) Assignments/Presentations/Role plays or any other activity on the can be given to the student-teachers on the following Topics:

- Comparative Analysis of the different Management theories
- Developing a Performa for Internal and External evaluation.
- Preparation of cumulative record
- Interview with Principal/Head of Institution.
- Evaluation of Educational Program
- Analyzing different types of Educational Institutions
- Implementation of Leadership Behaviour Description Questionnaire (LBDQ)
- Locating Learning centered Leadership behaviour (LCLB)
- Any other, as per teachers' prudence

REFERENCES:

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- Devito, A. J. (1978). Communicology: An Introduction to the Study of Communication. New York: Harper & Row Publishers.
- Kast, F. E., and Resonzweig, J. E. (1985). Organization and Management(Fourth Edition). New York: Mc Graw Hill Book Company.
- Kochar, S.K. (1978). Secondary School Administration. New Delhi: Sterling.
- Kochar, S.K. (1981). Successful Supervision and Inspection. New Delhi: Sterling.
- Kudesia, U.C.(1981). Shiksha Prashasan. Agra: Vinod Pustak Mandir.
- Malaya, K.C. (1971) Shiksha Prashasan Evam Purvekchan. Bhopal: Hindi Granth Adademy.
- Mathur, S.S. and Kothi, V.K. (1973). School Administration and Organisation. Jallunder: Krishna Brothers.

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B.Ed. Session (2024-26)

SEMESTER – IV

BED403: Creating Inclusive Institute

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	C R E D I T S
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED403	B.Ed.	Creating Inclusive Institute	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

demonstrate knowledge of different perspectives in the area of education of children with disabilities

- To develop sensitivity and positive attitudes towards children with special needs and diversities.
- To identify and understand the needs of children with diverse abilities.
- To appreciate the significance of both special and regular schools in educating children with disabilities.
- To plan and implement need-based programs for children with varied abilities in inclusive classrooms.
- To familiarize with available human and material resources for supporting inclusive education.
- To apply specific strategies and teaching skills for effectively addressing special needs in inclusive classrooms.

Course Outcome:

After studying the course students will be able :

- To demonstrate sensitivity and a positive attitude towards children with special needs and diverse learning profiles.
- To identify and analyze the individual needs of children with various disabilities and diversities.
- To evaluate the roles and importance of both special and normal schools in inclusive education.
- To design and implement appropriate, need-based program for learners with varied abilities.
- To utilize human and material resources effectively to support inclusive teaching and learning.
- To apply suitable instructional strategies and teaching skills to meet the needs of special children in inclusive classrooms.
- To critique policies and contribute to the formulation of policy

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COURSE CONTENT

Unit I: Introduction of diversity and Special Education

Diversity:- Meaning and definition, dimensions of diversity (cultural, linguistic, socio-economic, gender, disability, religion), diversity in the classroom

Special Education: - meaning and definition, characteristics, objectives, scope. Meaning and definition of special child based on different dimensions. Relation between diversity and special education

Meaning of Disability, Handicap and Impairment, differences between disability, handicap and impairment. Mainstreaming.

Unit II: Understanding Inclusion Education

Integrated and Inclusive Education: - Meaning, definition, Characteristics and principal of integrated education and inclusive education. Difference among the special education, integrated education and inclusive education.,

Rights of children and constitutional provisions related to inclusive education, National and International perspectives (UNICEF, UNESCO, RTE Act, NEP 2020)

Unit III: Children with Special Needs (CWSN)

Classification of children with special needs: Characteristics, strengths, and challenges of children with:

- Visual impairment
- Hearing impairment
- Intellectual disabilities
- Learning disabilities

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- Locomotor disabilities

Early identification, assessment, and intervention. Barriers to learning & participation of these children.

Unit IV: Inclusive Classroom Practices

Creating a learner-friendly environment. Adapting curriculum and teaching strategies for diverse learners. Cooperative learning, peer tutoring, and group work. Individualized Education Plan (IEP). Classroom management for inclusive settings

Unit V: Role of Teachers, Parents, and Community in Inclusive Schooling

Teacher’s role as facilitator in inclusive classrooms. Collaboration with parents, special educators, counsellors, and resource personnel. School-community partnership for inclusion. Sensitization and awareness programs. Creating inclusive school culture and policies. Use of ICT and assistive technologies for inclusive learning.

