

**MAHARAJA SUHEL DEV STATE UNIVERSITY
AZAMGARH (U.P.)**



**TWO YEARS B.ED. PROGRAMME
COURSES, RULES AND REGULATIONS (2022)**



FACULTY OF EDUCATION

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B.Ed. PROGRAMME

(Rules and Regulations)

1. PREAMBLE:

The Bachelor of Education programme (B.Ed.), of the Maharaja Suhel Dev State University, Azamgarh is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (XI-XII).

2. DURATION:

The B.Ed. program shall be of duration of two academic years spread over a span of four semesters. In case a student is unable to complete the courses within the stipulated period, he/she may be permitted to do so within additional one semester.

3. WORKING DAYS:

a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.

b) The institutions shall work for a minimum of thirty-six hours in a week, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

4. ELIGIBILITY:

a) Candidates with at least 50% marks either in the Bachelor's degree and/or in the Master's degree in Sciences/Social sciences/Humanity. Bachelor's in engineering or technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

b) The reservation and relaxation for SC/ST/OBC/PWD/EWS and other categories shall be as per the rules of the Central government/State government, whichever is applicable.

5. ADMISSION PROCEDURE:

Admission to the B.Ed. course will be given on the basis of marks secured in the entrance test organized by the university/UP Government.

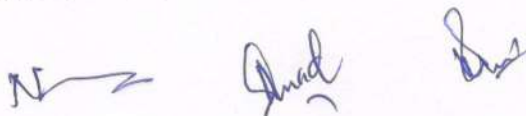
6. Candidates for B.Ed. examination have the option for answering questions through the medium of Hindi (Devanagari Script) or English.

7. a) In the first/second/fourth semesters for the practicum in the form of EPC, the board of examiners will consist of one member from within/or outside the University and another from the College concerned in accordance with seniority

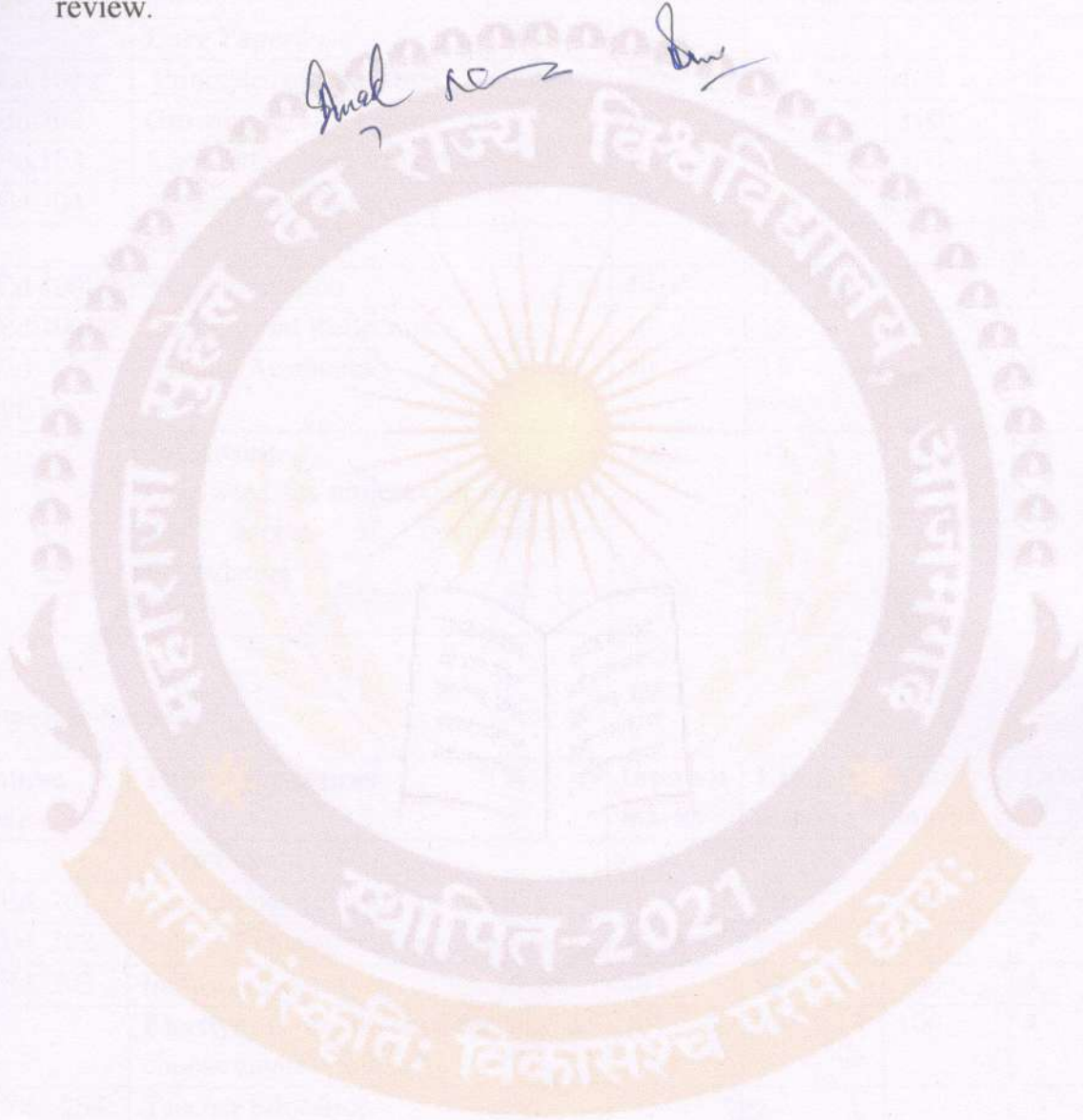
by rotation, provided that if an examiner is from within the University, he/she should not be from the same college.

- b) For the practicum (internship) in the third semester, the board of examiners will consist of three members- one external member from outside the University, another from within the University but not from the same college where evaluation is conducted, and third member will be an internal member from the same college in accordance with seniority by rotation and shall act as coordinator.
- c) Award list will be prepared in three copies in which Ist and IInd copy with a sealed envelope will be sent to the University. One copy will be kept in the college as record. This award list will be also loaded on university website.
8. Five days yoga training program will have to be organized before theory examination of first semester.
9. Five days scouting and guiding training program will have to be organized in fourth semester before theory examination.
10. a) If a candidate fails in one theory paper, he/she may be permitted to appear in 'carry over' category in the successive respective odd/even semester along with his/her usual semester. Only one chance will be given to such cases. The final result of such candidates will be declared only after passing of the paper in which he/she was detained.
- b) If a candidate is absent in all the theory papers or in the entire practical, then he/she will be declared fail.
- c) If a candidate who attended the classes regularly and submitted the examination form, but could not appear in the examination, he/she will be allowed to complete his/her left out semester.
11. The division of B.Ed. examination shall be awarded separately in theory and practical on the basis of following % of the aggregate of maximum marks in accordance with the following stipulation:
- a) FOR THEORY- First division 60% and above, second division 50% but below 60% and third division 40% but below 50%.
- b) FOR PRACTICAL- First division 75% and above, second division 65% but below 75% and third division 55% but below 65%.
12. In each theory paper a minimum of 36% marks and on aggregate 40% marks will be necessary to pass for each semester.
13. If any candidate fails in practical (EPC & internship), he/she will be declared fail in the semester and will be required to re-enroll as a regular student in the semester. In case he/she fails again his/her candidature will be cancelled.
14. Internal 10 marks will be awarded by concerned teachers and they will send 1st and 2nd copies with sealed envelope to Registrar of the University and 3rd copy will be kept in the faculty for record.



15. In case of EPC & internship the specific record sheets in form of 'internship record file' and 'EPC record file' will be submitted to the faculty for records & evaluations.

Note: In case of a reckless/generous marking pattern evinced through marking/evaluation in the theory papers of above 80% in general and of above 95% in practicum, thereby providing a suspected over marking, such eventualities may attract scrutiny by the competent authority and such they may be subject to review.



Curriculum Structure of Two Years B.Ed. Programme of Maharaja Suhel Dev State University, Azamgarh

Semester-First

Course code	Title of the course	Internal marks	External marks	Total marks	Credit
	Core Papers				
B.Ed.101	Principles of Education	10	90	100	4
B,Ed.102	Growing up as a Learner	10	90	100	4
B.Ed.103	Knowledge and Curriculum	10	90	100	4
B.Ed.104	Assessment of Learning	10	90	100	4
	EPC				
B.Ed.100E1	Yoga Education	10	15	25	1
B.Ed.100E2	Reading and Reflection	10	15	25	1
B.Ed. 100E3	Art and Aesthetics	10	15	25	1
	Internship One week for project preparation of any aspect of environmental degradation	10	15	25	1
	Total			500	20

Semester-Second

Course code	Title of the course	Internal marks	External marks	Total marks	Credit
	Core Papers				
B.Ed. 201	Educational Technology and ICT	10	90	100	4
B.Ed. 202	School Management and Leadership	10	90	100	4
B.Ed. 203	Inclusive Education	10	90	100	4
	Elective Courses (student has to choose anyone course)	10	90	100	4
B.Ed. 204: A	Teacher Education				
B.Ed. 204: B	Guidance and counselling				
	EPC				
B.Ed. 200E1	Use of ICT in Education	10	15	25	1
B.Ed. 200E2	Developing Assessment Tools	10	15	25	1

B.Ed. 200E3	Developing Instructional Design including lesson plans and Unit plans	10	15	25	1
	Internship Micro teaching and lesson planning	10	15	25	1
	Total			500	20

Semester- Third

Course code	Title of the course	Internal marks	External marks	Total marks	Credit
	Core Papers				
B.Ed. 301	Principles & Methods of Teaching	10	90	100	4
	Pedagogy of Teaching School Subjects				
B.Ed. 302 (A to E)	Pedagogy 1 st -(anyone) Physical Science/Home science/Social Science/Agriculture Science/Commerce	10	90	100	4
B.Ed. 303 (A to F)	Pedagogy 2 nd – (anyone) Mathematics, Language (Hindi, Sanskrit, English, Urdu), Biological Science	10	90	100	4
	Internship Practice teaching: Every teacher student will have to teach 20 lessons in two subjects, selecting one subject from each Pedagogy group. Participation in different activities of school and prepare different school level records.	50	150	200	8
	Total			500	20

Semester-Fourth

Course code	Title of the course	Internal marks	External marks	Total marks	Credit
	Core Papers				
B.Ed. 401	Challenges and issues of Education in India	10	90	100	4
B.Ed. 402	Contemporary India and Education	10	90	100	4
B.Ed. 403	Gender, School and Society	10	90	100	4
	Elective courses (student has to choose one course)	10	90	100	4
B.Ed. 404:	Health and Physical Education				

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A					
B.Ed. 404:	Environmental Education				
B					
	EPC				
B.Ed. 400E1	Scout and Guide	10	15	25	1
B.Ed. 400E2	Seminar	10	15	25	1
B.Ed. 400E3	Educational Tour/Field Visit	10	15	25	1
B.Ed. 400E4	Action Research	10	15	25	1
	Total			500	20



Semester I

Core Course: Principles of Education

Course Code: B.Ed. 101

Total Marks-100

Credit-4

Course Objectives:

To enable student to understand basic ideas of education, role and impact of education. The importance and role of education in the progress of Indian society. The role of education in promoting national integration and international understanding.

