

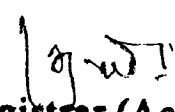
**UNIVERSITY OF RAJASTHAN**  
**JAIPUR**

**SYLLABUS**

**Integrated Programme of B.Ed. –M.Ed.**

**Three Year – Semester System**

I & II Semester Examination	2016-2017
III & IV Semester Examination	2017-2018
V & VI Semester Examination	2018-2019

  
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## NOTICE

1. Change in syllabus/ordinance/rules/regulations/ syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan Univeristy headquarter Jaipur only and not any other place.

  
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## Ordinance and Regulations related to the Integrated B.Ed.-M.Ed.

### Examination

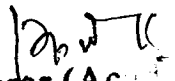

**Q.320** The Objective and the Learning outcomes of the Integrated B.Ed.-M.Ed. course are-

#### **Objectives:**

1. To help future prospective teacher to develop competence to teach subjects of their specialization, on the basis of an adequate theory of learning and a sound knowledge of the subject.
2. To develop interest, attitudes and knowledge which will enable them:
  - (i) To foster the all round growth and development of children under their care and
  - (ii) To provide guidance to individual pupil
3. To develop an understanding of aims and objective of education in the Indian background and to promote an awareness of the role of the school and the teacher in realizing these aims and ideals.
4. To develop an understanding of the close relationship between society and school, between life and school work.
5. To build up a professional consciousness.

#### **Learning outcomes:**

1. Competence to teach effectively two school subjects at the Elementary & secondary levels.
2. Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum.
3. Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development.
4. Ability to use-
5. Individualized instruction
6. Dynamic methods in large classes.
7. Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques.
8. Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques.

  
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9. Readiness to spot talented and gifted children and capacity to meet their needs.
  10. Ability to organize various school programmes, activities for pupil.
  11. Developing guidance point of view in educational, personal and vocational matters.
  12. Ability to access the all round development of pupils and to maintain a cumulative record.
  13. Developing certain practical skill such as:
    - a. Black board work
    - b. Preparing improvised apparatus
    - c. Preparing teaching aids and ICT.
  14. Interest and competence in the development of the teaching profession and education.  
Readiness to participate in activities of professional organizations.
- O. 321 The objectives of the practical work prescribed for the Three years Integrated B.Ed.-M.Ed. course are follows:

## PART II

### Practical Work

#### Objectives:

To develop the ability and self-confidence of pupil teachers:

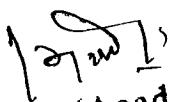
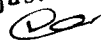
1. To be conscious of sense of values and need for their inculcation in children through all available means including one's own personal life.
2. Possess a high sense of professional responsibility.
3. Develop resourcefulness, so as to make the best use of the situation available.
4. Appreciate and respect each child's individuality and treat him as independent and integrated personality.
5. Arouse the curiosity and interest of the pupils and secure their active participation in the educative process.
6. Develop in the pupil's capacity for thinking and working independently and guide the pupils to that end.
7. Organize and manage the class for teaching learning.
8. Appreciate the dynamic nature of the class situation and teaching techniques.

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9. Define objectives of particular lessons and plan for their achievements.
10. Organize the prescribed subject- matter in relation to the needs, interest and abilities of the pupils.
11. Use the appropriate teaching methods and techniques:
12. Prepare and use appropriate teaching aids, use of the black board and other apparatus and material properly.
13. Convey ideas in clear and concise language and in a logical manner for effective learning.
14. Undertake action research.
15. Give proper opportunity to gifted pupils and take proper care of the back-ward pupils.
16. Co-relate knowledge of the subject being taught with other subjects and with real life situations as and when possible.
17. Prepare and use assignments.
18. Evaluate pupil's progress.
19. Plan and organize co curricular activities and participate in them.
20. Co-operates with school teachers and administrators and learns to maintain school records and registers.

**Practical skill to teach the two school subjects offered under Theory papers V-A, B and the following:**

1. Observation of lesson delivered by experienced teachers and staff of the college.
2. Planning units and lessons.
3. Discussion of lesson plans, unit plans and lessons given (including criticism lesson)
4. Organization and participation in co- curricular activities.
5. Setting follows up assignment.
6. Evaluation in terms of educational objectives use of teachers made tests & administration of standardized tests.

  
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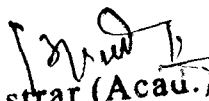
7. Black-board work.
8. Practical work connected with school subjects.
9. Preparation and use of audio visual aids related to methods of teaching.
10. Experimental and laboratory work in sciences, home-science, Geography and other subjects of experimental and practical nature.
11. Study of the organization of work and activities in the school.
12. Observation and assistance in the health education programme.
13. Observation and assistance in the guidance programme.
14. Maintenance of cumulative records.
15. Techniques of teaching in large classes.

**O. 322** A candidate who after taking a Bachelor's / Shastri degree of the University or any other University recognized for the purpose by the syndicate, with two teaching subjects (as defined in note no. 1 below ) has completed a regular course of study in college , affiliated to the University for two academic years and has during the course of the years delivered at least 40 lessons (20 Lessons of one teaching subject in part 1<sup>st</sup> & 20 Lessons of other teaching subject in part IIInd) in a recognized school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Integrated B.Ed.-M.Ed.

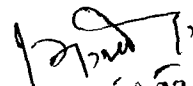
(Three years course)

**Notes :-**

- i. Teaching subject means a subject offered by the candidate at his/her Bachelor's/ Shastri or Master's Degree Examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and also took University Examination each year but shall not include such subjects as were studied by him only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education, History of Indian Civilization and Culture, Elementary Mathematics etc. Prescribed for the First year T.D.C. course of the University or a subject dropped by candidates at the part I stage of the degree

  
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- besides the honours subject the subsidiary subject would also be taken into account provided the candidate studies the same for at least two academic sessions and also took University Examination each year.
- ii. Only such candidate shall be allowed to offer Social Studies for the Integrated B.Ed.-M.Ed. Examination as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography, Sociology, Philosophy and Psychology.
  - iii. A candidate having Bachelor's Degree in Agriculture will be allowed to offer General Science and Biology for the Integrated B.Ed.-M.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) Any one subject of life Science, i.e. Biology or Botany or Zoology, General Science may also be allowed to be offered by a candidate possessing the degree of B.sc. Exam in any one subject of life science i.e. Biology, Botany or Zoology.
  - iv. A candidate who has offered Political Science or Public Administration at his Bachelor's or the Master's Degree Examination shall be deemed eligible to offer Civics as a teaching subject in the Integrated B.Ed.-M.Ed. Examination.
  - v. The additional optional subject of Bachelors Degree Examination in which a candidate passes in one year with all the papers prescribed for the Three Year course after obtaining the Bachelor's Degree may also be treated as a "Teaching subject". Further, if a candidate desires to pass the additional optional subject after obtaining the Bachelor's Degree to be taken into consideration for permitting him to offer the subject, under paper VII A and B for the Integrated B.Ed.-M.Ed. course, the marks obtained by him in the additional optional subject may also be taken into account in addition to the marks obtained by him at the Bachelor's Degree for determining his eligibility for admission to Integrated B.Ed.-M.Ed. Course.

  
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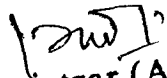

vi. A student teacher of Integrated B.Ed.-M.Ed. Course should have no difficulty in offering his or her teaching subject according to a subject offered by the candidate at his Bachelor's/ Shastri or Master Degree Examination. A Student teacher can offer it irrespective of Faculty consideration in this regard. He or she can offer any two subjects and his teaching subjects under Regulation-42 of the syllabus of B.Ed. of the University of Rajasthan, Jaipur.

**O.323** No candidate shall be allowed to appear in the Integrated B.Ed.-M.Ed Three Year Semester examination (Ist Semester to VI Semester unless he/she has attended 80% for all course work & practicum, and 90% for school internship)

**O.324** The examination for Integrated B.Ed.-M.Ed Semester wise Examination for Three Years shall be in three parts- part 1<sup>st</sup> comprising theory papers & part 2 practice of teaching in accordance and Part 3 for Dissertation Work with the scheme of examination laid down from time to time. A candidate may in addition offer a special course in any one of the specialization prescribed under the scheme of examination from time to time, and if successful as mentioned to this effect will be made in the degree awarded to him.

**O.325** Candidates who fail in Integrated B.Ed.-M.Ed examination in Semester I to VI the theory of education may present themselves for re-examination there in at a subsequent examination without attending a further course at an affiliated training college.

**Provided** that a candidate who fails in any one of the theory papers and secures at least 48% marks in the aggregate of the remaining theory papers may be allowed to reappear in the examination in the immediately following year in the paper in which he/she fails only. He/she shall be declared to have passed if he secures minimum passing marks prescribed for the paper in which he appeared and shall be deemed to have secured minimum passing marks only prescribed for the paper (irrespective of the marks actually obtained by him) for the purpose of determining his division in accordance with the scheme of

  
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examination. The candidate shall have to repeat the whole examination in subsequent year in case he fails to clear the paper in which he failed.

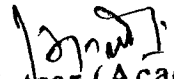
**O.326** Candidates who fail in the Integrated B.Ed.-M.Ed examination in Semester I-IV only in the practice of teaching may appear in the practical examination in the subsequent year provided that they keep regular terms for four calendar months per year and give at-least 40 lessons(20 in part 1& 20 in part 2) supervised lessons.

**O.326 A:** A candidate who complete a regular course of study in accordance with the provision laid down in the ordinance, at an affiliated teacher's training college for Three Academic years / VI Semester but for good reasons fails to appear at the Integrated B.Ed.-M.Ed examination may be admitted to a subsequent examination as an Ex-student as defined in O.325 or O.326 Above.

**O.326 B:** No candidate shall be permitted to appear as an Ex-student at more than one subsequent examination. The Integrated B.Ed.-M.Ed programe shall be of a duration of Three Academic years / VI Semester, which can be completed in a maximum of Four years from the date of admission to the The Integrated B.Ed.-M.Ed

**O.326 C:** A candidate who passed The Integrated B.Ed.-M.Ed examination of this University or The Integrated B.Ed.-M.Ed examination of another University recognized by the Syndicate may be permitted to take a special course in a subject if he did not offer a course in the year which he passed the examination or in case he passed with a special course other than the one offered by him for the examination provided that in each case:

- (a) He/she studies at a college of education affiliated for the purpose to the University for at-least three months ; and
- (b) He/she completes the theoretical and practical work as laid down in the courses of study for paper XXIII.

  
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O. 326D. A candidate who has already passed The Integrated B.Ed.-M.Ed examination of the University or The Integrated B.Ed.-M.Ed examination of some another University recognized for the purpose by the Syndicate may be permitted to take any one paper of pedagogy of teaching school subject and other teaching subject which he had not offered at his The Integrated B.Ed.-M.Ed Examination provided that:

- a. He/she is eligible to offer that teaching subject under provision of O.322.
- b. He/she studies at a college of education affiliated for the purpose to the University for at-least three months in The Integrated B.Ed.-M.Ed Course Semester III and IV.
- c. He/she completes the theoretical and practical work, as laid down in the Scheme of examination for that paper from time to time and also delivers at-least 20 lessons in a recognized school under the supervision of the staff of the college.

O.328. The Integrated B.Ed.-M.Ed Course is for a period of Three Years regular full time consisting of Six semesters, viz. Semester I, Semester II, Semester III, Semester IV, Semester V and Semester VI. Each year shall comprise of two semester viz. odd & even semesters. Odd semesters shall be from July to December and Even semesters shall be from January to May. To complete the Integrated B.Ed.-M.Ed programme maximum time period will be Four years from the date of the admission as per NCTE regulations.

**Dissertation:-**

O 329A. The dissertation under Integrated B.Ed.-M.Ed. examination Semester IV, V and VI shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University.

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The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for his/her dissertation.

- b) Every candidate for the Integrated B.Ed.-M.Ed. examination under Semester-VI shall, at the time of submitting the dissertation will produce a certificate from the Head of the Institution/Head of the university department of Education, where he/she has studied to the effect that the dissertation work of the candidate is genuine and is fit to examine.
- c) The dissertation together with Four copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University by the 25 March of IIIrd Year (VI semester).
- d) In case of candidate having offered dissertation involving interdisciplinary approach to more than one subject, the Supervision by more than one person be permitted and such a supervision be termed as joint supervision.

**O. 329 B.** There shall be an examination at the end of each semester, for first semester in the month of December/January, for second semester in the month of May/ June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December/January or May/ June.

**O. 329 C.** If in the examination both parts of which are taken simultaneously by a candidate, if dissertation is adequate but he/she has not reached the required standard in the written part of the examination, the candidate shall be exempted from re-entry on the presentation of a dissertation, similarly if the candidate has reached the required standard in the written papers, but the dissertation is not adequate, he/she shall be exempted from re-entry in the written part of the examination.

**O.329 D.** A candidate who has passed the Integrated B.Ed.-M.Ed. examination of the

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University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part I (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the Integrated B.Ed.-M.Ed. Examination.

### **Regulation 42 – 43**

#### **Integrated B.Ed-M.Ed Three Years Examination**

The Integrated B.Ed.-M.Ed. (Three years) will consist of the following components;

Part I- Main theory papers at Integrated B.Ed.-M.Ed. Semester I - VI


Part II- School internship of 20 weeks (10 at Semester I & II and 10 at Semester III & IV)

Part III - Disstertation

Theory papers, Practicum, Demonstration, Internship, Practical work and Disstertation Work.

I semester	Paper 1,2,3,4 and 5 A / B	Practicum (6 A & 6B)
II semester	Paper 7, 8, 9, 10	Practicum(6C), Final Lesson
III semester	Paper 11, 12A,B, 13, 14 and 5 A/B	Practicum (6D) – Internship
IV semester	Paper 15, 16, 17, 18	Practicum (6E), Final Lesson Disstertation (19)
V semcster	Paper 20, 21, 22 A/B, 23 A/B	Practicum (6F)
VI semester	Paper 24, 12 A,B, 23A/B, 24	Practicum Work - Disstertation (19)

Submission

  
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## Scheme of Integrated B.Ed-M.Ed Three Years Examination

The Integrated B.Ed.-M.Ed. (Three Years) will consist of the following components:-

### **Part I - Main theory papers at Integrated B.Ed.-M.Ed**

Semester-I - Paper 1 to 4 and 5A/B

Semester-II - Paper 7, 8, 9, 10

Semester-III - Paper 11, 12A, B, 13, 14 and 5A/B

Semester-IV - Paper 15, 16, 17, 18

Semester-V - Paper-20, 21, 22, 23A/B

Semester-VI - Paper 24, 12 A,B,  
23A/B

### **Part II - Practicum Work at Integrated B.Ed.-M.Ed**

Semester-I - Practicum Paper 6A and B (Self Development Programme, Teaching Skill Programme, Open Air- SUPW Camp

Semester-II - Practicum Paper 6C, (Internship, Block Teaching ),  
Final Lesson-Ist Teaching Subject

Semester-III – Practicum Paper 6D (Internship)

Semester-IV – Practicum Paper (6E) Criticism Lesson, Final Lesson

Semester-V - Practicum Paper (6F) Internship (Practicum Work with B.Ed. Students)

Semester-VI - Practicum --

### **Part III - Dissertation Work at Integrated B.Ed.-M.Ed**

Semester - IV Dissertation Paper No. -19

Semester -V Dissertation Paper No. -19

Semester –VI Dissertation Paper No. 19, Final Submission and Viva-voice

**In Integrated B.Ed-M.Ed. Semester-I** Paper no. 01, 02, 03 and 05 A/B are of three hours carrying 100 marks (75 for theory + 25 for sessional) each. Paper 04 is two hours carrying 50 Marks (35 for theory + 15 for Sessional) = **450 Marks**

**In Integrated B.Ed-M.Ed. Semester-II** Paper 07, 08, 09, and 10 are of 3 hours carrying 100 marks (75 for theory + 25 for sessional) each. = **400 Marks**

**In integrated B.Ed.-M.Ed. Semester-III** Paper 11, 12A, B, 13, 14 and 5A/B are of 3 hours carrying 100 marks (75 for theory + 25 for sessional) each. = **500 Marks**

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**In integrated B.Ed.-M.Ed. Semester-IV** Paper 16, 17 and 18 are of 3 hours carrying 100 marks (75 for theory + 25 for sessional) each and 15 is two hours carrying 50 Marks (35 for theory + 15 for Sessional) = **350 Marks**

**In integrated B.Ed.-M.Ed. Semester-V** Paper 20, 21, 22 and 23A/B are of 3 hours carrying 100 marks (75 for theory + 25 for sessional) each. = **400 Marks**

**In integrated B.Ed.-M.Ed. Semester-VI** Paper 24, 12 A, B and 23A/B are of 3 hours carrying 100 marks (75 for theory + 25 for sessional) each. = **400 Marks**

**Total ----- 450+400+500+350+400+400 = 2500**

**(External Marks =1920 and Internal Marks = 580)**

**Marks in Semester I of Practicum** Paper 6A and B (50 Marks + 50 Marks = **100 Marks**)

**Marks in Semester II of Practicum** Paper 6C (Internship 25 Marks + Criticism Lesson 25 Marks= 50 Marks and Final Lesson is 100 Marks = **150 Marks**)

**Marks in Semester III of Practicum** Paper 6D ( **50 Marks**)

**Marks in Semester IV of Practicum** Paper 6E (Crticism Paper 25 Marks and Final Lesson 100 Marks= **125 Marks**)

**Marks in Semester V of Practicum** Paper 6F (Internship Practicum Work with B.Ed. Students **50 Marks**)

**Marks in Semester-VI -50 MARKS**

**100+150+50+125+50+50= 525 (Internal Marks 325 and External 200 Marks)**

**Marks in Dissertation Work at Integrated B.Ed.-M.Ed**

Semester-IV Dissertation Paper No. 19 – **75 Marks (Internal)**

Semester-V Dissertation Paper No. -19 – **100 Marks (Internal)**

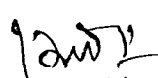
Semester –VI Dissertation Paper No. 19 – **100 Marks ( 75 Internal + 25 Viva-Voice)**  
(Final Submission and Viva-voice)

**75+100+100 = 300 Marks ( Internal 250 Marks + External 25 Marks )**

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**Organization evaluation of practice teaching in Integrated B.Ed.-M.Ed. Three Year Programme :**

1. Every candidate will teach at-least 40 lessons (20 in Sem- I and II & 20 in Sem-III and IV) during practice teaching session. At least ten lessons in each subject should be supervised.
2. 40 (20+20) lessons as desired in the syllabus should be completed as full period class room lesson. Micro teaching lesson to be used in addition to those 40 lessons for developing certain teaching skills.
3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of members of the teaching staff and the same will be communicated to the university before the commencement of the practical each year.
6. At Integrated B.Ed.-M.Ed. Sem.-II each candidate should be prepared to teach one lessons at the final practice examination. At the Integrated B.Ed-M.Ed. Sem.IV exam candidate should be prepared to teach two lessons (one in each subject).The external examiners may select at-least 10% of the candidates to deliver two lessons at Integrated B.Ed.-M.Ed. Sem.-IV.
7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).

  
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7. There will be a board of Examiners for the external examination for each college which will examine each candidate in at-least one lesson and a minimum of 15% in two lessons (one in each of the two subjects).
8. The board of Examination will consist of:
  - (a) The principal of the college concerned.
  - (b) A principal or a senior and experienced member of the teaching staff of another training college, affiliated to University of Rajasthan.
  - (c) An external examiner from outside the University of Rajasthan or a senior member of the teaching staff of an affiliated training college.
  - (d) The board as far as possible will represent Social science, language and science.
9. Approximately 50 lessons will be examined by the board each day.

### **Evaluation of Integrated B.Ed.-M.Ed. Examination**

1. (A). Each theory paper in semester I, II, III, IV, V & VI will carry 100 marks out of which 75 marks will be of theory paper and 25 marks to be assessed on sessional work.  
(B.) Each Theory Paper in Semester I, II, II, IV, V and VI will carry 50 Marks out of which 35 Marks will be of theory paper and 15 Marks to assess on sessional work.
2. **Practicum Work:** Semester-I, II, III, IV and V will be carry 525 Marks (Internal Marks 325 Marks and External Marks 200).
3. **Dissertation:** Semester-IV, V and VI will be carrying 300 Marks (Internal Marks 275 Marks and External Marks 25 Marks - Viva-Voce).

  
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2. Part B of paper will consist Three questions with internal choice, In which candidate will attempt any three questions of 45 marks (Each question will carry 15 marks). Limit of the answer will be five pages.

