

B.Ed. Syllabus as per Credit & Grading System
(Session: 2021-2022 Onwards)

B.Ed. Semester - I

Course Code	Course Name	Evaluation (MM=100)			Credits (MM=24)
		Internal		External	
		CIE	Practical	ETE	
E060101T	Philosophical and Sociological Perspective of Education	25	-	75	5 Credits
E060102T	Psychological Perspective of Education	25	-	75	5 Credits
E060103T	School Management and Hygiene	25	-	75	5 Credits
E060104T	Value and Peace Education	25	-	75	4 Credits
E060105T	Or Inclusive Education				
E060106P	Practical	-	100	-	5 Credits
E060107R	Extension Work	Grade A to E			

Marks Distribution for Practical Paper and Extension Work			
Course	Course Code	Marks Distribution (MM-100)	
		Particulars	Marks Allotted
Practical	E060106P	Review of any relevant book	40
		One Week observation of teaching of regular teachers	20
		Survey of Any institution	20
		Preparation of question paper of Secondary level	20
Extension Work	E060107R	Yoga: Theoretical understanding and practice of Asana, Pranayama and Meditation	Grade A to E
		Extension work in Community as Health, Hygiene and Zero garbage.	

There is:

CIE: Continuous Internal Evaluation.

ETE: End Term Examination (University Exam)

Note: Continuous Internal Evaluation (CIE) will be three time as Test-I, Test-II and Test-III as per schedule decided by University and Best of Two test marks will be included in final marks. Each test will be of 12.50 marks. Please refer to examinations guideline.

(Approved by Board of Studies on 26.10.2021)

B.Ed. Semester – II

Course Code	Course Name	Evaluation (MM=100)			Credits (MM=24)
		Internal		External	
		CIE	Practical	ETE	
E060201T	Contemporary India and Education	25	-	75	5 Credits
E060202T	Theoretical Foundation of Curriculum	25	-	75	5 Credits
E060203T	Child and Adolescent Development	25	-	75	5 Credits
E060204T	Technological Perspective of Education	25	-	75	4 Credits
E060205T	Or Environmental Education				
E060206P	Practical	-	100	-	5 Credits
E060207R	Extension Work	Grade A to E			

Marks Distribution for Practical Paper and Extension Work			
Course	Course Code	Marks Distribution (MM-100)	
		Particulars	Marks Allotted
Practical	E060206P	Microteaching and Lesson planning	40
		Educational Psychology Practical	40
		Preparation of TLM	20
Extension Work	E060207R	Extension Work in Community as related to literacy, environmental degradation	Grade A to E
		Library Visit of school and Report writing	

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B.Ed. Semester – III

Course Code	Course Nature	Course Name	Evaluation (MM=100)			Credits (MM=24)
			Internal		External	
			CIE	Prac.	ETE	
E060301T	(Elective Course) <i>Select any TWO School Subjects studied at UG level*</i>	Hindi	25	-	75	4 Credits
E060302T		Sanskrit	25	-	75	4 Credits
E060303T		English	25	-	75	4 Credits
E060304T		Urdu	25	-	75	4 Credits
E060305T		Mathematics	25	-	75	4 Credits
E060306T		Physical Science	25	-	75	4 Credits
E060307T		Biological Science	25	-	75	4 Credits
E060308T		Home Science	25	-	75	4 Credits
E060309T		History	25	-	75	4 Credits
E060310T		Civics	25	-	75	4 Credits
E060311T		Geography	25	-	75	4 Credits
E060312T		Economics	25	-	75	4 Credits
E060313T		Commerce	25	-	75	4 Credits
E060314T		Music	25	-	75	4 Credits
E060315T		Fine Arts	25	-	75	4 Credits
E060316P	30 Lesson Plan	Practice Teaching of School Subject - I	-	-	100	8 Credits
E060317P	30 Lesson Plan	Practice Teaching of School Subject - II	-	-	100	8 Credits
E060318R	Project	Extension Work	Grade A to E			

Marks Distribution for Extension Work			
Course	Course Code	Particulars	Marks Allotted
Extension Work	E060318R	Report Submission on internship experience	Grade A to E
		Invite Feedback from internship School	

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2. *Each candidate shall have to select two school subject to be studied as Pedagogical papers from the following pedagogical subjects studied at UG level:

(Hindi, Sanskrit, English, Urdu, Mathematics, Physical Science, Biological Science, Home Science, Civics, History, Geography, Economics, Commerce, Music & Fine Arts.)

B.Ed. Semester - IV

Course Code	Course Name	Evaluation (MM-100)			Credits (MM=24)
		Internal		External	
		CIE	Practical	ETE	
E060401T	Fundamental of Teacher Education	25	-	75	5 Credits
E060402T	Innovations in Education	25	-	75	5 Credits
E060403T	Measurements and Evaluation in Education	25	-	75	5 Credits
E060404T	Distance and Open Education	25	-	75	4 Credits
E060405T	Or Guidance and Counselling in Education				
E060406P	Practical	-	100	-	5 Credits
E060407R	Extension Work	Grade A to E			

Marks Distribution for Practical Paper and Extension Work			
Course	Course Code	Marks Distribution (MM-100)	
		Particulars	Marks Allotted
Practical	E060406P	Visit to a distance/open educational institution	60
		Construction of an achievement test in any school subject	40
Extension Work	E060407R	Educational tour	Grade A to E
		Organization and management of Cocurricular activities	

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Detailed Syllabus

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Semester –I

Compulsory Paper I-Philosophical and sociological perspective of Education.

Philosophical perspective

Unit I-

- Education: Meaning, concept and nature of Education Agencies of Education, Forms of Education, New Trends in Education,
- Philosophy: Meaning, nature and scope, philosophy and its inter relation with education , need of philosophy for teacher .

Unit – II

- Philosophical visionaries and its contribution in education in sense of Mahatama Gandhi (Basic Education) Sawmi Vivekanand (man making Education) Rasnonath Take Gijju Bhai, (elementary education) Russo (negative education) , John Dewy (Instrumentalism & experimentalism).
- Major Philosophies of education – Idealism, Naturalism, Pragmatism, with reference to Aims, Curriculum, Methods and its impact on modern education.
- Modern Thinkers_ Ivan Ellich, Paulo Frere, Osho, J. krishnamurti - its contribution in education.

Sociological perspective

Unit – III

- Sociology of education – meaning, nature, scope and need.
- The new social order, emerging trends in Indian society – Religion, Casteism , Gender, issues generation gap, Socialization, Social change, Social mobility – its inter relation with education.

Unit – IV

- Contemporary Indian Society and major issues related to exclusion, environmental education, value education, nation integration and international Understanding Privatization, Globalization, Liberalization social media and Education.

Practicum –

- **Seminar Presentation with power point in one of the follows -**
 - a. Privatization in Education
 - b. In collusive Education
 - c. Generation Gap
- Extension work in community – (any one)
Health & hyziene, Zero Garbage.

Suggested readings-

1. अग्रवाल, एस० के०— शिक्षा के तात्विक सिद्धान्त, मेरठ, रोजेव पब्लिशिंग हाउस, शंकर सदन।
2. पाण्डेय, रामशकल — शिक्षा के मूल सिद्धान्त : विनोद पुस्तक मन्दिर
3. पाण्डेय, रामशकल — शिक्षा की दार्शनिक तथा समाज शास्त्रीय पृष्ठ भूमि
1. Aggarwal, J.C. : Handbook of Curriculum and Instruction, Doaba Book House, New Delhi, 2002
2. Brubacher J.S. : Modern Philosophies of Education, Mc-Graw Hill, New York,
3. Dewey, John : The child and the Curriculum, The University of Chicago Press, 1966.
4. Gandhi, M.K. : Basic Education, Nav Jivan Publishing House, Ahmedabad, 1951
5. Govt. Of India : Challenges of Education-A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi, Aug. 1985
7. Govt. of India : Report of Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953
9. Govt. of India : Reports of the Education Commission, Ministry of Education, Govt. of India, New Delhi, 1964-66.
10. Khan, M.S. : School Curriculum, APH Publishing Corporation, New Delhi, 2008
11. Lal, Raman Behari : *SHIKSHA KE DARSHNIK AUR SAMAJ SHASTRIY SIDDHANT*, Restage Publication Meerut, 1993.
12. Mathur, S.S. : A Sociological Approach To Indian Education, Vinod Pustak Mandir Agra. 1989.
13. NCERT : National Curriculum Framework-2000, NCERT, New Delhi
14. NCERT : National Curriculum Framework-2005, NCERT, New Delhi
15. NCERT : The Teacher And Education In Emerging Indian Society, NCERT, 1983
16. Oad, L.K : *SHIKSHA KE DARSHNIK PRISHTHBHUMI*, Rajsthan Hindi Granth Academy, Jaipur, 1979.
17. Ruhela, S.P. : Sociological Foundations of Education in Contemporary India, Dhanpat Rai & Vyas, .K.C and Sons, Delhi, 1970
18. Pandey, R. : *SHIKSHA KE DARSHANIK AVAM SAMAJ SHASTRIYA PRISHTBHUMI*, Vinod Pustak Mandir, Agra, 1995.
19. Radhakrishnan, S. *Hamari Virasat*, New Delhi, Hind Pocket Books., 2004.

B.Ed. Semester-I

Compulsory Paper – II : Psychological Perspective of Education

Unit-I

- 1. Education and Psychology:** Meaning of Education and Psychology, relation between Education and Psychology
- 2. Educational Psychology:** Meaning, Nature, scope and method of Educational Psychology
- 3. Teaching: Concept and nature**
- 4. Models and Methods of teaching:** Meaning, concept, types and scope
- 5. Maxims of teaching.**

Unit-II

- 1. Learning:** concept, characteristics and factors, Domains of learning and behavioral outcomes.
- 2. Theories of learning:**
 - (a) S-R theories of learning:**
 - i. – Thorndike's theory of learning and laws of learning
 - ii – Pavlov's Classical conditioning
 - iii- Skinner's operant/instrumental conditioning
 - (b) Cognitive Theories:**
 - i- Gestalt's Theories of learning
 - ii- Bruner's Theory of learning
 - iii- Gagne's Hierarchy of learning:
- 3. Curves of learning**
- 4. Transfer of learning – concept, types and theories.**

Unit-III

- 1. Programmed instruction:** Concept and types – Linear, Branching and Mathematics.
- 2. Role of Teacher in different teaching learning situation**
- 3. Micro Lesson Planning:** Meaning, concept, process and effect on learning.

Unit-IV

- 1. Motivation:** concept, components, types and importance
- 2. Analyzing Teaching Behavior:** Flander's interaction analyses.
- 3. ICT in education:** concept, components, use of computer and internet in teaching, E-learning, use of LCD Projector and OHP, Language Lab.