Course Content-

Unit-I

Introduction to Education:

- Education: concept and meaning
- Education: Its nature, Definitions
- Meaning in broader and narrow sense
- Aims for education for democratic life

Functions of education:

- Education for human life
- Education for society
- Education for national life
- Education in World context

Unit-II

Agencies of Education:

- Formal agencies, Nonformal and Informal Agencies
- Home as an active and Informal agency
- Community as an active Informal agency
- State as active informal agency

Unit-III

School as a Learning Organization:

- The Learning Organization (Vision, Mission and Objectives)

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- Characteristics of an effective school
- Emerging Role of school in the changing context of education
- Professional Values and ethics

Unit-IV

Status and Problems of Education in India:

- Primary education
- Secondary education
- Higher education
- Vocational education
- Teacher education

Reference:

- Jaiswal, S. (1980) : Sociological foundations of education, Prakashan Kendra Sitapur Road.
- Pal, Gupta, Mohan (1998): Philosophical and sociological bases of education, Kailash Prakashan, Allahabad
- Pandey, R.S. (1995): Shiksha Darshan, Vinod Pustak Mandir, Agra
- Radha Krishnan, S. (2000): Indian Philosophy, Vol. I & II, Oxford University Press, New Delhi.

Core Course: Growing up as a Learner

Course Code: B.Ed. 102

Total Marks-100

Credit-4

Course Objectives:

Acquire the basic principles of psychology of learners. Student teacher will be able to understand the psychology of development at various stages. Understand learner characteristics and implications for teaching-learning. Apply various psychological principles and approaches to learning. Appreciate the role of psychology in the teaching-learning process. Understand learner's mental health problems & choose appropriate strategies to cope with such problems.

Course Content:

Unit-I

Psychology, learner and Human Development

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-Educational Psychology: Meaning, Scope and its relevance for teachers, teaching and learning.

-Growth and Development: Meaning, principles and needs & its importance for child, stages of development and its characteristics, role of teacher in facilitator of growth and development of child.

-Dimensions of individual development: Physical, social, emotional, moral and cognitive development. Theory of cognitive development- Jean Piaget.

Unit-II

Learning and Motivation

-Concept & theories of learning and its implications – Thorndike, Pavlov, Kohler, Skinner and Lewin.

-Factors affecting learning.

-Motivation- Meaning & Techniques of enhancing learner's motivation.

Unit- III

Intelligence, Creativity & Personality

-Intelligence-Meaning, Nature & Types of Intelligence with reference to multiple intelligence, Emotional Intelligence & Social intelligence.

-Theories of Intelligence- Two-Factor, Multi-factor, Group factor and Three-dimensional Guilford model.

-Measurement of Intelligence.

-Creativity- Meaning, nature and measurement, techniques for fostering creativity.

-Concept, dimensions & theories of Personality-Psycho-Analytic, Trait, Type

-Measurement of Personality-projective techniques, etc.

Unit-IV

Individual differences & Mental Health

-Individual differences: Concept & Nature.

-Concepts & Factors affecting Mental Health, ways of improving mental health.

-Adjustment & ways for reducing Maladjustment.

-Defence mechanism.

Core Course: Knowledge and Curriculum

Course Code: B.Ed. 103

Total Marks-100

Credit-4

Course Objectives:

The course aims to develop understanding of nature and functions of philosophy of education. Develop understanding of various philosophical concepts implicable in education. Develop understanding of idea of education in different western schools of thought. Develop understanding of idea of education in different Indian schools of thought. Critical appraisal of the contributions of prominent educational thinkers to education.

Course content:

Unit-I

Philosophical Bases of Education:

- Philosophy of Education-concept, scope and need
- Relationship between Philosophy and Education
- Major Philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline.
- Idealism
- Naturalism
- Pragmatism
- Realism

Unit-II

Major Indian Philosophy of Education:

- Major Indian Philosophies of education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline in:
- Vedanta
- Buddhism
- Islamic Tradition

Unit-III

Sociology of Education:

- Sociology of education-concept, scope and need

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- Individual and social aims of education
- Education as an agent of socialization
- Role of education in promoting national integration`
- International understanding and education

Socialization and Education: -Culture and Education, Social change and Education, Group Dynamics, Social order and Education

Unit- IV

Conceptual Framework of Curriculum:

- Curriculum: concept, aims and types
- Principles of curriculum construction
- Characteristics of a good textbook
- Relationship between aims of education and curriculum

References:

- Bayles, E.E. (1971): Pragmatism in Education, Philosophy of Education Series Harper Row, New York.
- Brubacher, J.S.: Modern Philosophies of Education.
- Butler, J. Donald (1971): Idealism in Education, Philosophy of Education Series Harper Row, New York.
- Dewey, John (1974): Democracy and Education, An Introduction
- Durrant, Will: The Story of Philosophy.
- Garulla, Vachaspati: Thartiya Darshan
- Martin, Owlin (1971): Realism in Education Philosophy, Education Series Harper Row, New York.
- Max Wingo (1974); Philosophy of Education, and Introduction
- Morris, Van Cleave (1969): Modern Movements in Educational Philosophy.
- Morris, Van Cleave (1971): Existentialism in Education, Philosophy of Education Series Harper Row.
- Pandey, R.s. (1995): Shiksha Darshan, Vinod Pustak Mandir, Agra
- Radha Krishnan, S. (2000): India Philosophy, Vol. I & II, Oxford University Press, New Delhi.

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Tengri, Shrdedattopant: Deen Dayal Upadhyaya Vichar Darshan Part-I. (Translated by Moreshwar Tapaswi).

Tripathi, Lal Ji (2013): Arsh Chintan Main Shiksha Ki Parampara, New Delhi; Radha Publication.

Tripathi, Lal Ji (2005): Being and Becoming, Gorakhpur, Basundhara Prakashan

Core Course: Assessment of Learner

Course Code: B.Ed. 104

Total Marks-100

Credit-4

Course Objectives:

After taking this course student -teacher will be able to understand the relevance of assessment for ensuring learning outcomes and use the appropriate tools for various types of learning outcomes with sensitivity to reliability, validity and genuineness of various testing procedures in the classroom contest.

Course Content:

Unit-I

- Concept of Assessment, Testing and Evaluation.
- Scales of Assessment Nominal, Ordinal, Interval and Ratio Scale.
- Discrete and continuous variables.
- Criterion and Norm reference test.
- Qualities of a test: Reliability, Validity and Norm.

Unit-II

- Achievement test: Construction of a Standardized Achievement test.
- Assessment of Intelligence Concept of Intelligence Binet test, concept of I.Q.
- Individual and group test of Intelligence.
- Test administration and scoring.
- Assessment of Personality: Interview, self-report Inventories, Rating Scale, projective technique.

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Unit-III

-New Trends in Evaluation viz; Grading, Semester System, Continuous Internal Assessment; Question Bank & Use of computers and Evaluations.

-Examination Reform Efforts: -

-Secondary Education Commission (1952-53).

-Kothari Commission (1964-66).

-National Policy on Education (1986) and Programme of Action (1992).

-National Curriculum Framework (2005) developed for school education.

-National Focus Group Position Paper on Examination Reform.

(Discussion should cover analysis of recommendations, implementations and the emerging concerns).

Unit-IV

-Educational Statistics Measurement of Central tendency from grouped and ungrouped data uses statistics.

-Measures of Variability: Range, Quartile deviation, Standard deviation.

-Interpretating Measurement.

-Characteristics of Normal Probability Curve.

-Percentile and percentiles rank.

-Rank Correlation and its Significance in Education.

-Standard Scores: Z-Scores, T-Scores, Stanine Scores.

REFERENCES

Anastani, Anni.: Psychological Testing (Fifth Edition).

Cronback, Lj.: Test Realibility, it's meaning and determination.

Thorndike, R.L. & Hagen, E.: Measurment and Evaluation in Psychology and Education, Wiley Eastern Ltd, New Delhi

Cronbach, L.J.: Essentials of Psychological Testing, Harper Bros Newyork, 1949.

Bhargava Mahesh: Adhunik Manovigyanik Parichhan Avem Mapan, Bhargava Book Depot, Agra. Singh, L.S.: Mapan Mulyankan Avem Shankhikhi, Sahitya Pulication, Agra.

Asthana avem Agrwal: Manovigyan Aur Shiksha me Mapan, Mulyankan, Vinod Pustak Mandir, Agra.

Anastani *Shin*

Gupta, S.P.: Adhunik mapan Avem Mulyankan, Sharda Pustak Bhavan, Allahabad. Asthana, Bipin: Manovigyan Aur Shiksha Me Mapan Mulyankan, VinodPustakMandir, Agra. Singh.N.K.: Saikshik avem MansikMapan, Sharda Pustak Bhavan, Allahabad.

Enhancing Professional Capacities

Yoga Education (B.Ed.100E1)

Total Marks-25

Credit-1

Course Objectives:

The course aims at developing a holistic vision of life and oneness through Yoga adopting a wellness lifestyle and appreciation of values of peace.

Course content:

Unit-1

The philosophy of Yoga and its relation to individual and social upliftment - -Understanding yoga.

-Yoga as a way to healthy and integrated living.

-Yoga the way of life based on the vision of oneness.

Unit-2

Different types of Yoga system and characteristics of Yoga Practitioner

- Ashtanga Yoga of Patanjli (Eight-limbed practice of Yoga)

-Characteristics of a Practitioner of Yoga.

Unit-3

The instrumentals of Yoga (Sadhana Pod)

-The five Yamas (Observances).

-The five Niyams (abstinances).

-Asans-The right postures.

-Pranayama-Controlling the breath.

-Pratyahara-Controlling the senses.

Unit- 4

-Dharana-(meditation) and its kinds.

-Samadhi-Its various types.

Reference:

The tree of yoga: B.K.S. Iyengar, Harper college publishers, India

Kumar Kamtya; Yoga education; A textbook, Shipra publication Delhi.

Yoga & Personality: K.S. Joshi, Updayan Prakashan Allahabad.