3. Each practicum will be of four/six hour's durations and will involve laboratory experiments/ exercises.

4. These marks will be divided further as:-

Theory Paper

75 Marks

Sessional Work

25 Marks

### **Sessional Work:-**

The Sessional work shall be examined by both the external and the internal examiner and an average of the marks awarded by them shall be considered. In case there is difference of more than 20% Marks than the same shall be examined by the third examiner and the nearest average shall be considered.

### **Working out the result and awarding the division:**


(1) A candidate in order to be declared successful at the Integrated B.Ed.-M.Ed. Three Year Semester System Examination shall be required to pass separately in Part-I (Theory), Part-II (Practicum) and Part-III (Dissertation).

(2) For a passing in Part I (Theory) a candidate shall be required to obtain at-least (a) 30 percent marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 30% marks in each theory paper and sessional (11 marks out of 35 & 4 marks out of 15) (c) 36 percent marks in the aggregate of all the theory papers.

(3) For passing in Part II ( school internship Practice of Teaching ) a candidate shall be required to obtain separately at-least-

❖ 40 percent marks in the external examination.

❖ 40 percent marks in internal assessment.

  
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(4) For Passing in Part III : In dissertation the minimum passing marks shall be 48 percent

(5) The successful candidates at Integrated B.Ed-M.Ed. Three Year Semester System obtaining total marks will be classified in three divisions.

Division	Percentage
I	60%
II	48%
Pass	36%

The practical work record shall be properly maintained by the college and may be made available for work satisfaction of external examiner in school internship (practice teaching), those are expected to submit a report regarding this separately.

## Part-II Dissertation

**300 Marks**

The dissertation shall be examined on the following line:

- |      |                   |   |
|------|-------------------|---|
| (i)  | External Examiner | 25 Marks (Final Report & Viva=25)   |
| (ii) | Internal Examiner | 275 Marks (Semester IV- 100 Marks)<br>(Semester V - 100 Marks)<br>(Semester VI - 75 Marks.) |

### Working out the result and awarding division:

The successful candidate shall be classified into two classes.

**Class-I-** Those obtaining 60 percent of the aggregate marks or more.

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(ii) Internal Examiner

250 Marks (Semester IV- 100 Marks)

(Semester V - 100 Marks)

(Semester VI - 75 Marks.)

**Working out the result and awarding division:**

The successful candidate shall be classified into two classes.

**Class-I-** Those obtaining 60 percent of the aggregate marks or more.

**Class-II-** Those obtaining at least 48 percent of the aggregate or more but less than 60 percent. The minimum passing marks in each paper except Dissertation shall be 30 per cent. In dissertation the minimum passing marks shall be 48 percent.

**O.8 B Credits:**

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 40 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 1464 hours in three years. The total minimum credits, required for completing a B.Ed. - M.Ed. Programme is having 120 credits. Credit marks in I semester 22 in II Semester 18 in III Semester 22, IV Semester 18, V Semester 22 and VI semester 22. Total credit marks will be 124.

Total Credits = Sem-I+Sem-II+Sem-III+Sem-IV+SemV+SemVI 22 + 18 + 22 + 18 + 22 + 22 = 124 credits	Total Marks= 550+550 +550+550+550+550= 3300 Mark Total hours =264+216+264+216+264+264= 1488 hr
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**Detailed programme of Examination (I, II, III, IV,V & VI Semester)**

**Integrated Programme of B.Ed. - M.Ed**

**(Three Years)**

**Semester-I**

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
I	B.Ed - M.Ed 01	Childhood and Growing Up	04	75	25	100
II	B.Ed - M.Ed 02	Understanding Disciplines and Subject	04	75	25	100
III	B.Ed - M.Ed 03	Philosophy & Sociology of Education	04	75	25	100
IV	B.Ed - M.Ed 04	Gender, School and Society	02	35	15	50
V	B.Ed - M.Ed 05(a,b)	Pedagogy of a School Subject (part-1) , Ist & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi            2. Sanskrit 3. English         4. Urdu 5. History          6. Economics 7. Civics            8. Geography 9. Social Studies 10. Mathematics 11. Physics         12. Chemistry 13. Biology         14. General Science 15. Home Science 16. Commerce practice 17. Book Keep. & Accountancy 18. Drawing and Painting    19. Music	04	75	25	100

  
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VI A	Practicum Semester I B.Ed - M.Ed 06 A	<b>1. Self Development Programme (Any Two)</b> <ul style="list-style-type: none"> <li>✓ <b>Personality Development</b>-Meaning type, Factors, Approaches, Techniques to enhance the personality</li> <li>✓ <b>Communication Skills</b>- Meaning, components, types, barriers and ways of improving C.S. and its importance</li> <li>✓ <b>Creative writing Skills</b> – Meaning, Types, elements, forms and Techniques to improve the C.W. Skills</li> <li>✓ <b>Decision making Skills</b>- Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills.</li> <li>✓ <b>Interpersonal Skills</b>- Meaning, Types, Techniques to improve &amp; its importance.</li> <li>✓ <b>Managerial Skills</b>- Meaning, Characteristics, competence &amp; its Importance.</li> <li>✓ <b>Research Skills</b>- Meaning, Types, Characteristics, components, ways of improving R.S. and its importance</li> <li>✓ <b>Analytical Skills</b> - Meaning, Types, Characteristics, Techniques to improve the Analytical Skills.</li> <li>✓ <b>Time Management</b> - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance.</li> </ul> <p>2. Micro Teaching 5 skill</p> <p>3. Book Review</p> <p>4. Content Test</p>	02	-	2 x 25	50
VI B	Practicum Semester I B.Ed - M.Ed 06 B	<b>Open Air / S.U.P.W. Camp</b> <ol style="list-style-type: none"> <li>1. Community Work</li> <li>2. Participation in co-curricular activities</li> <li>3. Survey (Based on Social and Educational Events)</li> <li>4. Health and Social Awareness Programme</li> </ol>	02		15 15 10 10	50
Total			22			550

**Aggregate of Semester I**

1 credits = 12 hours

Total Credits = 18+4 = 22 Credit

Total hours = 22x12=264 hrs

Total Marks 100 x 4 = 400 + 1X50=450

Practicum 50 x2 = 100

Toal = 550 Marks.

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**Detailed programme of Examination (I, II, III, IV, V & VI Semester)**

**Integrated Programme of B.Ed. - M.Ed**

**(Three Years)**

**Semester-II**

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
VII	B.Ed - M.Ed 07	Contemporary India and Education	04	75	25	100
VIII	B.Ed - M.Ed 08	Assessment for Learning	04	75	25	100
IX	B.Ed - M.Ed 09	Language Across the Curriculum	04	75	25	100
X	B.Ed - M.Ed 10	Information & Communication Technology (ICT)	04	50	50	100
VIC	Practicum 6C	<b>Internship</b> <b>(Block Practice Teaching)</b> 1. Teaching of Method subject 2. Participation in all activities of school 3. Observation 4. Expository writing  <b>Criticism Lesson</b>	02		10 5 5 5  25	25     25
		Final Lesson		100		100
Total			18			550

**Aggregate of Semester II**

**1 credits = 12 hours**


Total Credits = 16+2 = 18Credit

Total hours = 18x12=216 hrs

Total Marks 100 x 4 = 400

Practicum 25 x 2 = 50 AND Final Lesson=100

Toal = 550 Marks.

  
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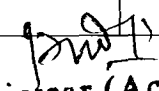
**Detailed programme of Examination (I, II, III, IV, V & VI Semester)**

**Integrated Programme of B.Ed. - M.Ed**

**(Three Years)**

**Semester-III**

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XI	B.Ed - M.Ed 11	Learning and Teaching	04	75	25	100
XII	B.Ed - M.Ed 12 A	Teacher Education -1	04	75	25	100
XIII	B.Ed - M.Ed 13	Introduction to Research Methods	04	75	25	100
XIV	B.Ed - M.Ed 14	<b>Special COURSES- (ANY ONE)</b>	04	75	25	100
		1. Peace Education 2. Physical Education and Yoga 3. Guidance and Counselling 4. Health and Physical Education 5. Environmental Education				
V A & B	B.Ed - M.Ed 5 A & B	Pedagogy of a School Subject (part-1) , Ist & IInd Year(candidate shall be required to offer any two papers from the following for part-1 & other for part-2). 1. Hindi 2. Sanskrit 3. English 4. Urdu 5. History 6. Economics 7. Civics 8. Geography 9. Social Studies 10. Mathematics 11. Physics 12. Chemistry 13. Biology 14. General Science 15. Home Science 16. Commerce practice 17. BookKeep. & Accountancy 18. Drawing and Painting 19. Music	04	75	25	100

  
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VID	Practicum	Internship				
	6D	1.Lesson-10 weeks 2.Theam based Learning 3.Report on record maintained in school 4. Blue print and Administration of test 5. Reflective teaching on Internship activities	02		15 10 5 10 10	50
Total			22			550

### Aggregate of Semester III

1 credits = 12 hours

Total Credits = 20+2 = 22 Credit

Total hours = 22x12=264 hrs

Total Marks 100 x 5 = 500 Marks

Practicum 50x1 = 50 Marks

Toal = 550 Marks.

  
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**Detailed programme of Examination (I, II, III, IV, V & VI Semester)**

**Integrated Programme of B.Ed. - M.Ed**

**(Three Years)**

**Semester-IV**

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XV	B.Ed - M.Ed 15	Knowledge and curriculum	02	35	15	50
XVI	B.Ed - M.Ed 16	Psychology of Learning and Development	04	75	25	100
XVII	B.Ed - M.Ed 17	Educational Studies	04	75	25	100
XVIII	B.Ed - M.Ed 18	Curriculum Studies	04	75	25	100
VIE	Practicum 6E	A. Criticism lesson B. Final Lesson	01	100	25	125
XIX	B.Ed. - M.Ed. 19	<b>Dissertation Work:-</b> Synopsis Presentation of Research Study (PPT) Seminar on Tools development related to current issues in Educational areas.	03		75	75
Total			18			550

**Aggregate of Semester IV**

**1 credits = 12 hours**

Total Credits = 14+4 = 18 Credit

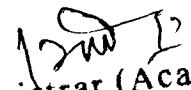
Total hours = 18x12=216 hrs

Total Marks 100 x 3 = 300 + 1x 50=50=350

Practicum Criticism Lesson 25 and Final lesson 100 = 125

Dissertation = 75 Marks

Total = 550 Marks.

  
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**Detailed programme of Examination (I, II, III, IV, V & VI Semester)**

**Integrated Programme of B.Ed. - M.Ed**

**(Three Years)**

**Semester-V**

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XX	B.Ed - M.Ed 20	Creating and inclusive school	04	75	25	100
XXI	B.Ed - M.Ed 21	Advanced Research Methods	04	75	25	100
XXII A & B	B.Ed - M.Ed 22 A & B	<p><b>Specialization on courses :-</b> On the basis of two levels i.e Secondary and Sr. Secondary Education)</p> <p>(Any One)-opt any one following paper with one level</p> <p>(a) Pedagogy of Science Education</p> <p>(b) Pedagogy of Mathematics Education</p> <p>(c) Pedagogy of Language Education</p> <p>Pedagogy of Social Science Education</p>	04	75	25	100
XXIII A & B	B.Ed - M.Ed 23 A & B	<p><b>Specialization on courses (Any one)</b></p> <p>i. Guidance and Counseling - I</p> <p>ii. Curriculum Pedagogy and assessment -I</p> <p>iii. Education Policy, Economics and Planning - I</p> <p>iv. Educational .</p>	04	75	25	100

  
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		Management, Administration and Leadership-I v. Education Technology – I vi. Theme based on Institutional Strengths <b>(Any one)</b> a) Life Long Education-I b) Value Education and Human Rights-I c) Peace Education-I d) Yoga Education-I Inclusive Education-I				
VI F	Practicum 6F	<b>Internship</b> (Practicum Work with B.Ed. Students) • Seminar, Workshop, Conference (attend & organize), Project, Lecturers, Discussion, Tutorials, Team Teaching, Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques. Health and social awareness programme	02		50	50
XIX	B.Ed. – M.Ed. 19	<b>Dissertation Work:-</b> <b>A. Academic Writing (2          Credits)</b> Abstract writing of two published research papers	04		100	100
Total			22			550

### Aggregate of Semester V

**1 credits = 12 hours**

Total Credits = 18+6 = 22 Credit


Total hours = 22x12=264 hrs

Total Marks 100 x 4 = 400

Practicum 50 Marks

Dissertation 100 Marks

Toal = 550 Marks.

  
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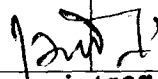
**Detailed programme of Examination (I, II, III, IV, V & VI Semester)**

**Integrated Programme of B.Ed. - M.Ed**

**(Three Years)**

**Semester-VI**

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XXIV	B.Ed - M.Ed 24	Historical, Political and Economical Perspective	04	75	25	100
XII A & B	B.Ed - M.Ed 12 A & B	Teacher Education -2	04	75	25	100
XXIII A & B	B.Ed - M.Ed 23 A & B	<p><b>Specialization on courses:-</b>On the basis of two levels i.e sec. &amp; Sr. Secondary Education (Any One) opt any one following paper with one level</p> <p>(a) Pedagogy of Science Education</p> <p>(b) Pedagogy of Mathematics Education</p> <p>(c) Pedagogy of Language Education</p> <p>(d) Pedagogy of Social Science Education</p> <p><b>Practical Work-</b> Project work on topics of above papers</p>	04	75	25	100
XXIV A & B	B.Ed - M.Ed 24 A & B	<p><b>Part ( A) Specialization on courses (Any one)</b></p> <p>i. Guidance and Counseling - II</p> <p>ii. Curriculum Pedagogy and assessment -II</p> <p>iii. Education Policy, Economics and Planning - II</p> <p>iv. Educational Management, Administration and Leadership-II</p> <p>v. Education Technology - II</p> <p>vi. Theme based on Institutional Strengths</p>	04	75	25	100

  
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		Rights-II c) Peace Education-II d) Yoga Education-II e) Inclusive Education-II <b>Practical Work-</b> Project work on topics of above papers				
V	Practicum	Teaching in B.Ed classes through PPT ( TWO LESSONS)	-	-	50	50
XIX	B.Ed. – M.Ed. 19	<b>Dissertation</b> - Dissertation writing - Dissertation (Pre-submission Presentation)  Final Presentation and Viva-Voce	4		75	100
Total			22			550

### Aggregate of Semester VI

**1 credits = 12 hours**

Total Credits = 16+6 = 22 Credit

Total hours = 22x12=264hrs

Total Marks 100 x 4 = 400

Practicum 50 Marks

Disstertation = 100 Marks

Total = 550 Marks.

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Semester -I

B.Ed.-M.Ed. - 01

**Childhood and Growing up**

Marks -100

**Objectives:**

After completing the course the students will be able:-

1. To develop an understanding of the basic concepts, methods and principles of psychology.
2. To develop an understanding of the nature and process of development.
3. To understand the different periods of life with Psycho-Social Perspective.
4. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
5. To understand the critical role of learning Environment.
6. To acquaint them with various Psychological attribute of an individual.
7. To reflect on the changing roles of children in contemporary society.

**Unit I: Role of psychology to understand the child**

- Psychology: Meaning, nature & branches of psychology,
- Methods of psychology: case study and experimental, Edu. Psychology;
- Meaning, nature, scope, educational implication of psychology in new Era,
- Child psychology; meaning, concept

**Unit II: Multi dimensional development**

- Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical
- Theories of development :
  - a) Piaget's vgotsky cognitive development
  - b) Freud's psycho- sexual development
  - c) Linguistic development
  - d) Bandura's social developments

  
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### Unit III: Child Growing up

- Childhood: Meaning, concept and characteristics, effects of family, schools, neighbourhood and community on development of a child
- Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media.
- Personality: concept and nature, theories of personality, assessment of personality
- Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.

### Unit IV: Learning to Learn

- Concept and beliefs about learning:-Defining misconception, Brain's role in learning
- Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne.
- Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehavior.

### Unit V: Psychological Attributes of an individual

- Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making.
- Socialization and Mental health: Process of Socialization - Group dynamics - Theory of Kurt Lewin's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

### Test and Assignment:-

- Class Test 10 Marks
- Project (Any one of the following) 10 Marks

Comparative study of developing pattern's of children with reference to different in SES.

Collecting and analyzing statistics on the girl child with reference to gender ratio.

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Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence.

**References:**

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2. Aggarwal, J.C., (1981). Essential of Educational Psychology, Delhi, Doaba Book
3. Arora, Dr. Saroj, Bhargava, Rajshri (2014). Bal Manovigyan, Rakhi Prakashan, Agra
4. Bigge, M.L. (1982). Learning Theories for Teachers. New York: Harper and Row
5. B.P. (2000). Personality theories, Bosten: Allyn and Bacon House.
6. Chauhan, S.S. (2001). Adanaced educational psychology, New Delhi: Vikas Publishing House.
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8. Helen Bee Denise Boyd, First Indian Reprint 2004. The Developing Child, Published by Pearson Education Pre. Ltd. Indian Branch Delhi, India
9. Jack Snooman, Robert Biehler Ninth Edition. Psychology Applied to Teaching, Houghton Mifflin Company, Bosten New York (<http://www.coursewise.com>)
10. Ormrod Ellis Jenne, Third Edition, Educational Psychology Developing Learners Multimedia Edition (<http://www.prenhall.com/ormrod>)
11. Sarswat Kuldeep (2015). Bal Vikas evam Bachpan, Published by Rakhi Prakashan, Agra
12. Woolfolk, A. (2004). Educational Psychology published by Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.

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# Semester - I

## B.Ed. - M.Ed. - 02

### Understanding Disciplines and subjects

Marks 100

#### Objectives:-

After completing the course the students will be able:-

1. To develop an understanding of the nature of disciplinary knowledge in the school curriculum.
2. To acquire a conceptual understanding of the impact of school subjects on disciplines.
3. To develop interest, attitudes and knowledge about the content in respect of framing the syllabus.
4. To build up a professional, disciplinary and curriculum programme.

#### Unit-I Meaning and concept of disciplinary knowledge

- The Nature and role of disciplinary knowledge in the school curriculum.
- Relationship of disciplinary areas with school subject.
- Difference between disciplines & Interdisciplinary Subject.

#### Unit -II School Subjects on Disciplines-i

- Impact of School Subjects on Disciplines:-
  1. Social Science: Methods: Lecture method, Project method, Supervised study, Story-Telling, Biographical, Source Method, Brain-storming Dramatization, Co-operative-Learning, Experiential-Learning
  2. Science: Methods & Techniques of Teaching Science: Brain Storming, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Co-operative Learning, Group Discussion & Panel Discussion, Micro-Macro teaching,

#### Unit -III School Subjects on Disciplines-ii

1. Maths: Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods &

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techniques of Teaching Mathematics: Questioning, Brain storming, Role-playing, Simulation, Non- formal techniques of learning Mathematics.

2. Language: Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories

- Redefinition of the school subject with concern to social Justice
- Meaning of Social cultural perspective in context of Universal education

#### **Unit - IV Process and framing of disciplines and subjects**

- Recognized the theory of content, Principles of Preparing the syllabus & Process of syllabus and content.
- Creativity development of learning through horticulture and hospitality

#### **Unit - V Practical Knowledge of disciplines and subjects**

- Practical Knowledge ,Community& Co-curricular activity knowledge with reference to Disciplinarily and Relation with School Curriculum

#### **Test and Assignment:-**

1. Class Test 5 Marks
2. Any one of the following 10 Marks
  - Prepare charts with related language ( Hindi, English, or Sanskrit)
  - Preparation of a talk with related social justice.
  - Collection of news papers cutting related with horticulture and hospitality.
  - Prepare a lab with related science and maths tools and their operation.
  - Life sketch and contribution of any two Indian scientists and socialistic.
  - Study of any one aspect of social issues and prepare a report.
  - Preparation of Five (5) word cards, 5 picture cards and cross word puzzles (Language)
  - 5 microteaching skills & 5 macro- teaching (based on different innovative methods)

#### **References:-**

1. Apple :- M.W (2008) can school contribute to a more just society education citizenship and social justice, 3 (3) 239-261
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7. Egen, Marlow & Rao, D.B. 2003 Teaching Successfully , Discovery Pub. House New Delhi
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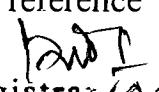
### B.Ed. – M.Ed. 03

## PHILOSOPHY AND SOCIOLOGY OF EDUCATION

### Objectives:

After completion of the course, student-teachers will be able to:-

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of Philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- Understand and relate philosophical theories with educational practices.
- Understand and relate philosophical traditions with educational practice.
- Enable the student to explain and reflect on- Gender ideology, Relationship between education and social change with special reference to modernization and globalization,

  
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- Understand relationship between concepts and processes of sociology and education, Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.
- Understand Peace education and Gender sensitization.