Practicum

- Role of teacher in different learning situation.
- Analyzing Teaching Behavior of a regular teacher using Flander's interaction analyses.

Suggested Reading-

- Chauhan, S.S. : Advanced Educational Psychology, Vikas, New Delhi, 1978.
- Gage, N.L. & D.C. Berliner : Educational Psychology McNally College Publishing Co., Chicago.
- Gupta S.P. (2004) : Uchhtar Shiksha Manovgyan, 2nd edition Sharda Pustak Bhavan, Allahabad.
- Kulshreshth : Educational Psychology, International Publishing House, Meerat, 1979.
- Dubey Usha & Pandey Shailesh Kumar : Psychological Perspective of Education, Thakur Publication Pvt. Ltd. Lucknow.

- Lovel, K. An Introduction to Human Development Scott, Foresman And Co. London
- Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D. Van Nor stand Co. New York
- Mangal, S.K. Shiksha Manovigyan, PHI Learning, Pvt. Ltd., New Delhi, 2012
- Oven, Steven et. Al. Educational Psychology: An Introduction. Little, Brown & Co. Boston
- Pandey, R.S. Shiksha Manovigyan, R. Lal Book Depot, Meerut, 1998
- Pandey, K.P. *Advanced Educational Psychology*, Second Edition, Vishwavidyalaya Prakashan, Varanasi, 1988
- Patel, R.N. Educational Psychology, Himalayan Publishing House, Mumbai
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman
- Saraswat, Malti Shiksha Manovigyan Ki Ruprekha, Aok Prakashan, Allahabad, 2008
- Vernon, P.E. Intelligence and Cultural Environment, Methuen, London, 1969
- Wadsworth, B. Piaget's Theory of Cognitive and Affective Development (5th ed.) White Plains, N.Y. :Longman, 1996

B.Ed. Semester – I

Compulsory Paper –III

School Management and Hygiene

Unit – I

- Meeting of school management and school organization and its Differences.
- Meaning of school climate and its effect on school performance, Factors affecting school climate.
- School time-table - Meaning, type, need and Importance.
- School Building – Characteristics of a good school building, basic equipment, types and maintenance.
- School Hostel – Building, Hostel warden, Qualities and duties.

Unit – II

- School Library - concept, types, need and importance qualities and role of librarian.
- School principal - qualities, Role, duties and Essential Management skills
- Teacher - Qualities, Role, Duties and Essential Management skills, Role of teacher in curricular and co- curricular activities.
- School Discipline - Concept types, need , Methods of maintaining discipline, Role of Principal & Teacher
- Community and school - Development – Role of community parents in school development as PTA and any new idea.

Unit – III

- Educational Administration : Meaning, Need and Importance & type.
- Educational Administration in different level - Central, State and Local
- Problems of Educational Administration in India.
- School finance : Sources of Income and Expenditure, School Budget .

Unit – IV

- Health and Hygiene - Meaning and its need in schools .
- Health Education - Meaning need and Importance in Schools.
- Medical Health care - Concept and Programmes. availability or arrangement in school, need of physical exercise and Yoga.
- First Aid - Meaning, need and Importance on schools.
- Mid Day Meal - Concept, its need and effect on performance.

- Some Common and emerging diseases, their prevention and role of Principal , Teacher & Student Parents.

Practicum –:

- Preparation of time-table teacher wise, class wise, subject wise.
- Identification of discipline problems in different type of schools.

Suggested Reading –

- 1 Altekar, A.S. : Education in Ancient India, Varanasi: The Indian Book shop, 1934
2. Ghosh, S.C. : Educational Policy in India since Warren Hastings, Calcutta: *Naya Prakashan, 1989*
3. Jaffar, S.M. : Education in Muslim India, Lahore, 1936
4. Mukherjee, R.K. :Ancient Indian Education, Delhi: Motilal Banarasi Das, 1960
5. Nurrullah, S. and J.P. Naik : A Students History of Education in India, Bombay; Macmillam.
6. Pandey, R.S. : Development of Indian Education System, Vinod Pustak Mamdir, Agra, 2005
7. Saraswat, Malti et.al. : Bhartiya Shiksha ka Itihas Evam Samasyayen, New Kailash Prakashan, Allahabad, 2013
- 8 Uppal , S. (Ed.). Basics in Education Textbook for B.Ed. Course, New Dclhi: NCERT, 2014
9. Varghese, A. : Education for the Third Millennium, Indore: Satprachar Press, 2000.
 - ❖ सुखिया एस0पी0– विद्यालय प्रशासन एवं संगठन
 - ❖ वर्मा रामपाल सिंह – विद्यालय संगठन एवं स्वास्थ्य शिक्षा
 - ❖ पाण्डेय रामशुक्ल –शैक्षिक नियोजन एवं वित्त प्रबन्धक

B.Ed. Semester – I

Optional Paper – I

Value and Peace Education

Unit – I

- Need and importance of value education in the present world.
- Value system – Role of culture and civilization.
- Concept of value in behavioral sciences, nature and sources of values, determinants of values (Biological, Social, Psychological, Ecological) their bearing on education in varying degrees Indian culture and values .

Unit - II

- Classification of values, Material, Social, moral and spiritual, inc education.
- Family values – components, structure and responsibilities of family – Neutralization of anger Adjustability – Threats of family life.

Unit – III

- Social awareness, consumer awareness, consumer rights and responsibilities Redressed mechanisms.
- Effect of international affairs on values of life/issues of Globalization- Modern warfare terrorism, Environmental issues- mutual respect of different cultures, religions and thir beliefs .

Unit – IV

- Concept of world peace in Indian perspective - vasudhaiv kutumbakam, sarv dharm sambhav, definition, need and Importance of world peace.
- Relevance of world peace in global world First world war, causes, countries, involved and result establishment of league of nation (10 June 1920) second world war causes, countries involved and result – establishment of U.N.O. (10 Oct. 1945)
- Some Important Organizations in the world peace ; viz UNESCO, UNO, NAM, SAARC, G-8, G-20, NATO, ASEAN (year of establishment, Motto, member countries, headquarters) Theosophical Movement and communal Harmony for peace.

Practicum -:

- Study of one local organization working for world peace and/ communal harmony.
- Conduct a surgery on residents of any riot- Prone area.
- Collect the data of student teachers about consumer aware

Suggested Readings:

1. M.G. Chitakra: Education and Human Values, APH Publishing, New Delhi-2003.
2. Chakravarthy, SK: Values and ethics for organizations: Theory and practice, Oxford University Press, New Delhi-1999.
3. Satchidananda, M. K.: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V. K.: Social Values among Young adults: A changing Scenario, M.D. publications, New Delhi, 1995.
5. Bandiste, D. D.: Humanist Values: A Source Book, B. R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S. P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G. N.: Values and Education in Independent Indian,
8. Rrokeach, Milton. The Nature of Human Values, New York : Free Press, 1973 Associated Publishers, Mumbai, 1975.
9. NCERT, Education in Values, New Delhi, 1992.
10. Swami Budhananda (1973) How to Build Character A Prime : Ramakrishna Mission, New Delhi
11. A Cultural Heritage of India (4 Vols.) Baratiya Vidya Bhavan, Bombay. (Selected Chapters only)
12. For Life, for the future: Reserves and Remains- UNESCO Publication
13. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
14. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
15. Swami Vivekananda, Call to the Youth for Nation Building, Advata Ashrama, Calcutta.

Optional Paper-2.

Inclusive Education

Unit – I

- Inclusive Education – Meaning, concept, scope, History and development of Inclusive Education.
- Objective and basic principles in contemporary Indian society, National policy with reference to disabled.

Unit – II

Classification of special children -

- Physically impaired
- Visually
- Hearing
- Orthopedics
- Meaning characteristics, identification, problems, strategies for instruction.

Unit – III

- Mentally Exceptional – Gifted , Retorted, Learning disabled, under achievers and slow learners .
- Socially and emotionally – Delinquents, drug addicts, emotionally and socially deprived.
- Meaning characteristics, identification problems and strategies for instruction

Unit – IV

- Issues in Inclusive education
- Special Education Vs Inclusive Education
- Parental Attitude
- Teacher Attitude
- Community Awareness
- Strategies for inclusion

Practicum –

- Case study of a child and with special needs.
- Visit to a special school. (Report writing)
- Identify the teaching strategy for a child with special needs .

Suggested Reading –

- विषिष्ट बालक – डॉ अमिता बाजपेई
- Fundamental Principles of special education : Dr. R.A. Sharma
- Exceptional children : K.C. Panda
- Exceptional child : D.N. Dash
- Exceptional child : Chint Mani Kar

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Semester - II

Compulsory Papers

Paper-1st Contemporary India and Education

Unit-1

Indian social context-

- Diversity and pluralism – meaning and dominion, diversity in a historical perspective type of diversity – linguistic, regional/geographical, cultural.
- In equality and marginalization – concept of inequality and marginalization and creation of social hierarchies.
- Concern of Indian society – Democracy, social justice and equality, gender equality, human rights, social cohesion.

Unit-II

- Education in India during pre-independence period.
- Nature and provisions of education during the vedic age, Buddhist period and Muslim period – issues related to access, equity, quality and governance.
- Introduction of modern (European) education in India – Efforts for promotion of education from 1813 to 1854, education policy of the British (Indian) government between 1857 and 1947 with implications for socio-economic development and national conscience.
- Movement for compulsory education in India – Gokhale Bill 1910, Sadler commission 1917, Hartog committee and basic education 1937.

Unit-III

- Education in independence India – education and national reconstruction.
- Vision of society in the Indian cultural heritage, stretching democracy, promoting economic growth and development universalizing of elementary education policies regarding the development of secondary, higher technical and professional education.
- Language policy in independent India : socio political repercussion.

Unit-IV

- Emerging trends and challenges-
- Elementary education: Promotion of UEE through SSA, right to education 2010, challenges of universalization of elementary education.
- Secondary education : Mudaliar commission in reference to diversification of secondary education, role of ratriya madhyamic shiksha abhiyan (RMSA), challenges of universalization of secondary education.
- Woman education : concept and need of prioritizing education for woman and girls education in India.