References:

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- Government of India. (2016). *Rights of Persons with Disabilities Act (RPwD)*. Ministry of Social Justice & Empowerment.
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- Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive Education: Supporting Diversity in the Classroom*. Routledge.

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Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

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- Majumdar, M. (2019). *Inclusive Education: Perspectives and Practices*. Kanishka Publishers.
- Mangal, S. K., & Mangal, U. (2018). *Educating Exceptional Children: An Introduction to Special Education*. PHI Learning.
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SEMESTER – IV

BED404.2: Action Research

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	C R E D I T S
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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED404.1	B.Ed.	Action Research	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

demonstrate knowledge of different perspectives in the area of education of children with disabilities

- To introduce teacher trainees to the concept, purpose, and significance of Action Research in improving educational practice.
- To guide trainees in identifying and formulating practical classroom or school problems for Action Research.
- To familiarize trainees with the essential steps of planning, conducting, and reflecting on Action Research.
- To develop a scientific, sensitive, and problem-solving attitude toward challenges faced by school practitioners.
- To build trainees' skills in planning, implementing, evaluating, and reporting Action Research projects.

Course Outcome:

After studying the course students will be able :

- To classify different types of educational research and explain the need, nature, and importance of Action Research.
- To identify suitable areas for Action Research and select and formulate an appropriate research problem.
- To define and delimit a research problem clearly and apply appropriate sampling techniques in Action Research.
- To formulate a hypothesis and develop an effective action plan for conducting Action Research.
- To select or prepare appropriate tools for data collection based on the research design.
- To analyze data and test hypotheses using percentages, chi-square, and t-test.

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BED404.2: Action Research

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***Teacher Assessment** shall be based on following components Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

- To prepare a clear, systematic, and comprehensive Action Research report.
- To review, conduct, and report an Action Research project following standard research procedures.

COURSE CONTENT

UNIT I: Research in Education and Introduction to Action Research

Research in Education and its classification. The need, nature and importance of Action Research. Areas of Action Research, Selection of a problem for Action Research and its formulation. Definition and delimitations of the problem.

UNIT II: Sampling

Population, Sampling frame, Types of Sampling

A. Probability Sampling

1. Simple Random Sampling
2. Systematic Sampling
3. Stratified Random Sampling
4. Cluster Sampling
5. Multistage Sampling
6. Probability Proportionate to Size (PPS) Sampling

B. Non-Probability Sampling

1. Convenience Sampling
2. Purposive (Judgmental) Sampling
3. Quota Sampling
4. Snowball Sampling
5. Volunteer Sampling

UNIT III: Formulation of a hypothesis and developing an action plan for research.

Formulation of a Hypothesis

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- Meaning and definition of a hypothesis
- Purpose and role of hypotheses in Action Research
- Sources for deriving a hypothesis (observation, literature, classroom problems, discussions)
- Characteristics of a good hypothesis (clarity, testability, measurability, relevance)
- Types of hypotheses used in Action Research:
 - Directional hypothesis
 - Non-directional hypothesis
 - Null hypothesis (H_0)
- Steps in formulating a hypothesis
- Illustrative examples of hypotheses related to teaching–learning problems

2. Developing an Action Plan for Research

- Meaning and importance of an action plan in Action Research
- Elements of an action plan:
 - Statement of the problem
 - Objectives of the intervention
 - Identification of variables involved
 - Description of the intervention strategy or action steps
 - Timeline and scheduling of activities
 - Resources, materials, and support required
 - Role and responsibilities of the teacher-researcher
 - Plan for monitoring the intervention
 - Methods and tools for data collection
 - Criteria and indicators for evaluation of progress
- Steps in preparing an action plan
- Designing feasible and classroom-based action plans

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Unit III: Formulation of Hypothesis and Developing an Action Plan (Week 4–5)

Topics:

- Meaning, purpose, and characteristics of a good hypothesis
- Types of hypotheses: directional, non-directional, null
- Steps in formulating hypotheses
- Developing an action plan: objectives, intervention strategy, timeline, resources, roles, monitoring, and evaluation

Practical/Activity:

- Formulate a hypothesis based on a selected classroom problem
- Prepare a detailed action plan for intervention

Unit IV: Selection/Preparation of Tools and Testing Hypothesis (Week 6–8)

Topics:

- Selection or preparation of data collection tools: observation schedules, questionnaires, interviews, tests, rating scales
- Criteria for selecting tools: validity, reliability, feasibility, relevance
- Pilot testing and refinement of tools
- Testing hypotheses using:
 - Percentages
 - Chi-square test
 - t-test

Unit V: Reporting Action Research

Preparation of a report of action research project.