Course

### **Unit - I Nature and Modern Concept of Philosophy**

(A) The Nature of Philosophy : Use of Philosophy, Branches of Philosophy, metaphysics, epistemology and axiology and their implications for education

(B) Modern concept of Philosophy and Contributions of Thinkers: Contributions of Vivekananda, Tagore, Gandhi, Dewey, Krishnamurti, Montessori and Gijubhai to educational thinking.

### **Unit - II Indian Philosophical Foundation Of Education**


(A) Indian Philosophical Foundation of Education; Characteristics of Indian Philosophy.

(B) Education as conceived in Vedic times.

(C) Nature of the Learner, goals of life theory of knowledge and ethical values as advocated in the following philosophies : Buddhism, Jainism, and Vedanta (Upanishad and Advaita Vedanta only)

### **Unit – III Western Philosophical Foundations Of Education:**

- (a) Naturalism: Its metaphysics and epistemology, aims of education educative process, freedom and discipline in education according to Naturalism.
- (b) Idealism : Its metaphysics and theories of knowledge, the nature of learner, aims of education, teacher-pupil relationship, method of education, freedom of and discipline values in education and curriculum according to idealism.
- (c) Realism: Its metaphysics and theories of knowledge, aims of education, nature of the learner and educative process according to Realism.
- (d) Pragmatism: Its metaphysics and theories of knowledge, the nature of the learner aim of education, teacher-pupil relationship, method of education and curriculum according to Pragmatism.

  
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- (e) Existentialism: Its development with special reference to Sartre and its implications for education.

#### **Unit – IV Social Determinants of Education**

- (A) Education as a Social sub-system. Concept of social system, Specific characteristics of education as a social sub-system, Education and its relationship with other social sub-systems i.e. family, caste and state.
- (B) Education as a Social Process.
- (C) Socialization- Meaning, Agencies, Theories of Socialization, Process of socialization, social, economic and cultural differences in socialization: implications for inclusion.
- (D) Culture- Concept, Meaning, Characteristics, Role of family, caste and state in preservation, transmission and enrichment of culture; acculturation and its Process.
- (E) Meaning and importance of peace education to address social issues.


#### **Unit - V Changing Dimensions Of Education In Reference to Society**

- (A) Change and Education, Concept of change and planned change, Process of planned change, Functions and qualities of change agent,
- (B) Social mobility,
- (C) Modernization and Indianization of education,
- (D) Education and Gender, Gender ideology in society. Role of religion, constitution and law in gender ideology. Gender differentiation, stereotyping and inequality in society in reference to gender discrimination.

1. CLASS TEST

2. Sessional /Practicum/Field work (Any one of the following)

- One term paper and three abstracts of articles published in some Educational Standard Journals.
- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience. it on at least •

  
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## References-

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## B.Ed-M.Ed. - 04

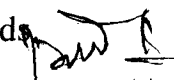
### Gender, School and Society

MARKS: 50

#### Objectives:

After completing the course the students will be able:-

- To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- To understand some important landmarks in connection with growth of women's education in historical and contemporary periods.

  
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- To learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;
- To understand the need to address gender based violence in all social spaces and evolves strategies for addressing it.

### **Unit 1: Gender Issues: Key Concepts**


- Gender, Sexuality, Patriarchy, Masculinity and Feminity
- Gender Bias, Gender Stereotyping and Empowerment
- Equity and Equality in Relation with Caste, Class, Religion, Ethnicity, Disability and Region.
- Issues and Concerns of Transgender

### **Unit 2: Socialization Processes in India: Family, School and Society**

- Gender Identities and Socialization Practices in different types of families in India.
- Gender Issues in Curriculum – Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence: An Analysis – Gender and the hidden curriculum – Gender in text and classroom processes – Teacher as an agent of change – Life skills and sexuality.
- Sites of Conflict: Understanding the Importance of addressing sexual abuse in family, Neighborhood and School and in other formal and informal institutions.

### **Unit 3: Gender Studies: Historical Perspectives on Education**

- Historical Backdrop: Some Landmarks in Socio-Economic and Education upliftment of Status of Girls and Women.
- Constitutional Commitments,
- Reports of Commissions and Committees, Policy initiatives,
- Schemes and Programmes on Girls Education and Overall Development of Women for Addressing Gender Discrimination in Society.

  
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## Tasks and Assignments

1. Class Test                      10 marks
2. Any one                         10 Marks

- Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the Teachers and Students.
- Analyses Textual Materials from the Perspective of Gender Bias and Stereotype.
- Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Prepare a project on Issues and Concerns of Transgender.
- Project on analyzing the growing up of Boys and Girls in different types of family in India.

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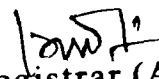
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उद्देश्य –

1. भाषा संरचना में हिन्दी भाषा तत्त्वों का ज्ञान देना।
2. भाषा की पृथक्-पृथक् भूमिकाओं को जानना।
3. भाषा सीखने की सृजनात्मक प्रक्रिया को जानना।
4. भाषा के स्वरूप और व्यवस्था को समझना।
5. श्रवण, भाषण, वाचन एवं लेखन सम्बन्धी भाषायी कौशलों का ज्ञान देना।
6. इकाई, दैनिक व सूक्ष्मपाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
7. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
8. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
9. पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तक का विश्लेषण कर कक्षा विशेष एवं विद्यार्थियों की समझ के अनुसार ढालना।
10. भाषा और साहित्य के सम्बन्ध को जानना।
11. हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना।
12. भावों और विचारों की स्वतंत्र अभिव्यक्ति करना।
13. भाषायी बारीकियों के प्रति संवेदनशील होना।
14. हिन्दी भाषा शिक्षण में दृश्य-श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
15. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।
16. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।

  
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## इकाई – प्रथम

### भाषा की भूमिका

- भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
- भाषायी कौशलों के विकास –  
(क) श्रवण, (ख) उच्चारण, (ग) वर्तनी, (घ) वाचन (सस्वर व मौन)  
(ङ) अभिव्यक्ति (मौखिक व लिखित)
- हिन्दी के विविध सृजनात्मक आयामों के अन्तर्गत विविध भाषा रूपों का अध्ययन  
;पद्ध वाणिज्य और व्यापार के क्षेत्र में हिन्दी ;पद्ध वैज्ञानिक और तकनीकी हिन्दी,  
;पपद्ध कार्यालयीय हिन्दी, ;पअद्ध विधि के क्षेत्र में हिन्दी  
;अद्ध सामाजिक विज्ञान के क्षेत्र में हिन्दी ;अपद्ध संचार माध्यमों में हिन्दी  
;अपपद्ध विज्ञापन के क्षेत्र में हिन्दी
- मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति
- भाषा का समाज में स्थान
- हिन्दी की स्वतंत्रता पूर्व एवं स्वतंत्रता पश्चात् की स्थिति

### इकाई – द्वितीय

- शिक्षण के प्रकार : गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, व्याकरण शिक्षण
- सूक्ष्म शिक्षण, दैनिक पाठ योजना, इकाई योजना, सूक्ष्म पाठ योजना
- नवाचार और भाषाशिक्षण की प्रणाली
- विविध जन संचार माध्यमों से हिन्दी शिक्षण परम्परागत माध्यम – लोकगीत, लोकनृत्य, कठपुतली, नौटंकी, सेमिनार कार्यशाला, हरिकथा, कहानी


  
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● संचार माध्यम – प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ, विज्ञापन, इलेक्ट्रॉनिक मीडिया-रेडियो, टेलीविजन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया) ई-कॉमर्स, मोबाइल, इंटरनेट, इन्ट्रानेट, ई-युनिवर्सिटी, भाषा-प्रयोगशाला इकाई (तृतीय)

- भाषा शिक्षण की विधियाँ – भारतीय भाषाकारों की दृष्टि से – पाणिनी, यास्क, बरनी, कामताप्रसाद गुरु, किशोरी दास बाजपेयी
- पाश्चात्य विद्वानों की दृष्टि से – जे.प्याजे, एल. वायगात्स्की, चॉम्स्की, जॉन ड्यूवी
- वर्तमान में प्रचलित – प्रायोजना विधि (किलोट्रिक), पर्यवेक्षित अध्ययन विधि एवं अभिक्रमित अनुदेशन।
- भाषा का स्वरूप – भाषा व्यवहार के विविध पक्ष नियमबद्ध व्यवस्था के रूप में भाषा, भाषायी परिवर्तनशीलता, उच्चारण के सन्दर्भ में हिन्दी की बोलियाँ, वाक् तथा लेखन।
- भाषायी व्यवस्थाएँ – सार्वभौमिक व्याकरण की संकल्पना – अर्थ, प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थविज्ञान की मूलभूत संकल्पनाएँ : स्वनिम विज्ञान व रूप विज्ञान।

इकाई (चतुर्थ)

- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  - (अ) पाठ्यचर्या – पाठ्यक्रम तथा पाठ्य पुस्तकों का सम्बन्ध
  - (ब) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्व एवं उपयोग।
  - (स) प्राथमिक/माध्यमिक/उच्च माध्यमिक स्तर पर प्रयुक्त पाठ्यक्रम एवं पाठ्य सामग्री का विश्लेषण


  
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## इकाई (पंचम)

- हिन्दी शिक्षण में मूल्यांकन –
  - (अ) भाषा विकास की प्रगति का मूल्यांकन – सतत और समग्र मूल्यांकन आपसी-मूल्यांकन, स्व-मूल्यांकन, समूह मूल्यांकन, पोर्ट-फोलियो।
  - (ब) प्रश्नों का स्वरूप – समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तन वाले प्रश्न, समालोचनात्मक चिन्तन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्प प्रश्न)
  - (स) फीड बैक – (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
  - (द) प्रश्न पत्र निर्माण एवं नीलपत्र

## समसामयिक कार्य

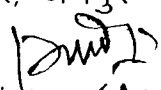
1. कक्षा परीक्षा (टेस्ट) 10 अंक
  2. निम्न में से कोई एक 10 अंक
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशांसाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ. ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर एक रिपोर्ट तैयार करना।
  - अपने आस-पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?
  - छात्रों को भाषा सीखने संबंधी कठिनाइयों और समस्याओं का अध्ययन, विश्लेषण एवं निदान के उपाय।
  - पाठ्य पुस्तक में दी हुई रचनाओं (कविता, कहानी, निबन्ध आदि) के अतिरिक्त छात्रों से समकालीन पत्र-पत्रिकाओं से पूरक सामग्री का चयन।

  
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- आधुनिक कवि या साहित्यकार के व्यक्तित्व और कृतित्व पर आलेख तैयार करना।
- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करें।
- हिन्दी की विधाओं पर स्क्रैब पुस्तिका तैयार करें।
- रचनात्मक रूप से प्रतिभा सम्पन्न बालकों के विकास के लिए वर्षभर में कक्षा शिक्षण के अतिरिक्त किये गये उपाय और उनकी सप्रमाण प्रगति सूचक रिपोर्ट।
- आस-पास के क्षेत्र के किसी विशिष्ट समुदाय के लोगों का भाषा सर्वेक्षण और उनकी शब्दावली का अध्ययन।
- पत्र-पत्रिकाओं में प्रकाशित रचनाओं अथवा नई समकालीन साहित्य की पुस्तकों का अध्ययन, विश्लेषण और उनकी शैक्षणिक समस्याएँ।

#### सन्दर्भ ग्रन्थ सूची -

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3. पाण्डेय, डॉ. मुतिकान्त (2010) हिन्दी शिक्षण-अभिनव आयाम' विश्व भारती पब्लिकेशन्स, नई दिल्ली।
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संस्कृत शिक्षण

100 अंक

उद्देश्य –

1. भाषा के विभिन्न रूपों की समझ उत्पन्न करना।
2. भाषा संरचना की प्रकृति की समझ विकसित करना।
3. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धान्त एवं उद्देश्यों का ज्ञान कराना।
4. संस्कृत भाषा के विभिन्न कौशलों का पृथक एवं समन्वित शिक्षण कराना।
5. संस्कृत की भूमिका व विशेषता एवं उसकी सांस्कृतिक पृष्ठभूमि की समझ उत्पन्न करना।
6. पाठ्यक्रम में संस्कृत की स्थिति का अवबोध कराना।
7. संस्कृत भाषा शिक्षण कौशल का अभ्यास कराना।
8. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपागमों का प्रयोग करना।
9. कक्षा-कक्ष परिस्थिति में बहुभाषीय रूप में संस्कृत का सफल प्रयोग कराना।
10. पाठ्यक्रम, पाठ्यचर्या और पाठ्य पुस्तक के मध्य सम्बन्धों में समझ उत्पन्न कराना।
11. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग करने की योग्यता विकसित करना।
12. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र निर्माण की योग्यता विकसित करना।
13. संस्कृत शिक्षण में मूल्यांकन प्रक्रिया की समझ विकसित करना।
14. कौशलानुसार संस्कृत अशुद्धियों के निदान व उपचार की योग्यता विकसित करना।
15. संस्कृत शिक्षण में भाषा प्रयोगशाला की आवश्यकता एवं संयोजन क्षमता विकसित करना।

  
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## इकाई – प्रथम

### भाषा की भूमिका –

- संस्कृत भाषा शिक्षण के सिद्धान्त, महत्त्व एवं प्रकार  
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान सम्बन्धी सिद्धान्त
- संस्कृत भाषा का महत्त्व, संस्कृत भाषा और साहित्य, संस्कृत भाषा और अन्य भारतीय भाषाएँ, आधुनिक भारतीय भाषा के रूप में संस्कृत, विद्यालयी स्तर पर संस्कृत शिक्षण से सम्बन्धित समस्याएँ।
- विद्यालय में भाषा –
  1. मातृभाषा एवं विद्यालयी भाषा
  2. पाठ्यक्रम में भाषा
  3. अधिगम में भाषा का केन्द्रीयकरण
  4. बहु-भाषीय कक्षा-कक्ष
- भारत में संस्कृत भाषा की स्थिति  
;पद्ध भाषा शिक्षा का संवैधानिक प्रावधान एवं नीतियाँ अनु. 343-351  
;पपद्ध कोठारी कमीशन (1964-1966)  
;पपपद्ध छच। ;1986द्ध ;पअद्ध च्। ;1992द्ध  
;अद्ध राष्ट्रीय पाठ्यक्रम रूपरेखा (2005) – भाषा शिक्षा में संस्कृत की स्थिति
- संस्कृत शिक्षण में भाषायी कौशल – कथन, श्रवण, पठन, लेखन

## इकाई – द्वितीय

- संस्कृत शिक्षण के विविध रूप
  - i. गद्य शिक्षण
  - ii. पद्य शिक्षण
  - iii. व्याकरण शिक्षण
  - iv. कहानी शिक्षण
  - v. नाटक शिक्षण
  - vi. उच्चारण शिक्षण
  - vii. रचना शिक्षण
  - Viii. अनुवाद शिक्षण

  
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- उपर्युक्त का सम्प्रत्यय, महत्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री व गुण-दोष
- सूक्ष्म शिक्षण दैनिक पाठ योजना, इकाई योजना एवं सूक्ष्म पाठ योजना
  - नवाचार और भाषा शिक्षण की प्रणाली
  - विविध जन संचार माध्यमों से संस्कृत शिक्षण
    - (अ) परम्परागत – नाटक, अभिनय, कथा, सेमिनार, कार्यशाला
    - (ब) संचार माध्यम – वेबसाइट्स, विकीपीडिया
    - (i) प्रिंट मीडिया – समाचार पत्र-पत्रिकाएँ, साहित्यिक पुस्तिकाएँ
    - (ii) इलेक्ट्रॉनिक मीडिया – रेडियो, दूरदर्शन, फिल्म एवं बहुमाध्यम (मल्टी मीडिया), इंटरनेट, इन्ट्रानेट, भाषा-प्रयोगशाला

### इकाई (तृतीय)

- संस्कृत शिक्षण की विधियाँ –
  - (i) पाणिनी व यास्क के अनुसार।
  - (ii) प्रचलित अन्य विधियाँ – प्रायोजना विधि, पर्यवेक्षित अध्ययन विधि, प्रत्यक्ष विधि, आगमन-निगमन विधि, अनुवाद विधि, चयन विधि, पाठ्य पुस्तक विधि, सम्प्रेषण उपागम, समग्र उपागम।
  - (III) पाश्चात्य विद्वानों के अनुसार – जे.प्याजे, एल. वायगात्सकी, चॉम्स्की, जानड्यूवी।
- विधियों का अनुप्रयोग –
  - (I) तृतीय भाषा अधिगम मनोविज्ञान
  - (II) कक्षा-कक्ष वातावरण और परिस्थितियाँ
  - (III) शिक्षक-छात्र-पाठ्यपुस्तक व दृश्य श्रव्य सहायक सामग्री की भूमिका
  - (iv) भाषा का व्यवहार में प्रयोग
  - (v) अन्य विषयों के साथ संस्कृत का समन्वय



- (vi) त्रुटियाँ व उपचारात्मक कार्य
- (vii) संस्कृत भाषा की चुनौतियाँ
- (viii) स्वनिम विज्ञान व रूप विज्ञान के रूप में संस्कृत
- (ix) संस्कृत भाषा परीक्षण एवं मूल्यांकन

#### इकाई (चतुर्थ)

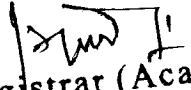
- पाठ्यक्रम और पाठ्य सामग्री का निर्माण और विश्लेषण
  - (अ) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तकों का सम्बन्ध
  - (ब) संस्कृत में दत्त कार्य एवं क्रिया-कलापों का विकास।
  - (स) अधिगम में संस्कृत शिक्षण का महत्त्व विश्व परिदृश्य के सन्दर्भ में।
  - (द) निदात्मक परीक्षण एवं उपचारात्मक शिक्षण-अर्थ, स्वरूप महत्त्व एवं उपयोग।

#### इकाई (पंचम)

- संस्कृत शिक्षण में आकलन -
  - (1) संस्कृत भाषा विकास की प्रगति का आंकलन - सतत और समग्र मूल्यांकन स्व-मूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो।
  - (2) प्रश्नों का स्वरूप - समस्या-समाधान सम्बन्धी प्रश्न, सृजनात्मक चिन्तनवाले प्रश्न कल्पनाशीलता को जीवित करने वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पीय, सत्य-असत्य वाले, मिलान वाले प्रश्न)
  - (3) फीड बैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट
  - (4) प्रश्न-पत्र निर्माण एवं नील-पत्र

#### समसामयिक कार्य

1. कक्षा परीक्षा (टेस्ट)

  
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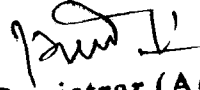
2 निम्न में से कोई एक

10 अंक

- अपने पड़ोस के 05 विद्यालयों का भ्रमण कर त्रिभाषा सूत्र की स्थिति की रिपोर्ट तैयार करना।
- संविधान में भारतीय भाषाओं सम्बन्धी अनुशंसाएँ तथा राष्ट्रीय शिक्षा नीति पी.ओ.ए. द्वारा संस्तुत भाषा सम्बन्धी सिफारिशों पर रिपोर्ट तैयार करना।
- किसी एक संस्कृत कवि का विस्तृत परिचय देते हुए संस्कृत में उनके योगदान पर आलेख तैयार करना।
- किसी एक संस्कृत पत्रिका की समीक्षा।
- संवाद शिक्षण को प्रभावी बनाते हुए अधिगम सामग्री तैयार करना।
- पत्र पत्रिकाओं में प्रकाशित किसी लेख का संस्कृत में अनुवाद।
- छायाचित्राधारित शिक्षाप्रद कथा लेखन।

सन्दर्भ ग्रन्थ -

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2. त्रिपाठी, रामसुरेश, (1992) संस्कृत व्याकरण दर्शन, दिल्ली-6, राजकमल प्रकाशन, प्रा.लि., 7 फौज बाजार।
3. नारंग वैश्रा (1996), सम्प्रेषणात्मक भाषा शिक्षण, नई दिल्ली, प्रकाशन संस्थान।
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7. Mackey William Francis, "Language Teaching" Analysis London, Longmans, Green & Co. Ltd.
8. Widdowson, H.G., Teaching Language as Communication Oxford, OHP

  
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## B.Ed. – M.Ed. 05 A,B

### **Pedagogy of English**

**Objectives –**

**MARKS:-100**

The student-teachers will be able to-

1. Develop an understanding of the principles of English language teaching.
2. Acquire knowledge of the objectives of teaching English as a second language.
3. Develop their own linguistic, grammatical and communicative competence.
4. Develop ability to teach language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
5. Acquire knowledge of different approaches and methods of teaching English as a second language.
6. Prepare annual Plans, unit Plans and lesson plans of English language.
7. Choose, prepare and use appropriate audio –visual teaching aids for effective teaching of English as a second Language.
8. Use various techniques of testing English as a second language.
9. Develop remedial material and conduct remedial teaching.