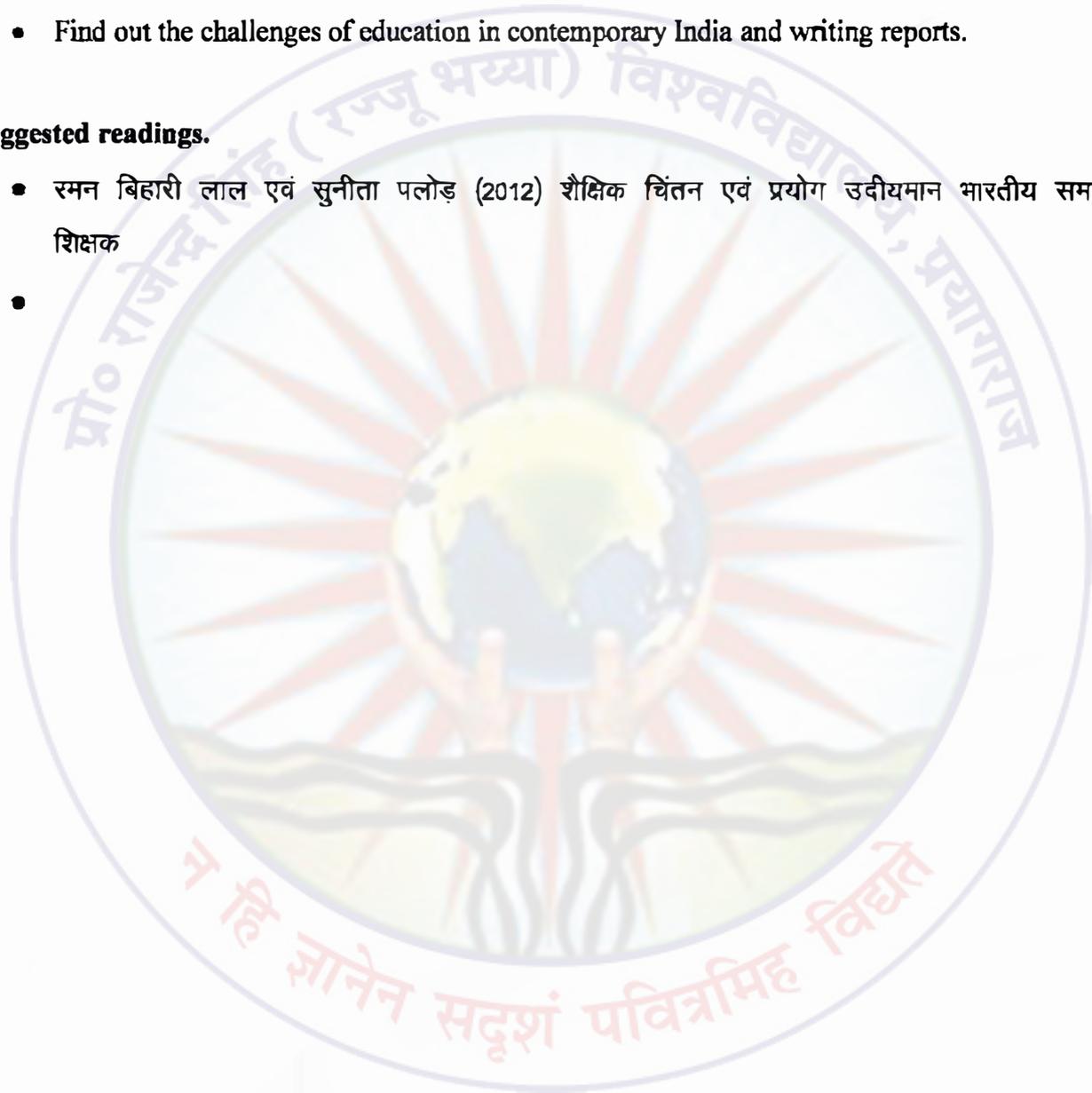
- Environmental education : concept objectives and need of environmental education man made changes to the environment to resulting problems at local, national and international level pollution, deforestation, global warming role of teachers and students in conservation of environment.

Practicum:-

- Study the impact of art, policies and recommendation on education in local.
- Find out the challenges of education in contemporary India and writing reports.

Suggested readings.

- स्मन बिहारी लाल एवं सुनीता पलोड (2012) शैक्षिक चिंतन एवं प्रयोग उदीयमान भारतीय समाज में शिक्षक
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Semester-II
Compulsory Paper - II
Theoretical Foundations of Curriculum

Unit 1-

- Curriculum; Concept Meaning and Nature, Types of curriculum, Learner centered, Teacher centered Subject centered, correlation, core, fusion, Accelerated, Enriched, Sandwich, Crash, Disciplinary, integrated, Inter disciplinary Trans disciplinary.
- Curriculum, syllabus and Textbook

Unit II-

- Bases of curriculum; Philosophical, socio-cultural, Political, Psychological, Beliefs about knowledge Technological advancement.
- Determinants and motives of curriculum Development.

Unit III-

- Principles of curriculum construction, Selection, gradation and organization of content.
- Steps of curriculum Designing; Setting of objectives and learning experiences, Selection and organization Of learning content and learning material, assessment and evaluation of learning, Modification and resetting of objectives.
- Various evaluation strategies formative and summative evaluation, semester & Trimester System CCE, CRT, NRT, CGPA, GGPA.

Unit IV-

- Models of curriculum, Administrative Line Staff Model. Grassroots. Model, Demonstration Model, Models of Teacher Education in CIET (Delhi) Banasthali, Indore, Shantiniketan, NCF 2005 and NCFTE 2009.
- Curriculum ideas of Gandhi Tagore, Girju bhai and Gurukul System.

Practicum

- Collect some data and analyses
- Prepare a curriculum of any subject/class based on any model.

Suggested Reading

- Dimensions of curriculum change – J.S. Rajpoot
- William Alexander – The changing secondary school curriculum.

B.Ed. Semester II

Compulsory Paper III

Child and Adolescent Development

Unit I

- Concept and growth of development
- Concept of childhood developmental task
- Concept of Adolescent, development task.
- Factors affecting development of childhood and adolescent. (Social and cultural)

Unit II

- Physical development during childhood and adolescent
- Mental development during childhood and adolescent.
- Language development
- Concept formation.

Unit III

- Social development during childhood and Adolescent
- Emotional development during childhood and adolescent.
- Emotional intelligence.
- Moral development during childhood and Adolescent.

Unit IV

- Intelligence- concept theories, assessment
- Personality - concept assessment
- Mental health - concept, characteristics, Factors affecting mental health
- Creativity- concept assessment

Practicum

- Preparing a case study of a child
- Analyzing the live in experiences of five children's having different cultural environment.

Suggested Reading:

1. Aggarwal, j.c (1995), Essential Education Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. B R Hergenhahn: An Introduction to Theories of Learning.
3. Bartlet, L.D., Weisentein, G.R. (2003) Successful inclusion for education leaders, Prentice Hall New Jesrey.
4. Beihemer, S. Psychology Applied to the Classroom.
5. Best, J.W.: Research in Education. Prentice Hall of India, New Del

6. Bhatia, H.R. (1977). Textbook of educational Psychology. The Mcmillan Company of India Ltd. New Delhi
7. Bruner, J.S. (1967) A Study of Thinking, New York : John Wiley
8. Chattejee Saroj : Advanced Educational Psychology
9. Chauhan, S.S. (1988), Advanced Educational Psychology, Vikas Publication New Delhi.
10. Dandekar W.N. P Fundamentals of Experimental Psychology,
11. Woolfolk, A.E. Education Psychology.



Semester-II

Optional Paper – IV

Technological Perspective of Education

Unit – I

- Educational technology- concept, nature, meaning, scope and significance of educational technology. Development of educational technology (Historical perspective and emerging trends) various forms of educational technology meaning and differences between teaching, Technology Instructional Technology. Behavioural Technology.
- Components of educational technology software and Hardware, futuristic view of educational technology in India.
- ICT meaning, nature, development of ICT in historical perspective, scope and functions. Place of ICT in the changing conceptions of information, knowledge and skills (Software and Hardware approach)

Unit- II

- Skill and competencies for effective instruct.
- Microteaching, concept, process and evaluation.
- Simulation in Teaching
- Teaching skills - Set Induction, skill of explaining, structuring of questions, fluency of question response management stimulus — variation, Reinforcement, Illustration with examples, blackboard writing and skill of closure.
- Instructional design system - concept, views, process and stages of development of instructional design.
- Programmed instruction - origin principles, characteristics and psychological foundation of PI types : Linear Branching and Mathematics, Development of a programme : Preparation writing, Try out and Evaluation.

Unit III

- E-Learning- concept definitions, scope trends attributes and opportunities, Approaches to
- E-learning (a) offline, online (b) synchronous Asynchronous (c) Blended learning (d) Mobile learning (M- learning) Learning Management Systems; Media and Materials (a) Open Educational Resources, (b) Social Networking Sites (c) Spoken tutorials and camstudio (d) Learning object: Pedagogical designs & eLearning; Assessments, Feedback and e-moderation, Blended learning. E-content and e-books.
- Open Educational Resources (OER) : Concept feelers and application
- Personalized System of Instruction- Application of computers in Education, Cal, CAL, CBT, CML, Web Based Instruction- Meaning, characteristics, uses, advantage and disadvantages Preparation of CAL Package (process) Evaluation of CAL package (product)



Unit IV

- Modalities of teaching - Difference between teaching and instruction, conditioning and training, stages of teaching pre-active, interactive and post- active Teaching at different levels memory, understanding and reflective levels of orgaqnizing teaching and learning Modification of teaching behaviour microteaching Flanders interaction analysis, simulation.
- Technology in the teaching- Learning process, concept ideas and outline the steps to use the technology in the teaching- Learning process, especially for Educational satellites, Educational videos/audios computers, internets and mobile Technology Interactive white boards and Tablets.
- Procedure and organization of Teleconferencing/Interactive video-experiences of institutions, open schools and open universities, Virtual Reality with intelligent. Tutoring System Virtual University Artificial intelligence.

Practicum

- Creating and presenting multimedia application
- Preparation of two slides on power point showing animation
- Development of PLM of any style
- Observe at least two lesson by using Flanders Interaction. Analysis category system and prepare a feed back report

Suggested Reading -

Aggrawal. J.C. (2001) Principles, methods and techniques of teaching Delhi Vikas Publication

Allison Little John (2003) : Refusing Online Resources. A sustainable approach to e-Learning, Kogan page Ltd.

B.Ed. Semester II

Optional Paper V: Environmental Education

Unit-1

- Concept and Definition of environment, different aspects of environment.
- Concept of Ecosystem, Man and environment relationship .
- Environmental Degradation including pollution, deforestation, natural calamities, biodiversity extinction, global warming and energy crisis.
- Environmental Awareness and management conservation protection and Sustainable Development.

Unit – II

- Environmental education: Concept objective and need.
- Methods of teaching in environmental education seminar, work shop, problem solving. Field trips and surveys, projects, exhibitions and other methods .

Unit – III

- Interdisciplinary and Multidisciplinary approach of including environmental education in the school curriculum.
- Use of Media and Technology in environmental education .

Unit – IV

- Curricular and Co-curricular activities in environmental education including tree plantation. Awareness. campaigns and community work.
- Concept and techniques of evaluations with references of environmental Awareness skill, Attitudes and values.

