

Allahabad State University, Allahabad



Department of Education

B.Ed. Two Year Programme

Enforce from : 2017-18

Session : 2017-18 (on wards)

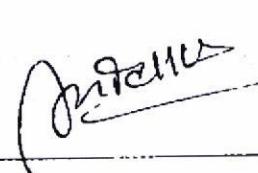
ORDINANCE, REGULATIONS AND SYLLABUS

For

B.Ed. Two Years (Four Semesters)

Programme

From (Session 2017-18) (On wards)

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Allahabad State University Allahabad

Department of Education

Bachelor of Education (B.Ed.)

Preamble : The bachelor of education programme generally known as B.Ed. is a professional programme that prepares teachers for upper primary or middle level (Classes VI- VIII) secondary level (Classes IX - X) and senior secondary level (Classes XI - XII)

Course objectives :

- To enable the prospective teachers to understand the nature purpose and philosophy of school Education.
- To develop competencies, values and skills required for becoming an reflective and human teacher.
- To sensitize them towards the promotion of social cohesion National integration and International understanding.
- To enable them to address gender issues and protection of human rights.
- To prepare them for dynamic leadership.
- To empower to teachers to cultivate scientific temper among students.
- To enable them to utilize community resources as educational imputes.
- To develop communication skills, train them to use modern information and communication technology for school purposes.
- To train them in conducting action research in educational situation and to improve the pedagogical practices in their subject.
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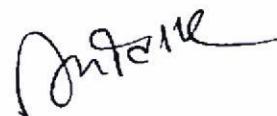
ORDINANCES & REGULATION

Duration of Course :

Bachelor of Education (B.Ed.) course shall be a two year full time professional pre-service teacher programme with each year divided in two semesters.

The duration of first and third semesters shall be from July to November and the stretch of the second and fourth semesters shall be from December to April. At the end of the each semester the candidates shall be required to present themselves for examination.

It shall be a full time course including Theory, practice in teaching, internship, field work, professional development and other prescribed activities.



No. of seats.

There shall be a basic unit of 50 students, with a maximum of two units. Seats of the associated colleges shall be decided by N.C.T.E. and Allahabad State University Allahabad shall be determined the course seat as per approved rules of N.C.T.E. and State Government enforced from time to time.

Working Days :

- There shall be at least two hundred working days each year (In two semesters) exclusive of the period of examination and admission.
- The institution shall work for a minimum of thirty six hours in a week (five or six days) during which physical presence in the institution of all student teachers is necessary.
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Eligibility Criteria

- Candidates with at least fifty percent marks either in the Bachelor's Degree 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 there to, are eligible for admission to the programme.
- The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.
- During the study of B.Ed. course no student can avial the opportunity of any kind of full time or part time paid job. If any such case is reported, his/ her admission will be treated as cancelled.

Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/ or in the entrance examination or any other selection process as per the policy of the State Government and the University

Fees

The institution shall charge only such fee as prescribed by the affiliating body/state government from time to time.



The four semesters :

- The first and third semester of Bachelor of education (B.Ed.) programme shall be four and half month long (July to November) excluding semester and examination and five days semester break.
- The second and fourth semester of Bachelor of education (B.Ed.) programme shall be four and half month long (December to April)

Allocation of Marks / Grades :

- Each theory paper shall carry 100 marks which are allocated in the proportion of 70:30 for semester - End theory examination and C.C.E (Amendable as per Examination Policy of the University)

Evaluation (Practical and Assignment)

- Each paper of assignments and internal practical work evaluated by head of department and subject teacher/internal examiner of 150 marks and external 150 marks evaluated by external examiner. The practical examination will be part of Ist Semester & IIIrd semester. (In Ist Semester an internal & an external examiner. In IIIrd Semester an internal & two external examiner)
- The division of marks in four semester of Bachelor of Education (B.Ed.) programme shall be as follows :

Semesters	Marks	Grade A to E
First Semester	500	Professional Development Activities
Second Semester	500	Professional Development Activities
Third Semester	500	Professional Development Activities
Fourth Semester	500	Professional Development Activities
Grand Total of Bachelor of Education (B.Ed.) Marks	2000	Theory+ Practicum+ Professional development Activities

Standard of Passing :

- The candidate must obtain at least 35% marks in each theory paper separately with aggregate marks of 45% in total.
 - Minimum passing marks in Educational Psychology Practical, Practice in Teaching and Internship shall be 50%
 - Successful candidates shall be placed in divisions both in theory and Practice in teaching examinations separately as under.
- A- First Division : Candidates obtaining 60% or more aggregate marks in theory and in practical exam 75% or more.
- B- Second division : Candidate obtaining not less than 50% and below 60% in theory and 74% and not less than 60% in practical exam.

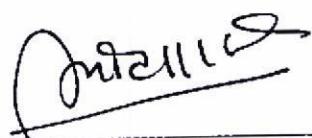


C- Third division : Candidate obtaining 45% marks and below 50% in theory and 59% and not less than 50% in practical exam.