### **COURSE CONTENT**

#### **UNIT – I - FOUNDATION OF ENGLISH LANGUAGE TEACHING**

- Concept of language, language acquisition, language-learning ,
- Forms of English- formal, informal, written and spoken
- Importance of teaching English
- Principles of second language teaching
- Difference between teaching of content based subjects and skill based subjects
- Objectives of teaching English language (a) Skill based- LSRW (b) Competency based- linguistic competence and communicative competence.

#### **UNIT – II - TEACHING OF ENGLISH LANGUAGE SKILLS**

- Listening: (i) Concept of listening in second language (ii) The phonetic elements involved in listening at the receptive level (Monophthongs, Diphthongs, Consonants,

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pause, Juncture, Stress, Accent, Beat, Intonation, Rhythm) (iii) Listening skills and their sub-skills (iv) Techniques of teaching listening, Role of teaching aids in teaching listening skills (vi) Difference between hearing and listening

- Speaking, Concept of speaking in English as a second language, Phonetic transcription, Use of pronouncing dictionary, The phonetic elements involved in speaking at the receptive level, Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation
- Reading skills: Concept of reading in second language, Mechanics of reading (Eye span, Pause, Fixations, Regression and Speed), Types of reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive reading, Extensive reading, Genuine reading comprehension, Relating teaching of reading to listening and speaking skills, Role of text book
- Writing Skills: Concept of writing in first language and the second language, Types of composition- oral, written, controlled, guided, contextualized and integrated composition Teaching the following items keeping in view their style, ingredients and mechanics; Letters (Formal and Informal), Essay, Report, Telegram, E-mail, Notice, Précis, Paragraph, Developing Stories, Note making, Correction of Written Work.

### UNIT – III - METHODOLOGY AND PLANNING OF ENGLISH LANGUAGE TEACHING

- Approaches, methods and techniques, Whole language approach, Structural-Situational approach, Communicative approach, Task based approach, Eclectic approach, Direct method, Bilingual Method, Audio-lingual method CALL (computer assisted language learning) and CALT (Computer assisted language teaching), Role play, Simulation, Group work and Drill technique, Study the above approaches & methods in the light of -Psychological factors affecting second language learning - Nature of English language - Classroom environment and conditions -Language functions, Planning of English language teaching, Annual plan, unit plan and daily lesson plan - Prose lessons - Content analysis -, Poetry lessons - Components of poetry

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- The place of poetry teaching in school curriculum. - Concept, aims and objectives of teaching poetry in second language, Grammar lessons-Planning for teaching Grammar and usage –sentence(Affirmative, Negative, Interrogative, Simple, Compound, Complex), Verb-patterns, Question tag,Determiners, Model Auxiliaries, Tenses, Infinitives, Gerunds, Phrasal verbs and idioms, Concord, Active and passive voice, Direct and indirect speech, Punctuations.

#### UNIT – IV-RESOURCES IN ENGLISH LANGUAGE TEACHING


- Concept and use of A.V. aids in the teaching of English
- Resources for Teaching and learning English-Text books, work books, teacher's hand books, charts, pictures, flash cards, flannel board, tape-recorder, radio, OHP, substitution tables, computer, realia, newspapers, magazines ,brochures , blackboard, white board, Songs, Stories and anecdotes, Language laboratory and Language games. Use of community resources and media for language development , Qualities, Responsibilities and Professional ethics of language teacher

#### UNIT – V - ASSESSMENT AND EVALUATION IN ENGLISH

- Concept of assessment and Evaluation in English, Concept, Need and Techniques of Continuous and Comprehensive Evaluation (CCE) in English. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Testing language skills, Lexical and Structural items, Poetry and Grammar. Preparation of an Achievement test. Concept and need of remedial teaching.

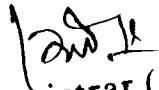
#### SESSIONAL WORK:-

1. Class Test 10 marks
  2. One of the following 10 marks
- Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
  - Identification of learning difficulties experienced by student teachers during teaching practice
  - Review of two articles related to teaching and learning of English from educational journals, magazines or newspapers.
  - Preparing an action plan for improving any of the following skills: reading skill, speaking skill, listening skill or creative writing.

  
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**B.Ed. – M.Ed. 05 A,B**

**Pedagogy of Urdu**

Marks-100

**OBJECTIVES:-**

On completion of the course the student teacher will be able to :-


- Understand the basic concepts and functions of language with special reference to Urdu.
- Acquire knowledge of objectives of teaching Urdu at the secondary stage.
- Acquire knowledge of different methods of teaching Urdu at the secondary stage.
- Plan and Teach lesson in Urdu prose, poetry, Drama, Grammar and Composition.
- Understand constructive approach to language Teaching and Learning.
- Prepare unit plans, Daily lesson plans and to analyse the subject content in terms of language skills and Teaching objectives.
- Develop and use of teaching aids in the class room both Print and Audio-Visual materials and ICT (internet and computer technology)
- Develop and insight in to the symbiotic relationship between curriculum syllabus and Text books.
- Knowledge of Evaluation system in Urdu and to methodically prepare exams and test paper in Urdu.
- Conduct remedial teaching in Urdu.

**CONTENT:-**

**UNIT-I**

- Concept of language (verbal & Nonverbal) Concept of language learning and Acquisition function of language, Communication, Transmission of culture and medium of instruction.
- Multilingualism as a resource.
- Origin and Development of Urdu language.
- Language skills, Listening and Art of listening .

**Speaking-** Pronunciation , Recitation and Punctuation.

  
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**Reading- Aloud,silent,Intersive and Extensive.**

Reading comprehension, Reading defects and their cure.

**Writing-** Knowledge of urdu scripts-khat-e-naskh-khat-e-nastaliq and khat-e-shikast.

- Teaching of alphabats, punctuation qualities of good hand writing.
- Letter writing (Formal and Informal)
- Essay writing.

**UNIT-II**


- Objectives of teaching urdu at secondary stage of education.
- Problem of Teaching and learning urdu and their solutions.
- Place of urdu language in the present educational system prevalent in the state of Rajasthan.
- Relation of urdu with other Indian language.

**UNIT -III**

- Methods of teaching urdu.
- Translation method.
- Direct method.
- Play way method.
- Structural method.
- Teaching of various forms of urdu Literature(i) Prose(ii) Composition (iii) Grammar (iv) Poetry, Ghazal, Nazam and Drama.
- Co-curricular Activities.

**UNIT-IV**

- **Planning for teaching urdu:** Need and importance of planning
- Content Analysis.  
Yearly plan, Unit plan and Daily lesson plan.
- Audio visual Aids-Need and importance of Audio-visual Aids, Types of Audio-visual aids.
- Appropriate use of Teaching aids.
- Planning of urdu lab and its use.
- Qualities of good urdu Teacher.

  
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## UNIT-V

- Purpose of concept of Evaluation in urdu.
- Techniques of Evaluation , Teacher made Test, Examination paper Design and Blue print, Various types of questions and their use for Evaluation.

### Assignments :-

1. Class Test 10 marks
  2. Any one of the following :- 10 marks
- Analysis of one text book prescribed at the secondary stage.
  - Writing knowledge , understanding and skill objectives of teaching prose and poetry with specification  
(5 each)
  - Preparation of two teaching aids useful for urdu teaching.
  - Prepare activities for listening, speaking , reading and writing.(5 each)
  - Preparation of objective Type Test.
  - Prepare three activities to develop the writing skill of class VI student.

### REFERENCES:-

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3. Khan Rasheed Hasan : "Ibadat Kaise Likhen" Maktaba jamia ltd.jamia nagar New Delhi 1997.
4. Maulvi Abdul : "Quwaid-e-urdu" Anjuman Taraqqi urdu (Hindi) New Delhi.
5. Moin uddin : "udru zaban ki Tadrees" National council for Promotion of urdu Language(NCPUL) New Delhi-2000
6. Moin uddin : "Hum urdu Kaise Parhayen" NUPUL, west block R.K.Purum New Delhi 2000.

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7. N.L.Bosang/Mansoor

Ali akthar Hashmi : "Sanvi madaris mein Tadrees" (NCPUL) New Delhi 1998.

8. Naqvi Noor-ul-hasan : "Tadrees-e-Aadab urdu"2004, Education book house,Aligarh.

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**PEDAGOGY OF HISTORY**

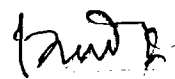
**Marks-100**

**Objectives:-**

1. To enable the student teachers to understand the importance of History.
2. To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
3. To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
4. To provide knowledge of different methods /devices of teaching History.
5. To acquaint the student teachers with latest information technology.
6. To help the student teachers to understand the role of current events in teaching of History.
7. To emphasize the role of History in developing the national integration and international understanding.
8. To develop an interest in teaching of History.

**Unit I**

- 1.1 Meaning, nature and scope of history as a school subject, role and importance of history in school curriculum and life.
- 1.2 Aims and objectives of history, values of teaching history (moral, spiritual, social, cultural and esthetic) relation of history with other subjects of Social and Natural Science and Literature
- 1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.

  
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- 1.4 Approaches: Current events Approach, Mass-media Approach Interdisciplinary Approach, Constructivism Approach.

## Unit – 2

### 2.1 Models of teaching :

- a. Discovery model
- b. Value Attainment model
- c. Enquiry model

### 2.2 Methods of teaching :

- a. Lecture method
- b. Project method
- c. Supervised study
- d. Story-Telling Method
- e. Biographical Method
- f. Source Method

### 2.3 Innovative Practices

- a. Brain -storming
- b. Dramatization
- g. Co-operative-Learning
- h. Experiential-Learning

### 2.4 Planning :

- a. Annual plan
- b. Unit plan
- c. Lesson plan

## Unit – III

- 3.1 a. Teacher as a transformer of cultural & Historical Heritage.
- b. Teacher as a facilitator
- c. Qualities and professional growth of a History teacher to face challenges of present era.
- d. Teacher as a Reflective Practitioner and a Researcher.

### 3.2 Learning Resources

- a. Print Media

  
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b. Electronic Media

c. Multi Media

d. Visuals

3.3 a. Use of community resources

b. Field Trips

c. History resources center

d. Co-Scholastic activities based on school curriculum

e. History club

#### UNIT – IV

4.1

(a) Indian Historiography : Brief introduction to Indian Historiography-Ancient, Medieval, and Modern. Problems of periodisation. Criteria of Historical criticism.

(b) Teaching of Controversial Issue : Nature of Historical controversies regarding facts. Controversies interpretation of facts. Objectivity and value-judgment in History.

4.2

(a) History and National Integration : Our National heritage, Unity in diversity. The role of History in promoting national integration .

(b) History and Inter-National Understanding: Our Human Heritage. The role of History as promoter of internationalism.

4.3

(a) Content Analysis of History Textbooks at secondary level.

(b) Use of Library and other instructional materials & Source: Primary and Secondary.

#### UNIT V

5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in History.

5.3 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners' portfolio.

#### Test & Assignments:-

1. Class Test 10 Marks

2. Any one of the following :- 10 Marks

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- Preparation of Research Report: Study in Depth in one area of content course in Indian and World History to demonstrate the relevant knowledge in the subject field and its value to the professional growth in the subject.
- Organization of History Circle: To include programmes such as reading of papers on Historical topics, Group Discussions, Preparation of reports, Organize excursions to place of Historical interest.
- Preparation of History Practical Note Book :
  - (a) Twelve Historical maps – six each from Indian and World History.
  - (b) Time – Line Charts four each from Indian and World History.
  - (c) A small project based on the study of a Historical event in the locality, personalities, movements, buildings or institutions.
  - (d) Group Presentation for Critical appraisal of existing curriculum and text book at school level.

**REFERENCES:-**

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3. Kongawad N.B. (2011) Itihas mattu Pouraneeiti Boodhane.
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**PEDAGOGY OF ECONOMICS**

**Marks-100**

**Objectives-**


To enable student Teachers to:

1. Refresh the knowledge about the Meaning, Importance, Nature, Scope and Aims of Economics.
2. Acquaint with the Aims, Objectives and Value-outcomes through teaching Economics.
3. Develop ability to plan for suitable instructions in economics.
4. Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
5. Establish correlation of economics with other school-subjects.
6. Develop necessary skills to use various teaching aids, (Particular locally available material aids).
7. Develop skill to successfully use various evaluation techniques and to interpret the results.
8. Develop appropriate attitude towards the subjects and country's economy.
9. To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.

**COURSE CONTENT:-**

**UNIT I-Nature, Scope and objective.**

- Meaning, Nature, Scope of Economics. Place and Importance of Teaching of Economics at secondary level.
- Importance of economics in school curriculum.
- Aims and objectives of teaching economics at different level.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics.
- Correlation of economics with school subjects.

  
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## **UNIT II-Curriculum and planning**

- Concept and objectives of curriculum.
- Concepts and Principles of Constructing Curriculum of Economics
- Critical Analysis of the existing syllabus.

## **UNIT-III Teaching Planning**



- Micro Teaching, Content Analysis.
- Yearly plan, Unit plan and Daily lesson plan – Meaning, Characteristics, Importance and Steps.
- Methods of Teaching:- Lecture Method, Discussion Method, Project Method, Survey Method, Inductive-Deductive Method
- Techniques and Devices of Teaching Economics
  - i) Assignments ii) Seminars iii) Brain Storming iv) Tours and Excursions v) Supervised Study vi) Case Study

## **UNIT-IV Teacher, Text Book, Teaching Aids**

- Text Book (Meaning, Importance and qualities of a good textbook of Economics), Supplementary Material (Meaning and sources).
- Economics Room –Importance and Equipments.
- Teacher of Economics – Importance, Qualities and Competence.
- Teaching Aids – Meaning, Importance and Types:  
Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

## **UNIT-V Evaluation**

- Evaluation, Meaning and Importance of evaluation. Achievement, Diagnostic test
- Types of Evaluation – Oral tests, written tests-Essay type tests, short answer type tests and objective type tests. Purpose and concept of evaluation.
- Objective of based evaluation
- Preparation of achievement test-
  - ☞ Various types of question
  - ☞ Blue print
  - ☞ Preparation of question paper

  
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### Sessional Work (20 Marks)

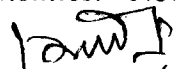
1. One test of 10 Marks.

2. Any one of the following 10 Marks.

- ☞ Content analysis and preparation of instructional material related to any unit of subject related to Economics.
- ☞ Construction of objective type test items.
- ☞ Prepare five slides related to economics teaching content at senior secondary level.
- ☞ Critical appraisal of economics syllabus at senior secondary level.
- ☞ Preparation of 10 frames of linear or branching type programmes on any topic of Economics.

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1. Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach*. Agra: VinodPustakMandir.
2. Arithshastra shikshan :Rampalsingh prakashak-shabd sanchar, Ajmer
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**PEDAGOGY OF CIVICS TEACHING**

MARKS-100

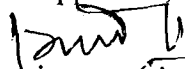
**Objectives:-**

The Pupil-Teacher will be able to

1. Explain and Discuss the Meaning, Nature and Scope of Civics.
2. Explain the importance of Civics as a school subject.
3. Differentiate between Aims and Objectives of Civics.
4. Specify the objectives of teaching Civics at secondary stage.
5. Discuss the meaning, preparation, importance and use of different types of learning resources of teaching different topics of Civics at secondary level.
6. Prepare effective lesson plans for teaching Civics.
7. Explain the meaning of Teaching method and Teaching techniques.
8. Understand & analyze contemporary issues related with Civics.

**Unit- I**

- a. Meaning, nature and scope of Civics as a school subject, role and importance of Civics in school curriculum and life.
- b. Aims and objectives of civics, values of teaching civics (moral, spiritual, social, cultural and Aesthetic) relation of Civics with other subjects of Social and natural Science and Literature.
- c. A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.
- d. Approaches: current events Approach, mass-media Approach, interdisciplinary Approach, constructivism Approach.

  
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## Unit – 2

- a. Models of teaching : Concept Attainment model, Value Attainment model, Jurisprudential model
- b. Methods of teaching : Lecture method, Discussion method, Project method, Supervised study method, Socialized recitation method, Problem-Solving method
- c. Innovative practices : Brain-storming method, Co-operative-Learning, Experimental-Learning
- d. Planning : Content Analysis, Annual plan, Unit plan, Lesson plan.

## Unit – III

- 3.1
  - a. Teacher as an agent of social change in multicultural-multilingual Society.
  - b. Teacher as a facilitator.
  - c. Qualities and professional growth of a Civics Teacher to face challenges of present era.
  - d. Teacher as a Reflective Practitioner and a Researcher.

### 3.2 Learning Resources:

- |                |                     |
|----------------|---------------------|
| a. Print Media | b. Electronic Media |
| c. Multi Media | d. Visuals          |

### 3.3 a. Use of community resources

- b. Civics resources center
- c. Co-Scholastic activities based on school curriculum
- d. Civics club

## Unit – IV

- 4.1 Local, State and National Political Structure in India :
  - a. Education for Citizenship.
  - b. Political science in the global context.
  - c. Human right/Child right/Woman's right.
  - d. Peace and conflict resolution.
  - e. Educational technology and political science (Civics).
  - f. Gender issue in civics.
  - g. Content Analysis of Civics Textbooks of secondary level.
- 4.2 Use of Library and other instructional materials.

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## UNIT- V

### 5.1 Evaluation in Civics:

- a) Preparation of challenging assignments.
- b) Criteria for assessing written and practical work in Civics.

### 5.2 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners' portfolio.

### Assignments:-

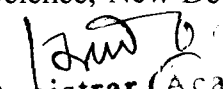
1. Class Test 10marks
2. Any one of the following :- 10 marks
  1. Peer interaction (Peer Educators) and group work on selected areas taken from school syllabus.
  2. Analysis of Curriculum Policies/Documents and existing school curriculum.
  3. Group Presentation for critical appraisal of existing political science (Civics) curriculum and text books at school level.
  4. Development and organization of political science society.
  5. Study of a selected problem of community life related with the area of civics.
  6. Development and execution of a project of civics.
  7. Collection of source materials related with civics.
  8. Content analysis of the syllabus of the grade which has been taught by the student – teacher with special reference of:
    - a. Identification of concept.
    - b. Identification of life- skill.
    - c. Identification of activities and experiments.

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**PEDAGOGY OF GEOGRAPHY**

**MARKS-100**

**Objectives :-**

To enable the Pupil – Teachers to:

1. Develop an understanding of the meaning, concept and need for learning Geography.
2. Understand the aims and objectives of teaching Geography.
3. Make use of various methods of teaching Geography.
4. Develop the power of analysis, reasoning and judgment through different practical activities.
5. Develop proper understanding of nationalism and internationalism through Geography teaching.
6. Acquaint the Pupil teachers with the preparation and use of different Resources of Geography.

**Unit – 1**


1.1 Meaning, Nature and scope of Geography as a school subject, Role and Importance of Geography in School curriculum and life.

Emerging concepts and trends in Geography:

- (a) Geography as a description of the earth.
- (b) Geography as a study of natural phenomena and their effect on man.
- (c) Geography as a study of Landscape-Physical and cultural.
- (d) Geography as a study of real difference.
- (e) Geography as a study of spatial relationships.
- (f) Geography as a study of unifying and integrating discipline.

1.2 Aims and objectives of Geography: Values of teaching Geography (moral, spiritual, social, cultural and Esthetic) relation of Geography with other subjects of Social, Natural Science and Literature

1.3 A study of instructional objectives with special reference of new bloom's taxonomy and statement of objectives in behavioral terms.

  
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Approaches: Current Events Approach, Mass-media Approach, interdisciplinary approach, constructivism Approach.

## Unit – 2

2.1 Models of teaching in reference of Geography teaching :

- Concept Attainment model
- Value Attainment model
- Inquire model
- Discovery model

2.2 Methods of teaching:

- Problem solving
- Regional method
- Project method
- Supervised study
- Laboratory method
- Demonstration method
- Inductive & Deductive method

2.3 Innovative Practices:

- Brain -storming method
- Co-operative-Learning
- Experimental-Learning

2.4 Planning:

- Content Analysis
- Annual plan
- Unit plan
- Lesson plan

## Unit – III

3.1

- Role of a teacher for conservation of natural resources & environment.
- Teacher as a facilitator

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- Qualities and professional growth of a geography teacher to face an ecological challenge of present era.
- Teacher as a Reflective Practitioner and a Researcher.

### 3.2 Learning Resources

- Print Media
- Electronic Media
- Multi Media
- Visuals

### 3.3

- Use of community resources
- Field Trips : Local & Regional
- Geography resource center
- Co-scholastic activities based on school curriculum
- Geography club

### Unit – IV

- 4.1 a. Local Geography: It's meaning significance and use as method of study.  
b. Regional Geography: Its meaning and significance, concept of regionalism.
- 4.2 a. Content Analysis of Textbooks of Geography at secondary level.  
b. Use of Library and other instructional materials related with Geography.