Practicum

- Environment based action research project .
- Participation in activities like, plantation swachh Bharat abhiyan etc.
- Organization of environmental awareness programmes.
- Celebrating days and weeks related with environment (e.g, wild life week, world environment day, earth day, water day) e.c.t. in schools

Suggested Readings

1. Agarwal, J.C. Education for values, environment & Human Rights, Shipra Publication, Delhi 2007
2. Centre for environment education. Essential learning in environmental education, Ahmadabad 1994

3. Kumar, Arvind. A Text Book of Environmental Science, A.P.H. Publication House, New Delhi-2007
4. Laxmi, G.V.S. Methods of teaching environmental Science, Discovery Publishing House, New Delhi 2004
5. Samuel, K. Environment Education : Curriculum & teaching methods. Sarup and sons, , New Delhi-2007
6. Satopathy, M.K. Education, Environment & Sustainable Development, Shipra Publication, Delhi 2007



B.Ed. Semester – III

Course Code	Course Nature	Course Name	Evaluation (MM=100)			Credits (MM=24)
			Internal		External	
			CIE	Prac.	ETE	
E060301T	(Elective Course) <i>Select any TWO School Subjects studied at UG level*</i>	Hindi	25	-	75	4 Credits
E060302T		Sanskrit	25	-	75	4 Credits
E060303T		English	25	-	75	4 Credits
E060304T		Urdu	25	-	75	4 Credits
E060305T		Mathematics	25	-	75	4 Credits
E060306T		Physical Science	25	-	75	4 Credits
E060307T		Biological Science	25	-	75	4 Credits
E060308T		Home Science	25	-	75	4 Credits
E060309T		History	25	-	75	4 Credits
E060310T		Civics	25	-	75	4 Credits
E060311T		Geography	25	-	75	4 Credits
E060312T		Economics	25	-	75	4 Credits
E060313T		Commerce	25	-	75	4 Credits
E060314T		Music	25	-	75	4 Credits
E060315T		Fine Arts	25	-	75	4 Credits
E060316P	30 Lesson Plan	Practice Teaching of School Subject - I	-	-	100	8 Credits
E060317P	30 Lesson Plan	Practice Teaching of School Subject - II	-	-	100	8 Credits
E060318R	Project	Extension Work	Grade A to E			

Marks Distribution for Extension Work			
Course	Course Code	Particulars	Marks Allotted
Extension Work	E060318R	Report Submission on internship experience	Grade A to E
		Invite Feedback from internship School	

There is:

CIE: Continuous Internal Evaluation.

ETE: End Term Examination (University Exam)

Note: 1. Continuous Internal Evaluation (CIE) will be three time as Test-I, Test-II and Test-III as per schedule decided by University and Best of Two test marks will be included in final marks. Each test will be of 12.50 marks. Please refer to examinations guideline.

2. *Each candidate shall have to select two school subject to be studied as Pedagogical papers from the following pedagogical subjects studied at UG level:

(Hindi, Sanskrit, English, Urdu, Mathematics, Physical Science, Biological Science, Home Science, Civics, History, Geography, Economics, Commerce, Music & Fine Arts.)

Semester - III
Compulsory Paper I & II –

Pedagogy of School Subjects – Biological Science

Objectives

The Pupil teacher will be able to –

1. Comprehend the basic nature of biology
2. Understand the concept of aims and objectives of teaching biology.
3. Acquaint with the basic concept of living beings.
4. Understand the nature of food and issues related to environment.
5. Know the teaching skills development techniques.
6. Understand the evaluation of biology teaching.

Unit –I

- Meaning and scope of biological sciences. Importance of Biology in school curriculum.
- Aims and objective of teaching biology, writing objectives in behavioral terms.
- Laboratory-Features of Biology laboratory, planning, organizations and maintenance of biology laboratory.
- Textbooks of biology. Qualities of biology teachers.

Unit II

- Cell and its organelles. Types and part of plant, modification of root, stem and leaf.
- Introduction to plant process: Photosynthesis, Transpiration, Movement, Nutrition, Reproduction.
- Introduction to Animal processes: Digestion, Respiration, Locomotion, and Blood circulation, Excretion, Reproduction, Control and Co-ordination.
- Adaptation in Plant and Animals. Useful Plants and Animals.

Unit III

- Food: Sources, Components, Balanced diet, Deficiency diseases. Ecosystem: Types, Food chain and Food web, Energy Cycles.
- Pollution: Sources, effects and management.
- Environment: Contemporary Scenario- Deforestation, Green House Effect, Global warming, Acid rain, Energy crisis, Biodiversity extinction Sustainable Environment: Vermicomposting, Rain Water Harvesting. Garbage Management, Recycling of paper and plastic, River Action Plan, Major recent movements for environment protection.

Unit IV

- Microteaching, simulated teaching and Interaction analysis techniques
- Planning of Biology teaching- content analysis planning unit plan and lesson plans. Methods of teaching biology. Audio- visual aids in biology teaching.

- Organization of work- indoor and outdoor, Zoological and Botanical excursions.
- Evaluation techniques; Construction of Biology test.

Practicum:

- Prepare herbarium file (minimum 10 items)
- Visit to zoological/botanical garden.
- Prepare audio-visual aids.
- Assignment on related topics of the course.

Suggested Readings

- Teaching of Biological sciences- S .P.Kulshreshtha.
- Teaching of Biology and science- S.K Mangal.
- Aao Sikhen Vigyan 6,7,8- U.P. Basic Shiksha Parishad.
- N.C.E.R.T. Science 6,7,8.



Compulsory Paper I & II
Pedagogy of School Subjects - Civics

Objectives

- Importance of teaching Civics — propagation of social ideals.
- Formulation of aims and objectives of teaching civics at junior & high school level, writing objectives in behavioural terms.
- Principles involved in the construction of syllabus for civics.
- Civics and its correlation with other subjects.
- Qualities of Civics teacher.
- Text Book of Civics: Criteria of good text books and critical evaluation.
- Evaluation techniques.

Unit —I

- Concept, Nature & Scope of civics
- Need and importance of civics in school
- Correlation of civics with other subjects
- Aims and objectives of teaching civics at secondary and senior secondary level and Junior secondary level

Unit II

- Rastriya Pratik aur chinha
- Panchayati Raj, local bodies and gram panchayat
- Samvidhan: vishestayc, maulik adhikar, vartavya, niti nirdeshak tatva.
- Sansad: Loksabha, Rajya sabha, Rastrapati, Pradhanmantri, Adhikar aur saktiya, vidhansabha, vidhan parishad.
- Rastriya ekta, Anterrastriya sadbhavna, UNO, UNICEF.

Unit III

- Meaning and concept of curriculum, general principles of curriculum framing in civics.
- Lesson plan — Annual plan, unit plan and Daily lesson plan of teaching civics.
- General Principles and Maxims of Teaching Civics
- Qualities of good civics teacher

Unit —IV

- Various Methods and strategies of teaching civics- project, problem solving observation method, role play methods, lecture, Discussion, Brain Storming
- Innovative Practice in civics teaching: field trip, seminar, Group Dis us
- Teaching Aids for civics: Audio Visual aids- Blackboard, Real Objects, Model Chart, Pictures, Radio, T.V., Tape Recorder, Films, Power Point Presentation.

- Evaluation of civics Teaching — Diagnostic testing and Remedial teaching.

Practicum

- Prepare an Election manifesto.
- Study a local Election awareness program.

Suggested Readings:

1. Aggarwal, N. N., et. al. (1978), Principles of Political Science, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), Children's Social Learning, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), Introduction to Political Analysis, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), Teaching of Social Studies in Sec. School, New York: McGraw Hill.
5. Burner, Jerome, S. (1971), Towards a Theory of Instruction, Cambridge: Harvard University Press.
6. Dhaniya Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
7. Kochhar, S. K. (1963), The Teaching of Social Studies, Delhi: University Publishers.
8. Wesley, F. B. (1950). Teaching social Studies in High School, Boston: D.C., Heath &Co.
9. Buch, M. B. (1969), Improving Instruction in Civics, New Delhi: NCERT.

Compulsory Paper I & II

Pedagogy of School Subjects - Geography

Objectives:

- Understand about the concept of geography and its various aspects.
- Become aware and sensitive towards Indian and the World geography and its allied problems.
- Realize the need of study of geography for sustainable development.
- Acquire knowledge about the different methods of teaching in geography teaching.
- Acquire knowledge of the tools and techniques for the evaluation of geography teaching.
- Write objectives in behavioral terms.

UNIT-I

- Meaning of Geography and development of concept during the age of discoveries
- Earth and Continents with its characteristics
- Solar system
- Atmosphere and Climate

UNIT-II

- Production in India and its factors
- Factors affecting geographical conditions
- Survey and Map reading
- External Agents of Change

UNIT-III

- Nature and concept of teaching geography.
- Place of Geography in curriculum, learning outcomes.
- Aims and objectives of Geography teaching, changing objectives, writing objectives in behavioral terms.
- Aspects of evaluation — continuous vs. comprehensive, process, formative vs. summative, cognitive vs. non-cognitive, tools of evaluation.
- Textbook of Geography.

UNIT-IV

- Instructional inputs in Geography teaching — Teacher directed, learner directed and group directed instructional input.
Tools of teaching geography - map, scale, model, symbols, globe, excursion, local resources.
- Use of media in Geography teaching.
- Lesson planning based on different methods (Project, Problem Solving, Brain storming etc.)
- Remedial and diagnostic teaching.

PRACTICUM

Pupil teachers will collect some geographical materials and compare it and report writing Will collect some data for analysis based on geography

Suggested readings

Rai B.C., Geography Teaching

G.S .D.Tyagi, Teaching of Geography, Vinod publications,

Verma O.P. and Vedanayagam, E.G., Geography Teaching, Sterling publishers.



Compulsory Paper I & II –
Pedagogy of School Subjects - Commerce

Objectives:

- To develop an understanding of pedagogy and critical issues related to the teaching- learning of Commerce.
- To enable pupil teachers to appreciate the relevance of studying Commerce at senior secondary level.
- To help form an analytical perspective through comparative analysis of curricula of different boards viz, CBSE, ISC, UP.
- To enable pupil teachers to become effective teachers of Commerce, and perform effective leadership roles in schools and other institutions.
- To orient pupil teachers to new developments, research and innovations in the field of teaching of Commerce

Unit I

- Evolution and Development of commerce discipline. Nature of Commerce Discipline and Rationale of its inclusion in higher secondary school

Curriculum.

- Aims and Objectives of teaching commerce at higher secondary stage, Domains of writing objectives, Techniques of writing objectives in Behavioural terms.
- Integration of Commerce with other Disciplines viz.. Economics, Science, and Social science.