Yoga Today: Dr. Yogendra (Editor). Friends of Yoga society Bombay

Yoga Philosophy: Y.N. Das Gupta, Calcutta. Yogic

Assarts: V.G. Rele, Taraporewala, Bombay. Pranayam:

Knvalayanand, Popular Prakashan Bombay. Yogic

Exercise: Majumdar, Orient Long man Bombay.

Yoga - The way of life based on the vision of oneness: Nivedita Raghunath Bhide, Vivekanand Kendra, kanyakumari. Enhancing professional abilities.

Arts And Aesthetics in Education (B.Ed. 100E2)

Total Marks-25

Credit=1

Course Objectives:

After taking this course student teacher will be able to use and understand the utility of graphic arts and their relevance for developing the aesthetic sense.

Course Content:

-Difference between education in arts and arts in education.

-Identification of different performing Arts forms and artists, dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose).

-Knowledge of Indian Contemporary arts and Artists, Visual arts (based on a set of slides, selected for the purpose).

-Indian festivals and its artistic significance.

NOTE- Student will be required to prepare different materials of visual art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.: Paper framing and display of art works, Participation and performance in any one of the regional arts forms keeping in mind the integrated approach, Planning a stage-setting for a performance/presentation by the student-teacher.

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Reading And Reflection (B.Ed. 100E3)

Total Marks -25

Credit-1

Course Objectives:

After taking this course student teacher will be able to understand the meanings and messages contained in the reflective writings and workout their implications for improving the modern pedagogy and its concerns.

Course Content:

Student teachers will select any one of the following thinkers and will present a paper on any two of their reflective write-ups:

- (i) Swami Vivekanand
- (ii) Ravindranath Tagore
- (iii) Mahatma Gandhi
- (iv) Maharshi Aurobindo
- (v) Mahamana Madan Mohan Malviya

NOTE- The structure of the presentation will consist of a brief reference to the biography of the thinker, the philosophy and contribution to educational thoughts. This will also indicate implications for education in the present contexts.

Internship

Total Marks -25

Credit- 1

Objective:

The objective of internship programme is to integrate theoretical and practical knowledge of teaching-learning processes to the actual classroom/school reality contexts as evident by practices in vogue. It aims at practical application of professional skills, enhancement of professional competence and effective participation/engagement with the child (the learner), the classroom, the school and the community.

Content:

One week for project preparation on any aspect of environmental degradation with a concern for improving the quality of environment.

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Semester II

Core Course: Educational Technology & ICT

Course Code: B.Ed. 201

Total Marks-100

Credit-4

Course Objectives:

After taking this course student teacher will be able to use ET approach for optimizing learning outcomes in various subjects at the school levels in addition to the power to make intelligent use of ICT.

Course Content:

Unit-I

Educational Technology:

-Meaning, Concept, Scope & Significance.

Training Strategies:

-Demonstration, Programmed Learning, Development of programmed instruction materials linear and branching, Interaction Analysis, Simulation and Micro Teaching.

-Thinking Skills:

Unit-II

Concept of Teaching:

-Meaning, Definition & Characteristics.

-Levels of Teachings.

-Stages of Teachings.

Teaching Learning materials cone of experience (Edger Dale)

-Multi Sensory Instruction - Advantages.

-Teaching Methods.

-Teaching Strategies & Techniques

-Concept, Types, Various strategies for developing Thinking.

Unit-III

Innovations in Teaching-Learning:

-Systems Approach.

-Personalized Instructional System.

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-Co-operative learning.

-Language Laboratory.

Models of Teaching:

-Concept.

-Fundamental Elements of Models of teaching.

-Types of Teaching Model.

-Glaser's basic Teaching Model, Inquiry Training Model, Mastery Learning Model, Concept Attainment Model.

Unit-IV

Information and Communication Technology:

-Meaning and Concept.

-Models of Communication, Classroom Communication.

-Concept of Tele-communication and Satellite-communication - Teleconferencing, Video Conferencing.

Introduction to computers:

-Input and Output devices.

-MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint).

-Computer care- Viruses, Security and maintenance.

-Uses and Applications of computer.

Networking:

-Internet and its Working -www, educational website, E-mail

-E-learning and Virtual Classrooms.

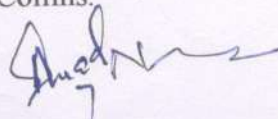
-Multimedia-Meaning, Concept, Required Software, and use in education.

References:

Kasturirajan, K. (1995). Valedictory address in the seminar on Technologies for Education Networking, New Delhi: IGNOU.

Koul, L. (2007). Methodology of Educational Research, New Delhi: Vikas Publications Pvt. Ltd. Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.

Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda. McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.



Mehra, Vandana (2004) Educational Technology, New Delhi: S Publishers. Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication. Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

Core Course: School Management & Leadership

Course Code: B.Ed. 202

Total Marks-100

Credit-4

Course Objectives:

To acquaint the student -teachers with the concept of educational administration and management. To develop an understanding of educational administration and management. To enable the student-teachers to understand the administration of education at different level. To enable student-teachers to understand the role of Headmasters in school management.

Course Content:

Unit I

Introduction

- Meaning, Nature and Definition of Educational Administration.
- Objectives, scope and type of Educational Administration.
- Principles and functions of Educational Administration.
- Theories of Educational Administration.
- School Management- concept, characteristics, need, scope and problems.
- Difference between Educational Administration and Management.

Unit II

Functions of Educational Administration

- Recommendations of Indian Education Commission (1882), Secondary Education Commission (1952-53), Education Commission (1964). National Policy on Education (1986) regarding Educational Administration and Management.
- School as an organization.
- Educational Planning: Meaning, nature, objectives, qualities, principles & types.
- Educational Supervision: Meaning, nature, objectives, types, scope, importance & functions.
- Decision making characteristics, types, techniques and methods.
- Function of UGC, NCERT, NUEPA, NCTE, SIEMAT and DIET.

Unit III

School Management

- Qualities and duties of head of institution as manager and administrator.
- Qualities and duties of teachers as manager, facilitator, counsellor, and community leader.
- Classroom Management: concept, principles, techniques and factors influencing it.
- Timetable: concept, types, need, qualities and practical problems in framing it.
- School discipline: concept, need, types and strategies of maintaining discipline, reward and punishment.

Unit- IV

Management of School Activities

- Co-curricular Activities- meaning, need, importance, types and principles of organizing co-curricular activities.
- Guidance programs in schools-concept, nature principles, importance, types and organizing programme in schools.
- School Records and Register- meaning need, importance, use, types and maintaining these records.
- Parent Teachers Association- need and functions.
- Role of students in school administration

References:

- Bhatnagar, R.P &V. Agrawal: Educational Administration, Surya Publications, Meerut, 1997.
- Gaind, D.N. & R. P. Sharma: Educational & Secondary School Administration, Ram Prasad & Sons, Agra, 1966.
- Newman, William H.: Administrative Action, McGraw Hill London, 1963.
- Owen, R.G.: Organizational Behaviour in Schools, Prentice Hall, Enclave, Englewood Cliffs, ,,1970.
- Reeser Clayton: Management: Functions & Modern Concepts Scott Freshman and Co., Illinois, 1973,
- Shukla P.D.: Administration of Education in India, Vikas Publishing House, New Delhi, 1983.
- Teed Ordway: The Art of Administration, McGraw Hill Co., New York, 1951.



Core Course: Inclusive Education

Course Code: B.Ed. 203

Total Marks-100

Credit-4

Course Objectives:

After taking this course student teacher will be able to acquire sensitivity to understand the processes of exclusion in the Indian social order based on caste, class, ability/disability and gender in addition to being able to practice a culture of inclusiveness through organizing various activities and programmes at the school and classroom levels. He/she will also be able to plan procedures of effective instructional practices which have the potential for promoting a culture of inclusive education and harmony.

Course Content:

Unit-1

Preparation for Inclusive Education:

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit- II

Children with Diverse Needs and Utilization of Resources:

- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.



-Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC/ST and linguistic and other minority groups.

-Role of technology for meeting diverse needs of learners

Unit -III

-Curriculum adaptations and evaluation for children with diverse needs Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

Unit- IV

Teacher Preparation for Inclusive Education:

-Review existing educational programs offered in secondary school (general, special education).

-Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.

-N.C. F 2005 and curriculum for teacher preparation and transaction modes. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

-Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

References:

Chaudhary, B. (1992): Tribal Transformation in India. Vol.-V New Delhi.

Jain, S.C. (2005): Education and socio-economic development. Concept publishing house, New Delhi.

Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,

Ramchandran, V. (1998): Girls and women Education: Policies and implementation

Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing

Teacher and Teacher educators. NCTE & NHRC.

Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development,

Elective Course: Teacher Education

Course Code: B.Ed. 204 A

Total Marks-100

Credit-4

Course Objectives:

To enable the students to understand the concept of teacher education and its development in India. To develop an understanding in the students about various modalities used for teachers, teacher educators, and educational administrators for different level of education. To acquaint the students with the various aspects of student - teaching programmes prevailing in the country. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies. To enable the student to develop insight in the major problems of teacher education. To develop in the students an understanding about the important research findings in teacher education.

Course Content:

Unit-I

Introduction

- Meaning & Scope of teacher education.
- Objectives of teacher education at different levels.
- Development of teacher education in India.
- Brief history of teacher education in India
- Teacher Training and Teacher Education

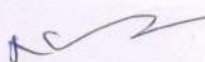
Unit-II

Inservice And Pre-Service Teacher Education

- Pre-Primary education level
- Primary level Teacher Education
- Secondary level Education
- Higher Education level teacher Education
- Orientation and refresher courses

Student Teaching Programme

- Pattern of student - teaching (internship, block teaching practice, off- campus teaching programme).



- Techniques of teacher training-core teaching, microteaching and interaction analysis
- Evaluation of students teaching

Unit-III

Innovations In Teacher Education

- Distance education & Teacher education.
- Innovations in teacher education.
- Integrated teacher education programmes
- Role Of NCTE, DIET, HRDC and Department of Education

Unit-IV

Other Issues of Teacher Education in India

- Quality vs Quantity
- Need of Professional ethics and Dedication
- Demand vs Supply
- Curriculum related issues

References:

- AIU, Teacher Education in India, New Delhi, 2000
- Anand, C.L., Aspects of Education, S. Chand & Co. New Delhi, 1987
- Chaurasia, G. New Era in Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984.
- Gupta, Arun K. Teacher, Current & Prospects, Sterling Publishers (P) Ltd. Delhi, 1984
- Kaddad, G.M., Secondary Teachers Education, Himalaya Publishing House, New Delhi, 1988
- Mukerjee, S.N. (Ed.), Education of Teachers in India Vol-1, S. Chand & Co., 1968
- NCERT, Sociology of the Teaching Profession, NCERT, New Delhi, 1970
- NCERT, Status of Teachers in India, NCERT, Delhi, 1993
- NCTE, Policy Perspectives in Teacher Education Critique & Documentation, New Delhi, 1998
- Paliwal, M.R. Teacher Education on More, Uppal Publishing House, New Delhi 1985

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Elective Course: Guidance and Counselling

Course Code: B.Ed. 204B

Total Marks-100

Credit-4

Course Objectives:

To understand the concept of Guidance and Counselling. To assess the strength and learning difficulties of students. To help students in selecting their subjects for future study. To collect data using various tools like case study, achievement test etc. To understand and apply the techniques of Guidance and Counselling.