In order to pass the Bachelor of Education (B.Ed.) examination the candidates are also required to participate within stipulated time in professional development activities and to obtain a minimum 'C' grade.

Awards of Degree :

The degree of Bachelor of Education (B.Ed.) of the Allahabad State University of Allahabad shall be awarded to candidates who have pursued a regular course of study in the university and have fulfilled all the conditions and have passed the prescribed examinations.

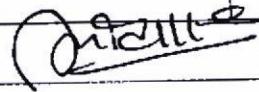


Curriculum Outline

B.Ed. I & II Semesters

(Enforce from session 2017-18)

Semester – I		Semester II	
A- Compulsory Paper	Marks	A- Compulsory Papers	Marks
PAPER I: Philosophical And Sociological Perspective Of Education PAPERII: Psychological / Perspective of Education PAPER III. School Management and hygiene.	70+30	PAPER I . Pedagogy of School Subject-I PAPER II: Pedagogy of School Subject-2 PAPER III. Child and Adolescent Development	70+30
B- OPTIONAL PAPER (Student has to choose one paper) PAPER IV 1. Value and Peace Education 2. Inclusive Education	70+30	C- OPTIONAL PAPER (Student has to choose one paper) PAPER – IV 1. Environmental Education 2. Technological Perspectives of Education	70+30
D- Field Work 1. Book review of an educationist and his/her contributions to education. 2. One week observation of teaching of regular teachers and report writing. 3. Survey of any institution and present report	100	B- Field work 1. Mini & macro lesson plan preparation 2. Four weeks practice – in – teaching 3. Educational Psychology Practical	100
C- Professional 1. Yoga: Theoretical understanding and practice of Asanas, Pranayama and Meditation 2. Extension work in community as health hygiene, Zero Garbage	Grade A to E	D- Professional Development 1. Extension work in community as related to literacy, environmental degradation 2.Preparation of a question paper at secondary level	Grade A to E
TOTAL	500	TOTAL	500



Semester - III		Semester VI	
School Internship programme	Marks	A- Compulsory Papers	Marks
<ul style="list-style-type: none"> Phase I: (Pre – practice) Lesson plan preparation School Diary Subject teaching practice Discussion on T.L.M Schools and mentors teacher selection by head of faculty 	<p>Paper I 100</p> <p>Paper II 100</p> <p>Dattatreya Singh S.S.D.</p>	PAPER -I : Contemporary India and Education PAPER II- Gender issues and Human Rights in Education. PAPER III- Guidance and counseling	70+30 70+30 70+30
Phase II (Teaching Practice) <ul style="list-style-type: none"> Practice Teaching of school subject I – 30 lesson plan Practice Teaching of school subject II – 30 lesson plan Unit test preparation Organizing co-curricular activities PTA/PTM meeting Assessment record (CCE) 	300	B. Optional Papers (Student has to choose one paper) PAPER IV <ol style="list-style-type: none"> Theoretical Foundations of Curriculum Innovations in Education C. Field Work <ol style="list-style-type: none"> Analysis of text book Library visit of school and Report writing 	70+30 100 D.T.R. B.W. B.R.
Phase III (Post Practice) <ul style="list-style-type: none"> Report submission on internship experience Invite feedback from internship school. construction of an achievement test in any school subject 	100 Grade A to E D.T.R. J.S.	(D) Professional Development <ol style="list-style-type: none"> Educational tour outside of the state constituted by head of the faculty Classes in Music/ Drama/Craft/Physical Education/ Disaster Management 	Grade A to E
TOTAL	500	TOTAL	500

Pedagogy Subjects

Each candidate shall have to select two school subject to be studied as Pedagogical papers from the following pedagogic subjects studied at UG level: Hindi, Sanskrit, English, Urdu, Mathematics, Science, Biology Science, Home Science, Civics, History, Geography, & Economics/Commerce.

Continuous and comprehensive Evaluation (C.C.E.)

- In each paper the continuous internal assessment system would have a weightage of 30% marks, while the semester end examination shall have a weightage of 70% marks.
- The weightage of components in continuous internal assessment system will be as under :

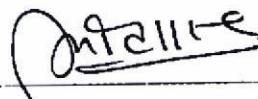
- Practicum / field work	15 marks
- Assignment and/ presentation	10 Marks
- Attendance and class participation	05 marks
- It shall be the duty of the teacher/ head of faculty & teachers to conduct continuous and comprehensive Evaluation. In case more than one teacher is sharing the teaching work in a paper, each teacher shall evaluate independently with head of faculty but total weightage should be 15 marks.

Attendance :

- I. Every B.Ed. student shall have to attend at least 80% theory and 100% internship classes, Educational Psychology Practical classes, Practice in Teaching and other components of B.Ed. programme, failing which He/She not be sent up for the examination.
- II In case of shortage of attendance on medical grounds the Vice Chancellor may condone not more than 10% of shortage of attendance on the recommendations of the Head of Department of Education and Dean, Faculty of Education as per the provisions of University statutes.