Unit II

- Content of the course, its division and co-ordination between divisions.
- A critical appraisal of the syllabus and textbooks of commerce of higher secondary class.
- Skills required by professional Commerce teacher. Avenues available for Professional growth.
- Evaluation in Commerce teaching — Preparation of model question paper along with its blueprint from textbook of commerce ; Types of test in Commerce , Evaluation of Assignment and project Work, Continuous and Comprehensive Evaluation.

Unit III

- Methods and Approaches of Teaching Commerce. Methods: Lecture Method, Question- Answer technique, Discussion method, Problem-Solving method, teaching through games, computer Assisted Instruction, Case Study method.
- Recent trends in commerce teaching: Team teaching, Co-operative learning, Peer learning.

Unit IV

- Instructional Media: Meaning and types of instructional media and use of using instructional media in teaching of Commerce. Audio-Visual aids, Use of hardware in teaching

of Commerce. Use of workbooks, Practice sets and Work sheets, Text books, Reference and Journals.

- Co-curricular activities in teaching Commerce and their utility in strengthening learning Commerce discipline.

Practicum

- Use of community resources (visit to factory and offices)
- Conducting commercial activities in schools
- Use of spreadsheets in commerce (Accounting), Working knowledge of the prevalent Accounting software (Tally, Busy, etc)
- Lesson planning- Meaning, nature, need and importance of lesson planning. Various approaches to lesson planning (Herbert and bloom).

Suggested Readings:

1. Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi:
2. Arya Book Depot.
3. Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE. Delhi.
4. Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33
5. Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; South Western Publishing Co.
6. Business and Management Education in Transitioning and Developing Countries: A Handbook; McIntyre, John R. and Alon, han (Editors); M. E. Sharp. Inc.; New York; 2005.
7. Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi; Sherwani, N.U.K. and Siddiqui, Saif in Journal of Indian Education, NCERT; New Delhi; Vol. XXX; No.4; Feb.2005
8. Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of Book-Keeping South Western Publishing.
9. Maheswari, S.B. (1969) Teachers' Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.
10. Ments, M. (1960). Simulations, Games and Role Play. Handbook of Education Ideas and Practices, London: Routledge.

Compulsory Paper I & II –
Pedagogy of School Subject – Economics

Objectives

The Pupil-Teacher will be able to -

- Understand the importance of Economics at secondary level.
- Understand and write the objectives in behavioral terms.
- Understand the various devices and methods of teaching economics and develop skills and abilities to select appropriate methods and apply them effectively.
- Recall and revise the basic concepts of Economics as a subject at secondary level.
- Prepare lesson plan properly.

Unit-I

- Meaning and definition of Economics, Types of economy, some problems of different type of Economy.
- Characteristics of Indian Economy, Main Sectors of Indian Economy- Agriculture, Industry and Service.
- Economic Infrastructure: Physical and human, Consumer Awareness, Effect of Globalization on Economy.

Unit-II

- Meaning, need and theories of Demand and Supply.
- Income and Employment, National Income, Budget.
- Role of banks in Economy, Its effect on market.

Unit-III

- Importance of Economics as a discipline at secondary level and its correlation with other subjects.
- Aims and objectives of teaching Economics. Writing objectives in behavioural terms.
- Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom).
- Importance of Teaching Aids.
- Qualities of Economics teacher, role of the teacher in the content society.
- Textbook of Economics- Criteria of a good textbook.
- Evaluation techniques and construction of model question paper.

Unit-IV

- Methods and approaches of teaching economics-Team teaching, Discussion, Problem solving, Inductive-deductive approach etc.
- Devices and techniques of teaching economics.

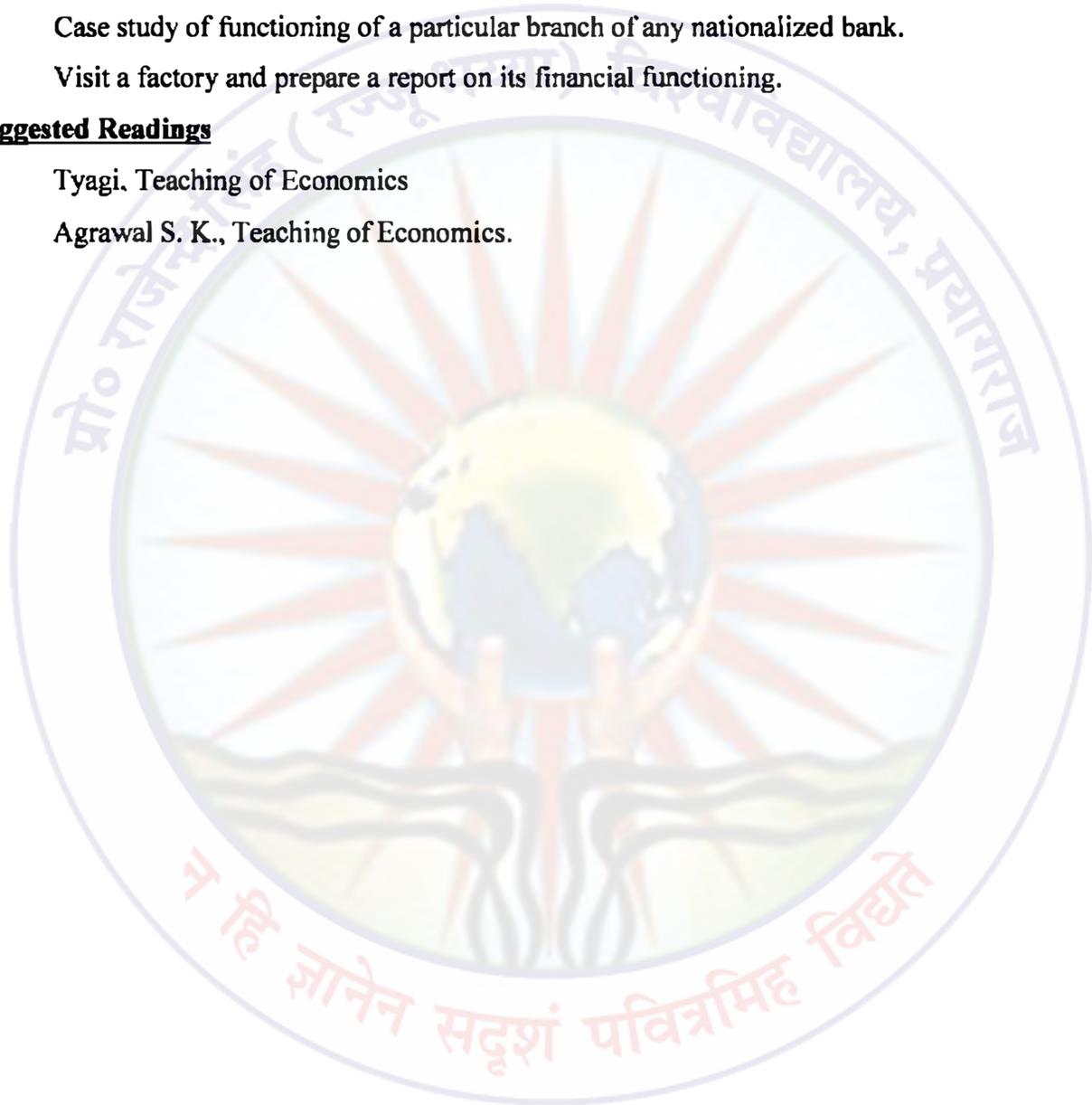
- Teaching aids and media in teaching of economics: charts, diagrams, models, T.V., radio, excursion, newspaper and magazine etc and its uses.
- Diagnostic and Remedial teaching.
- Organisation of Economics room.

Practicum

- Comparison between Economic Development of India with any other country.
- Case study of functioning of a particular branch of any nationalized bank.
- Visit a factory and prepare a report on its financial functioning.

Suggested Readings

- 1) Tyagi, Teaching of Economics
- 2) Agrawal S. K., Teaching of Economics.



Compulsory Paper I & II –

Pedagogy of School Subjects – English

OBJECTIVES: Pupil- teachers will be able—

- 1 To develop an understanding of Importance of English as a discipline and its basic perspectives.
- To focus on the nature, scope , role & status of English Language from future perspectives.
- To understand the place of English Language in school curriculum.
- 4. To understand the aims & objectives of Teaching of English with futuristic vision
- To know the Structure of the Content (English Literature & Language), Functions & Acquisition of English Language.
- To know & understand the teaching methods & pedagogical approaches of English Teaching.
- To develop & integrate the use of the Linguistic skills & linkage with other subjects.
- To develop, articulate & nurture with qualities of a Good Teacher of English.

UNIT -I

- English as a Discipline, its importance, Nature, Scope
- Role & Status of English Language. Place of English Language in Indian school Curriculum, Commissions & Policies of Education. Role of English Teacher.

UNIT -II

- Aims & Objectives of Teaching of English according to the status of English as a First, Second & Third Language.
- Meaning, Importance & Functions of Four major Language Skills---Listening, speaking, reading writing,
- Teaching of Pronunciation, Vocabulary, Spelling, Reading & Writing.

UNIT-III

- Understanding of English Literature (classified as prose, poetry, stories, novels, dramas, essays, articles, biographies & autobiographies.
- Acquisition of English (Grammar —Composition ; Parts of Speech, voice, Direct —Indirect Speech, Tenses Synonyms, Antonyms, Translation, Types of Sentences, Idioms, Phrases, Proverbs, Letter & story writing, essay & dialogue Writing, Picture Composition, Comprehension, Figures of Speech, Précis & Paraphrasing, text-book analysis.

Unit -IV

- Methods & Approaches of teaching English- Direct Method, Grammar cum Translation Method, Deduction —Induction Method. Dr. Michael West's New Method Structural & Communicative Approach.

- Lesson Planning for Teaching of Prose, Poetry, Grammar, Composition.
- Importance, Preparation & use of different Audio Visual Teaching Aids. Practicum
- Composition and creative writing: picture composition, story writing, dialogue writing, précis and paraphrasing
- Preparation of teaching learning material with ICT support: phonetic - deals with sounds, spellings and pronunciation (speaking); semantic - related to understanding (listening); phonetic-cum-graphic related to reading skill, graphic related to writing skill
- Project work on the status of English in schools related with different boards.
- Test based on language skills.

References

1. F.G. French, Teaching English as an International Language, London: Oxford University Press
2. Geetha Nagaraj, English Language Teaching: Approaches, Methods, Techniques, Orient Longman.
3. George Yule, The Study of Language (second edition), Cambridge University Press
4. M.K. Singh, Teaching of English, Meerut: Eagle Books International
5. P.C. Wren and H. Martin, High School English Grammar and Composition, Delhi: S. Chand
6. R.A. Sharma, Fundamentals of Teaching English, Meerut: Surya Publication
7. S.M. Yunus and Karan Singh, Teaching of English, Lakhimpur-Kheri: Govind Prakashan
8. Satish C. Chaddha, Arts and Science of Teaching of English, Meerut: R. Lall
9. T.C. Baruah, The English Teacher's Handbook, New Delhi: Sterling Publishers Pvt. Ltd.