Course Content:

Unit -1

Fundamentals of Guidance and Counselling -

Nature & Need of Guidance and Counselling with special reference to modern Indian Society; Scope of Guidance-Educational, Vocational and Personal, Aims & Principles of Guidance and Counselling, Group Dynamics & Group Guidance, Methods of Counselling: Directive, Non-Directive, Eclectic.

Unit - II

Personnel Associated with Guidance and Counselling -

School Counsellor; Psychologist, Social Worker, Rehabilitation worker, Career Master / Guidance Teacher; Teacher as Guidance worker; Organizing Guidance and Counselling Services in Secondary School.

Unit - III

Tools and Techniques in Guidance and Counselling -

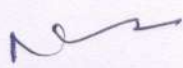
Testing Techniques - Intelligence, Aptitude, Achievement Tests; Personality, Adjustment, Interest, Non-Testing Techniques: Case Study Cumulative Records; Questionnaire, Anecdotal record, Autobiography, observation, Selection of Tests for Placement in Educational and Professional Institutions.

Unit - IV

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 Conferences.

Guidance and Counselling for Children with Special Needs-



Meaning, Definition and Characteristics of Exceptional Children, Gifted Children; Children with Disabilities; Disadvantaged Children.

References

- Agarwal, Rashmi: Sakshik Avem X^avsayik Nirdeshan, Shipra Publication, Delhi.
- Bengalee, M.S.: Guidance and Counselling. Bombay, Seth Publishers, 1984.
- Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I - A Theoretical Perspective. New Delhi, Vikas Publishing House, 1999.
- Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. II - A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
- Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
- Gupta, Manju: Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication, 2003.
- Jaiswal, S.R.: Guidance and Counselling. Lucknow: Lucknow Prakashan, 1985.
- Myers, G.E.: Principles and Techniques of Vocational Guidance. London: McGraw Hill Book Company, 1941.
- Nayak, A.K.: Guidance and Counselling. New Delhi: APH Publishing Corporation, 1997.
- Oberoi, S.C.: Educational Vocational Guidance and Counselling (Hindi). Meerut: Loyal Book Depot, 1993.
- Pal, H R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
- Pal, H R. and Pal, A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
- Pandey.K. P; Educational & vocational guidance in India, Viswavidyalaya prakshan Varanasi.
- Pandy.K. P;Sakshik tatha vyavasayik nirdeshan ,Vinod pustak mandir ,Agra.
- Rao, S. Narayana: Counselling and Guidance and Elementary School. New Delhi: Anmol Prakashn,2002.
- Sharma, R.A.: Fundamentals of Guidance and Counselling. Meerut: R. Lail Book Depot, 2001. Sharma, Tarachand: Modern Methods of Guidance and Counselling. New Delhi: Swarup & Sons.,2002.

Enhancing Professional Capacities

Use of ICT in Education (B.Ed. 200E1)

Total Marks-25

Credit-1

Objective:

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After taking this course student teacher will be able to design, develop and make practical application of various ICT supported systems for improving the quality of exposure and consequential learning outcomes. It also aims at helping student teachers to acquire competence in intelligent use of computer, internet access and dissemination through use of Edu-sat and online instructional systems.

Content:

- Role of information & communication technology in construction of knowledge.
- Possible uses of audio-visual media and computers.
- Use of newspaper in education.
- Survey of educational sites based in India.
- Competencies in developing original software.
- Interactive use of ICT.
- Critical issues in internet uses.

NOTE - Student teachers will do any two activities / assignments from above given contents and prepare the record.

Developing Assessment Tools

(B.Ed. 200E2)

Total Marks:25

Credit:1

Objective:

The course aims at developing a critical analysis through selecting the items from pedagogical subjects and prepare an instrument to measure the achievement.

Contents- Construction of the tools (planning preparing the item, selecting the item and evaluating the test). Find the reliability, validity, norm of the test. Finally prepare the guideline/ manuals of the test.

Developing Instructional Design including Lesson Plans and Unit Plans

(B.Ed. 200E3)

Total Marks:25

Credit:1

Objective: This course will develop enhanced professional capacities in student teachers for preparing the lesson plans / unit plans from pedagogical subject based on different models.
Content-Whole contents of pedagogical subjects.

Internship

Total Marks-25

Credit-1

Objective:

The objective of internship programme is to integrate theoretical and practical knowledge of teaching-learning processes to the actual classroom/school reality contexts as evident by practices in vogue. It aims at practical application of professional skills, enhancement of professional competence and effective participation/engagement with the child (the learner), the classroom, the school and the community.

Course Content:

Three weeks for skill practices; microteaching (Objective writing skill, introducing skill, probing question skills, explanation and blackboard writing skills), project formulation (classroom based, school based, community based), design of assessment tools, developing of lesson plans, improvisation of TLM and observation of classroom teaching.

Semester III

Core Course: Principles and Methods of Teaching

Course Code: B.Ed. 301

Total Marks:100

Credit:4

Course Objectives:

To enable student to acquire the knowledge of principles and stages of teaching. Develop understanding of process of communication and micro teaching. Understand the learner and teacher centered approaches of classroom teaching. Identify exceptional children and understand different techniques of teaching. Understand the teaching as a profession. Develop understanding of various approaches of teaching.

Unit-I

Course Content:

Teaching as a Complex Activity

- Concept and Principles of Teaching
- Theories of teaching,
- Stages of teaching

-Levels of teaching- Memory, Understanding and Reflective

-Challenges of teaching

Unit-II

Teaching as a Communication Process

-Process of communication

-Lesson Planning- concept, need and steps

-Basic Teaching Model

-Auto instructional approach: Programmed Instruction, Linear and Branching.

-Basic Teaching Model: Feedback, Devices of Teaching, FIACS, Micro teaching, SSST.

Unit-III

Methods of Teaching and Planning:

-Brain Storming,

-Dialogue Method,

-Participatory Method, Project Method,

-Problem Solving, Team Teaching and Multimedia Approach.

Teaching in a Diverse Class

-Teaching learning relationship

-Learner centred approaches of teaching

-Teacher centred approaches of teaching

-Monitorial system of teaching and training, Distance Education, Open Learning System

Unit-IV

Teaching as Profession

-Concept of teaching profession.

-Qualities of a good teacher.

-Professional growth of teachers.

-Professional commitment and ethics

-Action Research -concept need important and steps

Reference:

Morse, W.C. & G.M. Wingo Psychological & Teaching (3rd ed.) P.B. Tarporewal Sons & Co. Pvt. Ltd. Bombay

Dececco, J.P.: The Psychology of Learning and Instruction Prentice Hall of India, Pvt. Ltd. New Dehli. 1977

Gage, N.L. & D C. Berliner Educational Psychology McNally College Publishing Co., Chicago.

Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D. Van Nor stand Co. New York.

Mortuza, V.R. Applying Norm- And Criterion Referenced Measurement in Education Allyn and Bacon, Inc, London

Oven, Steven Etal Educational Psychology: An Introduction. Little, Brown & Co. Boston

Thorndike, R.L. & E.P. Hagan Measurement and Evaluation in Psychology. And Education, (III ed) Wiley Eastern Ltd. New Delhi

Tripathi, S.N. Cognitive Development,

Yelon, Stephen, L. et al. A Teachers World- Psychological in The Classroom McGraw Hill Kogakusha Ltd, Tokyo

PEDAGOGY-FIRST

Physical Science Teaching

Course Code: B.Ed. 302A

Total Marks:100

Credit:4

Course Objectives:

After completing it student teachers will be trained about scientific attitude and different methods of science teaching and could develop teaching aids for delivering the knowledge.

Course Content:

Unit-I

- Importance of Physical Science in School curriculum.
- General aims and objectives of teaching Physical Science at Secondary School Stage.
- Bloom's Taxonomy of educational objectives.
- Formulation of specific objectives in behavioural terms.

Unit-II

- Nature of Modern Physical Science its impact on communities.
- Path tracking discovers & Landmark development.

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- Eminent Scientist (Galilio, Newton, Robert Bial, Avegado)
- Professions in the area of Physical Sciences.

Unit-III

Transaction of contents and Development of Instructional Material:

- Transaction of contents
- Unit planning and lesson planning
- Preparation of teaching aids
- Development of demonstration experiments
- Co-curricular activities.
- Development of self-learning material (Linear program).

Unit-IV

Methods of Teaching and Skills involved in teaching:

- Lec-Demonstration methods
- Project method
- Problem-solving method
- Inductive and Deductive method
- Heuristic method

Skills:

- Practical demonstration-using laboratory.
- Improvisation of apparatus.
- Skill of introducing the lesson (set induction)
- Questioning
- Skill of illustration with examples (visual)
- Skill of explaining
- Skill of using Black Board.
- Skill of stimulus variation

References:

- Bhatnagar, A.V. & Bhatnagar Anurag: Physical Science Teaching, R. Lal book depot, Meerut.
- Hurd Deart, P. (1971): New Directions in Teaching School Science.

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Lewis, J.L. (1971): Teaching of school physics, Longman Group Let. London.

Negi, J.S.: Bhoutic Vigyan Shikshan, Vinod Pustak Mandir, Agra.

Ravat, D.S.: Vigyan Shikshan, Vinod Pustak Mandir, Agra.

Sharma, R.C. (1981): Modern Science Teaching Dhanpat Rai and Sons. Delhi Weber, Physics of Teachers, A modern Review (1965), MacGraw Hill, New York.

Anderson, R.D. (1970): Developing Children's thinking through science, Prevtice Hall, New Delhi.

Cartin, A.A. & Sund, R.D. (1972): Teaching Science Through Discovery Merrill, London.

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Hurd Dilhurt, P. (1971), New Directions in Teaching School Science.

Rand MacMally Co. Chicago. Murry John. (1970): Teaching of Science in Secondary School. Association Science Education NCERT. Position of Science Teaching in Indian Schools, NCERT Strategies in Science Education (RCE) Ajmer.

Neffield (1958): The Basic Course, Longman, London.

Sharma R.C. & Sharma: Teaching of Science, New Delhi-I.

Home Science Teaching

Course Code: B.Ed. 302B

Total Marks:100

Credit:4

Course Objectives:

Develop understanding of the aim of teaching of Home Science. Develop understanding of the various methods and procedures required for teaching Home Science effectively. Develop basic skills and competencies required for teaching of Home Science. Develop practical skill to organize various activities related to Home Science. Developed skills and competencies required for preparing teaching-aids in teaching of Home Science. Develop competencies and skill for effective evaluation in Home Science.