Examination : Rules and Regulations :

- Students who have completed their course for the Bachelor of Education (B.Ed.) First Semester but have failed to appear/ pass the semester examination will be allowed to re-appear in the subsequent First semester examination. Those who fail to appear/ pass in any paper in the second semester may be permitted to appear at the next year's semester examination without further attendance at lectures if their applications for permission meet with the approval of the Head of the Department of Education and the Dean, Faculty of Education.
- Candidates allowed to appear at the Bachelor of Education (B.Ed.) semester examination under this ordinance as exempted candidates shall be required to pay the examination fee as prescribed by the University.



- There shall be a Semester- End examination and each student has to appear in all papers/ including Theory, Practical's, Practice in teaching internship, field work, professional development
- All those candidates who pass a semester examination (under section 2 stated above) can appear for improvement in only one theory paper of a semester at the next Back paper/ regular examination of that semester and not thereafter However, the improvement facility will not be given in all the papers prescribed in the course.
- Student of following categories shall be 'Eligible for Back Paper (EBP)'. An EBP candidate shall be promoted to next semester. The back paper facility in a semester provides promotion to the next semester and another opportunity to obtain a minimum of the pass marks assigned for an individual paper or in the aggregate.
 - A. The candidates who fail to secure an aggregate of ~~50%~~^{45%} of the maximum marks for a semester but have obtained ~~40%~~^{35%} of the maximum marks assigned to each of their papers may appear in all the papers as exempted candidate or may appear in only one theory paper of his choice as EBP candidate to secure a minimum in the aggregate ~~45%~~^{35%}.
 - B. The candidates who secure an aggregate of ~~50%~~^{35%} of the maximum marks for a semester but fail to secure a minimum of ~~40%~~^{35%} of the maximum marks in one out of four papers prescribed for the semester papers or in case where there are more than four papers prescribed for the semester , the candidates who have failed in two theory papers or have failed in one theory paper shall be declared 'EBP' Such candidates will appear only in their un-cleared papers..
 - C. All the candidates covered in the categories defined in the sub sections A & B of the section 5 shall be given only one chance to clear the semester in the next back paper/ regular examination of that semester and not thereafter
 - A candidate with two out of three or three out of four un-cleared papers in his/her first semester examination shall be declared 'Failed' but will be promoted to the second semester but not beyond till he/she becomes a candidate under 3 or 4 by appearing as an exempted candidate in the next Back paper/ Regular examination of that semester and not thereafter. Such a promotion from third to fourth semester shall also be granted to the candidates who have passed either their first two semester examinations as per section 2 or have cleared all papers of first semester but, they are EBP in 2nd semester.
 - The back paper facility will not be given to a candidate if the number of his un-cleared papers in all of his previous semester examinations exceeds three
 - In case where three of the four Semesters have been cleared in three years, the Vice-chancellor/Examination Committee may recommend for only one more opportunity in the fourth coming Back Paper/Regular examination of that semester and not thereafter

Dinesh

- The examination for the degree of the bachelor of education shall include: Theory of Examination, practice in teaching examination and practical examination, internship and professional development activities.
 - The students shall be required to complete their practice- in- teaching work, (at least 60 supervised lessons,) the prescribed Practical work , internship, field work, and other activities as per regular schedule of the department and the institution. Failure in compliance to this condition shall disallow a candidate from appearing in B.Ed. examination of the University.
- (a) Candidates who have completed their course in practice- in- teaching and but have failed to pass or to appear at the B.Ed. practice teaching examination shall be allowed to present themselves for re-examination therein at the subsequent examination without attending a full course. They shall however be required to teach at least 15 supervised lessons before appearing at the B.Ed. Practice- in- Teaching Examination.
- (b) A candidate who has failed to pass or to appear at the semester end B.Ed. Theory Examination after completing all the course requirements of all components of B.Ed. programme, may present himself/herself for re-examination there in at a subsequent B.Ed. semester end Examination of same semester as an EXEMPTED CANDIDATE as per the B.Ed. syllabus.
- (c) A candidate who has completed his/her course for the Bachelor of Education Programme but has failed to pass or appear in both written as well as practice in teaching examination may present him/herself for re-examination there in at a subsequent examination at a University examination in a subsequent academic session as per provisions under (a) and (b) above.
- (d) A candidate desirous of appearing at a B.Ed. back paper/improvement examination under the provisions of the University shall be required to answer the question papers set in accordance with the old syllabus which was originally studied by the candidates.
- (e) A candidate who has failed to complete his/her required practice in teaching lesson in second semester shall complete the same in the third semester during internship and may present him/herself as exempted candidates in subsequent second semester practice in teaching examination.
- (f) A candidate shall be eligible for promotion from third semester to fourth semester only after completion of all components of B.Ed. in semester I & semester II. They can complete the internship in subsequent semester III next year if they were unable to complete it in their regular semester III.

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B.Ed. Semester-I**Compulsory Papers**

300 marks

- Philosophical Sociological Perspective of Education
- Psychological Perspective of Learning and Teaching.
- School management and hygiene.