Compulsory Paper I & II –
Pedagogy of School Subjects – (हिन्दी)

उद्देश्य :

छात्राध्यापक इस विषय के अध्ययन के उपरान्त योग्य हो जायेंगे:

- हिन्दी शिक्षण के सामान्य एवं अनुदेशनात्मक उद्देश्यों को समझना
- हिन्दी साहित्य के इतिहास से परिचित कराना।
- हिन्दी व्याकरण का ज्ञान कराना।
- छात्रों के वास्तविक जीवन से सम्बन्धित करके ज्ञान प्राप्त कराना।
- शिक्षण के विभिन्न उपागमों एवं विधियों को जानना।

इकाई प्रथम

हिन्दी साहित्य के इतिहास का अध्ययन :

- आदिकाल
- भक्तिकाल, निर्गुण भक्ति धारा, सगुण भक्ति धारा
- रीतिकाल, रीतिबद्ध, रीतिसिद्ध, रीतिमुक्तद्ध
- आधुनिक काल, भरतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविताद्ध
- गद्य साहित्य की विभिन्न विधाएं, निबन्ध, कथा साहित्य— उपन्यास एवं कहानी, नाटक, एकांकी संस्मरण, जीवनी।

इकाई द्वितीय

व्याकरण एवं रचना :

- हिन्दी की वर्तनी, संधि, समास, कारक, विराम, चिन्हों का प्रयोग, पर्यायवाची, विलोम, वाक्यांश के लिए एक शब्द, मुहावरा, लोकोक्ति, उपसर्ग, प्रत्यय।
- रस, छन्द, अलंकार, काव्ययुग, उपसर्ग, प्रत्यय।
- रस, छन्द, अलंकार, काव्यगुण—प्रसाद, माधुर्य, ओज
- शब्द शक्तियां— अमिधा, लक्षणा, व्यंजना

इकाई तृतीय

- मातृ भाषा शिक्षण एवं उसका महत्व, राष्ट्रीय एकता के विकास में हिन्दी की भूमिका।
- हिन्दी शिक्षण के उद्देश्य – ज्ञानात्मक, कौशलत्मक, रसात्मक एवं सर्जनात्मक।
- भाषा शिक्षण एवं उच्चारण—शुद्ध उच्चारण का महत्व, उच्चारण में दोष, कारण एवं निदान।

इकाई चतुर्थ

- हिन्दी शिक्षण के सन्दर्भ में गद्य शिक्षण, पद्य शिक्षण और व्याकरण एवं पाठयोजना का निर्माण।

- भाषा शिक्षण में पाठ्य पुस्तकों का महत्व, प्रकार गुण, निर्माण एवं उनका मूल्यांकन।
- भाषा शिक्षण में दृश्य श्रव्य साधनों की भूमिका।
- हिन्दी शिक्षण व मूल्यांकन की नवीन प्रविधियां, निदानात्मक एवं उपचारात्मक शिक्षण।
- हिन्दी शिक्षक के गुण एवं विशेषताएं।

प्रयोगिक कार्य :-

1. काव्य गोष्ठी 2. लघु नाटिका 3. सामान्य ज्ञान प्रश्नोत्तरी
काव्य पाठ वादी-विवाद प्रतियोगिता
2. पुस्तकालय भ्रमण एवं रिपोर्ट तैयार करना
3. विभिन्न महत्वपूर्ण तिथियों पर हिन्दी से सम्बन्धित कार्यक्रम आयोजित करना।
4. भाषा प्रयोगशाला का गठन करना।

सन्दर्भ ग्रन्थ सूची :-

छः से लेकर 10 तक की किताबें

रामचन्द्र शुक्ल-	हिन्दी साहित्य का इतिहास
पी०एन० पाण्डेय -	हिन्दी साहित्य का इतिहास
हरदेव बाहरी	हिन्दी व्याकरण
लूसैन्ट	हिन्दी व्याकरण

**Compulsory Paper I & II –
Pedagogy of School Subjects- History**

Objectives

The Pupil teacher will be able to

- To develop interest in student for history.
- To develop historical imagination among students.
- To make the student aware of the influence of their present life.
- To develop spirit of Patriotism and Brotherhood of men among student.

Unit –I

- Introduction of history
- Different Approaches of History
- Important, need, scope of History
- Is history a science or an art?
- Relation of History with other subject.
- Place of History in school curriculum.

Unit –II

- Ancient History- Prehistory, Paleolithic Age, Mesolithic Age and Neolithic Age.
- Indus civilization
- Vedic civilization
- Jain and Buddhist
- Maurya Gupta Period
- Medieval Period- Introduction of Muslim Culture in India with the Sultanate Period and Mughal Period.
- Modern History- Report of 1857, National Movements from 1885 to 1947

Unit III

- History Teaching- it aims and objectives, writing objective in behavioral terms.
- Text book of History- Criteria of good text book.
- History Teacher – Qualities and their role in society.
- History Classroom – Organisation and maintenance .
- Evaluation in History- Paper Pencil Test, Quiz, Debate, Discussion.

Unit IV

- Method and Approaches of Teaching History.
- Devices and Techniques of Teaching History.
- Teaching aids and Media in teaching of History.

- Lesson Planning- its Importance and types (Herbart and Bloom)
- Remedial and Diagnostic Teaching.

Practicum

- o Visit to a local place of historical importance and report writing
- o Identify the causes of war

Suggested Readings:

1. Burton, W.H. (1972), Principles of History Teaching, London: Methuen.
2. Chaudhary, K. P. (1975), The Effective Teaching of History in India, New Delhi: NCERT.
3. Dhanija Neeiam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi, Harman Publishing House.
4. Dixit, U. and Bughela (1972), Itihas shikshan, Jaipur: Hindi Ganth Academy.
5. Ghate, V. D. (1956), Teaching of History (English & Hindi), Bombay: Oxford University Press.
6. Gunning, Dennis (1978), The Teaching of History. London: Goom Helm Ltd.
7. Jarvis, C. H., Teaching of History.
8. Khan S .U. (1998), History Teaching-Problems, Prospective and Prospect, New Delhi: Heera.
9. Kochar, S. K. (1972), The Teaching of History, Delhi: Sterling Publishers.
10. Lewis, E.M. (1960), Teaching History in Secondary Schools, Delhi: Sterling Publishers.

Compulsory Paper I & II
Pedagogy of School Subjects – Home Science

Objectives

The Pupil teacher will be able-

- To know about the Home Science and its Scope.
- To understand about its various functional aspects.
- To provide practical knowledge of its content to be skilled.
- To apply acquired Knowledge in our daily life activities.

Unit I

- Concept, Meaning and Component of Home Science.
- Place of Home Science in school curriculum and its role and application in our daily life.
- Aim and objectives of Home Science teaching, writing objective in behavioral terms.
- Development of syllabus and evaluation devices for Home Science.
- Concept of Home Science Laboratory, having various defined areas for different activities.
- Skills required for an efficient Home Science teacher.

Unit II

- Methods and approaches of teaching Home Science- Discussion, Demonstration, Laboratory, Project, Field trip etc. and role of practical in Home Science
- Type of teaching aids used in Home Science and its impact on teaching learning.
- Various types of lesson planning used for Home Science teaching.
- Diagnostic and remedial teaching.

Unit III

- Concept of balanced Diet and its Nutrients.
- Concept of common disease and its prevention.
- Concept of Health and Hygiene and its importance in our daily life.
- Concept of child growth and Development and basic saving practices.
- General awareness of application of Home Science in our daily life working.

Unit IV

- Concept of Interior Decoration and Utility of waste products.
- Concept about basic fibres and its maintenance.
- Concept of basic stitches, used in different embroideries.
- Concept of interior decoration and its role in our life to be peaceful and healthy.
- Concept of dying and printing.

Practical Work

- Developing different types of teaching Aids.
- Project work based on demonstration.

Suggested Readings:.

1. Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
2. Broudy, Harry S. and Palmer, John R. (1966) Examples of Teaching Method, Chicago, Second Printing, Chicago, Rand McNally & Co.
3. Chandra A. (1995) Fundamentals of Teaching Home Science, ND: Sterling publishers.
4. Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York.
5. Das,R.R. & Ray B. (1989) Teaching of Home Science, ND: Sterling Publishers.
6. Devdas R.P.(1976). Teaching Home Science, AI Council for Teaching Science.
7. Hall & Paolucci (1968), Teaching Home Economics, NY: Wiley Eastern P. Ltd.

Compulsory Paper I & II

Pedagogy of School Subjects – Mathematics

Objectives

The Pupil-Teacher will be able to-

- Provide content enrichment for better learning of Mathematics.
- Understand the nature, aims, objectives and scope and Mathematics
- Appreciate the historical perspective and contribution of Indian Mathematicians.
- Understand the principles, process relationships to design appropriate strategies for teaching them.
- Appreciate relationship to generalize, to analyze and to reason out.
- Identify and use various web- based resources for teaching and learning of Mathematics
- Use various approaches of Mathematics teaching in the classroom.
- Use various techniques of mathematics to facilitate understanding of various concepts of Mathematics.

Unit I

- Number system, Ratio and proportion, Set, relationship, Functions.
- Data Handling- Introduction, Recording data, Organisation of data, Pictography, Interpretation of a bar graph, drawing a bar graph.
- Geometry: Straight lines, Triangles and Circle

Unit II

- Arithmetic: teaching of percentage, ratio and proportion interest, profit and loss, Fractions and Equations
- Trigonometric ratios, Height and distances
- Mensuration: Volume and surface area of a cube, cone cylinder, and sphere
- Algebraic equations: Linear, Simultaneous and Quadratic Equating and their graphical solutions, polynomials Theory of Indices and Anti logarithm

Unit III

- Nature and scope of mathematics: Meaning and Nature of Mathematics. History Mathematics with special thrust on teaching mathematics. Contributions of Indian mathematician-Aryabhata, Bhaskaracharya, and Ramanujan, Scope of mathematics.
- Aims and objectives of teaching mathematics at various stages of education: - Need for establishing general objectives for teaching mathematics, writing specific objectives and teaching points of various content area in mathematic.
- Approaches of teaching mathematics: -
 - Deductive and inductive.

Analysis and synthesis.

- Various techniques of teaching mathematics: -oral, written, drill, assignment, supervised study.

Unit IV

- Meaning and importance of a lesson plan, Performa of a lesson plan. (Herbart and Bloom)
- Learning resources in mathematics — selection and designing of textbooks and audiovisual multimedia in mathematics.
- Use of Remedial and Diagnostic teaching.
- Evaluation of mathematics: Achievement test, Diagnostic test.
- Professional development of mathematics teachers

Practicum

- Preparation of traditional and technology integrated lesson plan.
- Preparation of traditional and web-based teaching aids.
- Designing of mathematics kits for target group.
- Preparation and analysis of teacher made achievement test on a unit.