Course Content:

Unit-I

Home Science-

- The Concept, meaning and components.
- Place of Home Science in Secondary Education.
- Aims and Objectives of teaching of Home Science.

Writing Objectives in Behavioural Terms-

- Correlation of Home Science with other school subjects.

Unit-II

Content and Pedagogical Analysis-

- Foods, Nutrition & Health
- Child Care
- Fiber and Fabric

Home Management-

- Importance of planning
- Principles of budget making
- Hygiene and sanitation

Unit-III

Methods of Teaching and Micro-teaching skills-

- General principles and methods of teaching- Project method, Discussion method, Demonstration, Practical and Individual work.
- Micro-teaching skill-explaining questioning, Illustration and Stimulus Various.

Home Science Laboratory-

- Concept and importance
- Planning of space and equipment for Home Science Laboratory

Unit-IV

Curriculum, Teaching Aids, Lesson Plan, Textbook and Home Science Laboratory-

- Development and designing of curriculum
- Teaching aids-classification and importance
- Concept of lesson plan, preparation of lesson plan
- Development of textbooks.

References:

Chandra, Shah & Joshi: Fundamental of teaching of Home Science, New Delhi: Sterling Publishers Pvt. Ltd.

Devdass, R.P.: Method of Teaching of Home Science, New Delhi: NCERT.

Handwritten signatures and marks.

Sukhiya, S.P. & Mehrotra, P.B.: Grihviigyan Shikshan, Hariyana Sahitya Academy, Panchakula.

Sharma, Pandya: Grihviigyan Shikshan, Vinod pustak Mandir, Agra

Sheri, G.P. & Saran, D.P. (2008): Teaching of Home Science, Delhi: Vinod Pustak Mandir. Hindi Granth Academy.

Yadav, Seema (2001): Teaching of Home Science, New Delhi: Anmol Publications.

Social Science Teaching

Course Code: B.Ed. 302C

Total Marks:100

Credit:4

Course Objectives:

Understand the nature, structure and scope of Social Science. Develop an appreciation of the role and significance of Social Science in Nation and Social reconstruction. Develop an understanding of interrelationship between different areas, History, Geography, Civics, Economics and Sociology in the context of development of Nation and Society. Develop understanding and skills using different strategies for teaching social science at school stage. Develop understanding of various strategies and the need to involve students in various group activities to promote co-operative learning. Develop understanding of the concept and practice of different approaches of the evaluation and to develop skills in preparing and using different evaluation tools in teaching of Social Science. Develop the skill of using local environment, community resource and other instructional inputs in the teaching of social science.

Course Content:

Unit-I

Objectives, Purpose and Scope-

Meaning, Nature and Concepts of Social Science and Social Studies; Integration of different subjects of Social Science: History, Civics, Economics, Geography and Sociology, Social Science at school stage, Aims and Objectives of Teaching of Social Science in Secondary School.

Unit-II

Curriculum-

General Approach and Underlying Principles of Curriculum construction; their applicability in construction of Social Science Curriculum; Study of Recent Curriculum Development in U.P. and other States including National Curriculum, Gradation and Organization of Courses in the Context of U.P.

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Unit-III

Method and Techniques-

Methods: Lecture Method, Conversation Method, Discussion Method, Problem Solving Method, Project Method, Source Method, Field visits; Role playing, Unit Plan Method
Techniques: Skills of Questioning, Story Telling, Simulation.

Aids: Use of Audio and Video Materials and Electronic Media in Teaching Social Science, Preparation of Low-Cost Teaching Aids.

Unit-IV

Lesson Planning-

Unit Plan, Lesson Plan: Steps, and Components of Lesson Plan.

References:

Aggarwal, J.C.: Teaching of Social Studies, New Delhi: Vikas Publishing House Pvt. Ltd., 1982.

Bining and Bining: Teaching of Social Studies in Secondary Schools, New York: McGraw Hill Book Co., 1972.

Joyce, B. & Weil, M.: Models of Teaching, Prentice Hall Inc., New Jersey, 1979.

Kochhar, S.K.: The Teaching of Social Studies, New Delhi: Sterling Publishers Pvt. Ltd., 1988.

Kochhar, S.K.: Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd., 1986.

Marsh, D.A. (Ed.): The Social Science. London: Roulledge and Kegan Paul, 1965.

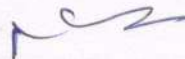
Malayya, M.: Social Sciences, Asia Publishing House, Bombay, 2000.

NCERT: Teaching of History, New Delhi.

Pal, H.R. and Pal, R.: Curriculum- Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.

Sharma, R.M.: Samajik Vigyan Shikshan, R. Lal Book depot, Meerut.

Singh, N.K.: Samajik Vigyan Shikshan, Sahitya Prakashan, Agra.



Agriculture Science Teaching

Course Code: B.Ed. 302D

Total Marks:100

Credit:4

Course Objectives:

To enable the student to acquire the ability to develop instructional support material. Develop the classroom skills needed for teaching of Agricultural Science using modern methodology. Develop knowledge about the basic principles governing the construction of Agricultural Science curriculum. Develop the ability to organize co-curricular activities and community resource for Promoting Agricultural Science learning. Acquire the ability to complete the plan for instruction.

Course Content:

Unit-I

Meaning and nature of agricultural science-

- Concept/Nature of Agricultural Science
- Correlation of Agricultural Science with other Subjects.
- Objectives of teaching Agricultural Science at Secondary level
- Principles of Agriculture Curriculum construction.

Unit-II

Methods of teaching-

- Major methods used for Agricultural instruction: lecture, discussion, Demonstration, Project, and Heuristics etc.
- Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.
- Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Agriculture teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work, Importance of organizing science fairs and excursions.

Unit-III

Planning for better teaching-

- Planning for reaching agriculture: Developing year plans, unit plans, lesson plants, content analysis and pedagogical analysis. Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan.

-Curriculum and resource utilization: Principles for designing a biology curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Agriculture; Record writing for Agriculture projects.

Teaching in a diverse situation-

-Co-curricular and non-formal approaches: Activity approaches and non-formal methods of physical science teaching such as: field trip, science clubs, visits to science museums, original science projects etc. Importance of organizing science fairs and excursions.

-Preparation and development of improvised apparatus: preparation, selection and use of teaching aids, The use of computer in teaching agriculture sciences.

Unit-IV

Teaching and its evaluation-

-Evaluating outcomes of Agriculture science teaching: Merits and limitations of different item formats for assessing learning outcomes of science teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation.

-Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

-Curriculum accessories and support material – Textbooks, Journals Handbooks, student's workbooks, display slides, laboratory materials, audio-video support material, etc. – their critical evaluation from the point of the view of teaching physical science.

Reference:

- Summer : The Teaching of Science
Singh, Kedar Nath : Horticulture Science Teaching

Commerce Teaching

Course Code: B.Ed. 302E

Total Marks:100

Credit:4

Course Objectives:

Appreciate the need for learning commerce. Develop the understanding of principles of developing commerce curriculum. Develop the skills needed for classroom teaching of commerce and using its teaching methodology. Acquire the ability to prepare and teach the lesson plans for classroom instructions. Develop the ability to organize co-curricular

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activities and use community resources for promoting commerce learning. Acquire the ability to develop instructional support material for commerce teaching

Course Content:

Unit-I

Meaning and nature of commerce-

- Concept of commerce
- Correlation and differentiation of commerce with geography, political science and literature.
- Need and significance of teaching commerce in schools
- Objectives of teaching commerce at sec secondary level.

Unit-II

Principles and Methods of Teaching-

- General principles and maxims of teaching commerce Presentation of subject matter of economics at different stages, Teaching techniques of economics.
- Considerations for the selection of methods of teaching
- Methods of teaching commerce- Lecture, Textbook, Project, Discussion Supervised study and Problem solving and modern teaching method.

Unit-III

Planning for better teaching-

- Microteaching- Concepts, Need, Importance, and other teaching skills.
- Lesson plants for developing the skills of teaching.
- Co-curricular and non-formal approaches: Activity approaches and non-formal methods of economics teaching such as: field trip, Importance of organizing fairs and excursion.
- Essentials of instruction material, classification of audio-visual aids, need for and importance of audio-visual aids.
- Arranging, organizing, planning, executing and reporting of-

Field trips

Role-playing

Regional method

Excursion method

Project method

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Unit-IV

Teaching and its Evaluation-

- Concept of assessment and evaluation
- Importance of Evaluation in Economics for teacher and students.
- Types of examinations
- Evaluation of attainment in Commerce Different types of test-essay type, short answer type and objective type, merits and demerits of objective type test.

Other aspects of teaching-

- Evaluation of textbook of economics
- Qualities of commerce teacher
- Preparation and development of improvised apparatus: preparation, selection and use of teaching aids.
- ICT assisted education in commerce
- Preparation of Achievement test in commerce
- Action Research- concept need important and steps.

Reference:

- Dame, J.F & A.R. Brinknan: Guidance in Business education, south-western Pub. Co.
- NCERT: Teacher's Gide in Book-keeping and Accounting, New Delhi.
- Rai, B.C.: Commerce Teaching, Lucknow Prakashan Kendra.
- Singh, Rampal & Prithvi Singh: Vanijya Shikshshan, Agra: Vinod Pustak Mandir.

PEDAGOGY-SECOND

Mathematics Teaching

Course Code: B.Ed. 303A

Total Marks:100

Credits:4

Course Objectives:

Define meaning, Nature, aims and objectives of Mathematics Explain the relationship of Mathematics with other subjects Explain Historical Development and contribution of Indian Mathematics. Familiarize the pupil-teachers with the development of Curriculum in Mathematics Differentiate between Methods and Techniques of Teaching Mathematics Perform Pedagogical Analysis of various concepts of Mathematics Describe Instructional

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planning and development of relevant material for the teaching of mathematics Demonstrate uses of I.C.T. in Teaching of Mathematics Describe Continuous and Comprehensive evaluation, diagnostic testing and remedial teaching in Mathematics Explain importance and uses of learning resources in Mathematics.

Course Content:

Unit-I

Concepts and aims of Mathematics-

- Meaning, Nature and Historical Development of Mathematics.
- Assumption, postulates of Mathematics, and Fundamentals of logic namely: use of it and then, and if and only If.
- Values to be taught through teaching of Mathematics.
- Aims and Objectives of Teaching Mathematics at Secondary stage.
- Writing Objectives in terms of behavioural outcomes of students.