> Optional Papers (Students has to choose one paper)

100 marks

- Value and Peace Education.
- Inclusive Education.

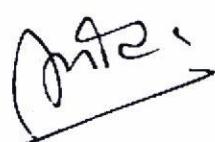
> Field Work

100 marks

- Book review on an educationist and his/her contributions to education
- One week observation of teaching of regular teachers and report writing.
- Survey of any institution and present report.

• Professional Development Work (A to E)

- Seminar presentation with power point.
- Extension work in community as – health hygiene, zero garbage

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B.Ed. Semester-II**Compulsory Papers**

300 marks

- **Paper-I:** Pedagogy of School Subject-1
- **Paper-II:** Pedagogy of School Subject-2
- **Paper-III:** Child and Adolescent Development.

Optional papers – (Student has to choose one paper)

100 marks

- Technological Perspectives of Education.
- Environmental Education

Practical Work:

100 marks

- Mini & Macro lesson plan preparation .
- Four weeks practice – in – teaching.
- Educational Psychology text (tools).

Professional Development work : (A to E)

- Assignment extension work in community as related to literacy; environmental degradation.
- Preparation of a question paper at secondary level.



B.Ed. Semester-III
School Internship Programme

➤ **Phase-I (Pre-practice Programme)** 100 marks

- Preparation of Lesson Plan.
- Preparation of Diary of School.
- Subject wise Teaching Practice.
- Discussion on Teaching Learning Materials.
- Organize a meeting with head and mentors of the school.

● **Phase-II (Internship Teaching Practice Programme)** 300 marks

- Teaching of 60 (sixty) supervised lesson plan (30 in each school subject).
- Preparation of unit test based on C.C.E. methods in each school subject.
- Organize a competition on library, art music and game.
- Prepare action research to addressing a problem .
- Organization of P.T.A. meeting, debate, quiz programme.

● **Phase-III (Post-practice Programme)** 100 marks

- Report submission on internship experience.
- Invite feedback from internship schools and submit report.
- Construction of an achievement Test in any school subject

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B.Ed. Semester-IV**➤ Compulsory Papers**

300 marks

- Contemporary India and Education.
- Gender issues and human rights in education
- Guidance and Counseling.

• Optional Papers (Students has to choose one paper)

100 marks

- Theoretical Foundations of Curriculum.
- Innovation in Education.

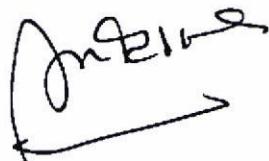
• Field Work

100 marks

- Content Analysis of Text book.
- Library Visit of School and Report Writing.
- Study of M.D.M. programme of least in five school.

• Professional Development work

- Educational tour outside of the state constituted by head of the department.
- Classes in Music / Drama / Craft/ Physical Education/ Disaster hygiene - submit report of any two

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Semester Ist

B.Ed. Ist Semester

(A) Compulsory Paper

- Philosophical, Sociological Perspective of Education (70+30=100)
- Psychological Perspective of Learning and Teaching (70+30=100)
- School management and administration (70+30=100)

(B) Optional Papers – (Students has to choose one paper) (70+30=100)

- Value and Peace Education
- Inclusive Education

(C) Field Work 100 marks

- Book review on an educationist his/her contributions to education.
- One week Observation of teaching of regular teachers and reports writing (50)
- Survey of any institution and report presentation

(D) Professional Development work

- Yoga: Theoretical understanding and Practices of Asana, Pranayam and meditation.
- Extension work in community on – health hygiene zero garbage.



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.

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Suggested readings-

1. अग्रवाल, एस० के०— शिक्षा के तात्त्विक 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*, Rajasthan Hindi Granth Academy, Jaipur, 1979.
17. Ruhela, S.P. & Vyas, .K.C : Sociological Foundations of Education in Contemporary India, Dhanpat Rai 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.

(Anil)

B.Ed. Semester -I**Compulsory Paper – II****Psychological perspective of Teaching & learning.****Unit -I**

- Teaching : concept and nature
- Learning : Concept and nature
- Factors affecting learning
- Domains of learning and behavioral out comes

Unit -II

- Learning theories- S-R learning theories, Thorndike's connectionism, Law of Learning and implication to teaching.
- Cognitive theories : Gestalt theories of learning and implication to teaching, Burner's theory of instructor, Gagne's hierarchy of learning .

Unit - III

- Models & methods of teaching : Meaning , concept types and scope .
- Programmed instruction – concept and types Linear, Branching, Mathematics
Role of Teacher in teaching learning situation, transmission on knowledge model vacillator and negotiator of Co-learner
- Micro lesson planning – Meaning, concept, process, effect on learning

Unit -IV

- Maxims of teaching
- Analyzing teaching Behavior - Flanders Interaction Analysis
- Transfer of learning concept types and theories
- Motivating children to learn.
- I.C.T. in education, L.C.D. projector, O.H.P., E-Learning, Language Lab.