### UNIT-V

5.1 Preparation of Challenging assignments.

5.2 Criteria for assessing written and practical work in civics.

5.3 Assessment Modes: Self-assessment, Peer assessment, Group assessment, Learners' profile, Open book exams, Learners' portfolio.

### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Each pupil teacher is required to conduct and prepare a brief report on anyone of the following :
- (i) Socio-Economic/Demographic survey of a village as a Geography.

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(ii) Land utilization survey of a village.

(iii) Traffic survey of a town.

(iv) Any other survey of a similar nature.

- Geographic description of a place. Participation in seminars and writing of reports. Each student is required to participate in at least two seminars on varied aspects of Geography and submit reports.
- Presentation of Geographic data through maps and diagrams. Students are required to prepare ten such exercises in the form of an album.

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**PEDAGOGY OF SOCIAL STUDIES**

**MARKS-100**

**OBJECTIVES:**

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.
3. To acquaint pupil-teachers with different methods, Devices and Techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.
5. Preparation and effective use of teaching aids.
6. Organization of Discussions, Seminar, Tours, Exhibitions and Practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.
8. Analysis of present day problems in social context.
9. To develop the skill of preparation and evaluation of question papers.

**COURSE CONTENTS**

**UNIT-I Nature, Scope and objective.**

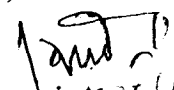
- Meaning, Nature, Scope and Importance of Social Studies.
- Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy
- Relationship of Social Studies with other subjects.

**UNIT II-Curriculum and planning**

- Concept and objectives of curriculum.
- Concepts and Principles of Constructing Curriculum of Social Studies
- Critical Analysis of the existing syllabus.

**UNIT-III Teaching Planning**

- Meaning, Importance & Use of Audio Visual Aids – Chalk board, maps, globe, models, charts, graphs, flash cards, radio, T.V, computer, Over Head Projector, LCD Projector.

  
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- Social studies text book – Need and Qualities.
- Unit Plan, Lesson plan – Need, Importance and Steps of writing it in teaching of social studies.

#### UNIT- IV Methods and Techniques

1. Social studies teacher – Qualities and Role in Global Perspective
2. Methods of teaching of social studies— Lecture, Discussion, Socialized recitation, source and Project method
3. Devices and techniques of teaching social studies – Narration, Description, Illustration, Questioning, Assignment and Field trip.
4. Social studies room – Need & Importance and Equipment.

#### UNIT –V Evaluation

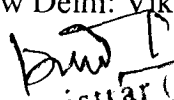
- Utilizing Current Events and Community Resources in teaching of social studies at Secondary level
- Critical evaluation of existing curriculum of social studies at secondary stage.
- Evaluation in Social Studies – Modern concept and types of tests; designing a Blue Print for a question paper.

#### Sessional Work (20 Marks)

1. One test 10 Marks
2. Any one of the following. 10 Marks
  - Content analysis and preparation of instructional material related to any unit of subject related to Social Studies.
  - Construction of objective type test items.
  - Prepare five slides related to Social Studies teaching content at senior secondary level.
  - Critical appraisal for Social Studies syllabus at senior secondary level.
  - Preparation of 10 frames of linear or branching type programmes on any topic of Social Studies.

#### REFERENCES:-

1. Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Pub.

  
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8. Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School*. New York: Rhinehart and Company.
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### B.Ed. – M.Ed. 05 A,B

## PEDAGOGY OF MATHEMATICS

Marks – 100

### Objectives:

On completion of the course the future teacher educators will be able:

1. To enable prospective mathematics teachers towards the processes in which mathematics learning takes place in children's mind.
2. To enable the nature, characteristics and structure of mathematics and its correlation with other areas.
3. To enable the processes in mathematics and their importance.
4. To enable the content categories in mathematics and illustrate with examples.
5. To enable understanding of the Goals, Aims and Objectives of teaching mathematics at secondary school level.

  
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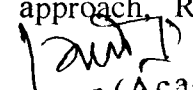
6. To enable awareness about the objectives of teaching mathematics at secondary school level as envisaged by NCF 2005 and KCF 2012.
7. To enable understanding and skill in preparing lesson episodes based on Five E model; different approaches, methods, models and techniques of teaching mathematics.
8. To enable understanding about collaborative learning and cooperative learning strategies.
9. To enable the prospective mathematics teachers as facilitators for effective learning of mathematics.
10. To enable prospective mathematics teachers with ICT enabled skills for facilitating learning of mathematics.
11. To enable skill in assessing mathematics learning.
12. To enable prospective mathematics teachers as reflective practitioners.

#### **UNIT I Nature and Structure of Mathematics**

- a) Meaning and characteristics of mathematics– Science and Mathematics – Development of Mathematics: empirical, intuitive and logical
- b) History of Mathematics education : Ancient period to 21st century
- c) Contributions of eminent Mathematicians( Western & Indian-4 each)
- d) Branches of Mathematics: Arithmetic, Algebra, Geometry, Trigonometry -
- e) Undefined terms – Axioms – Postulates – Theorems – Proofs and verification in mathematics-Types of theorems: Existence and Uniqueness theorems – Types of proofs: Direct, indirect by contradiction, by exhaustion, by mathematical induction.
- f) Euclidean geometry and its criticisms – emergence of non Euclidean geometry.

#### **UNIT– II Objectives and Approaches of Teaching Mathematics**

- a) Aims and Objectives of Teaching Mathematics: At primary, Secondary and Higher secondary levels – Goals of mathematics education-Mathematical skills: Calculations, Geometrical, and interpreting graphs – Mathematical abilities- Problem solving ability.
- b) Approaches to teaching Mathematics: Behaviorist approach, constructivist approach,
- c) Process oriented approach, Competency based approach, Realistic mathematics education.

  
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### UNIT-III METHODS AND MODEL OF TEACHING MATHEMATICS:

- a) Methods of teaching mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods, Co-operative, constructivism method.
- b) Techniques of Teaching Mathematics: Questioning, Brain storming, Role-playing, Simulation.
- c) Non- formal techniques of learning Mathematics
- d) Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model.

### UNIT – IV Pedagogical content knowledge of mathematics

- a) Concept of pedagogic content knowledge (PCK)
- b) Pedagogic content knowledge analysis for selected units of 8th, 9th , 10th and 11th std:-Content analysis, Listing pre-requisites, instructional objectives and task analysis
- c) Analysing and selecting suitable teaching methods, strategies, techniques, models; learning activities, Year plan (Programme of work), Unit plan and lesson plan in mathematics – their need and importance
- d) Analysing and selecting suitable evaluation strategies
- e) Identifying the misconceptions and appropriate remedial strategies

### UNIT-V Technology in mathematics education

- a) Technology integration strategies for mathematics,web based lessons, web quest, cyber guides, multimedia presentation, Tele computing projects, online discussions
- b) E-content development concept ,formats, steps for preparation
- c) A survey of software used in mathematics teaching and learning.

### SESSIONAL:

1. Class Tests      10 MARKS

2. Any one            10 MARKS


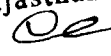
- a) Group puzzles activity
- b) Preparation of teaching aids
- c) Demonstration of teaching aids
- d) Collection of newspaper cuttings related to learning of a unit in mathematics.
- e) Preparing a script for radio lesson or T.V. lesson in mathematics.

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- f) Visiting a mathematics lab in a school and presenting a report.

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1. Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nd Ed.). New Delhi:Vikas Publishing House Pvt. Ltd.
2. Bhasin, Sonia. (2005). Teaching of Mathematics- A Practical Approach. Mumbai: HimalayaPublishing House.
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**Pedagogy of Physics**

MARKS:-100

**Objectives:-**

The student teachers will be able to:

1. Understand the nature of Science and Physics.
2. Appreciate the contribution of Indian and Foreign scientists in the development of Physics.
3. Develop the skill of planning teaching learning activities.
4. Develop competencies in (a) Selection and use of teaching methods, approaches and devices. (b) Selection, preparation and use of cost effective teaching aids. (c) Inculcation of scientific attitude and science related values. (d) Plan, manage physics laboratory and organize physics practical work
5. Develop skill of critical appraisal of Physics text book.
6. Select and effectively make use of teaching aids.
7. Organize co-curricular activities related to physics.
8. Plan and critically appraise Physics curriculum at senior secondary level.
9. Prepare, use and analyze achievement tests for evaluation of learning outcomes of Physics.

**Course content**

**Unit - I - Foundations of teaching physics**

- Nature of Science and Physics, Major milestones in the development of physics, Contributions of Eminent Indian and foreign Physicists: C.V.Raman, Vikram Sarabhai, Homi Jehangir Bhabha, Subhramanayan, D.S. Kothari, Chadershekhar, Satyender Nath Bose, Newton, Archimedes, Alexander Graham Bell, Madam Curie, Albert Einstein.
- Relationship of science and society, impact of physics on modern Indian society with reference to issues related with Environment, Globalization, Industrialization, Information Technology

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- Aims and objectives of teaching physics at senior secondary level. f. Correlation of physics with other school subjects.

#### **Unit - II - Planning for Instruction and Role of Teacher**

- Specific Objectives of Teaching Physics in Behavioural Terms, Content Analysis and Concept Mapping.
- Developing Yearly Plan, Unit Plan and Daily Lesson Plans.
- Teacher's role in training students in scientific method, developing scientific attitude, critical thinking and creativity.
- Qualities, responsibilities and professional ethics of physics teacher.
- Criteria for selection of physics text book, critical appraisal of Physics Text Book

#### **Unit - III - Approaches and Methods of Teaching Physics**

- Concept approach –Process approach – teaching science as a process,
- scientific method, problem solving method,
- Cooperative learning approach,
- Activity based approach – investigatory approach,
- project method, laboratory method ,
- Demonstration-cum-discussion method ,
- Constructivist approach

#### **Unit IV- Instructional support system**

- Multi sensory aids: Significance and Psychological Principles of using Teaching Aids, use of charts, models, overhead projectors, computers, internet, and improvised apparatus.
- Use of Community resources in teaching of physics.
- Planning, equipping and maintaining Physics Laboratory; planning and guiding practical work
- Selecting and guiding Projects in Physics
- Planning and organization of Science Clubs, Science fairs and Field trips

#### **Unit –V Physics curriculum and Evaluation of Physics Learning**

- Principles of developing curriculum of Physics,

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- Evaluation of physics learning : formative, summative, continuous and comprehensive evaluation, types of test items and their construction, preparation of blue print and achievement test, item analysis,

- Diagnostic testing and remedial teaching in physics.. Evaluation of Practical Work  
**Sessional Work –**


1. Class Test 10MARKS

2. Any one of the following: 10MARKS

- Case study of any one Senior Secondary School Laboratory of Physics.
- Preparation of a diagnostic test of physics on any one unit.
- Planning activities for teaching a unit of physics using local resources.
- Conducting and reporting a practical class in Physics Laboratory

#### References :

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2. Anderson R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Pr
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7. Gronlund, Norman, E (1968). Constructing Achievement Tests, New York: Prentice
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9. Kochar, S.K. (1997). Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
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12. Radha Mohan (2003). Innovative Science Teaching for Physical Science Teachers, New Delhi
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**B.Ed. – M.Ed. 05 A,B**

**PEDAGOGY OF CHEMISTRY**

Marks-100

**Objectives -**

To enable student teacher to:

1. Understand the Nature, Place, Values and Objectives of teaching chemistry at secondary/senior secondary level.
2. Understand correlation with other subjects
3. Evaluate critically the existing syllabus of chemistry
4. Develop understanding of various objectives of teaching Chemistry in Secondary Schools.
5. Understand and adopt proper methods of teaching various topics of Chemistry.
6. Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
7. Get acquainted with various methods of evaluation of the progress of pupils in Chemistry.
8. Prepare and use different types of instructional material for teaching Chemistry.
9. Understand the difficulties faced in teaching and learning Chemistry and suggest remedial measures.
10. Evaluate critically the existing syllabus of Chemistry prescribed for Secondary/Senior Secondary level in the State of Rajasthan.
11. Provide training in scientific method and develop scientific temper among their students.

  
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### **Unit - I: The Nature of Science**

- Definition of Science, Scientific Method, Scientific Literacy with suitable examples from Chemistry,
- Nature of science with special reference to chemistry
- Instructional Objectives, General and Specific Objectives of Teaching Chemistry
- Correlation of chemistry with other subjects.

### **Unit - II: Curriculum and Planning**

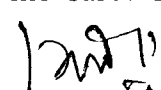

- Chemistry Curriculum, Place of Chemistry in School Curriculum
- Principles of Curriculum Construction, Difference between Curriculum and Syllabus,
- Co-curricular activities, factors influencing curriculum of chemistry.
- Modern trends in Chemistry Curriculum CBA, Chemical- education Material Study, Nuffied- O & A level.
- Critical appraisal of Chemistry syllabus at Secondary/Senior Secondary level prescribed by Board of Secondary Education, Rajasthan.
- Planning- Daily lesson plan, unit plan & yearly plan.

### **Unit - III: Methods of Teaching Chemistry**

- Micro Teaching, Skills of teaching Lesson Planning ,
- Methods of Teaching Chemistry- Lecture Method, Demonstration Method. Discussion Method, Problem Solving Method, Project Method, Inductive-Deductive Method, Co-operative method, Constructivism method.
- Teaching Models-Concept Attainment Model, Inquiry Training Model
- Qualities of chemistry teacher.

### **UNIT-IV Instructional Support System**

- Teaching Aids in Chemistry Audio Aids, A-V Aids, Educational Broadcasts, Television and Teleconferencing, Charts, Models, Low Cost Teaching Aids, Improvised Apparatus.
- Chemistry Lab: Layout Plans, Equipments, Furniture, Maintenance of records, repair, care and improvisation of apparatus, safety measures in Lab.

  
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- Role of State & National Level Institutions & Laboratories like DST, NCL, Fertilizer, Pesticide & Chemical Companies like Hindustan Zinc Ltd.
- Characteristics of a good text book and evaluation of a Text Book

#### Unit - V: Evaluation of Chemistry

- Difference between Measurement, Assessment and Evaluation,
- Characteristics of good Measurement, Diagnostic Test and Remedial Teaching,
- Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Essay type, Short types objective type
- Development and Standardization of Achievement Test in Chemistry.

#### Assignments :-

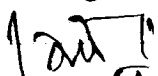
1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Planning and Conducting Experiments.
- Preparation of models and charts.
- .Preparation of Chemistry Projects.
- Criticals analysis of chemistry textbooks.
- Preparation of design, blue print for teacher made test.
- Development of self-instructional material on any one topic of Chemistry
- Life sketch & contribution of any one prominent Indian Chemist.
- Preparation of scrap book containing original science (Scientific cartoon) Stories/article
- Life sketch & contribution of any one prominent Indian Chemist.
- Conducting & reporting two experiments useful at secondary/senior secondary level (other than those in syllabus)
- A critical study of any one senior secondary Lab of chemistry.
- Preparation of 10 frames of Linear or Branching type programmes on any topic of Chemistry.

#### References:

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.

  
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2. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
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5. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985.
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8. Mangal, S.K.: Teaching of Science. New Delhi: Agra Book Depot, 1982.
9. 8.NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982.
10. Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
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12. Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
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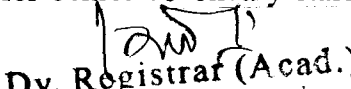
**PEDAGOGY OF BIOLOGY**

**Marks100**

**Objectives:**

To enable student Teacher to

1. Understand the Nature, Place Values and objectives of teaching Biology at Senior Secondary level.
2. Establish its correlation with other subjects
3. Evaluate critically the existing syllabus of Biology prescribed for Secondary/Senior Secondary level in the state of Rajasthan
4. Develop yearly plan unit plan and lesson plan for Senior Secondary classes.

  
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5. Provide training in Scientific method and develop Scientific temper among their students.
6. Use various methods and approaches of teaching Biology
7. Acquire the ability to develop instructional support system
8. Plan and organize chemistry practical work at the Laboratory
9. Organise Co-curricular activities and utilize community resources promoting Science learning.
10. Use most appropriate method to assess the progress and achievement of the pupil & thus prepare appropriate test for the purpose (both theoretical & practical)

#### **UNIT-I Nature, Scope and Objectives**

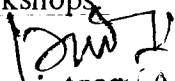
- Nature of science with special reference to Biology.
- Main discoveries and development in Biology.
- Place & values of teaching Biology at secondary/senior secondary level.
- Correlation of chemistry with other subjects.
- Objectives of teaching chemistry at secondary/senior secondary level.

#### **UNIT-II Curriculum and planning**

- Principles of Biology curriculum at secondary/senior secondary level.
- Modern trends in Biology Curriculum: B.S.C.S., CHEM Study NUFFIELD-O & A level.
- Critical appraisal of chemistry syllabus at secondary/senior secondary level prescribed by Board of secondary Education, Rajasthan.
- Planning- Daily lesson plan, unit plan & yearly plan.
- Qualities & responsibilities of Biology teacher. Teacher's role in training students in scientific method and in developing creativity and scientific temper among their students.

#### **UNIT-III Methods and approaches**

- Lecture method, Demonstration method, Lab.based methods, Inductive & deductive method, problem solving, Heuristic, Constructivism, & Project method.
- Inquiry approach, programmed instruction, Group discussion, self study, Team teaching, computer assisted learning, seminars and workshops.

  
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#### UNIT-IV Instructional Support System

- Multi sensory aids: Charts, models, specimen, bulletin - boards, flannel Board, Transparencies slides, projector, OHP, Computer, T.V., Radio etc.
- Co-curricular Activities: Organization of science club science fair trips and use of community resources.
- Biology Lab: Organization of Biology Laboratory, Arrangement of Apparatus, Care & Maintenance of equipment & specimen, organization of practical work in Biology.
- Role of state & National Level Instructions & Laboratories Research centers in Botany, Zoology & Agriculture.
- Characteristics of a good text book and Evaluation of a Text Book.

#### UNIT-V Evaluation in Biology

- Evaluation: Concept, Types and purposes.
- Type of test items and their construction.
- Preparation of Blue Print & Achievement Test.
- Evaluation of practical work in Biology.

#### Sessional Work: (20 Marks)

(1) Class Test 10 Marks

(2) Any one of the following-- 10 Marks

- Life sketch & contribution of any one prominent Indian Biologist.
- Preparation of Herbarium (scrap book)
- Prepare any one of the following related to environment education.  
(i) poster (miniature), (ii) Article, (iii) Story, (iv) Play
- Description of any two teaching models.
- Prepare a Radio or T.V. script.
- Make a list of local (resources useful in teaching Biology and prepared lesson plan using some of them.
- A case study of any one senior secondary lab of Biology.
- Preparation of 10 frames of Linear or Branching type programmes on any topic of Biology.
- Construction and administration of Diagnostic test on any one unit of Biology.

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## REFERENCES:-

1. Bhat, B.D. and Sharma, S.R.: Methods of Science Teaching. New Delhi: Kanishka Publishing House, 1993.
2. Das, R.C.: Science in Schools. New Delhi: Sterling Publishers, 1985.
3. Gupta, S.K.: Teaching of Science Education. New Delhi: Vikas Publishers, 1983.
4. Gupta, S.K.: Teaching Physical Science in Secondary. New Delhi: Sterling Publishers, 1985
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7. Kishore, L.: Teaching of Physical Science. Delhi: Doaba House, 1991. 34
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9. NCERT: Teaching of Science in Secondary Schools. New Delhi: NCERT, 1982.
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### B.Ed. – M.Ed. 05 A,B

### Pedagogy of General Science

MARKS:-100

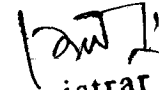

#### OBJECTIVES:-

The Pupil- teacher will be able to-

1. Familiarize with nature of General Science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing science curriculum at secondary level.
4. Understand the basic concepts of General Science.
5. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
6. Explain the concept of evaluation and construct blue print of question paper.

#### Unit - 1 Teaching of General Science

- Meaning, nature, aims and objectives of General science
- Importance of General science in Teaching

  
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- Correlation - concept, importance and types.
- Maxims of teaching in General science

#### **Unit - 2 Planning in General- Science teaching**

- Curriculum - concept, methods of curriculum construction, Difference between Curriculum and Syllabus, ,
- Place of General science in school curriculum
- Critical appraisal of General Science syllabus at secondary/senior secondary level
- Science teacher - Qualities, Competencies
- Analysis of textbook.