Practical/Activity:

- Prepare a draft report of the Action Research conducted
- Peer review and discussion of reports

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Choice Based Credit System (CBCS) in the light of NEP-2020

B.Ed. Session (2024-26)

SEMESTER – IV

BED404.2: Action Research

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	C R E D I T S
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED404.1	B.Ed.	Action Research	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Practical/Activity:

- Identifying classroom/school problems suitable for Action Research
- Discussing examples of problems in groups
- Reviewing an existing Action Research project
- Conducting a small Action Research project in the school/classroom
- Reporting and presenting the findings of the project

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SEMESTER – IV

BED404.2: Action Research

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	C R E D I T S
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED404.1	B.Ed.	Action Research	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit.

***Teacher Assessment** shall be based on following components Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Sukhia, S.P. and Malhotra, R.N.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1979.

Sukhia, S.P.: Shikshik anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra, 1979.

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Choice Based Credit System (CBCS) in the Light of NEP-2020

B.Ed. (2024-26) SEMESTER IV

BED404.2: Guidance and Counselling

COURSE CODE	Category	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED404.2	B.Ed.	Guidance and Counselling	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

*Teacher Assessment shall be based on the following components: Quiz / Assignment / Project / Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

- To help students understand the basic concept of Guidance and Counselling.
- To enable students to recognize the significance of Guidance and Counselling in achieving better personal and social adjustment.
- To develop students' ability to understand and assess individual differences.
- To introduce students to various counselling methods and techniques.
- To help students understand the roles, responsibilities, and essential qualities of an effective counsellor, as well as the counselling interview process.
- To build students' competence in identifying when counselling, psychotherapy, psychoanalysis, or support from social work agencies is required.
- To familiarize students with the importance of educational and vocational guidance at the secondary school level.

Course Outcomes: After studying this course, the student- teachers will be able –

- To explain the meaning of Guidance and Counselling.
- To explain the importance of Guidance and Counselling in promoting better adjustment in life.
- To evaluate individual differences among students.
- To explain the need for Counselling, Psychotherapy, Psychoanalysis, and Social Work agencies.

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BED404.2: Guidance and Counselling

- To describe the different methods of Counselling.
- To describe the qualities and roles of an effective counsellor and the counselling interview process.
- To provide educational and vocational guidance to students at the secondary school level

CONTENT

Unit 1: Introduction of Guidance: Meaning, Definition, Aims of Guidance, Principles and Process of Guidance. Need of Guidance and Counselling. Difference between Guidance and Counselling.

Unit II: Introduction of Counselling: Meaning, Definition, Aims and Process of Counselling. Different Types, Techniques and methods of Counselling. Qualities of effective Counsellor, Counselling Interview.

Unit III: Types of Guidance: Educational Guidance
Meaning, Definitions, Aims, Scope and Process of Educational Guidance. Need of Educational Guidance at different stages of Education, especially higher secondary stage. Collecting, Filling and disseminating educational information.

Unit IV: Types of Guidance: Vocational Guidance
Meaning, Definitions, Aims, Scope and Process of Vocational Guidance. Need of Vocational Guidance at different stages of Education, especially higher secondary stage. Collecting, Filling and disseminating vocational information.

Unit V: Career Guidance in Secondary Schools
Career Awareness Skills, Career Information; Career Decision Making Skills - Selection of School Subjects, Future Training Course and Future Career; Career Bulletin, Career Corner and Career Conference

Assignment: (Any two of the following.)