Unit-II

Methods of Teaching mathematics-

- Lecture-cum-demonstration.
- Inductive-Deductive
- Analytic-Synthetic
- Problem Solving
- Laboratory
- Project

Techniques of Teaching Mathematics-

- Oral work
- Written work
- Drill work
- Brain storming
- Home Assignment
- Self study
- Supervised study

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Unit-III

Learning Resource-

- Importance and Organization of Mathematics club
- Recreational Activities of Mathematics club
- Mathematics Fairs
- Games
- Quiz
- Puzzles
- Visits
- Talk
- Excursion
- Importance and setting up of Math Laboratories
- Importance of Support Material
- Reference Material-Encyclopaedia, Newsletters and Magazines
- On-line and off-line resources

Instructional Planning & Material Development-

- Preparation of Micro Lesson Plan
- Preparation of Simulated Lesson Plan
- Preparation of Classroom Lesson Plan
- Preparation and use of Audio-Visual Material and Equipment.
- Application of I.C.T. in Teaching of Mathematics

Unit-IV

Unit Analysis

- Objectives Formulation
- Learning Experience
- Choose Method and Material
- Evaluation

Pedagogical Analysis of any one of the following-

- Central tendencies Mean, Median, Mode.

- Congruency
- Trigonometry
- Area
- Volume
- Linear and Quadratic Equations
- Ratio and Proportion

Following points should be followed:

- Identification of concepts
- Listing behavioural outcomes
- Listing Activities and experiences
- Listing Evaluation Techniques

References:

- Carey, L.M. (1975). Measuring and Evaluating School Learning, Boston: Allyn and Bacon.
- Copeland, R.w. (1979). How Children Learn Mathematics, New York: McMillan Pub. Comp.
- Dave, R.H. & Saxena, R.c. (1970). Curriculum and Teaching of Maths in Secondary schools, A Research Monograph, Delhi: NCERT
- David Wood (1988). How Children Think and Learn, Oxford U.K.: Blackwell Publishers Ltd.
- Davis, D.R. (1951). The teaching of Mathematics, London: Addison Wesley Press.
- Intel (2003). Intel innovation in Education, Intel Tech to the future- Students Workbook Kanpur.
- J.N. (1991). suggested Experiments in School Mathematics, New Delhi: Arya Book Depot.
- Jain, S.L. (1973). Ganit Shikshan, Jaipur; Hindi Granth Academy
- Joanna O. Masingila & Frank K. Lester (1988). Mathematics via Problem Solving (Student Resource), New York: Prentice Hall Inc.
- Kapoor, J.N. (1988). Vidyalaya Ganik Ke Liya San Prayog, New Delhi: Arya Book Depot.
- Kulshreshtha, A.K. (2007). Teaching of Mathematics, Meerut: R. Lall Book Depot.
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Shankaran & Gupta, H.N. (1984). Content-Cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
- Thomas, A.s. (1993). Mathematics of Elementary Teachers (An Interactive Approach), Florida: HBJ Publishers.

Handwritten signatures and initials: Anand, NCERT, and another signature.

हिन्दी भाषा शिक्षण

Course Code: B.Ed. 303B

Total Marks:100

Credit:4

पाठ्यक्रम के उद्देश्य-

- हिन्दी भाषा के प्रकृति, आवश्यकता एवं महत्व को परिभाषित कर सकेंगे।
- हिन्दी शिक्षण की विभिन्न विधियों की व्याख्या कर सकेंगे।
- हिन्दी भाषा शिक्षण में प्रयोग होने वाली शिक्षण सहायक सामग्रियों को तैयार कर सकेंगे।
- हिन्दी भाषा में गद्य, पद्य तथा व्याकरण के उद्देश्यों को स्पष्ट कर सकेंगे।
- हिन्दी भाषा में मूल्यांकन के विभिन्न पदों को परिभाषित कर सकेंगे।

इकाई-1

हिन्दी-शिक्षक

मातृ भाषा शिक्षण का अर्थ, स्वरूप महत्व एवं ब्लूम द्वारा निर्धारित अनुदेशात्मक उद्देश्य।

भाषाई कौशल का सामान्य ज्ञान

- श्रवण कौशल
- भाषण कौशल
- पठन कौशल
- लेखन कौशल

हिन्दी में उच्चारण शिक्षण, अक्षर-विन्यास एवं विराम-चिन्ह।

हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग।

इकाई-2

पाठ योजना का अर्थ, महत्व एवं रूप-रेखा।

हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियाँ एवं अभ्यास।

कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)

पद्य-शिक्षण

इकाई-3

व्याकरण शिक्षण (औरपचारिक एवं अनौपचारिक)

रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)

हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।

हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

इकाई-4

हिन्दी में मूल्यांकन एवं गृह कार्य

- हिन्दी में मूल्यांकन – अर्थ एवं स्वरूप
- विद्याओं में मूल्यांकन प्रक्रिया
- हिन्दी शिक्षण में गृह कार्य- स्वरूप एवं संशोधन
- हिन्दी पाठ्य वस्तु से अभिप्राय
- हिन्दी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

सन्दर्भ ग्रंथ सूची

- शुक्ल, भगवती प्रसाद (1974) : हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली।
- सुखिया, के०के० (1976) : हिन्दी ध्वनियों और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
- तवारी, भोलानाथ तथा भाटिया, कैलाश चन्द (1980) : हिन्दी शिक्षण लिपि प्रकाशन, दिल्ली।
- सिंह, निरंजन कुमार (1971) : माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ।
- बाहरीण, हरदेव (1972) : व्यावहारिक हिंदी व्याकरण, लोक भारती प्रकाशन, इलाहाबाद।
- मंगल, अमर (1991) : हिन्दी शिक्षण, देहली, आर्य बुक डिपो।
- पाण्डे, आर०एस० (1992) : हिन्दी शिक्षण, आगरा, विनोद पुस्तक मन्दिर
- सिंह, सावत्री (1992) : हिन्दी शिक्षण मेरठ, तायल बुक डिपो।
- श्रीवास्तव, राजेन्द्र प्रसाद (1973) : हिन्दी शिक्षण दि मैकमिलन कम्पनी ऑफ इंडिया लि०, देहली
- मैन्युक ही (1997) : हिन्दी शिक्षण, दी एक्यूजीशन एंड डवलैपमेंट ऑफ लैंग्वेज प्रिंटिंग हाल।
- वैस्टन कैपिन (1973) : डेवलपिंग सैकिंड लैंग्वेज स्किल्स थ्योरी एण्ड प्रैक्टिस रैप्स मैकलील।
- मंगल, उमा : टीचिंग ऑफ हिन्दी आर्य बुक डिपो।
- मिश्रा, माया तथा जैन एस०वी० : टीचिंग ऑफ हिन्दी, विजया पब्लिकेशन।
- कौशिक जयनारायण : हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
- पांडेय रामशकल : हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- सफाया रघुनाथ : हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।

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Sanskrit Language Teaching

Course Code: B.Ed. 303C

Total Marks:100

Credit:4

Course Objective:

Define the nature, need and principles of Sanskrit Language Explain Different methods of teaching Sanskrit language Demonstrate the use of various audio-visual aids in Sanskrit teaching. Explain Objectives and steps of teaching prose, poetry & Grammar of Sanskrit explain the meaning of evaluation and types of the evaluating techniques.

Course content:

Unit-I

- Objectives of Sanskrit at different school levels place and importance of Sanskrit in School curriculum.
- Relation of Sanskrit with other Language. Importance of Pronunciation and Expression in Sanskrit Language.
- Aims of teaching prose, poetry, Grammar and Syntax. Projective & non-Projective aids with conc. of experience, CAT and CME in teaching learning process.

Unit-II

- Teaching of Reading: Oral and Silent, Intensive and Extensive Reading, Reading Interests and reading habits.
- Teaching of Prose: Methods of teaching, Prose Explanation of word meaning, analysis of thought.

Unit-III

- Teaching of Poetry: Types of Poems, methods of teaching poetry.
- Importance of recitation and appreciation
- Teaching of Grammar: Aims method's (Traditional and modern)

Unit-IV

- Teaching of Composition: Aims of Composition, types of composition, steps in writing composition.
- Lesson Planning in Teaching of Sanskrit (Prose, Poetry and Grammar)

References:

Chaturvedi, S.R.: Sanskrit Shiksha Paddhati

Dubey, M. (Mst.): Sanskrit Shiksha Vidhi

Gray, C.W.: Teaching of reading & writing

Kishore, Kani: Sanskrit Nataks

Pandey, R.S.: Sanskrit Shiksha

Srivastava, R.P.: Teaching of reading

Sharma, Rajesh & Bharatbhushan: Sanskrit teaching, Agrawal Publication, Agra

Vats, B.L.: Sanskrit Shikshan, Vinod Pustak Mandir, Agra

English Language Teaching

Course Code: B.Ed. 303D

Total Marks – 100

Credit-4

Course Objectives:

The nature and characteristics of English language. They require skills and their interlinks for mastering English language. The various approaches for planning for successful English language teaching. Approaches for teaching different aspects of English language. Aids and other similar available material that could be used for teaching English language. The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using English language.

Course Content:

Unit-I

Aim and value of teaching English in our school, place and importance of English in curriculum

- Aids of Teaching English
- Teaching of spoken English

Unit-II

Approaches of teaching of English Grammar Translation, Direct method, Structural approach, steps of structural approach.

Teaching of Reading: Nature and reading process, oral and silent reading, Intensive and Extensive reading, Methods of teaching English.

Unit-III

Teaching of Prose: Aims devices of exposition of words and phrases, steps of teaching prose.

Teaching of poetry: Aims and methods, Importance of recitation and appreciation. Teaching Aids, CAI &, CME in teaching Learning Process.

Unit-IV

-Composition types, Essay, Story and letter Writing, steps and methods of composition teaching.

-Translation: Methods and Steps of translation teaching.

-Teaching of Grammar: Aims, methods Inductive, Deductive and correlative, Lesson planning of teaching English. (Prose, Poetry and Grammar)

References:

Bhatiya, K.K.: New Techniques of teaching English as foreign language.

French, F.G.: Teaching English Abroad

Frisby, A.N.: Teaching English-Notes & Comments in teaching English Overseas.

Girard, D.: Linguistics and foreign language teaching.

Gray, W.S.: Teaching of reading and Writing,

Jain, R.K.: Teaching of English, Agrawal Publication, Agra.

Mathur & Verma: Studies in teaching of English in India.

Morris, I.: The Art of teaching English as a living language

Pandey, K.P. & Pandey, Amita: Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi.

Robert, Lado: Language Teaching- A Scientific Approach.

Ryburn, M.W.: Suggestion for teaching of English.

Srivastava, B.D.: Structural approach to the Techniques of English.

Sharma B.K.: Teaching of English, Agrawal Publication, Agra

Tikkoo, M.L.: A Functional Grammar with Usage and Composition.

Mishra, K.N.: Teaching & learning of English as a Secondary Language in India.