#### **Unit - 3 Methods & Techniques of teaching in General Science**

- Methods -Scientific Method, Demonstration, Laboratory, Heuristic, Project, Co-operative Learning, Constructivism, Inductive-deductive,
- Techniques:- Team teaching, Simulation, Task analysis, Cognitive psychology based technique, Technology based technique
- Year plan, Unit plan, Lesson plan - General, IT based,

#### **Unit- 4 Teaching Aids and Models of teaching**

- Teaching Aids :Non-projective - chart, picture, model, Projective - Film projector, OHP, LCD, DLP,
- Science laboratory, Science- club, Science Exhibition, Field trip
- Laboratory Equipment and Material- selection, purchase, maintenance and safety measures.
- Models of teaching:- Concept Attainment Model, Inquiry training model.

#### **Unit - 5 Pedagogical analysis & Evaluation in General Science**

- Concept ,Approaches & importance for pedagogical analysis,
- Core elements and values, Content cum methodology approach, IT based approach
- Importance of evaluation in General Science, Evaluation according to areas - Cognitive, Psychomotor & Affective, Domain
- Use of tools and technique of evaluation:-Achievement test, Diagnostic test, Remedial teaching, Online Evaluation

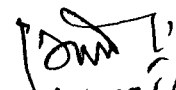
  
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### Sessional Work –

1. Class Test 10 marks
2. Any one of the following: 10 marks
  - Preparation of a diagnostic test of physics on any one unit.
  - Analysis of syllabus.
  - Evaluation of textbook.
  - Content analysis of one unit.
  - Conduct presentation of lesson/ Unit.

### REFERENCES:-

1. Cartin, A.A. and Sund, R.D. (1972). *Teaching Science through Discovery*. London: Merrill.
2. Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
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**Pedagogy of Home Science**

100 Marks

**Objectives:**

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Train the student teachers to use problem-solving approach in problems related to home life.
6. Develop practical skills to organize various activities related to Home Science.
7. Develop competencies and skill for effective evaluation in Home Science.



**COURSE CONTENT:**

**UNIT-I**

Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science. Place of home science in Secondary School curriculum, Curriculum Construction-Principles and critical analysis of existing school curriculum of Home Science. Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

**UNIT-II**

- a) Micro teaching skills relevant in Home science.
- b) Lesson Planning: Meaning, importance and essentials of lesson planning. Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

  
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### UNIT-III

Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher. Organization of Home Science Department. Home Science Laboratory-Concept and importance, planning of space and equipment for Home Science Laboratory.

### UNIT-IV

Meaning, Importance, Essential Role, Qualities and limitations of Home Science text books. Audio-visual Aids: Meaning, importance and classification of audio-visual aids. Preparation of low-cost teaching aids.

### UNIT-V


Concept of assessment and Evaluation in home science, Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in home science. Types of tests - Achievement test, Proficiency test, Diagnostic test, Prognostic test. Preparation of an Achievement test. Concept and need of remedial teaching.

#### Assignments :-

1. Class Test 10 marks

2. Any one of the following :- 10 marks

- Food – its constituents, functions and sources.
- Care and maintenance of cotton, wool, silk and synthetics.
- Importance of care of the child.
- Cleaning and polishing of brass, silver, glass and plastic articles.
- Guidelines for making flower arrangement and rangoli.
- Immunization Schedule
- Organisation of mid-day meals in schools

  
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2. Bhargava, Priya (2004). *Teaching of Home Science*. New Delhi. Commonwealth Publishers.
3. Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. New Delhi: Sterling Publisher.
4. Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. New Delhi: Sterling Publishers.
5. Devdas(1955): *Teaching of Home Science in Secondary School*, All India Council for Secondary Education, New Delhi
6. Dapoor, Ritu (1994): *Teaching of Home Science*, Parkash Book Depot, Ludhiana
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10. Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi.
11. Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. New Delhi: A.P.H. Publishing Corporation.
12. Yadav, Seema (1994). *Teaching of Home Science*. New Delhi: Anmol Publications.

  
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**B.Ed. – M.Ed. 05 A,B**

**PEDAGOGY OF COMMERCE PRACTICE**

MARKS-100

**Objectives:**

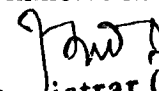
On completion of the course, the student-teacher will be able to:

1. Develop an understanding of content of commerce and accountancy
2. Understand the characteristics of Commerce and its role in the development of modern society.
3. Understand the Commercial implications of various theories of learning
4. Gain competency in using modern psychological theories to device teaching learning process.
5. Understand the nature and functions of various instructional supports.
6. Improve the understanding of the principles of curriculum construction and organization in Commerce
7. Develop the understanding of the various methods and approaches and techniques of commerce teaching
8. Identify the role of IT in Commerce Education.
9. Develop an appreciation towards the role of commerce in daily life.

**Unit. 1 Conceptual Background of Commerce**

- Introduction to Commerce: Meaning, ~~Definitions~~, Scope and Nature of Commerce as a discipline, Significance of Commerce in the global scenario, Modern trends in Commerce: Banking, Insurance, Trade- Correlation of Commerce with other subjects: Economics, Geography, accounting, Mathematics, Statistics, International relations, Business, Management information system.
- Nature and Significance of Commerce Education: Meaning, Definitions, Goals, Aims and Objectives of studying Commerce Education- History of Commerce Education – Development of Commerce Education in India- Need and importance of learning Commerce at Higher secondary level- Formulation of Objectives in Commerce at National and State level(NCF), Importance of commerce in daily life.

**Unit –2 Curriculum Developments in Commerce**

  
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- Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- Modern trends in curriculum construction- Objective based, Child centered, and Activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.
- Different approaches to curriculum organization – Spiral, topical and concentric approach

#### **Unit -3 Training in Teaching skills**

- Micro Teaching Practice in Teaching Skills,
- Meaning, importance and purpose of planning - Year plan, unit plan and lesson plan
- Teacher – Essential qualities, duties and responsibilities.
- Professional growth –Ways and means of developing professional competency in service training - Role of NCERT

#### **Unit- 4 Instructional support or resources for commerce teaching**

- Resource materials in teaching Commerce– Syllabus, Textbooks – criteria of selection, Resource unit, Source Book, Teachers’ handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids :audio- visual aids (OHP), Computer, LCD Projector),CD. ROM, Interactive White Board
- Commerce Library –Need & Importance
- Organization of field trips and study tours – their importance
- Commerce Club–Need & Significance
- Community Resources and its utilization

#### **UNIT: 5 – EVALUATION IN COMMERCE**

- Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence.
- Objective based Evaluation, competency based evaluation
- Construction of achievement test –design, blue print, writing of test items.
- Different types of test items – merits and demerits
- Continuous and comprehensive evaluation – grading system

**SESSIONALS:**

**1. Class Test**

**10MARKS**

**2. Any one**

**10MARKS**

- Report writing on Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, newspapers, magazines articles, paper cuttings and business forms.
- Organizing and conducting commerce club activities.

**References:**

1. Aggarwal, J. C. (1996). Teaching of Commerce: A Practical Approach, New Delhi : VikasPublishing House Pvt. Ltd.
2. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-NewDelhi.
3. Khan, M.S., *Commerce Education*, New Delhi; Sterling Publication (P) Ltd.
4. Method and Techniques of Teaching Commerce Singh M.N Young Man & Co.New Delhi.
5. Teaching of Commerce-Seema Rao Anmol Publication, New Delhi.
6. Teaching of Commerce-A Practical Approach J.C AggarwalVikas PublishingHouse Pvt Ltd- New Delhi.
7. Sharifkhan, Mohd.,*The Teaching of Commerce*, New Delhi; Sterling Publication (P) Ltd.
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**PEDAGOGY OF BOOK KEEPING AND ACCOUNTANCY**

**Marks-100**

**Objectives:**

To enable student Teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping
2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at School level.
3. Develop the ability to critically evaluate the existing school curriculum of Book Keeping & accountancy
4. Impart knowledge of the methods and devices of teaching Book-Keeping and accountancy to develop the skill of using the same.
5. Apply appropriate methods in teaching particular topics for Book-Keeping & accountancy.
6. Prepare achievement and diagnostic test.
7. Develop necessary skills in preparation of using various teaching aids.

**Unit-I**

- Meaning and scope of Book-Keeping and Accountancy, its value and importance in social life
- Aims and objectives of teaching Book- Keeping and Accountancy at Senior Secondary level. Place and Importance of Teaching of Economics at secondary level.
- Importance of Book keeping and Accountancy in school curriculum.
- Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Book keeping and Accountancy

**Unit-II**

- Planning for teaching and role of teacher-
- Micro Teaching
- Yearly Plan, Unit Plan and Daily Lesson Plan
- Teacher role and attitude
- Maxims and principles of classroom teaching
- Teaching Aids

  
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### UNIT-III

Teaching approaches of Book-Keeping and Accountancy

- a. Journal Approach
- b. Leader Approach
- c. Cash Book Approach
- d. Equation Approach

Various Methods of teaching Book-Keeping and Accountancy with special reference to modern methods of teaching Project, Problem solving, Lecture-cum-demonstration and discussion methods.

Techniques and devices to teach Book-Keeping and Accountancy.

### UNIT-IV

- Principles and approaches of framing syllabus and its critical appraisal at Senior Secondary level
- Text Book of Book-keeping and Accountancy, importance, criteria for selection of text book, reference books and journals.
- Qualities of good teacher

### UNIT-V

- Evaluation of Students performance.
- Achievement Test,
- Diagnostic Test,
- Blue Print

### Sessional Work (20 Marks)

- One test of 10 Marks
- Any one of the following-10 Marks

Preparation of teaching aids

Preparation and construction of a achievement test

Preparation of a lesson plan based on any innovative method.

### References:

1. Aggarwal, J.C.:Teaching of commerce.
2. Boynton Lewis D:Methods of teaching Book-keeping,south western publication Co. Cincinnati, Ohio.

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3. Gupta and Gupta: Intermediate Book-keeping and Accounts, Agra Book store, Agra (Hindi and English Version)
4. Harvey: Ways to teach Book-keeping and Accounting
5. J.N.Vaish: Book-keeping and Accounts, Part I and II (Hindi and /English version).
6. Parikh, Dr.A.K.M.: Lesson planning in India schools, Subha sanchar, Ajmer.
7. Selby: The teaching of Book-keeping
8. Tonne, Pohem and Freeman: Method of teaching Business Subject Gregg Pub. Dir., Mc Graw Hill Book Co., Inc., New York.
9. Verma A Musselma and J. Marshall Hannia: Teaching Book-keeping and Accountancy, Gregg Pub.Div., Mc Graw Hill Book Co., Inc. New York.
10. Williams: Principles of Teaching applied in Book-keeping and Accounts Sir Issac Pitman. London

**B.Ed. – M.Ed. 05 A,B**

**Pedagogy of Drawing and Painting**

**100 Marks**

**Objectives:**

To enable student teacher to:

1. Develop the skill of using various teaching methods for teaching of Arts.
2. Develop the Aesthetic sense.
3. Acquaint the students with different techniques of painting.
4. Develop imagination and sense of appreciation of Arts and interest in teaching of art.
5. Learn and understand the principles, concept, and elements of art and to apply them in teaching and daily life.

**COURSE CONTENT:**

**UNIT-I**

- What is Art: Concept and Scope of Art.
- Origin & development of Art in India with special reference to Pre-historic & Mughal period.
- Importance of Art in Life and Education.
- Principles of Art.

  
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## UNIT-II

- Aims and objective of teaching Art.
- Elements of Art.
- Art & Society.
- (a) Stages of Development in Child Art.
- (b) Principles of curriculum construction at secondary level.
- *Qualities of Good poster.*
- Design –Its meaning & types.
- Colour–Types and effects.
- Importance of Colours in life.
- Elements of Good Landscape.
- Appreciation of Art.

## UNIT-III

- Significance of Fine Art & its correlation with other school subjects.
- Six limbs of Indian Art (Shadanga).
- Importance of Field trips and Excursions in Art.
- The importance of Exhibitions & Competitions in encouraging creative expression among Students.

## UNIT-IV

- Qualities and functions of an Art-teacher.
- Methods of teaching art:
  - Lecture cum Demonstration method.
  - Direct Observation method.
  - Method of Imagination and Free Expression.
- Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath tagore and Satish Gujral
- Importance of art Room and its requirements.

  
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## UNIT-V

Micro teaching

Yearly, Unit, & Lesson planning to teach:

Still life, Design, Landscape, Composition, Poster.

### Assignments :-

1. Class Test 10 marks
2. Any one of the following - 10 marks


Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

- I. Landscapes - 2
- II. Still life - 2
- III. Poster - 2
- IV. Composition - 2

### REFERENCE

1. Brown, Percy (1953). Indian Painting, Calcutta.
2. Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
3. Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing
4. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
5. Lowenfeld Viktor . Creative and Mental Growth.
6. Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
7. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
8. Read, Herbert. Education through art [paperback].
9. Shelar, Sanjay. *Still Life*. Jyotsna Prakasha

  
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**B.Ed. – M.Ed. 05 A,B**

**Pedagogy of Music Teaching**

Marks - 100

**Objectives:**

To enable student teacher:-

1. To understand the importance aims and objectives of teaching of Indian Music.
2. To provide knowledge of different methods and techniques of teaching music.
3. To acquaint student teacher with latest teaching skills.
4. To equip with various Ragas and different talas.
5. To enable student teachers to organise competitions.
6. To develop understanding and aesthetic sense, time sense, tolerance and self confidence in student.

**Unit - 1 Music: Brief Introduction**

- A brief history of the development of various school of Indian music (Vocal and Instrumental) their characteristic and chief exponents.
- Aims and objectives of teaching of music at the various stages of the Secondary Level and Senior Secondary Level.
- Important branches of music and their forms: Brief comparative study of Northern and Southern Music.
- Correlation of music with other school subjects.

**Unit - 2 Music in School Curriculum**

- Importance of music in school curriculum
- Music classroom equipments and other instructional materials
- Voice training, ear training, correct posture of singing
- Role of music in personality development

**Unit - 3 Micro-Teaching & Skills**

- Methods of Teaching Music.
- Lesson development planning the lesson.
- Presenting, evaluating and reviewing the lesson.

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- Helping musical growth at various grades through selection, organization and application of instructional material and adaption of local and regional motives suitable for.
- Audio-visual aids and their use in teaching of music.

**Unit - 4 Biographies of following eminent musicians:**

- Swami Haridas
- Tansen
- Pt. Vishnu Digambar Paluskar
- Pt. V.N. Bhatkhande

**Unit - 5 Types of Tals & Ragas**

- Knowledge of following Tals- Teen Tal, Rupak, Darda, Kehrwa, Jhaptal, Ektal, Chartal.
- Knowledge of different part of instruments Tanpura/Ektar/Tabla
- Concept of Raga and their lakshanes. Types of Ragas. Bilawal, Yaman, Khamaj, Kafi, Bhairav.

**SESSIONALS:-**

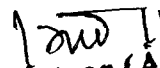
1. Class Test 10 marks
- Any one 10 marks

Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages :

- Working knowledge of and performing ability in one instrument other than Tabla for pupil teachers of vocal music and working knowledge of performing ability in vocal music and Tabla for pupil teacher of instrumental musical.
- Ability to describe and to compose in the following Ragas:- Alhaiva Bilawal, Yaman, Bhairav, Kafi, Asavari, Khamaj Des, Bihag and Malkauns.
- Music and Folk music.

**REFERENCES:-**

1. Awasthi, S.S.A., Critique of Hundustani Music and Music Education, Jalandhar : Adhunik Printer, 1964

  
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2. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
3. Nhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
4. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.

## First Year


### Semester - II

Detailed programme of Examination (I, II, III, IV, V & VI Semester)

**Integrated Programme of B.Ed. - M.Ed**

**(Three Years)**

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
VII	B.Ed - M.Ed 07	Contemporary India and Education	04	75	25	100
VIII	B.Ed - M.Ed 08	Assessment for Learning	04	75	25	100
IX	B.Ed - M.Ed 09	Language Across the Curriculum	04	75	25	100
X	B.Ed - M.Ed 10	Information & Communication Technology (ICT)	04	50	50	100
VIC	Practicum 6C	<b>Internship</b> <b>(Block Practice Teaching)</b> 1. Teaching of Method subject 2. Participation in all activities of school 3. Observation 4. Expository writing  <b>Criticism Lesson</b>	02		10 5 5 5  25	25  25
		Final Lesson		100		100
Total			18			550

  
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**Aggregate of Semester II**

**1 credits = 12 hours**

Total Credits = 16+2 = 18Credit

Total hours = 18x12=216 hrs

Total Marks 100 x 4 = 400

Practicum 25 x 2 = 50 AND Final Lesson=100

Toal = 550 Marks.

**B.Ed.- M.Ed. 07**

**Contemporary India and Education**

**MARKS-100**

**Objectives:-**

After completing the course the students will be able to :

1. To promote reflective thinking among students about issues of education related to contemporary India.
2. To develop an understanding of the trends, issues and challenges faced by contemporary education in India.
3. To appreciate the developments in Indian education in the post independence era.
4. To understand the Commissions and committees on education constituted from time to time.
5. To understand issues and challenges of education and concern for the underprivileged section of the society.
6. To develop awareness about various innovation practices in education.
7. To develop and understanding of self teaching technical devices.
8. To understand the constitutional values and provisions for education.

**Course Content**

**Unit I Education as an Evolving Concept**

- Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities.
- Aims of Education: Historicity of aims of Education, changing aims of education in the context of globalization, sources of aims of Education: Educational aims as derived from the constitution of India influence of aims of education on the

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curriculum and transactional strategies. Idea of educational thinkers such as Gandhi, Tagore, Aurobindo, Dewey Krishnamurthy, Friere and Illich.

#### **Unit – II: Issues and Challenges**

- Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender.
- Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups.
- Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

#### **Unit – III: Constitution and Education**


- Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution.
- Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity.
- Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

#### **Unit – IV: Programme and Policies**

- Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission-1952-53, Indian Education Commission- 1964-66, National Education Policy- 1986
- Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005, NKC-2006, NCFTE- 2009, RTE-2010.
- SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

#### **Unit – V: Innovative Practices**

- Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations,

  
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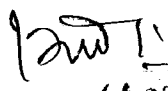
- Education through interactive mode of teaching: Computer, Internet, Tally and Video-Conferencing, Eduset, Smart Class Room, Role of E- learning, E- content, E- magazines and E-journals, E- library.
- Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

**Test and Assignments :-**

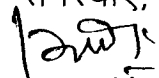
1. Class Test 10 marks
- 2 .Any one of the following: - 10 marks
  - Debate or Organize a one day discussion on the topic related to the subject and submit a report.
  - Critical appraisal on the report or recommendations of any commission and committee.
  - Organize collage, Poster Making activity in your respective institution.
  - Collection of at least three handouts of related topics of the subject.

**REFERENCES :-**

1. Agnihotri, R. (1994) Adhunik Bhartiya Shiksha Samasyaye Aur Samadhan, Jaipur: Rajasthan Hindi Granth Academy
2. Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi 2. Brubecher, John.S: A History of the Problems of Education
3. Altekar, A. S.(1992) Education in Ancient India, Varanasi: Manohar Prakashan
4. Dev, A.,Dev, T.A.,Das,S. (1996) Human Rights a Source Book, New Delhi, NCERT, Pp. 233.
5. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
6. Education and National Development: Report of the Kothari Commission on Education, New Delhi, 1966.
7. vfXugks=h] johUnz % vk/kqfud Hkkjrh; f'k{kk leL;k,i vkSj lek/kku] jktLFkku fgUnh xzaFk vdknehA
8. Gore. M. S. (1982) Education and Modernization in India, Jaipur: Rawat Publications
9. Ghosh, S.C. (1995) The History of Education in Modern India ( 1757- 1986), New Delhi : Orient Longman Ltd.
10. J.F. Brown: Educational Sociology

  
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11. Kabir, H. (1982) Education in New India, London: George Allen and Unwin.
12. Kashyap Subhash C., Our constitution: An Introduction to India's constitution and constitutional laws, National Book Trust India, 2011.
13. Keay, F.E: Indian Education in Ancient and later Times
14. M.N. Srinivas: Social Change in Modern India
15. Mookerji, R. K. (1947) Ancient Indian Education (Brahmanical and Buddhist), London: Mac Milan and Co. Ltd.
16. Mookerji, R.S: Ancient Indian Education
17. Naik, J. P., Nurullah, S.(1974) A Student's History of Education in India, (1800-1973), New Delhi : Orient Longman Ltd.
18. Nayar, P. R. Dave, P.N. Arora, K. (1983) The Teacher and Education in Emerging Indian Society, New Delhi: Orient Longman Ltd
19. National Curriculum Framework. (2005).
20. National curriculum Framework for teacher education (2004).
21. Rama Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
22. Rusk, R. R. (Scotland, J. Revised) (1979) Doctrines of the Great Educators, Delhi, Dublin, New York: The Mac Milan Press Ltd.,
23. Saiyidain. K.G. (1966) The Humanist Tradition in Indian Education Thought, New Delhi: Aria Publishing House
24. Shukla, R.P. (2005). Value Education and Human Rights, New Delhi: Samp & Sons.
25. Varghese, A. (2000) Education for the Third Millennium, Indore: Satprachar Press
26. अल्तेकर, अ.स. : प्राचीन भारतीय शिक्षा पद्धति।
27. ओड, एल. के. : शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
28. गुप्ता, एस. पी एवं अलका गुप्ता : भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक प्रकाशन, इलाहाबाद।
29. रावत, प्यारे लाल : भारतीय शिक्षा का इतिहास, आगरा।
30. जोशी, सुषमा : भारत में शिक्षा प्रणाली का विकास एवं समस्याएं, शारदा पुस्तक भवन, इलाहाबाद।

  
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31. लाल रमन बिहारी : भारतीय शिक्षा और उसकी समस्याएं, रस्तोगी पब्लिकेशन्स, मेरठ।

साथिन संदर्भ सामग्री पुस्तिका : महिला एवं बाल विकास विभाग, राज, सरकार, जयपुर।

**B.Ed- M.Ed. 08**

**Assessment for Learning**

MARKS: 100

**Objectives**

The course will enable the student teachers to –

- understand the process of evaluation.
- develop the skill in preparing, administering and interpreting the achievement test.
- understand and use different techniques and tools of evaluation for learning.
- comprehend the process of assessment for learning
- develop skills necessary to compute basic statistical measures to assess the learning.