1. Visit to different Guidance Centre (Child Guidance Centre, Blind School etc.)
2. Establishing Career Centre
3. Preparation of scrapbook for career Counselling
4. Publication of a career conference, Campus Interviews.

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Choice Based Credit System (CBCS) in Light of NEP-2020

B.Ed. Session (2024-26)

2nd YEAR, SEMESTER – IV

BED404.3: PEACE EDUCATION

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME					L	T	P	C R E D I T S
			THEORY			PRACTICAL					
			EN D S E M U n i v e r s i t y E x a m	Tw o T e r m E x a m	Teache rs Assess ment*	END SEM Univer sity Exam	Teache rs Assess ment*				
BED404.3	B.Ed.	PEACE EDUCATION	60	20	20	0	0	3	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit.

***Teacher Assessment** shall be based on following components: Quiz/Assignment/Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

- To understand the **concept, nature, aims, and significance of Peace Education** in contemporary society.
- To develop awareness about the **historical development and global initiatives** related to peace and human welfare.
- To examine the **philosophical, psychological, and sociological foundations** of Peace Education.
- To analyze the **various dimensions and approaches of peace** at personal, social, national, and global levels.
- To acquire **practical strategies, methodologies, and skills** for promoting peace through education.
- To recognize the **role of teachers as peace builders** and agents of social transformation.
- To explore the use of **AI tools and innovative practices** in promoting peace education.

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2nd YEAR, SEMESTER – IV

BED404.3: PEACE EDUCATION

Course Outcomes:

After studying the course student will be able

- To explain the meaning, importance, and barriers of Peace Education.
- To describe the contributions of international organizations and NGOs towards peace and global citizenship.
- To interpret the views of eminent philosophers and thinkers on peace and non-violence.
- To demonstrate understanding of peace-related psychological traits such as empathy, emotional intelligence, and positive behavior.
- To identify and apply the dimensions and approaches of peace in educational contexts.
- To design stage-specific peace education activities for different levels of schooling.
- To apply conflict management and communication skills along with AI-based tools for effective peace education.

COURSE CONTENT

Unit I- Introduction of Peace Education

Peace Education- Meaning, nature, importance and barriers of Peace Education. Aim and Objectives of Peace Education and Need for Peace Education in contemporary times

Unit II- Historical Development and Global Perspective of Peace education

Historical Development of Peace Education Objectives Creation of United Nations Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC Amnesty International,

Global Perspective International Committee of Red Cross and NGOs Peace Education in India. Education for global citizenship and sustainable development (SDG4.7)

Unit III Foundations of Peace Education

Philosophical foundations – views of Mahatma Gandhi, Tagore, Buddha, Vivekananda and Dalai lama

Psychological foundations – development of peaceful personality, emotional intelligence, empathy and positive psychology

Sociological foundations – social justice, gender equity, inclusive education.

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BED404.3: PEACE EDUCATION

Unit IV -Dimensions of peace

Dimensions of peace: personal, interpersonal, social, environmental, and global peace. Approaches: value-based, human rights-based, multicultural, environmental, and holistic approaches Relationship of peace with democracy (SDG16), tolerance, and development.

Unit V- Strategies and Methodologies for Peace Education

Integrating peace concepts into curriculum and pedagogy. Education for peace Stage specific approach Early childhood Elementary stage Secondary stage Higher Education stage, Role of experiential learning, storytelling, cooperative learning, art, Peace clubs, peace gardens and meditation. Role of teachers as peace builders. Conflict management and communication skills for teachers. AI tools for Peace education

ACTIVITIES (Any two)

- Essay on “Peace Education as a Tool for Social Transformation”
- Critical review of a news article related to violence, intolerance, or peace
- Comparative chart on peace vs. violence / conflict vs. cooperation
- Analysis of SDG 4.7 and SDG 16 in relation to education
- Poster or slogan creation on peace, tolerance, or harmony
- Poem or short story based on peace and non-violence
- Drawing / artwork representing inner peace or global peace
- Script writing for a peace-themed skit or role play
- Observation report on peace-related practices in a school/community
- Interview (written) with a teacher/parent on values of peace and tolerance

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SEMESTER IV

BED405: COMMUNITY ENGAGEMENT AND SERVICE

COURSE CODE	CATEGORY	COURSE NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL		Th	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
BED405	B.Ed	Community Engagement and Service	0	0	0	30	20	-	1	4	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit;

*Teacher Assessment shall be based on the following components: Quiz / Assignment / Project / Participation in Class, given that no component shall exceed more than 10 marks.