Suggested Readings

1. Servas, Wand T.Varga. Teachings School Mathematics- UNESCO Service Book.
2. Aiyankar, Kuppuswami. The teachings Of Mathematics.
3. Bellard, P.B. Teaching the Essentials of Arithmetic.
4. Bhatnagar,A.B.: New Dimensions in the Teaching of Mathematics. Modem Publishers, Meerut.
5. Bloom,B.S. and et.al Handbook on Formative and Summative Evaluation.
6. Bloom,B .S.(1 956)Taxonomy of Education Objectives.
7. Dash,B.N.(2005). Psychology of Teaching Learning Process, New Delhi: Dominant Publishers and Distributors.
8. Dharamvir. The Teaching of Mathematics in India. Manuel G.J. Pedagogic of Mathematics.
9. Malhotra,V.(2006).Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corpora.
10. Mangal, S.K.: Teaching of Mathematics, Prakash Brothers, Ludhiana.

**Compulsory Paper I & II –
Pedagogy of School Subjects – (संस्कृत)**

उद्देश्य

1. Understand general and instructional objectives of Sanskrit teaching.
2. Understand the importance and place of Sanskrit teaching in schools.
3. Know various approaches and methods of Sanskrit teaching.
4. Prepare lesson plans properly.
5. Select and organize learning experiences according to content and level of students.
6. Evaluate the content of Sanskrit textbooks.
7. Able to prepare diagnostic and remedial tests in Sanskrit teaching.

इकाई प्रथम

- संस्कृत साहित्य परिचय— संस्कृत साहित्य पर आधारित साहित्यिक परिचय, भाषा शैली, रचनाएं तथा सूक्तियां कालिदास, वाण भारवि एवं माघ
- रस, छन्द एवं अलंकार परिचयात्मक अध्ययन

इकाई द्वितीय

- व्याकरण – संज्ञा प्रकरण, माहेश्वर सूत्र, उच्चारण स्थान प्रयत्न तथा संज्ञादि परिचय
- शब्द रूप – अकारान्त, इकारान्त, उपकारान्त – पुलिङ्ग, स्त्रीलिङ्ग तथा नपुंसकलिङ्ग
- धातु रूप— अस्मद्, युष्मद्, एवं भू, पठ्, गम्, धातुओं का पञ्चलकार
- कारक परिचय : सप्त विभक्तियां प्रयोग मात्र
- संधि परिचय : पंच स्वर संधि का परिचय तथा प्रयोग
- समास : पंचधा परिचय
- लपसर्ग तथा प्रत्यय परिचय तथा प्रयोग

इकाई तृतीय

- भारत में संस्कृत शिक्षण की गहत्वा, पाठ्यक्रम में संस्कृत का स्थान— त्रिभाषा सूत्र एवं प्राथमिक, माध्यमिक तथा उच्च स्तर पर संस्कृत शिक्षण के उद्देश्य।
- व्यावहारिक रूप में उद्देश्य लेखन, गद्य, पद्य, व्याकरण एवं अनुवाद शिक्षण, गद्य एवं पद्य शिक्षण में अन्तर। संस्कृत शिक्षण में शुद्ध लेखन तथा शुद्ध वाचन का महत्त्व।
- अच्छे पाठ्यपुस्तक की विशेषताएं, अच्छे संस्कृत शिक्षक के गुण, भाषा प्रयोगशाला, मूल्यांकन प्रक्रिया, उद्देश्य, प्रकार वस्तुनिष्ठ तथा निबंधात्मक सुधार सम्बन्धित सुझाव।

इकाई चतुर्थ

- संस्कृत शिक्षण की विधियां प्रत्यक्ष विधि के विशेष सन्दर्भ में, उपयोगिता एवं सीमाएं। पारम्परिक शिक्षण की विधिया, पाठयोजना का निर्माण, आवश्यकता एवं महत्त्व, पाठयोजना के विभिन्न रूप – हरबर्ट एवं ब्लूम।

- शिक्षण सहायक सामग्री एवं मल्टीमीडिया का संस्कृत शिक्षण में प्रयोग, निदानात्मक तथा उपचारात्मक शिक्षण, क्रियात्मक अनुसंधान।

प्रायोगिक कार्य :

- Three short stories to be written or reproduced
- Three different types of letters to be written as models
- Preparation of model lesson plans

सन्दर्भ ग्रन्थ सूची :

1. V.P. Bokil and N.R. Paarasnis : A New Approach to Sanskrit
2. Raghunath Safaya: The teaching of Sanskrit
3. Pt. Sitaram Chaturvedi : Sanskrit ki Shiksha
4. Micaael Weak : The teaching of Sanskrit
5. D.G. Apte : The Teaching of Sanskrit
6. A.B. Keith : Classical Sanskrit Grammar
7. M.R. Kale: Higher Sanskrit Grammar
8. Jahangirdar: Introduction to Comparative Philology
9. Sanskrit Commission Report 1937, Government of India
10. P.C. Chakravarti : Philosophy of Sanskrit Grammar.

**Compulsory Paper I & II –
Pedagogy of School Subjects – Physical Science**

Objectives

Student teacher will be able to:

1. Understand general and instructional objectives of teaching.
2. Understand the importance and place of teaching science in schools.
3. Know various methods of teaching.
4. Prepare lesson plans properly.
5. Select and organize learning experiences according to content and of students.
6. Develop the use of various teaching aids.
7. Evaluate the content of textbooks.
8. Develop the skills of diagnostic and remedial teaching.
9. Develop the skill of making working models related to physics chemistry.
10. Awareness of content of class VI to X

Unit- I

- Concept of science teaching, justification for including science as a subject of school curriculum.
- Aims of science teaching and writing objectives in behavioral terms.
- Textbook of science.
- Qualities of a Science teacher.
- Evaluation- Purpose and types of tests.

Unit- II

- Methods of teaching science
- Planning of unit and lesson plans and various types of lesson
- Resources for teaching science
- Laboratory
- Media
- Teaching Aids
- Remedial and Diagnostic teaching.

Unit-III

- Matter: Structure and States.
- Air: Composition, Air Pollution.
- Water: Properties, Water Cycle.

- Pressure: its concept, up thrust. Archimedes' principle, Pascal's law.
- Simple Machines: concept and types.
- Energy: Concept, types and uses. Solar energy: uses and working.

Unit-IV

- Heat: Concept, measurement and transfer of heat.
- Light: Sources, Reflection, Refraction, Shadows and eclipses.
- Sound: Concept, echo and applications.
- Magnetism: Origin, concept and properties.
- Radioactivity: Concept and uses, nuclear fission and nuclear fusion.

Practicum

- Science Quiz/Scientific games.
- Visit to Regional Science Centre/ Planetarium and Writing Report.
- Making of two working models and organizing science exhibition.

Suggested Reading

1. Narendra Vaidya- Science Teaching.
2. S.M. Agarwal- Science Teaching.
3. NCERT Text Books- Classes 6-10th

**Compulsory Paper I & II –
Pedagogy of School Subjects – Urdu**

Objectives

The Pupil teacher will be able to-

- The nature and mechanics of the language.
- Use the knowledge and skills needed to understand, analyze and evaluate their non performance.
- Appreciate the uniqueness of multilingualism in India as a linguistic and sociolinguistic phenomenon and its implication for pedagogy.
- Develop acquaintance with approaches and methods of teaching.
- Plan and teach Urdu lessons in prose, poetry, drama, grammar and composition.
- Evaluate performance of students in the subject through achievement test.

Unit-I

- The nature of Urdu Language and its scope.
- Concept of language learning and acquisition functions of language, communication, transmission of culture and medium of instruction.
- Origin and development of Urdu language.
- History of Urdu Literature- an outline.
- Multilingualism as a resource.
- Learning of Urdu at secondary level.

Unit-II

- Writing: Elementary knowledge of Urdu scripts-: Khat-e-Nakhsh, khat-e-Nastaliq and khat-e-Shikast.
- Teaching of alphabets borrowed from Arabic, Persian and Hindi, their shapes and nomenclatures.
- Pronunciation
- Letter writing
- Essay writing
- Qualities of good hand writing

Unit-III

- Reading: Its importance, concept and meaning.
- Types of reading: Silent reading, Reading aloud, Reading for appreciation and pleasure, Reading interest and reading habits, Supplementary reading.
- Standard sounds of Urdu, vowels and consonants.

- Stress and intonation
- Reading (Pronunciation) defects and their cure.

Unit- IV

- Methods of teaching- Translation method, Direct method, Play way method, Bilingual method, Structural approach, Communicative approach.
- Teaching of Prose (Story, Drama)
- Teaching of poetry (poems and Gazals)
- Teaching of Grammar
- Teaching of Composition
- Lesson Planning- Meaning and format in all the mentioned areas.
- Skill of questioning.
- Teaching aid in Urdu.

Practicum

- Preparation of traditional and technology integrated lesson planning in prose and poetry.
- Preparation of traditional and web —based teaching aids for teaching
- Participation in conversation.
- Preparation and analysis of teacher made achievement test on a unit.

Suggested Reading

1. Ghazal Aur Ghazal- A.Ansari
2. Ghazal Aur Dares-Ghazal-A.Ansari
3. Studies in language and language teaching- A.Ansari
4. Urdu ki locetainash-o-Numa-Abdul Haq
5. Tareka-Zaban —Urdu-H. Masood Hasan
6. Tadrees on Urdu Ahmad Hasan
7. Zaban aur Taleem-Saiyadin
8. Urdu Zaban ki Tadrees — Moid Uddin
9. Teaching the Mother Tongue in Secondary School-P.Gurrey
10. Tarecq —e-Taleem-e-Urdu-Hasan Fakhrul
11. Urdu ki Dars-o —Tadreez ke masaia-H.Ayub
12. Teaching of reading and writing C.W.Gray

PAPER I & II: PEDAGOGY OF MUSIC

UNIT-I

- Meaning, Nature and scope of music
- The need for teaching the subjects under music (vocal, instrumental, dance etc) in school.
- Different forms of music- Indian (Hindustani & Karnataka) and Western
- The importance of music and its place in the curriculum of Primary, Junior High School and Secondary Education levels.
- Correlation of music with other school subjects.

UNIT-II

- Aims of teaching music.
- Principles of designing music curriculum- Classical, Light, Film and Folk Music.
- Song for school children. JNIT-IV
- Instructional strategies and methods
- Strategies for teaching music in terms of specific methods like lecture, lecture cum discussion, demonstration, practice, heuristic, dramatization, project, workshop, seminar etc.