**Unit 1: Basic Concepts and Overview**

- Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions .
- Significance of assessment for learning
- Self assessment and peer assessment

**Unit 2: Analysis of Existing Practices of Assessment**

  
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- Records used in Assessment: a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. b) Evaluation rubric: Meaning, Construction and Uses c) Cumulative records : Meaning, Significance
- Ethical Principles of Assessment Examination Reforms a. Continuous and Comprehensive Evaluation (CCE) b. Choice Based Credit System (CBCS) c. Open Book Examination
- Feedback in Assessment a) Importance of Feedback in learning b) Types of Feedback : Constructive feedback, Oral and Written, Individual & Group

### **Unit 3: Assessment in the Classroom and Record Keeping**

- Expanding notions of learning in a constructivist perspective.
- Ability to develop indicators for assessment.
- Tasks for assessment: projects, assignments.
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking.
- Scope for original responses, observation of learning processes by self, by peers, by teacher.
- Organizing and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, and group activities for assessment.

### **Unit 4: INTERPRETING TEST SCORES**

- Measures of Central Tendency : Mean, Median, Mode
- Measures of Variability : Quartile Deviation, Standard Deviation
- Percentile and Percentile Rank
- Co-efficient of correlation by Spearman's Rank Difference method
- Standard Scores: Z and T (Concept Only)
- Graphical representation of data : Histogram, Frequency polygon
- Normal Probability Curve : Properties, Uses
- Skewness and Kurtosis Mode of Transaction: • Lecture cum Discussion • Group Discussion • Cooperative Learning • Student Presentation (PPT) • Assignments • School Visit • Seminar

  
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## Unit 5: Feedback


- Feedback as an essential component of assessment; types of teacher feedback (written and oral).
- Feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile.
- challenges of assessment.

### Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks
  - Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
  - Developing a Portfolio / Profile / Evaluation Rubric (format).
  - Evaluation of available Unit test and reformation of the same.
  - Designing Questionnaire / Interview Schedule on a given topic
  - Preparing any four evaluation tools for Formative Assessment.

### REFERENCES:-

1. Deshpande, J.V. Examining the Examination System Economic & Political Weekly, April 17, 2004 Vol XXXIX, No. 16. Nawani, D (2015).
2. Re-thinking Assessments in Schools, Economic & Political Weekly, Jan 17, Vol L, No.
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**B.Ed- M.Ed. 09**

**Language across the curriculum**

**Marks-100**

**Objectives:**

This course will enable the pupil teacher to-

1. Understand the language background of students as the direct or seen language users.
2. Create sensitivity to the language diversity that exists in the class room.
3. Understand the nature of classroom discourse and develop strategies for using oral language in classroom.
4. Understand the nature of reading comprehension and writing in specific content areas.
5. Understand interplay of language and society.
6. Understand functions of language.
7. Understand language and speech disorder and make remedial measure too.

**Unit 1**

- Meaning, nature, scope, role, importance, functions of language, language background, language and region, language and religion, language and class, role of literature in language
- Home language (mother tongue) and school language/second language. 2) Formal and informal language (3) Oral and written language – meaning, principles, objectives, importance, relation, differences


**Unit-2**

- Oral aptitude in language, theoretical speech of oral aptitude, development of oral expression/speech in pupil teacher, classroom discourse, discussion as a tool of learning, questioning in the class room, developing reading skill through text book, problems and remedies to incorrect pronunciation.

**Unit-3**

- Language skills – (LSWR-Listening, speaking, writing, reading,) Meaning, concepts, importance, co-relation, methods and techniques,

Language laboratory- Need, Importance, Advantage, Use in teacher's training.

  
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#### Unit-4

- **Listening skill** - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude,
- **Speaking skill** - Pronunciation, Intonation, Stress, Pitch, Rhythm and Oral aptitude

#### Unit-5

- **Writing skill** - Aspects of writing-shapes, Sounds, Meanings, Punctuation marks, Word, Sentence, Expression in writing, mechanics of writing, understanding and capacity to write correct logical summarizing and expanding thoughts and experiences, composition –essay story letter poetry, incidents, report articles etc
- **Reading skill** - Consonants, Vowels, Words, Sentences, Recognition, Understanding, Silent reading, Imitation Reading, and Loud reading.

#### B) Listening

##### Test and Assignment:-

(15 MARKS)

1. Class Test (5 marks)
  2. Any One (10 marks)
- Discuss with students and find out the different language they speak, prepare a plan to use multilingualism as a teaching strategy.
  - Identify speech defects of a primary level students and make remedial strategy.
  - Organizing an activity based game to motivate students for creative questioning.
  - Close and critical reading/discussion in small groups
  - Conduct a survey in secondary school to study academic achievement in overall or in specific subject of diverse linguistic students.

##### References:

1. Agnihotri, r.k. (1995) Multilingualism as a class room resource. In k. heugh, a siegruhn, p. pluddemann (Eds) multilingual education for south Africa 9pp. 3 heinemann educational books.
2. Anderson ,R.C.(1984) role of the readers schema in comprehension, learning and memory. In R.C. Anderson, J.aslrom& R.J. Tierney (Edu) learning to read in American schools: based readers and content teats psychology

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**B.Ed- M.Ed. 10**  
**Critical Understanding of ICT**

MARKS: 50

**Objectives**

The course will enable the student teachers to –

- To develop an understanding of the concept of ICT in Education.
- To enable them to understand of the importance and need of communication through ICT.
- To develop an understanding of the psychological bases of using various support media required for ICT.
- To provide much hands on experience with computers.
- To familiarize student-teachers with contemporary teaching- learning techniques.
- To enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

**Course :**

**Unit I: ICT in Education :**

- Concept, meaning, nature and importance of ICT in Education,
- Need and Scope of ICT in education,
- advantages and limitations of ICT in education,
- challenges in integrating ICT in school education,
- difference between Educational technology, Communication technology and information technology.

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## Unit II : Bases of Using ICT :

- Dales cone of experience, Multisensory instruction. Multisensory instructional approach and constructivist approach
- Introduction to Computers :Meaning, characteristics and functioning of a computer through block diagram, Hardware: Input, output and storage devices, Software: concept and types, computer memory: concept and types, viruses and its management.

## Unit III : ICT Supported Teaching / Learning Strategies :

- Technology aided learning Programmed instruction, computer assisted instruction, computer managed instruction, project based learning, collaborative learning, cooperative learning.

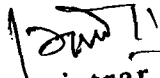
E-learning and Web Based Learning: E-learning: Concept and nature, web based learning, virtual classroom, Blended learning , EDUSAT, critical issues in internet usage – authenticity of information, plagiarism, downsides of social networking group,

### Tasks and Assignments

1. Class Test                      5 marks
2. Practicum :- Any one                      10 Marks
  - Comparative analysis of traditional teaching/learning and ICT mediated teaching/learning.
  - Prepare a report on Effective teaching learning process with ICT.
  - Comparison of various ICT supported teaching learning strategies
  - Report on web based learning environments.

### References:

1. Aggarwal J.C., 1995, Essentials of Educational Technology – Learning Innovations, Vikas Publications, New Delhi.
2. Grant Wiggins, Jay McTighe (2005) Understanding by Design, 2nd Edition, Association for Supervision and Curriculum Development
3. Intel ® Teach to the future Pre – Service Curriculum Manual, Edition 2.0 (with Companion CD),

  
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5. Sampath, K, et al, 1998, Introduction to Educational Technology, (4th Edition) Sterling Publishers, New Delhi. s
6. Underwood, Jean D.M., and Geoffrely Underwood, 1990, Computers and Learning – Helping Children Acquire Thinking Skills, Basil Blackwell, Oxford.

## **SEMESTER: - III**

### **B.Ed – M.Ed. 11**

### **Learning and Teaching**

MARKS -100

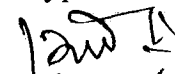
#### **Objectives:**

After completing the course the students will be able:-

1. To get acquainted with the concept, principles and nature of teaching and learning.
2. To understand the different learning styles based on the difference of learners.
3. To study the relationship between teaching and learning and the factors which influence learning
4. To make use of modern information and communication technology to improve teaching-learning process.
5. To understand learning as a process of communication and be aware of various resources available for making it effective.
6. To study and analyze the socio cultural factors influencing cognition and learning.
7. To study and understand learning in constructivist perspective.
8. To get acquainted with professional ethics of teaching profession.
9. To study the new trends and innovations involved in teaching learning process with professional ethics.

#### **Unit I – Learning and Teaching Process**

- Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching. Difference of training and instruction from teaching.
- Learning : Meaning, Nature, Factors affecting learning and types of learning

  
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- Relationship between teaching and learning, Resource and their development for promoting teaching – learning process.
- Tradition and changes in view of the learning process a shift from teaching and learning.

#### **Unit II – Source of Effective Teaching Learning**

- Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flander's interaction analysis system)
- Instructional objectives in terms of bloom's taxonomy.
- Programming Learning: Concept, principles and types of programme learning.
- Concept of micro teaching, various teaching skills.

#### **Unit III – Educational Technology**

- Educational Technology: Meaning, Importance and Approaches.
- Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a teaching suchman's inquiry training model.
- Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication.

#### **Unit IV – New Trends in teaching learning due to technological innovation**

- Analysis and organisation learning in diverse class room: Issues and concerns.
- Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Group discussion, Brain storming- issues and concerns with respect to organise teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background.

#### **Unit V Teaching as profession:**

- Ethics of teaching, professional growth of a teacher
- Teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher.
- Need of Professional enrichment of teachers
- Professional ethics and its development


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### Test and Assignment:-

1. Class Test 10 MARKS
2. Any One 10 MARKS
  - Preparation and practical implication of at least two technical learning resources ( transparencies, Power Point Slides, Animated Videos)
  - Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching.
  - Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies.
  - Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process.

### REFERENCES:

1. Aggarwal J.C.( 2004), " Educational Psychology", Vikas Publishing House Pvt. Ltd., New Delhi
2. Berk Laura (2007), " Child Development"; Prentice Hall of India, New Delhi.
3. Biehler Robert and Snowman Jack( 1991), " psychology Applied to Teaching"; Houghton Mifflin company, Boston.
4. Buzan Tony (2003), "Brain Child"; Thorsons, An Imprint of Harper Collins, London.
5. Coleman Margaret (1996), " Emotional and Behavioral Disorders"; Allyn and Bacon, Boston.
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8. Goleman Daniel (2007), " Social Intelligence"; Arrow Books, London.
9. Henson Kenneth (1999), "Educational Psychology For Effective Teaching"; Wadsworth Publishing Co. Belmont, california
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11. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
12. National Curriculum Framework 2005, N.C.E.R.T , New Delhi.
13. Osborn Alex (1971), "Your Creative Power"; Saint Paul Society, Allahabad, India.
14. Pringle M.K. and Varma V.P.(Ed) (1974), "Advances in Educational Psychology" University & London Press, London
15. Shaffer David(1999), "Social and Personality Development" Wadsworth Thomson Learning, U.S.A.
16. Sharma Tara Chand (2005), "Reading Problems of Learners "; Sarup and Sons, New Delhi.
17. Sousa David (2001), " How The Brain Learns"; Cowin Press, Inc. A Sage Publication Company, California.

### **SEMESTER: - III**

#### **B.Ed – M.Ed. 12A**

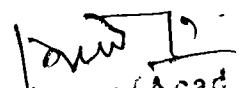

#### **TEACHER EDUCATION 1**

**MARKS 100**

#### **Objectives:-**

After completing the course the students will be able –

1. To create awareness of various problems of Teacher Education.
2. To acquaint with the teacher education programmes at all levels.
3. To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models.
4. To acquaint with the responsibilities pertaining to school organization and classroom management.
5. To appreciate the need for research in Teacher Education.
6. To acquaint with the various statutory bodies regarding Teacher Education.

  
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**Course Content:**

**Unit 1: Context of Teacher Education:**

**10 HOURS**

- a) Meaning, Nature, Scope and Significance, Teacher Education and Social Intervention.
- b) Aims and Objectives of teacher Education at different level.
- c) The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society.
- d) Futuristic Views of Teacher Education. (Preparation of Teachers for Schools, Inclusive Classrooms and the Global Context)
- e) Curricular Areas of Initial Teacher Education – National Curriculum Framework (NCF) 2009. Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational, Technical and work experience.

**Unit 2: Knowledge based Teacher Education:**

**10 HOURS**

- a) Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.
- b) Meaning and Types of Knowledge, Habermas's Theory of 'Knowledge - Constitutive Interests, Deng and Luke's Conceptions of Knowledge, Shulman's Theory of 'Knowledge-base for Teaching'. The Knowledge Continuum - the General Principles of Teacher Effectiveness.
- c) Reflective Teacher Education –Meaning, Strategies for Promoting Reflection, Reflective Thinking v/s Reflective Action, Reflective Practice leading to Reflective Teaching. The Reflective Teaching Model. Need for Reflective Teaching, Difference between Reflective Teaching and Action Research.

**Unit 3: Models of Teacher Education and Instructional Methods**



**8 HOURS**

- a) Models of Teacher Education - Behaviouristic Teacher Education Model, Competency - based Model, Personalistic Model, Traditional Craft in Teacher Education, Inquiry-oriented Teacher Education, Knowledge Building Community Model.
- b) Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

**Unit 4: Managing Practicum in Teacher Education:**

**10 HOURS**

- a) Integration of Theory and Practice.
- b) Organization, Observation, Supervision and Assessment of Practice Teaching.
- c) Concept and Types of Feedback to Student Teachers.

  
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- d) Principles and Organization of Internship.
- e) Mentoring and Coaching in Teacher Education.

**Unit 5: Issues and Concern in Teacher Education: 10 HOURS**

- a) Developmental concept of a teacher.
- b) Problems of teacher education at school levels.
- c) Quality assurance and accreditation in teacher education.
- d) Application of ICT in teacher education.
- e) Code of teacher education.

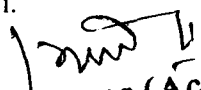
**Sessional Work: -**

**25 Marks**

- A critical study of one teacher training college.
- Contribution of UGC, NAAC, CTE, & IASE for quality enhancement.

**REFERENCES:-**

1. Chakrabarti, Mohit Teacher Education modern Trends.
2. Chaurasia, Dr. G. - New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
3. Dikshit (Dr.) S. S. - Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi.
4. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, and Model Town, Delhi-9.
5. N.C.E.R.T., Investigations, Studies, and Projects Relating to Internship in teaching, New Delhi
6. Mukarjee (Editor) S.N. – Education of Teachers in India, Volume 1 e I& II – S. Chand & Co., Delhi
7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
8. Shrimali K.L. -Better Teacher Education. Ministry of education, Government of India
9. Sharma, R.A. Teacher education- Theory, Practice & Research.
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## Semester - III

### B.Ed – M.Ed. 13

#### Introduction to Research Methods

Marks 100

#### Objectives:-

After undergoing this course the students will be able to:-

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Understand mechanics of writing research proposal research papers.
5. Select research problem, preparation of research proposal, doing research and its report writing.
6. Understand recent research trends in India & abroad.

#### COURSE CONTENT

##### UNIT I Structuring Educational Research

10 Hours

**A. Nature of research, knowledge and inquiry:** Nature of knowledge and its sources (Instinct, reason, intuition etc). Scientific method of inquiry (Authority, Intuition, Tenacity, Rationalism, Empiricism) and their role in knowledge generation, Meaning, nature & need of research nature, scope and significance of Educational Research, Major orientation in Educational Research: Philosophical, Sociological, Psychological, Technological and Management etc. Types of Researches: Fundamental, Applied & Action Research, Quantitative & Qualitative.

**B. Research Problem:** Sources for identifying the research problem, Characteristics of a good research problem, Scientific Steps of Research, Reviewing Literature (online database, encyclopedia, etc), Ethical issues in Research-Plagiarism, APA guidelines for human participants in research.

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**UNIT II Design in Educational Research**

**10 Hours**

**A. Quantitative Research:** Descriptive research. Subcategories of Descriptive Research: Surveys, Correlational Studies, Ex-post facto research, Historical research (meaning, steps, significance, primary and secondary sources and internal and external criticism). Experimental Research. Experimental design, Quasi Experimental Design, Factorial Design, Single-subjects design, Controlling, extraneous and intervening variables.

**B. Qualitative Research:** Case studies (Developmental and longitudinal), Ethnographic studies, Phenomenological research and naturalistic inquiry, Grounded theory, Policy research.

**C. Mixed Research-**meaning, fundamentals principals, strength and weakness, types and limitations

**UNIT III Variables, Hypothesis, Population & Sample**

**10 Hours**

**A) Variables :** Meaning definition and types of variables. (Independent, Dependent, Extraneous, Intervening, Confounding etc.)

**B) Hypothesis :** Meaning and difference between assumptions, postulates and hypotheses, Meaning and types of hypothesis: difference between Positive and Null Hypothesis, Characteristics of good hypothesis, Hypothesis testing, Types of errors: Type I and Type II

**C) Populations and Samples :** Population and Sample, Characteristics of a good sample, Sample procedure

**UNIT IV: - Tools and Methods of data collection**

**8 Hours**

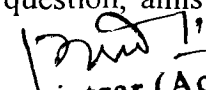
**A) Tools :** Types of Tools, Standardize & Non-Standardize Tests, Construction of a Test Questionnaire, Interview, Rating Scale, Observation, Attitude Scale, Schedule, and Sociometry.

**B) Validity, Reliability & Objectivity of a Test, Adaptation of a Test**

**UNIT V Writing of Research Proposals, Recent trends in Education**

**10 Hours**

**A. Writing of Research Proposals -** Identification of a research topic: Sources and need, Review of related literature, Rationale and need of the study, Conceptual and operational definition of the term, Variables, Research question, aims objectives and

  
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hypotheses, Delimitation, Methodology, samples, tools, Scope , limitation, delimitation, Significance of the study, Bibliography, Time frame, Budget if any and chapterisation

**B. Recent trends in Education** - History of Research, Education Research in India, Education Research in Abroad, Futuristic Trends of educational Research

**Sessional:-**

**25 marks**

1. Review of literature on any area of research(Reference and bibliography)
2. Concept map of any area of research methods.

**References:-**

1. Best, John W. : *Research in Education*
2. Dalen, Deobold B. Van: *An Introduction to Educational Research.*
3. Fisher, R: *Designs of Experiments.*
4. Garrett, H.E. : *Statistics in Education and Psychology.*
5. Good, C.V.: *Introduction to Research.*
6. Guilford, J.P.: *Fundamental Statistics in Psychology and Education.*
7. Keeves, John P. (Ed.): *Educational Research, Methodology and Measurement: An International Handbook.*
8. Kerlinger, Fred N: *Foundations of Behavioural Research.*
9. Mouley, George J.: *The Science of Educational Research.*
10. Myros J.K.: *Fundamentals of Experimental designs.*
11. Verma, M.: *An Introduction to Educational and Psychological Research.*

### **SPECIAL COURSES- (ANY ONE)**

B.Ed – M.Ed. 14(1)

### **PEACE EDUCATION**

**OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers –

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education

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- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

### **UNIT I Concept of Peace**


- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.
- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

### **Unit -2: Introduction of Peace Education**

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

### **Unit 3- Bases of Peace Education**

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment

  
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- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

#### **UNIT 4. Effective Teaching of Peace**

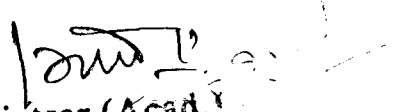
- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,
- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

#### **Unit 5- Transacting Peace Education & Role of Social Agencies:**

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education –UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace. Nelson Mandela Mother-Teresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

#### **Tasks and Assignments (20 marks)**

- |               |          |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2. Any one    | 10 Marks |

  
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- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

**REFERENCES :-**

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd
5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi Prakashan, Agra-2
6. Wttp://www.un.org/cyberschoolbus/peace/content.htm.