Course Objectives:

- To recognize the value of service and social response.
- To Develop an understanding of community structure and socio-economic issues affecting education and overall development.
- To Enable student-teachers to engage with the community and encourage active participation in institute -related activities.
- To make the community aware of the importance of education and educational issues.
- To Equip student-teachers with skills to create awareness on education, gender equality, health, wellness, and literacy among different community groups.
- To Trained student-teachers to plan and conduct community outreach activities such as awareness campaigns, street plays, and door-to-door initiatives.
- To sensitize student teachers about the social problems of human beings.
- To Strengthen the relationship between students and local communities to reduce dropout rates and address learning difficulties.
- To enable students to apply their knowledge to the betterment of their local communities.

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BED405: COMMUNITY ENGAGEMENT AND SERVICE

- To Develop sensitivity toward social issues such as casteism, superstitions, and other social barriers, and work toward promoting social harmony.
- To Cultivate values of public service, citizenship, and community engagement for holistic professional development.

Course Outcomes:

After completing the course, student teachers will be able to:

- Identify socio-economic issues in the community and suggest suitable initiatives.
- Understand community functions and promote community participation in Institutional activities.
- Aware about education, gender bias, health, wellness, literacy and technological advancement.
- Collaborate with community members to address social, cultural, and educational problems.
- Organize community outreach activities such as street plays, campaigns and dramas.
- Demonstrate social leadership through community service.
- Identify the dropout and learning gaps.
- Facilitate partnerships for enhancing community participation in school activities like PTA.
- Identify societal issues such as casteism, taboos, and superstitions, and work toward social harmony.
- Show positive attitudes toward local communities and value traditional knowledge.
- Uphold values of public service and active citizenship.
- Organize local community-oriented projects, such as organizing campus/ village cleanliness drive outreach activities, health & hygiene, literacy programs etc. For rural and slum area students.

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BED405: COMMUNITY ENGAGEMENT AND SERVICE

UNIT-I: Introduction

This unit will provide an overview of the concept of community engagement and services. It will engage and explore the opportunity for learning with and by the community. It will throw light on the existing types and patterns of community engagement and utilize it for empowering community.

- Defining community engagement- Concept and Importance
- Participatory approaches (workshops, festivals, community forum, street plays, door-to-door campaigns, advocacy activities, awareness programs etc.
- Types of community engagement.

UNIT-II: Dynamics of Community life

This unit will provide about the nature of community life. Social, economic and cultural dynamics, diversity in community.

- Social, Economic and Cultural Dynamics of Communities.
- Diversity and inclusion within communities.
- Integration of sustainable development principles.

UNIT-III: Engagement with the Community

In this unit the student teachers will provide opportunities to have exposure to community life. for that they will visit to the communities. They will take information, listen to their problems, aware them about education, health etc.

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SEMESTER IV

BED405: COMMUNITY ENGAGEMENT AND SERVICE

UNIT-IV: Feedback Session & Reflection

In this unit, a discussion on the activities conducted and reflect on the experiences will be shared in the classroom. It will also explore the emergence, nature and context of New Age Communities i.e., virtual and real. It will examine and analyze some contemporary practices of New Age Community essential for prospective teachers in the 21st century.

Reference:

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- NSS, Introductory Booklet (2006), Ministry of Youth Affairs & Sports, Gol New Delhi.
- **Hamid, ed al. (2013)** ---Effect of community participation and school community relations, Middle East journal of scientific research 16 (3):378-382.
- **Atmanirbhar Bharat--** Lessons from Women-owned Cooperatives, a SEWA Publication, New Delhi, Nov 2020.
- **Teacher Education, Community Service Learning and Student Efficacy for Community Engagement** — examines how service-learning integrated into teacher education can strengthen teacher capacity for community engagement; relevant if you are focusing on teachers, pre-service training, or institutional capacity. [ResearchGate](#)
- **Evaluating Differences in Community-Engaged Learning and Service-Learning: A Narrative Review (2023)** — provides a conceptual overview and comparison of two related pedagogical approaches: service-learning (SL) and community-engaged learning (CEL). Useful for clarifying conceptual distinctions and selecting methodology. [Frontiers](#)