UNIT-III

- Objectives of teaching music- specifications to clarify planning viz- Unit & lesson plans.
- Micro teaching lesson plans for developing the skills in teaching.
- General principles of teaching Rags, Tals, Melodic grace devices Tunc and Rhythm perception.

UNIT-IV

- Audio Visual Aids and their use in teaching music preparation of mini & macro lesson plan.
- Text Books- Criteria of a good text book in music, a critical appraisal of the present text books in music, suggestions for improvement.
- Music Room- Its equipment and organization.
- Different types of tests, their construction and administration. Test in practical skill in music.
- Knowledge of subject matter concept upto High School.

PRACTICUM

- Demonstration- Participation and performance in any one (Vocal, Instrumental of Dance)
- Repair and taking care of minor problems in musical instruments.
- Identifying and recognizing different music forms ad performance of artists (Vocal, Musical Instrumental, Dance from with the help of slides and audio visual aids).
- Construction Administration and Evaluation of an Unit Test

PAPER I & II PEDAGOGY OF FINE ARTS

Course Objectives:-

To enable the student teacher to-

- Get acquainted with importance of art and its place in curriculum.
- To understand the concept of representing models and imagination.
- To get acquainted of methods of teaching of Fine Arts.
- To correlate of fine Arts with other school subject.
- To get acquainted with practical skill in fine arts.

Course Content-

- The Nature and scope of arts.
- Importance of arts and its place in the curriculum of primary, Junior High school and Secondary Education level.
- Aims of teaching Arts
- Curriculum course of study in Arts: Levels critical appraisal of the existing syllabus in art suggestion for improvement
- (a) Methods of teaching Arts (b) Free Expression, Representation, Designing and clay modeling at various stage. (c) Representing model and imagination. (d) Lesson Planning
- Correlation of arts with other school subjects.
- Audio-Visual aids and their use in teaching of arts.
- Text-books, criteria of good text book in arts, A critical appraisal of present textbooks in Art Suggestion for improvement
- Art Room its need equipment and decoration.
- Different type of tests their construction and administration testing practical skill in Arts.

Practicum/Internal assessment

- Microteaching

Anyone from the following

- Construction, Administration and Evaluation of an Unit Test
- Preparation of One Improved apparatus / Low Cost Material aid / Working Model.

B.Ed. Semester - IV

Course Code	Course Name	Evaluation (MM-100)			Credits (MM=24)
		Internal		External	
		CIE	Practical	ETE	
E060401T	Fundamental of Teacher Education	25	-	75	5 Credits
E060402T	Innovations in Education	25	-	75	5 Credits
E060403T	Measurements and Evaluation in Education	25	-	75	5 Credits
E060404T	Distance and Open Education	25	-	75	4 Credits
E060405T	Or Guidance and Counselling in Education				
E060406P	Practical	-	100	-	5 Credits
E060407R	Extension Work	Grade A to E			

Marks Distribution for Practical Paper and Extension Work			
Course	Course Code	Marks Distribution (MM-100)	
		Particulars	Marks Allotted
Practical	E060406P	Visit to a distance/open educational institution	60
		Construction of an achievement test in any school subject	40
Extension Work	E060407R	Educational tour	Grade A to E
		Organization and management of Cocurricular activities	

There is:

CIE: Continuous Internal Evaluation.

ETE: End Term Examination (University Exam)

Note: Continuous Internal Evaluation (CIE) will be three time as Test-I, Test-II and Test-III as per schedule decided by University and Best of Two test marks will be included in final marks. Each test will be of 12.50 marks. Please refer to examinations guideline.

**B.ED. Semester-IV
(Compulsory Paper)**

Paper-1

Fundamentals of Teacher Education

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 students 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.

UNIT	COURSE CONTENT
I	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • 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.
II	<p>INSERVICE AND PRESERVICE TEACHER EDUCATION</p> <ul style="list-style-type: none"> • Pre-Primary education level • Primary level Teacher Education • Secondary level Education • Higher Education level teacher Education • Orientation and refresher courses
III	<p>STUDENT TEACHING PROGRAMME</p> <ul style="list-style-type: none"> • Pattern of student – teaching (internship, block practice, off-campus teaching programme). • Techniques of teacher training – core teaching, microteaching and interaction analysis • Evaluation of students teaching
IV	<p>INNOVATIONS IN TEACHER EDUCATION</p> <ul style="list-style-type: none"> • Distance education & Teacher Education • Innovations in Teacher education. • Integrated teacher education programmes • Role OF NCTE, DIET, HRDC and Department of Education
V	<p>OTHER ISSUES OF TEACHER EDUCATION IN INDIA</p> <ul style="list-style-type: none"> • Quality vs Quantity • Need of Professional ethics and Dedication • Demand vs Supply • Curriculum related issues

BOOKS RECOMMENDED:

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

Semester-IV: Compulsory Paper - II

Innovation in education

Unit I-

- Innovation- Meaning concept, need and scope in view of technological & social change, scientific temper.
- Obstacles in innovation, role in Education in overcoming obstacles and in bringing innovations.
 - Role of UNICEF in introducing innovations in Indian school Education.

Unit II-

- Innovative programme and scheme for social development in the field of education.

ICDS

- Early childhood care and education (ECCE)
- Positive parenting
- Aganwadi and other efforts in Private Sector
- State supported innovations - SSA, Mahila Samakhya Each one teach one
- National level - RTE, NLM, Aditi Education Life Skills Education
 - Hard and Soft skills Innovative institutes in India.

Unit III-

Changing face of school and University in the age of information and communication technology.

- E-learning
- Interactive Radio Television Internet EDDUSET

Unit IV

- Legal awareness, disaster management, Swaksh Bharat Abhiyan, Voting awareness, Entrepreneurship development in Education
- Self defiance
- Spiritual Education and Yoga.

Practicum

- Cleaning of any area under Swaksh Bharat Abhiyan
- Survey & report writing on the selected topic
- Competitions based on poster making and slogan writing.

Suggested Readings

- NCERT - Experimentation & Innovations in school - a Handbook New Delhi
- S. Laxmi (1989) Innovation in Education sterling publishers Delhi
- S.S. Chauhan (1994) – Zen novation in Teaching learning process. Vikas publishing home Delhi.

B.Ed. Semester-IV

Compulsory Paper – III: Measurements and Evaluation in Education

Unit-I

- I- Meaning, Concept, Essential Elements, Types and its relevance
- II- Levels or scales & measurement.
- III- Norm referenced and criterion reference measurement

Unit-II

Educational evaluation:

- I- Meaning, concept and evaluation process.
- II- Comparison between measurement and evaluation.

Types of evaluation:

- I- Formative and summative evaluation.
- Continuous and comprehensive evaluation
- I- Concept and need

Unit-III

- I- Defining instructional objectives.
- II- Need and method & stating instructional objective.
- III- Taxonomy of instructional objective

Blooms taxonomy

- I- Cognitive affective & psychomotor domain

Unit-IV

Tools and techniques of measurement

- I- Test questionnaires, inventories

Test:

- I- Nature and types, characteristics (Reliability, Validity and Norms)
- II- General principal of test constructions.

Reforms in evaluation:

- I- Grading, semester system, question bank and use of computers in evaluation

Unit-V

Statistics: Nature, aims and importance.

Graphical representation of data: Histogram, frequency polygon, ogive.

Measures of central tendency: Mean, median and mode.

Measures & variability: Range, quartile deviation and standard deviation.
Coefficient of Correlation by Rank difference method.

References:

- गुप्ता एस.पी. : आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद
अस्थाना विपिन एवं : मनोवैज्ञानिक और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक भवन, इलाहाबाद
भटनागर ए.बी. एवं मीनाक्षी : मनोवैज्ञानिक एवं शिक्षा में मापन एवं मूल्यांकन, आर लाल बुक डिपो, मेरठ
Ebel R.L. : Essentials of educational measurement. Third will prentice hall inc. New Jersey, 1970
Garsett H.E. : Statistics in Phycology and Education, Bombay, vakils, fetter and simon ltd. 1961

B.Ed. Semester-IV

Optional Paper – IV: Distance and Open Education

Recall and explain the concept scope and applications of distance education. Describe history and future of distance education. Explain in own words the factors involving distance education. Identify the steps for the preparation of self-instructional materials- SIM or self-learning materials (SLM) define roll of mass media in distance education.

Unit-I

Concept of distance education:

- I- Related terms with Distance education
- II- Non-formal education.
- III- De-schooling education.
- IV- Open education.
- V- Scope of distance education.

Unit-II

History, importance and future of distance education in India:

- I- Present status.
- II- History of distance education
- III- Need and importance of distance education.
- IV- Future of distance education in India
- V- Academic discipline in distance education

Unit-III

Mass media in distance education:

- I- print and non-print media
- II- Audio visual computer based media.
- III- Learning through media
- IV- Utility and possibilities of distance education.

Unit-IV

Distance educator, distance learners and self-learning materials:

- I- Distance educators and their types
- II- Professional training in distance education.

Different types of distance learners and their possible problems:

- I- Student counselling service in distance education.
- II- Continuous assessment in distance education.

Unit-V

Self-learning materials and its preparation:

- I- Preparation of self-learning materials (SLM).
- II- Self-instructional materials (SIM) format.
- III- Distance education as investment for learners.
- IV- India Gandhi National Open University (IGNOU).
- V- Uttar Pradesh Rajarshi Tandon Open University (UPRTOU)

References:

Gupta S.P. and Alka : Durast Shiksha, Sharda Pustak Bhavan, Allahabad
Ramanujam A.R. (1995): Reflections of distance education for India, New Delhi, Mahak Publications Pvt. Ltd.
मुक्त एवं दूरस्त शिक्षा पर स्वाध्ययन सामग्री, UPRTOU Allahabad (UGFODL)

Optional Paper - V

Guidance and Counseling

Unit I-

- Guidance: Nature meaning, scope and need of guidance from different point of view, Major Areas of Guidance.
- Educational: Meaning Functions and need of educational guidance at different levels.
- Vocational: Meaning, functions and need of vocational guidance at a different levels.
- Personal: Meaning Functions and need of personal guidance's at different levees.

Unit II-

- Essential Guidance Services: Orientation, service information Service placement service follow up service, counseling Services and remedial services.
- Guidance Programme, Organization of guidance Programme at Primary and secondary level.

Unit III

- counseling; concept meaning purpose principles techniques and types of counseling.
- Use of different types of tests (intelligence, interest, attitude) and interpretation of test data by the counselor.

Unit IV-

- Counselor- Role, responsibilities and qualities of a good counselor.
- Guidance and counseling centers; Need objectives and functions

Practicum

- Will guide at least two students and report writing.
- Collect data regarding guidance procedure.

Suggested readings

- शैक्षणिक एवं व्यावसायिक निदर्शन एवं परामर्श – S.C. Oberai
- शिक्षा में निर्देशन एवं परामर्श – Sitaram Jaiswal