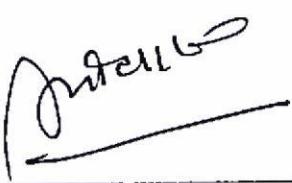
Practicum

- Role of teacher in different teaching learning situation student
- Analyzing teaching behavior of a regular teacher using Flanders interaction analysis.

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), *Uchchatar Shiksha Manovigyan*, 2nd edition arada Pustak Bhawan Allahabad
- Kulshreshth, Educational Psychology, International Publishing House, Meerut, 1979.

- 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 Norstand 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

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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 is 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.

Om Prakash

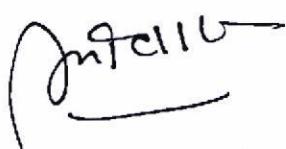
- Some Common and emerging diseases, their prevention and role of Principal , Teacher & Student Parents.

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 Banarsi Das, 1960
 5. Nurrullah, S. and J.P. Naik : A Students History of Education in India, Bombay; Macmillan.
 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 Delhi: NCERT, 2014
 9. Varghese, A. : Education for the Third Millennium, Indore: Satprachar Press, 2000.
- ❖ सुखिया एस०पी० – विद्यालय प्रशासन एवं संगठन
- ❖ वर्मा रामपाल सिंह – विद्यालय संगठन एवं स्वास्थ्य पिक्षा
- ❖ पाण्डेरा रामबृकल – शैक्षिक नियोजन एवं वित्त प्रबन्धक



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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, inculcation of values through education.
- Family values – components, structure and responsibilities of family – Neutralization of anger Adjustability – Threats of family life.

Unit – III

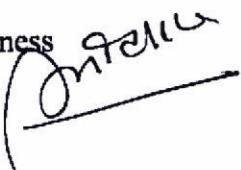
- Social awareness, consumer awareness, consumer rights and responsibilities Redressed mechanisms.
- Effect of international affairs on values of life/issues of Globalization- Modern warfare terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs .

Unit – IV

- Concept of world peace in Indian perspective - vasudhaiv kutumbakam, sarv dharma 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 awareness



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. Rokeach, 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.

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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 –

- विषिट 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



B.Ed. Semester - II**(A) Compulsory papers**

1. Pedagogy of school Teaching subject – I
2. Pedagogy school Teaching subject – II
3. Child and Adolescent Development

(B) Optional Papers – (Student has to choose one paper)

1. Technological perspective of education.
2. Environmental Education

(C) Practical Work

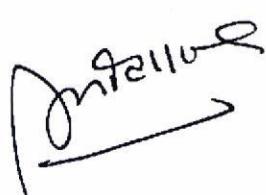
- Mini & Macro Lesson plan preparation
- Four Weeks practice – in –teaching .
- Educational Psychology Practical.

(D) Professional development work -

- Assignment extension work in community as related to literacy; environmental degradation
- Preparation of a question paper at secondary level

B.Ed. Semester -II

Teaching subjects : Each candidate shall have to select two school subject to be studied as Pedagogical papers from the following pedagogic subjects studied at UG level: Hindi, Sanskrit, English, Urdu, Mathematics, Science, Biology Science, Home Science, Civics, History, Geography, & Economics/Commerce.

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

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 ~~any 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.

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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
- Panchayti Raj, local bodies and gram panchayat
- Samvidhan: vishestaye, maulik adhikar, vartavya, niti nirdeshak tatva.
- Sansad: Loksabha, Rajya sabha, Rastrapati, Pradhanmantri, Adhikar aur saktiya, vidhansabha, vidhan parishad.
- Rastriya ekta, Anterrastrriya 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 Discussion
- 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. Dhanija 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., Health & Co.
9. Buch, M. B. (1969), Improving Instruction in Civics, New Delhi: NCERT.

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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

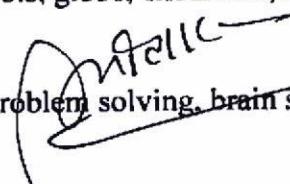
- Production in India and its factors
- Factors affecting geographical conditions
- Survey and Map reading
- External Agents of Change

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.

A handwritten signature in black ink, appearing to read "Rajeev".

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, Scope of using instructional media in teaching of Commerce. Audio-Visual aids, Use of Software and hardware in teaching

of Commerce. Use of workbooks, Practice sets and Work sheets, Textbooks, 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: Arya Book Depot.
2. Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE. Delhi.
3. Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33
4. Boynton. Laewis.D. (1955). Methods of Teaching Book-Keeping. Cincinnati; South Western Publishing Co.
5. 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.
6. 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
7. Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) The Teaching of Book-Keeping South Western Publishing.
8. Maheswari, S.B. (1969) Teachers' Guide in Book-Keeping & Accountancy, Monograph. NCERT Regional College of Education, Ajmer.
9. 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.