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ML307 ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY

SUBJECT CODE	CATEGORY	SUBJECT NAME	TEACHING & EVALUATION SCHEME								
			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
ML-307	Compulsory	Environmental Management and Sustainability	60	20	20	0	0	4	0	0	4

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P - Practical; C - Credit;

*Teacher's Assessment shall be based upon following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Objective

1. To create awareness towards various environmental problems.
2. To create awareness among students towards issues of sustainable development.
3. To expose students towards environment friendly practices of organizations.
4. To sensitize students to act responsibly towards environment.

Examination Scheme

The internal assessment of the students' performance will be done out of 40 Marks. The semester Examination will be worth 60 Marks. The question paper and semester exam will consist of two sections A and B. Section A will carry 36 Marks and consist of five questions, out of which student will be required to attempt any three questions. Section B will comprise of one or more cases / problems worth 24 marks.

Course Outcomes

1. The course will give students an overview of various environmental concerns and practical challenges in environmental management and sustainability.
2. Emphasis is given to make students practice environment friendly behavior in day-to-day activities.

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COURSE CONTENT

Unit I: Introduction to Environment Pollution and Control

1. Pollution and its types (Air, Water, and Soil): Causes, Effects and Control measures
2. Municipal Solid Waste: Definition, Composition, Effects
3. Electronic Waste: Definition, Composition, Effects
4. Plastic Pollution: Causes, Effects and Control Measures

Unit II: Climate Change and Environmental Challenges

1. Global Warming and Green House Effect
2. Depletion of the Ozone Layer
3. Acid Rain
4. Nuclear Hazards

Unit III: Environmental Management and Sustainable Development

1. Environmental Management and Sustainable Development: An overview
2. Sustainable Development Goals (17 SDGs)
3. Significance of Sustainable Development
4. Environment Friendly Practices At Workplace and Home (Three Rs' of Waste Management, Water Conservation, Energy Conservation)

Unit IV: Environmental Acts

1. The Water (Prevention and Control of Pollution) Act, 1974: Objectives, Definition of Pollution under this act, Powers and Functions of Boards
2. The Air (Prevention and Control of Pollution) Act, 1981: Objectives, Definition of Pollution under this act, Powers and Functions of Boards
3. The Environment (Protection) Act, 1986: Objectives, Definition of important terms used in this Act, Details about the act.
4. Environmental Impact Assessment: Concept and Benefits

Unit V: Role of Individuals, Corporate and Society

1. Environmental Values
2. Positive and Adverse Impact of Technological Developments on Society and Environment
3. Role of an individual/ Corporate/ Society in environmental conservation
4. Case Studies: The Bhopal Gas Tragedy, New Delhi's Air Pollution, Arsenic Pollution in Ground Water (West Bengal), Narmada Valley Project, Cauvery Water Dispute, Fukushima Daiichi Disaster (Japan), Ozone Hole over Antarctica, Ganga Pollution, Deterioration of Taj Mahal, Uttarakhand flash floods

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Suggested Readings:

1. Rogers, P.P., Jalal, K.F. , Boyd, J.A.(Latest Edition) . **An Introduction to Sustainable Development.** Earthscan
2. Kalam, A.P.J. (Latest Edition) .*Target 3 Billion: Innovative Solutions Towards Sustainable Development.* Penguin Books
3. Kaushik , A. and Kaushik (Latest Edition).*Perspectives in Environmental Studies.* New Delhi: New Age International Publishers.
4. Dhameja, S.K. (Latest Edition). *Environmental Studies.* S.K. Kataria and Sons.New Delhi
5. Bharucha,E. (Latest Edition). *Environmental Studies for Undergraduate Courses.* New Delhi: University Grants Commission.
6. Wright, R. T. (Latest Edition). *Environmental Science: towards a sustainable future* .New Delhi: PHL Learning Private Ltd.
7. Rajagopalan, R. (Latest Edition). *Environmental Studies.* New York: Oxford University Press.

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