Urdu Language Teaching

Course Code: B.Ed. 303E

Total Marks -100

Credit-4

Course Objectives:

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Understand the basic concepts in the functioning of language with special reference to Urdu
Acquire a knowledge of objectives of teaching Urdu at the Secondary stage. Acquire knowledge of different methods of teaching Urdu at the Secondary stage. Teach grammar, prose, compositions and poetry lessons in Urdu. Prepare lesson and Unit plan and to analyse the subject content in terms of Language skills and teaching objectives. Knowledge of evaluation system in Urdu and to methodically prepare Exams and test papers in Urdu. Conduct remedial teaching in Urdu.

Course Content:

Unit-I

- Language: Importance and functions with special reference to Urdu language.
- Language skills, Listening and Art of Listening.
- Speaking: Pronunciation, Recitation and Punctuation.
- Reading: Aloud silent, Intensive and Extensive.
- Writing: Knowledge of Urdu script
- Khat-e-Naskh
- Khat-e-Nastaliq
- Khat-e-shikasht

Place of Urdu language in the present educational system as prevalent in the State of Uttar Pradesh Suggesting for a better of Urdu in the Syllabi Relation of Urdu with other Indian Languages.

Unit-II

Objectives of teaching Urdu at Secondary stages of education. Problems of teaching and learning Urdu and their solutions. Value outcomes of teaching, Urdu at different levels of education methods of teaching Urdu: -

- Direct Method
- Structural Method
- Grammar Method
- Translation Method

Unit-III

Teaching of various forms of Urdu Literature (i) Prose (ii) Composition (iii) Grammar, (iv) poetry: Ghazal: Nazam and Drama

Shad *NC* *Shi*

Support system of teaching Urdu: Visual Aids: Verbal Pictorial (non-projected-two and three dimensional) projected still and motion.

Audio and Audio-visual aids. Co-curricular activities, Language Laboratory.

Unit-IV

Planning for Teaching Urdu, Need and Importance of Planning content Analysis in Yearly Plan, Unit Plan and Daily Lesson Plan.

References:

Inamullah Sharwani, Tadres-e-Zaban-e-Urdu, Usmaina Book Depot, 1, 25, Rabindra Saraud, Cal. 73.

Muenuddin, Hum Urdu Kaise Padhen, National Council for Promotion of Urdu Language, West Block, RK Ouram, New Delhi.

Meunuddin, Urdu Zaban Ki Tadress, National Council for Promotion of Urdu Language, West Block, RK Puram, New Delhi.

Rasheed Hasan, Hum Urdu Kaise Likhaen, Maktaba Jamia Limited, Jamia Nagar, New Delhi.

Rasheed Hasan, Urdu Imla Maktaba Jamia Limited Jamia Nagar, New Delhi.

Biological Science Teaching

Course Code: B.Ed. 303F

Total Marks -100

Credit-4

Course Objectives:

Develop awareness about development in the area of teaching and learning of Biological Science at the national and international level Develop competencies in the prospective teachers related to Biological Science at the lower secondary level with specific reference to Indian School conditions Orient prospective teachers in specific educational aspects of Science and Technology Educational e.g. general concept of Biological Science, aims and objectives of Biological Science, Pedagogical analysis of contents in Biological Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc. Enable prospective teachers to be effective teachers in order to perform and required role as a Biological Science teacher under Indian School conditions.

Course Content:

Unit-I

[Handwritten signatures]

Importance, Aims and Objectives-

- Importance of Biological Science in School Curriculum.
- General Aims and Objectives of teaching Biological Science.
- Bloom's Taxonomy of Educational Objectives.
- Formulation of specific objectives of Biological Science in Behavioural terms.

Unit-II

- Nature of Modern Biological Sciences its impact on communities.
- Path tracking discoveries & Landmark development.
- Eminent scientist (Robert Hook, Hugo Debridge, Grager John Mendal & Robert Koack).
- Professions in the area of biological sciences.

Unit-III

Development of Instructional Material-

- Transaction of contents
- Unit Planning
- Lesson Planning
- Preparation of teaching aids.
- Development of aquarium, vivarium etc.
- Development of self-instructional material (linear program)

Unit-IV

Methods of teaching and Skills (Practical and Micro-teaching)

Methods of Teaching-

- Lecture-demonstration method
- Project method
- Problem-solving method
- Practical skills
- Preparation of temporary and permanent mounts
- Collection and preservation of specimen

Micro-teaching skills-

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-Skill or introducing the lesson (set induction)

-Skill of questioning

-Skill of Illustration

-Skill of Explaining

-Skill of Stimulus variation

References:

Andersa, O. Roger: Teaching of modern idea of biology, new feature college press.

Bloom, B.S. et al (1956) Taxonomy of Educational Objectives: The cognitive domain, New York : Longman's Green.

Bhusan, Shailendra: Jiv Vigyan Shikshan, Vinod Pustak Mandir, Agra

Chhikara, M.S. (1982): Teaching of Biology (Lie Science); Ladhiana, Prakash Brothers.

Green, T.C. (1967): The Teaching and learning biology, Allman & Sons, London.

Gupta, V.K. (1994): Life Science Educational Today. Arun Publishing House Pvt.

Jangira, N.K. and Singh, Ajit (1983): Core Teaching Skills: The Micro Teaching Approach, New Delhi: NCERT

Kilpatrick, W.H. (1918): The Project Method, Columbia: Teachers College Record.

Kulsreshth, S.P.: Jiv Vigyan Shikshan, International Publishing House, Meerut.

Mangal, S.K. (2005): Teaching of life Science, New Delhi, Arya Book Depot.

Miller, David, F. (1963): Methods and Materials for teaching the biological science, McGraw Hill, New York.

NCERT (1969): Improving Instructions in Biology, New Delhi

Novak, J.D. (1970): The Improvement of Biology Teaching

Nunn, Gordon (1951): Handbook for Science Teachers in Secondary Modern Schools, John Murry, London.

Sharma, R.C. (1975): Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.

Thurber, Walter (1964): Teaching of Science in Today's Secondary Schools, Prentice Hall, New Delhi.

Vaidya, N. (1971): The Impact of Science Teaching, New Delhi; Oxford and IB+I Publication.

Waston, N.S. (1967): Teaching Science Creativity in Secondary School U.B. Saunders Company, London.

Semester IV

Core Course: Challenges and Issues of Education in India

Course Code: B.Ed. 401

Total Marks:100

Credit:4

Course Objectives:

To enable the student to understand the major problems of Indian education. Appreciate the difficulties involved in the improvement of educational facilities. Visualize and seek solutions to these problems.

Course Content:

Unit-I

Challenges Related to Conventional Education

- Problems of Pre-Primary Education.
- Problems of Primary Education -Universalization of Primary Education
- Problems of Secondary Education.
- Problems of Higher Education

Challenges Related to Policy Initiatives in Education

- Sarva Shiksha Abhiyaan
- Right of Children for Free and Compulsory Education Act 2009,
- Minimum Levels of Learning (MLL),
- Millennium Development Goals (MDGs).

Unit-II

New Trends in Education and Challenges

- Problem of Women Education.
- Problems of Students Unrest.

Inculcation of Values through Education.

- Issues related to Education and National Integration.

-Education for Emotional integration

Unit-III

Other Aspects

- Language Problem in Education.
- Problems of Distance and Open Learning.
- Problems of Examination system in Education.
- Problems of teacher Education system

Unit-IV

Issues in Education and Teacher

- Role and strategies
- Role of teacher in maintaining quality
- Role of teacher in national integration
- Teacher's role in inculcating all types of values
- Teaching in diverse classes and maintaining harmony

Reference:

Rabinder Adhunik Bhartiya, Shiksha ki Samsyan avam Samadhan, Jaipur, Rajasthan Hindi Granth Academy, 1987.

Bhatnager, Suresh: Problems of Modern Indian Education R. Book Depot. Meerut 2002.

Govind Roger: Problems of Sociology in education: Sterling Publishers Pvt. Ltd. 1990.
Husen : The School in Question, oxford University, Press, 1979.

Pivotal Issues in Indian Education, Sterling Pub. Pvt. Ltd. 1989.

Bhartiya Shiksha Ka ithas avam Samsyan, Meerut, Rastogi Publication 2003. : Development planning & Problem of Indian Education, Delhi, Dhanpat Rai & Sons 1993.

Singhat, Mahesh: Bhartiya Shiksha Ki Vartman Samsyan, Jaipur, Rajasthan Chandra Hindi Granth Academy

Core Course: Contemporary India and Education

Course Code: B.Ed. 402

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Total Marks-100

Credit-4

Course Objectives:

The course aims to understand the influence of socio-political forces of that time education. Understand the characteristic features, strengths and weaknesses of ancient, medieval, British and contemporary system of education in India. Understand the contribution of various major committees and commissions on education set up from time to time. Appreciate the development of Indian education in the post-independence era. Understand the critical issues of contemporary system of education in India.

Course Content:

Unit-I

Status of Education in Pre-Colonial Era

- Concept, aims and characteristics of Education in.
- Vedic era
- Buddhist era
- Islamic era

Education in Pre-Independent India

- Macaulay's Minute-1835
- Woods Dispatch-1854
- National Education Movement
- Gokhale's Bill and Wardha Scheme of Education

Unit-II

Education in Independent India

Recommendations on Teacher Education, Secondary Education, Higher Education and Vocational Education of the following.

- University Education commission
- Secondary Education commission
- Education Commission
- NPE 1986
- NPE 2020

Unit-III

Crucial Issues in Indian Education

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- Education to live together
- Women Education
- Education for citizenship
- Education and National integration

Unit-IV

Education in Indian Constitution

- Constitutional provisions for education
- Role of education in promoting constitutional values (freedom, justice and democracy)
- Alternative experiments in education-SNDT, Banasthali Vidyapeeth, Eklavya

Reference:

- Altekar, A.S. (1934): Education in Ancient India, Varanasi: The Indian Book shop
- Ghosh, S.C. (1989): Educational Policy in India since Warren Hastings, Calcutta: Naya Prakashan
- Jaffar, S.M. (1936): Education in Muslim India, Lahore
- Kumar, Krishna (1991): The Political Agenda of education, Delhi: Sage
- Law, N.N. (1916): Promotion of Learning in India, London
- Mukherjee, R.K. (1960): Ancient Indian Education, Delhi: Motilal Banarasi Das
- Nurrullah, S. and J.P. Naik: A Students History of Education in India, Bombay; Macmill

Core Course: Gender, School and Society

Course Code: B.Ed. 403

Total Marks-100

Credit-4

Course Objectives:

To enable the student-teachers to explain the concepts of sex and gender. Demonstrate an understanding of psychological and sociological perspectives of sex and gender. Explain the social construction of gender with special reference to family. Describe women in education and various laws protecting them. List the factors contributing to gender inequalities in schooling. Describe the concept of women empowerment and various roles of women in sustainable development.