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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, रीतिमुक्तब्ध
- आधुनिक काल, भरतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविताद्व
- 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 षब्द, मुहावरा, लोकोक्ति, उपसर्ग, प्रत्यय ।
- रस, छन्द, अलंकार, काव्ययुग, उपसर्ग, प्रत्यय ।
- रस, छन्द, अलंकार, काव्ययुग —प्रसाद, माधुर्य, ओज
- षब्द षक्तियां— अभिधा, लक्षणा, व्यंजना

इकाई तृतीय

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

इकाई चतुर्थ

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

Ansar

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

प्रयोगिक कार्य :-

1. कायद्य गोचरी 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 प्रयोगषाला का गठन करना।

सन्दर्भ ग्रन्थ सूची :-

छः से लेकर 10 तक की किताबें

रामचन्द्र षुक्ल-	हिन्दी साहित्य का इतिहास
पी०एन० पाण्डेय -	हिन्दी साहित्य का इतिहास
हरदेव बाहरी	- हिन्दी व्याकरण
लूसेन्ट	- 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 Budhhist
- Maurya Gupt 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.
- Histroy Classroom – Organisation and maintenance .
- Evaluation in Histroy- 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. Kochhar, 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

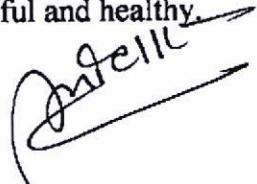
- Methods and approaches of teaching Home Science- Discussion, Demonstration, Laboratory, Project, Field trip etc. and role of practical in Home Science
- Type of teaching aids used in Home Science and its impact on teaching learning.
- Various types of lesson planning used for Home Science teaching.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



A handwritten signature in black ink, appearing to read "Om Prakash".

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. Broady, 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.

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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-Aryabhatta, 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.

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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.(1956)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, माहेष्वर सूत्र, उच्चारण स्थान प्रयत्न तथा संज्ञादि परिचय
- शब्द रूप — अकारान्त, इकारान्त, उपकारान्त — पुलिंग, स्त्रीलिंग तथा नपुंसकलिंग
- धातु रूप— अस्मद्, युभ्यद्, एवं भू पद, गम्, धातुओं का पञ्चलकार
- कारक परिचय : सप्त विभक्तियां प्रयोग मात्र
- संधि परिचय : पंच स्वर संधि का परिचय तथा प्रयोग
- समास : पंचधा परिचय
- उपसर्ग तथा प्रत्यय परिचय तथा प्रयोग

इकाई तृतीय

- भारत मे संस्कृत विषय की महत्वा, पाठ्यक्रम मे संस्कृत का स्थान— त्रिभाषा सूत्र एवं प्राथमिक, माध्यमिक तथा उच्च स्तर पर संस्कृत विषय के उद्देश्य।
- व्यावहारिक रूप मे उद्देश्य लेखन, गद्य, पद्य, व्याकरण एवं अनुवाद विषय, गद्य एवं पद्य विषय मे अन्तर। संस्कृत विषय मे शुद्ध लेखन तथा शुद्ध वाचन का महत्व।
- अच्छे पाठ्यपुस्तक की विषेषताएं, अच्छे संस्कृत विद्यक के गुण, भाषा प्रयोगशाला, मूल्यांकन प्रक्रिया, उद्देश्य, प्रकार वस्तुनिष्ठ तथा निर्बंधात्मक सुधार सम्बन्धित सुझाव।

इकाई चतुर्थ

- संस्कृत विषय की विधियां प्रत्यक्ष विधि के विषेष सन्दर्भ मे, उपयोगिता एवं सीमाएं। पारम्परिक विषय की विधिया, पाठ्योजना का निर्माण, आवधकता एवं महत्व, पाठ्योजना के विभिन्न रूप — हरबर्ट एवं ब्लूम।

- विद्यण सहायक सामग्री एवं मर्लीमीडिया 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 – 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

A handwritten signature in black ink, appearing to read "Om Prakash".

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

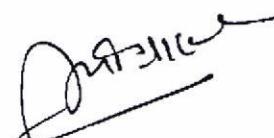
- The nature of Urdu Language and its scope.
- Concept of language learning and acquisition functions of language, communication, transmission of culture and medium of instruction.
- Origin and development of Urdu language.
- History of Urdu Literature- an outline.
- Multilingualism as a resource.
-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

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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

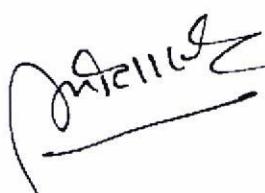
Practicum

- 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 Delhi, 1980

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.

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B.Ed. Semester II

Optional Paper – IV (Students has to choose one Paper)

(1) 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 solivng. 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 swach Bharat abhiyan etc.
- Organization of environmental awareness prorammers.
- 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

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Optional Paper – IV

(2) 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, futurestics 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, concepot. process and evaluation.
- Simultation in Teaching
- Teaching skills - Set Induction, skill of éxplaning, 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 Mathetics, 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) Leaning 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 CAI Package (process) Evaluation of CAI package (product)

M. A. Patel

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 organizing 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-III

Compulsory Paper-I MM 100

Educational Measurement, Evaluation and Statistics.

Unit-I

Basics of Measurement

I-Meaning, Concept, Essential Elements, Type and its relevance.

II-Levels or scales & measurement.

II-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 objectives.

*Mr. S. S. Deshmukh
Date: [unclear]*

III-Taxonomy & instructional objectives.

Blooms taxonomy

I-Cognitive affective & psychomotive ^{or} domain

Unit-IV

Tools and techniques of measurement

I-Test questionnaires, inventories.

Test:

tics (Reliability)

I-Nature and types, characteristics credibility, validity and norms.)

II-General principle 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 date: Histogram frequency polygon, again— ogive

Measures & central tendency: Mean, median and mode.

Date *Subject* *Exam*

Measures & variability: Range, quartile deviation and standard deviation.

Correlation

Correction by Rank difference method.

Coefficient of Correlation by Rank difference method

References

~~अन्यत्र संकेत~~.

- 1.) शुल्का राम. पी. : आधुनिक मापन रूप सूल्योक्तन, शारदा पुस्तक माला, इलाहाबाद.
2. अस्थाना विधिन एवं : मनोविज्ञानिक और शिक्षा में मापन रूप सूल्योक्तन, विज्ञेय पुस्तक माला इलाहाबाद.
3. महानगर एवं राज मटनागर मीनाक्षी : मनोविज्ञान एवं शिक्षा में मापन रूप सूल्योक्तन, आर लाल लुक डिपो मेरठ
4. Ebel R. L. : Essentials of Educational Measurement. Third Will prentice Hall Inc, New Jersey (1970)
5. Garrett H. E : Statistics in Psychology and Education, Bombay Vakils, Fetter and Simons Ltd 1961

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July 1961

Duly Received

B.Ed - Ist year
New Course

SEMESTER-III

COMPULSORY PAPER-II M:M-100

DISTANCE AND OPEN EDUCATION

Objective:

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- ~~SLM~~ or cell learning ~~SLM~~ or self 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-Correspondence education.

V-Open education.

VI-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.

Pratice

Ranjit

Lecanil

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 type of distance learners and their possible problems-

I-Student counseling services 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 material (SLM) format.

Intake Study Exercise

III-Distance education as investment for learners.

Indira

IV-India Gandhi National Open University (ignou) (IGNOU)

Rajarshi

V-Uptou (Uttar Pradesh Rajendra Tandon Open University).

References

1. Guplā S. P and Alka : Durast Shiksha, Sharda
Pustak Bhawan, Allahabad
2. Ramanujam A. R. (1995) : Reflections on
Distance Education for
India , New Delhi: Manak
Publications Pvt. Ltd .
3. मुक्त रूपे दूरस्थ शिक्षा पर साइबरियन सामग्री , UPRTOU
Allahabad (UGFOD L)
4. शमि आर.रु : दूरवर्ती शिक्षा, आर लाल बुक
फिल्म, मेरठ

Intellec

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B.Ed. Semester-III
School Internship Programme

Phase I: (Pre – practice) Lesson plan preparation

100 marks

- School Diary 1) Educational Measurement, Evaluation - 100 marks and statistics
- Subject teaching practice 2. Distance and Open Education - 100 mark
- Discussion on T.L.M.
- Schools and mentors teacher selection by head of faculty

Subject

Phase II (Teaching Practice)

300 marks

- Practice Teaching of school subject I – 30 lesson plan
- Practice Teaching of school subject II – 30 lesson plan
- Unit test preparation
- Organizing co-curricular activities
- PTA/PTM meeting
- Assessment record (CCE)

Phase III (Post Practice)

100 marks

A to E

Subject

SYLLABUS OF SEMESTER-III

SCHOOL INTERNSHIP PROGRAMME

16 weeks internship shall be carried out in the three phases as described below: Phase-1 : Pre-

Practice Duration: 1 week (In parent institute)

1. Student teachers will learn to write micro, macro diary, ICT, test based and teaching model based lesson plans.
2. Every student teacher should go through simulated teaching practice in each teaching Subject.
3. Workshop on development of audio visual aids be organized during this Week.
4. Necessary orientation programmes for Mentor Teachers and Heads of the selected Schools be organized by the institute.

Subject

Orientation

Phase-2: Teaching Practice

Duration: 14 weeks

The school teaching practice phase can be divided into two blocks. In the first block of 7 weeks, student teachers may be engaged with students of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order. With the permission of higher authorities (DGSE, DEO and school principals) the convenient small groups of student teachers shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach minimum of 60 lessons in each pedagogic subject under the Supervision of the mentor teacher and respective teacher educators.

- **Nomination of Mentor Teachers:** During the internship different teachers of the schools may be nominated as mentor teachers by head of the faculty. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess Student teachers performance, and provide on-site guidance and Support during internship.
- **Identification of supervisors:** The faculty members of the parent institute would be allotted to different Schools as Supervisors during the internship period. The Supervisor shall coordinate the activities of the mentor teachers of the School; and assess student teachers' performance, and provide on-site guidance and Support during internship at least twice a week.