Course Content:

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Unit-I

Sex and Gender

- Psychological and Sociological perspectives.
- Radical Feminism- Gender, patriarchy, reproductive technology and motherhood.
- Socialist - Feminism; class, gender and division.
- Indian Women- Family caste, class, culture, religion and social system.

Unit-II

Social construction of gender

- Socialization.
- Family.
- Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations.
- Women Education and Law
- Women access to and participation in formal education.
- Women and non-formal education.
- Media and women.
- National effort to protect women's rights.

Unit-III

Gender inequalities in schooling -

- Organisation of schooling.
- Gender bias in textbooks.
- Curricular choices and hidden curriculum (teacher attitude, classroom interaction and peer culture).
- Gender and Schooling - Education for gender equity
- Case studies of interventions in school education.
- Reflections from the field and strategies for change.

Unit-IV

Education and Empowerment of Women-

- Concept and importance.

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- Women and sustainable development.
- Special role of women as protector of environment.
- Waste management and women.
- Women as workers.

References:

- Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329
- Chatteiji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
- Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME
- Ruhela, S. (1988). Understanding the Indian Women Today; Delhi: Indian Publishers
- Distributors Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House.

Elective Course: Health and Physical Education

Course Code: B.Ed. 404A

Total Marks:100

Credit:4

Objective:

Explain the concept, aims and objectives of Health and Physical Education. Describe hygienic environment along with contributing factors and its importance explain various Communicable diseases and first aid. Demonstrate ability to describe balanced diet. Explain good posture. Define general medical standard of an individual.

Course Content:

Unit-I

Health Education

- Concept of wellness.
- Aims and objectives of health education.
- Factors influencing health.
- School health programmes.

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- School health services.
- Role of the teacher in School Health programmes.

Physical Education

- Concept.
- Misconception
- Aims and objectives.
- Relation with general education.

Unit-II

Nutrition and Balanced Diet

- Components of Balanced Diet
- Functions
- Major sources
- Malnutrition.

Unit-III

Posture

- Concept and values
- Postural deformities and their Management.
- Personal Hygiene
- Environmental Hygiene
- Pollution and Global Warming

Unit-IV

Communicable diseases - Mode, control and prevention.

Physical Fitness and First Aid.

- Physical fitness: Meaning, elements, and importance.
- First aid in the following - Hammaerage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

References:

Bucher, C. A. (1964). Foundations of Physical Education, New York: Mosby & Company
Kilander, H. F. (1971).

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School Health Education, New York: Mac Millan Company Manjul, J. U. S. (1965).

School Swasthya Shiksha, Agra University: Universal Publisher Rice. E. A.; A brief history of physical education, A5 borne company, New York. Sukhiya S .P. - Educational management & Health Education

Singh R.P - Health Education Sharma. Rama; Sharirik shiksha , Agarwal publication ,Agra.

Elective Course: Environmental Education

Course Code: B.Ed. 404B

Total Marks:100

Credit:4

Course Objectives:

To enable the student teacher, understand about the concept of environmental education. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies. To develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

Course Content:

Unit-I

Environmental Education:

- Meaning Scope and nature of Environmental Education.
- Types of Environmental Pollutions and threats to our environment today

Unit-II

- Causes and effects of Environmental hazards, Global and local: Environmental Pollution and its remedies.
- Greenhouse effect.
- Ozone layer depletion-Environmental theft, acid rain, pillar melting. , rise of sea level and their implication.

Unit-III

- Salient features of Environmental awareness through education programmes at secondary level.
- Programmes of environmental education for attitude changes among the children.
- Role of school in environmental conservation and sustainable development.

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Unit- IV

Biodiversity- Conservation of genetic diversity and importance environmental priority learning to live in harmony with nature, using action research for improving the quality of environment.

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Btkin,D.B. & Kerree, E.A.(1982) : Environmental Studies, C.E. Merril Company. Del wyer
T.R. (1971) : Man's Smpleon Environmental, Megraw Hill, New York.

Deshbandhu, S.G. Berberf (1987) : Environmental Education for conservation and development, Indian Enviromental Society, New Delhi.

Embleton, C. (1980) : Natural Hazards and Global Change, ITC Journal 1989.

Pandey K.P., Amita, Asha; Paryavaran Shiksha Avem Bharti Sandarbh, Vishwavidyalaya Prakashan, Varansi.

Sharma.R.A. : Environmental Education, R.Lal Mook Depot, Meerut.

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Enhancing professional capacities

Scout and Guide (B.Ed. 400E1)

Total Marks:25

Credit:1

Course Objectives:

To enable student-teachers to develop the characteristics of good citizenship. Develop true feeling of dignity of labour, Self-reliant. Develop the physical, mental & spiritual power

Activities: Five days scouting, and guiding training will have to be organized in fourth semester. Activities of Scout and Guide will be internally evaluated.

SEMINAR (B.Ed. 400E2)

Total Marks:25

Credit:1

Course Objectives:

Identify strengths and areas to improve Understand the importance of credibility and living fundamental values.Inspire others around a common vision of the future. Identify and try new approaches needed for growth. Build collaboration, teamwork and trust, to help others excel. Value and recognize the accomplishments of others. Apply the leadership practices to current issues.

Different Topics: -

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- Women empowerment.
- Gender discrimination.
- Secularism.
- Administration and Management.
- Poverty.
- Green Revolution.
- Information & Technology.
- Environmental Awareness,
- Evaluation System.
- Student Unrest.

NOTE-Student teachers will prepare a report and ppt. from above any two topics and present in the classroom. Activity of Seminar will be internally evaluated.

Educational Tour/Field Visit (B.Ed.400E3)

Total Marks:25

Credit:1

Course Objectives: Acquire useful application of the “inquiry-based learning approach” where data and information are converted into useful knowledge. Develop “technical competency” by observing, collecting, interpreting, recording and evaluating geographic information from primary sources through fieldwork. Collect specific examples that will substantiate generic explanations of processes and landforms in physical geography Provide valuable qualitative and effective learning experiences which will encourage deeper thinking about the interaction between man and his environment. To train students in observation skills through drawings. To create an appreciation of nature in students. To be exposed to the cultures and way of life of different groups of people and to be humble and respectful in their interaction.

Different Topics: Socio-culture, Museum, Botanical Garden, Special Schools, Technical Institutes, Research Centre, Historical Place, Ethical Place, Coastal Area, Tropical Area.

NOTE-Student teachers will prepare a field trip report from any three topics mentioned above. Activity of Educational tour/field visit will be internally evaluated.

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Action Research (B.Ed.400E4)

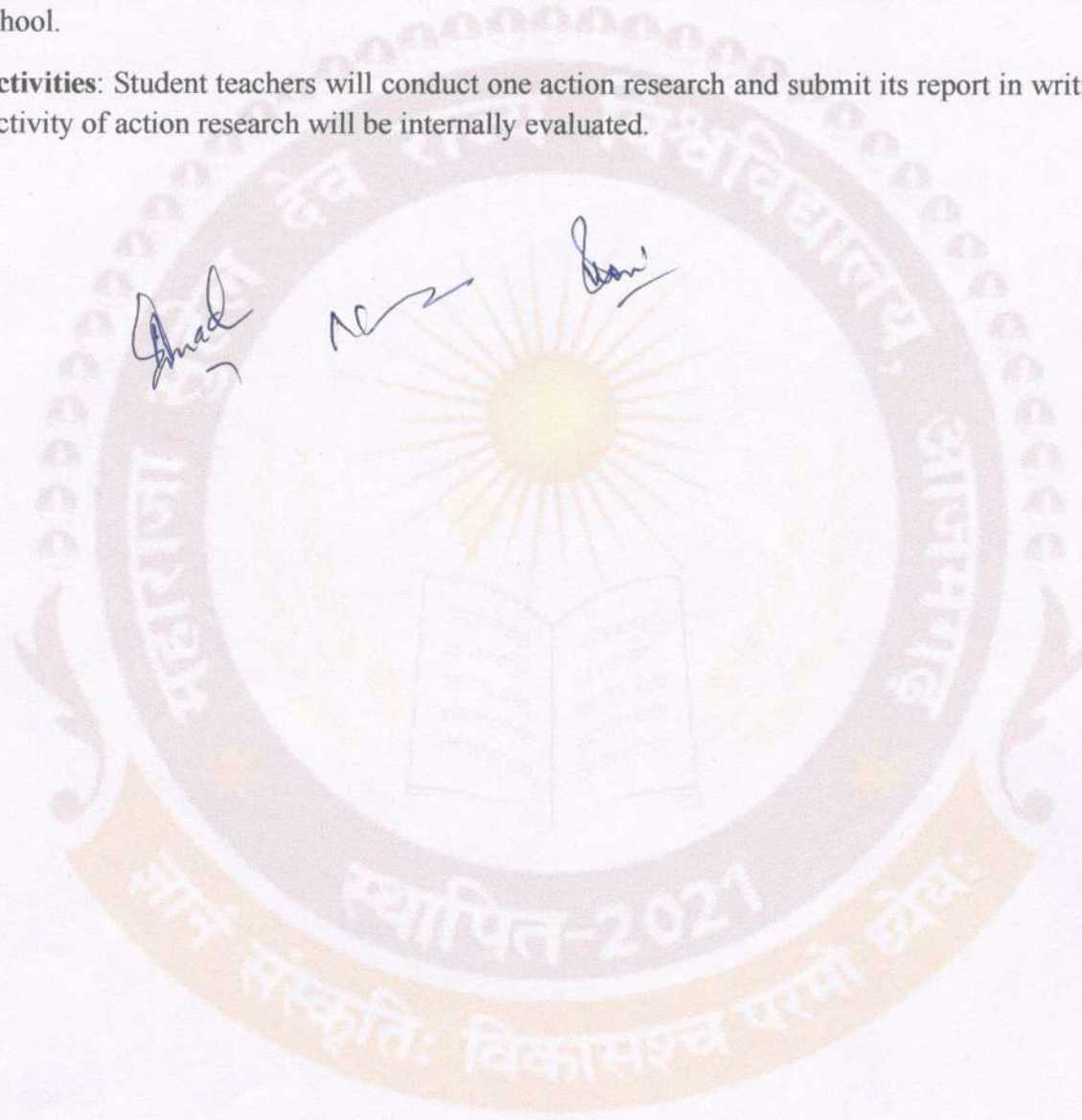
Total Marks:25

Credit:1

Course Objectives:

To enable student-teachers to solve their teaching related problem scientifically, Scientific approach. Research-mindedness. Identify core values and potential problems in classroom or school.

Activities: Student teachers will conduct one action research and submit its report in writing. Activity of action research will be internally evaluated.



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