Activities for Student teachers: Student teachers shall undertake the following activities during this period:

Phase I. Planning and Facilitating Teaching Learning

- (A) Preparing and delivering lesson plans in two teaching subjects - (30 + 30)

- Macro Lesson Plans
- Diary form Lesson Plans
- ICT Based Lesson Plans
- Unit Test Based Lesson Plans (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching

- (B) Peer teaching observation – (10 + 10) in each subject

Phase-II. Assessment of students' performance:

- Preparation of CCE activities on the basis of self conducted unit tests of one class in one school.

III. Participation in School Activities

- Participation in organizing co-curricular activities i.e. Literary, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Records to be submitted by a Pupil teacher:

Learnt

Overall

- Teaching Practice file (Both teaching subjects)
- Assessment record (CCE)
- Record of Participation/organization of school activities

Phase-III Post-Practice

Duration : 1 Week

The following activities shall be organized in the post practice phase:

- Presentation of brief report by each student teacher on his/her internship experiences.
- inviting feedback from cooperating schools.



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B.Ed. Semester-IV

A. Compulsory Papers 300 marks

1. Contemporary India and Education
2. Gender issues and human rights in education.
3. Guidance and counseling

Optional Papers – (choose any one) 100 marks

- Theoretical Foundations of curriculum
- Innovations in Education

B. Field Work 100 marks

- * Content analysis of text book
- * Library visit of school and report writing
- * Study of M.D.M. Programme at least in five school.

Total 500

*Praveen
Singh*

Semester-IV**(A) Compulsory Papers****Paper-1st Contemporary India and Education****Unit-I****Indian social context-**

- Diversity and pluralism – meaning and dominion, diversity in a historical perspective type of diversity – linguistic, regional/geographical, cultural.
- Inequality 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

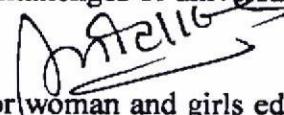
- Education in India during pre-independence period.
- Nature and provisions of education during the vedic age, Buddhist period and Muslim period – issues related to access, equity, quality and governance.
- Introduction of modern (European) education in India – Efforts for promotion of education from 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 rastriya madhyamik shiksha abhiyan (RMSA), challenges of universalization of secondary education.
- Woman education : concept and need of prioritizing education for woman and girls education in India.



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- 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.

- रमन बिहारी लाल एवं सुनीता पलोड (2012) शैक्षिक चिंतन एवं प्रयोग उदीयमान भारतीय समाज में शिक्षक
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Compulsory Paper-II

Gender Issues and Human Rights Education

Unit I-

- Gender and sex-meaning and concept, sexuality, patriarchy, masculinity and feminism.
- Equity and equality in relation with caste, religion ethnicity, disability and region.
- Contemporary period: Recommendations of policy initiatives commissions and programmes.

Unit II-

- Theory on gender and education: socialization theory gender differences, structural theory, deconstructive theory.
- Gender identities and socialization practice in schools, family formal and non formal organizations schooling of girls; inequalities and resistance
- Gender and curriculum Analysis of curriculum and hidden curriculum.

Unit III-

- Human Rights, Definition Need and importance of Human Rights, Nature of Human Rights.
- Historical Background of Human Rights and Provisions of Human Rights in Indian constitution, difference between Human Rights and Fundamental Rights. . . .
- Human Rights Education in India with reference to poverty Illiteracy, Caste and gender.

Unit IV

- Consumer Rights and Structure of consumer courts in India R.T.I. act in India.
- Some vital issues and prominent judgments regarding Human Rights, Human Rights Commission in India.
- Agencies for Human Rights Education viz family, School, State and NGOs.

Practicum

- Visit to orphanage, women protection home, child protection home.
- Collection of data related to Human Rights and its analysis.

Suggested Readings:-

- डॉक्टर दीपा सिंह एवं के.वी. सिंह – मानवाधिकार और पुलिश तंत्र
- रमेश चन्द्र – मानवाधिकार दशा एवं दिशा
- सुरेश जैन – मानवाधिकार कानून

Compulsory Paper III
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 निदेशन एवं परामर्श – S.C. Oberai
- शिक्षा में निर्देशन एवं परामर्श – Sitaram Jaiswal



Paper - IV Optional Paper (select any one)

(1) 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, Sandwitch, 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 chancing secondary school curriculum.

Optional Paper
(2) 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 offorts in Private Sector
- State supported innovations - SSA, Mahila Samakhya Each one teach one
- National level - RTE, NLM, Adit Education Life Skills Educations
- 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.


(Dr VINEETA SINGH)

Convener of Education Faculty

M.M.P.G.COLLEGE KALAKANKAR, PRATAPGARH



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 or 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

*Agency
Please upload
with B.Ed
Syllabus
Dated
25/2/2022*

B.Ed II Semester

B.Ed IInd

PAPER IV & V PEDAGOGY OF FINE ARTS

II Semester

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.

Paper I and II

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 Improvised apparatus / Low Cost Material aid / Working Model.

Content

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Art
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