B.Ed – M.Ed. 14(2)

**PHYSICAL EDUCATION AND YOGA**

**Marks-100**

**Objectives:**

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.

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- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To enable them to understand the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To make them aware about types of yoga and its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them to understand the procedure of health related fitness and its evaluation

#### **Unit 1. PHYSICAL EDUCATION**

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

#### **Unit 2. PHYSICAL EDUCATION AND IMPORTANCE**


- Need of physical education at different levels of school
- importance of physical education at different levels of school

#### **Unit 3. PHYSICAL FITNESS**

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness

#### **Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES**

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Introduction, Meaning and mis-concepts of Yoga
- Ashtang Yoga (8 stages of Yoga)
- Types of Yoga
- Importance of Yogasan, Pranayama and Shudhikriya
- Importance of Meditation in school

  
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## Unit 5 :- Human abilities and Yoga in Indian context

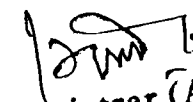
- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

### Assignments: (20 marks)

1. Class Test - 10 Marks
2. Any one following : 10 marks
  - Learning and performing of basic yogic activities
  - Health and physical education relationship with other subject areas like science, social science and languages
  - Fundamental skill of games/sports and yoga

### References:

1. Jain, Deepak (2003), "Physical Education for Elementry School Children" New Delhi : Khel Shahitya Kendra
2. Sharma, N.P. (2004), "New Elements of Health, Physical Education and sports, New Delhi Khel Sahitya Kendra
3. Sharma, O.P. (2000), "Coaching Physical Education" New Delhi : Khel Sahitya Kendra
4. मंगल, एस.के. एवं शुभ्रा (2005), "प्रारंभिक स्तर पर शारीरिक एवं स्वास्थ्य शिक्षा" नई दिल्ली, आर्य बुक डिपो।
5. "पंतजली योग दर्शन एवं आधुनिक शिक्षा", आगरा, एच.पी. भार्गव बुक हाउस।
6. रंजन राजकुमार (2003), "योग शिक्षा एवं शारीरिक तथा मानसिक स्वास्थ्य" आगरा एच.पी. भार्गव बुक हाउस।
7. सरित सुशील (2003), "प्रैक्टिकल योग" आगरा : राष्ट्र भाषा ऑफसेट प्रेस।

  
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B.Ed – M.Ed. 14(3)

**GUIDANCE AND COUNSELLING**

**OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers to –

- Understand the concept, need and meaning of guidance.
- Get acquainted with the principles , issues, problems and procedure of guidance.
- Develop understanding about the role of school in guidance.
- Understand the various areas, tools and techniques in guidance.
- Understand the concept, need and meaning of counseling.
- Get acquainted with the principles and process of counseling.
- Understand the tools and techniques in counseling.

***UNIT – 1.GUIDANCE IN SCHOOL***

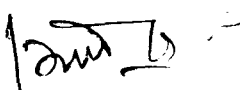
- Concept, Need and Meaning of Guidance.
- Principles of Guidance.
- Procedure of Guidance ( steps)
- Issues and problems of Guidance.
- Role of school in Guidance.

***UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.***

- Personal, Educational and vocational Guidance.
- Tools :- Records of students
- Cumulative Record
- Rating scale
- Psychological tests.
- Questionnaire and Inventories
- Techniques in Guidance (a) Observation, (b)Interview,(c)Sociometry

***UNIT3. COUNSELLING IN SCHOOL***

- Concept, Need and Meaning of counselling

  
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- Principles of Counselling
- Counselling Process and Role.
- Directive, non-directive and eclectic counselling
- Qualities and role of a school counselor

#### **UNIT 4. TOOLS AND TECHNIQUES IN COUNSELLING**

- Individual counseling and Group counselling
- Lectures , discussions and Dramatics as techniques in counselling.
- Importance of follow-up in counselling.
- Counselling for the children with special needs
- Counselling for parents.

#### **UNIT 5 Guidance and Counseling for Special Needs Population Guidance of children with special needs**

- problems and needs
- guidance of the gifted and creative students
- guidance of under achiever,
- slow learners and first generation learners
- guidance of learning disabled, Drug addicts and alcoholics
- De addiction centers, Career resource centre
- Evaluation of counseling,



Need for research and reforms in guidance and counselling .

#### **Tasks and Assignments (20 marks)**

1. Class Test                      10 marks

2. Any one                          10 Marks

- Interview of a school counselor.
- Visit to a guidance or counselling centre and write a report.
- Administration of an individual test and preparing a report.

  
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### References:-

1. Anastasi A, Differential Psychology, New York: Macmillan Co, 1996
2. Arbuckle Dugland, Guidance and Counselling in the classroom, Allyn & Bacon Inco, 1985.
3. Baqrki.B.G., Mukhopadhyaya.B., Guidance and Counselling; A Manual, New Delhi: Stanley Publishers, 1990.
4. Crow & Crow, An introduction to Guidance, New Delhi: Eurasia Publishing House, 1992.
5. Freeman E.S, Theory and Practice of Psychological Testing, New Delhi: Henry Holt 1992.
6. Jones.A.J., Principles of Guidance, New Delhi: McGrew Hills Publishers, 1970.
7. Kochhar S.K-Educational and vocational Guidance in secondary schools, New Delhi, sterling publishers Pvt. ltd, 1990.
8. Kolher. S.K., Educational and Vocational Guidance, New Delhi: Practice Hall India Ltd., 1995. 9. NCERT, Guidance and Counselling in Indian Education, New Delhi: NCERT, 1978

### B.Ed – M.Ed. 14(4)

### HEALTH AND PHYSICAL EDUCATION

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers –

- To introduce the student teacher with the concept of wholistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.

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- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.

#### **Unit 1. CONCEPT OF HEALTH**

- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet

#### **Unit 2. HEALTH AND PROGRAMME**

- School health programme
- Role of teacher in development of health
- Health Hygienic Education

#### **Unit 3. PHYSICAL EDUCATION**

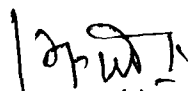
- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

#### **Unit 4. PHYSICAL FITNESS**

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports.

#### **Unit 5 . PHYSICAL FITNESS AND EDUCATION**

- Need & Importance of physical activities at school level (SEC. & SR. SEC.)
- Techniques and methods of Assessment of physical fitness
- Need and importance of physical education at different levels of school


  
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### Tasks and Assignments (20 Marks)

1. Class Test - 10 Marks
2. Any one following : 10 marks
  - Activities for development of physical fitness
  - Project on health/sports.
  - Analysis of various text books from health and physical education point of view.
  - Organization of games and sports tournaments.
  - Rules and Regulation of sports.

### References:-

- Brown, Gordon, Board of Education, Tentative Curriculum Guide for physical Education, Volume -1, Ridgewood public schools, new jersey, 1960. th
- Diehl, Harold, Text book of Healthful living, 5 edition, McGraw-Hill book company, New York, 195.
- Bauer, W., Today's Health Guide, American Medical Association, 1965.
- Joint Committee of Central and Scottish Health Service Councils, "Health Education" Her Majesty's Stationary Office, London, 1964.
- Ministry of Education Govt. of India, "A national plan of physical education and recreation", Albion press, Delhi, 1956.
- Bulletin No. 5, "A Guide to Teaching physical Education in secondary schools", state department of education, Tallahassee, Florida, 1948 7.
- Moss, Bernice, "Health Education", National Education Association of the Unites States, Washington, 1961.

  
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## **B.Ed – M.Ed. 14(5)**

### **ENVIRONMENTAL EDUCATION**

#### **OBJECTIVES:-**

MARKS-100

The course will enable the student teachers –

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest to student-teachers in Environmental Education.
- To provide knowledge about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

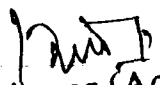
#### **COURSE**

##### **UNIT – I: ENVIRONMENT & ECOLOGY**

- Introduction to Environment and Ecology: Concept of Environment
- Ecology, Biosphere, Community, Population,
- Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

##### **UNIT – II ENVIRONMENTAL EDUCATION**

- Environmental Education: Meaning, Objectives,
- its need & importance
- Principles of Environmental Education.

  
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### **UNIT –III : POLLUTION CONTROL**

- Pollution Monitoring and Control: Concept of Pollution,
- Types of Pollution - Air, Soil, Water and Noise Pollution, their sources
- Effects, monitoring and control.

### **Unit IV Environmental Health and Safety**

- Concept of safety, health and environment
- Diseases through pollution.
- Awareness to control diseases.
- Environmental Health & Human Society.

### **UNIT –V: NATURAL RESOURCES MANAGEMENT**


- Natural Resource Conservation and Management: Definition Classification of Natural Resources,
- Wildlife Conservation & disaster management.

#### **Tasks and Assignments**

1. Class Test                      10 marks

2. Any one                          10 Marks

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

  
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## REFERENCES:-

- Dani, H.M. (1996). *Environmental Education*. Chandigarh: Panjab University Publication Bureau.
- Kaur, A. (2003). *Scientific Approach to Environmental Education*. Ludhiana: Tandon Publications.
- Khoshoo, T.N. (1999). *Environmental Concerns and Strategies*. New Delhi: Ashish Publication House.
- Kohli, V.K. and Kohli, Vikas (1995). *Environmental Pollution and Management*. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). *Encyclopedia of Environmental Pollution Planning and Conservation*. I-VI, New Delhi: A.P.H. Co.

## Integrated Programme of B.Ed. - M.Ed

(Three Years)

Semester-IV

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XV	B.Ed - M.Ed 15	Knowledge and curriculum	02	35	15	50
XVI	B.Ed - M.Ed 16	Psychology of Learning and Development	04	75	25	100
XVII	B.Ed - M.Ed 17	Educational Studies	04	75	25	100
XVIII	B.Ed - M.Ed 18	Curriculum Studies	04	75	25	100

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VIE	Practicum 6E	A. Criticism lesson B. Final Lesson	01	100	25	125
XIX	B.Ed. – M.Ed. 19	<b>Dissertation Work:-</b> Synopsis Presentation of Research Study (PPT) Seminar on Tools development related to current issues in Educational areas.	03		75	75
Total			18			550

### Aggregate of Semester IV

1 credits = 12 hours

Total Credits = 14+4 = 18 Credit

Total hours = 18x12=216 hrs

Total Marks 100 x 3 = 300 + 1x 50=50=350

Practicum Criticism Lesson 25 and Final lesson 100 = 125

Dissertation 75 Marks

Total = 550 Marks.

### B.Ed. – M.Ed. 15

### Knowledge and Curriculum

Marks-50

#### Objectives

1. To create excellence in the educational system for facing the knowledge of challenges of the twenty first century.
2. To encourage the application of knowledge skills in the Indian educational institutions.
3. To enhance the quality of pre-service and in-service teacher training.
4. To realize the importance of curriculum

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modification.

5. To provide awareness and understanding of social environment.
6. To transform teacher- pupils in to a vibrant knowledge-based society.

### Unit 1 : Concept of knowledge

- Meaning and Nature of knowledge
- Sources of attainment of knowledge in schools with special references of Society, Culture and modernity.
- Distinctions between-  
Knowledge and Skill.  
Teaching and Training.  
Knowledge and information.  
Reason and belief.

### UnitII

#### Facts of Knowledge-

Different facts of knowledge and relationship such as-

Local and Universal

Concrete and Abstract

Theoretical and Practical

School and Out of School

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(With an emphasis on understanding special attributes of school knowledge)

### Unit III : Concept of curriculum


- Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools.
- Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato.
- Difference between curriculum and syllabus.
- Various types of curriculum- Subject centered,
- Experience centered, Activity centered, Child centered, and Craft centered

### Tasks and Assignments

1. Class Test                      5 marks
2. Any one                         10 Marks
  - How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?
  - Review of a text book of any school subject.
  - Prepare a children's literature handbook.

### References-

1. Aggrawal, J.C. (2008). Knowledge Commission -2006: Major Observation and Recommendations, Educational Reforms in India for the 21<sup>st</sup> Century. New Delhi, Shipra Publication.
2. Balsara, M (1999). Principles of Curriculum Reconstruction. New Delhi, Kanishka Publication.
3. Lal, R.B. and Palod S. (2015). Policy Framework and Issues in Education. New Delhi, R.Lal Book Depot.
4. Malareddy, M. and Ravishankar, S. ( ). Curriculum Development and Educational Technology. New Delhi, Sterling Publisher P. Ltd..
5. Mohanty, J. (2003). Modern Trends in Education Technology. (Reprint Addition 2013)

  
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6. Prasad, Janardan and Kumar, Vijay (1997). Advanced Curriculum Construction. New Delhi, Kanishka Publication.
7. Ramesh Shukla (2005). Dictionary of Education (2005). New Delhi, A.P.H. Publishing Corporation.
8. Soti and Sharma, A. (2014). Eminent Educational Thinkers of India. Agra, R.S.A. International Publisher. Agra.
9. [www.knowlwdgecommission.gov.in](http://www.knowlwdgecommission.gov.in)
10. [www.ncert.nic.in](http://www.ncert.nic.in)
11. [www.takingglobal.org/exprest/article.html?cid-178](http://www.takingglobal.org/exprest/article.html?cid-178)

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**B.Ed. - M.Ed - 16**

**PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**100 Marks**

**Objectives**

After completing the course the students will be -

1. To enable the students to understand the psychological foundation of education.
2. To develop an understanding about theories of learning.
3. To develop an understanding about learners cognitive thinking and learning styles.
4. To develop an understanding of theories of personality and its measurement.
5. To understand psychological measurement, of all aspects of educational psychology.
6. To develop an understanding of concept, models and types of Meta-cognition.

**Course content**

**Unit-I Educational psychology and issues to Human Development      10HOURS**

- A. **Meaning and concerns** of education psychology, Contribution of various schools with reference to teaching –learning: Structuralism, Functionalism, Behaviorism, Gestalt, Psychoanalytic, Humanistic, and Constructivism
- B. **Methods in psychology**- Survey, Observation, Clinical, Case Study and Experimental
- C. **Concept of Growth & Development** of the learner (Physical, Social, Mental & Emotional Development) and their Implications for learning. Role of heredity and environment in Growth & Development. Individual differences:-meaning, causes and

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their Educational Implications (with special reference to mental retarded, gifted & delinquent).

**Unit-II Cognitive aspects of an individual**

**10 HOURS**

**A. Cognitive development:-**

- Cognitive process-Perception, Attention, Memory, Development of concepts, Logical –Reasoning, Critical-Thinking, Development of concepts, Strategies for Teaching concepts, Problem – Solving, Decision –Making. Study of consciousness: Sleep, Wake Schedule, Dream, Stimulus Deprivation, Role of meditation in quality sleep,
- Critical appraisal of views of Piaget, Bruner & Vygotsky with reference to multiple school contexts of Bharat.

**B. Intelligence** - Nature, Impact of Heredity and environment on intelligence, Concept of intelligence according to Indian culture, Impact of culture on intelligence, Theories (Multiple intelligence, Triachic, Fluid and crystallized, PASS (Planning, Attention - Arousal and simultaneous successive model), Types of intelligence-Emotional, Social, Spiritual and Artificial.

**C. Creativity** -Effect of school environment on creativity, Curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity, and Co-relation of creativity with intelligence

**Unit - III Paradigms of Learning**

**8 HOURS**

**A. Learning:** - Meaning, affecting factors, types and learning styles

**B. Learning theories with educational Implication:-** Hull's Reinforcement theory, Guthrie's Theory, Tolmen's Theory, Verbal Learning, Concept Learning, Skill Learning.

**C. Transfer of Learning:-** Factors, theories & their implication for teachers

**Unit - IV Personality and Motivation**

**10 HOURS**

**A. Personality:-**Definition and nature , Theories-Pschoanalytical : classical and Neo-Freudian, Humanistic: Roger and Maslow's, Biological, Genetic: Eysenck Arousal Theory and Zuckerman's Theory, Social – Cognitive Theory: Bandura's Theory, Personality Traits by Carl- Jung's-(Extroversion v/s introversion, Sensing v/s

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Intuition, Thinking v/s Feelings, Perceiving v/s judging ), Measurement of Personality.

**B. Motivation:** Instinct, Need, Drive, Motives, Maslow's Need Hierarchy, Reinforcement, Punishment-reward, Achievement Motivation by Mc- Clelland and educational implications, interest and aspiration, Measurement of Motivation.

**Unit V-Applications of psychology to health and education**

**10 HOURS**

- A. Adjustment: Concept and definition, Factors affecting, adjustment (Frustration & Conflict), mechanism of adjustment, Ego-Defense mechanism, Identification and education of mal-adjusted children.
- B. Stress, Sources of Stress, Stress management technique, Anxiety, Forms of Anxiety:- panic and phobia, Vocational Guidance & Career Counseling.
- C. Promoting of positive health and well being:- mental-health & hygiene Resilience, Theory of Seligman, Positive thinking.

**Sessional Work:**

**25 marks**

- Active participation in routine class instructional deliveries (Practical work, tutorial, field work etc.)
- Prepare, Administration and scoring of psychological tests. (anyone)
  - i. Personality
  - ii. Case study
  - iii. Intelligence

**References:**

1. Arora, Rita,(2005), "Shikshan Adhigam ke Mano-samajik Aadhar" Shiksha Prakas Han, Jaipur.
2. Ausubel D.P. and Robison F.G.: School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
3. Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
4. Bower G.H. and Hilgard E.R.: theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
5. Charles N. Newmark (1985) : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto.

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8. Gage and Berlinger (1984) : Educational Psychology, Boston Houghton Mifflins Company.
9. Hays J.R. (1978): Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press
10. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
11. Joyce Bruce and well Marsha (1985). Models of Teaching prentice Hall of India Ltd.
12. Mangal S.K. : advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd.
13. Michael Green (1989) : Theories of Human Development prentice Hall, englewood cliffs, New Jersy.
14. Mouly George J : Psychology of teaching botton Allyn & Decan Inc.
15. S. Owen, H. Parker Blount, Heny Moscow (1978): Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto.
16. Wordsworth B.J. piaget's (1989): Theory og cognitive and affective Development, New York, Longman incorporated.

### B.Ed. - M.Ed – 17

### EDUCATIONAL STUDIES

MARKS 100

#### Objectives –

After completing the course the students will be able –

1. To develop an understanding about the concept of Educational Studies.
2. To develop insight into different areas of Educational Studies.
3. To enrich their professional life by the study of comparative education.
4. To help them perceive the wide variety of education tasks and arrangement in different countries.

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5. To acquaint them with the recent research done in different fields of Education.
6. To acquaint with contemporary concerns of Education.
7. To develop skill in analyzing research paper.
8. To understand recent education policies and acts.

**Course Content:**

**UNIT - I Areas & Analysis of Educational Studies - 9 HOURS**

- A. Pedagogical, Philosophical, Sociological, Psychological, Health, Curriculum, Gender issues, Action Research, School Administration, Technological development, Drama-Arts, Special education and Environmental Scenario.
- B. Analysis of Educational Studies from reputed and recognized, educational journals.

**UNIT II-Changing Socio-Cultural Context of Education 10 HOURS**

- A. Education in the present Socio-Cultural Perspective, Understanding Contemporary Indian society with reference to multilingual, multicultural gender, equity, poverty, diversity, human rights and rights of child, appropriate approaches for teaching, young children in the context of diversities and Constitutional provisions of education
- B. Process of socialization and acculturation of child—critical appraisal of the school, parents, peer group and the community, Young children and social policy, Social context as a source for rejuvenating teaching and learning and classroom as a social context

**UNIT - III Comparative Education 9 HOURS**

- A. Concept, Meaning, Nature and Importance Comparative Education.
- B. comparative study of Educational system at Primary, Secondary, Higher and Teacher education of India with reference U.S.A, U.K. and Russia

**UNIT - IV Contemporary Concerns of Education - 10 HOURS**

- A. Impact of prevailing examination system on students and stake holder, Past exam reforms,-Secondary Education Commission(1952-53), Education Commission(1966), NPC (1986), National Focus Group Position Paper on exam reform, (Improving quality through range of question, grading, credit system, mode of certification and role of ICT

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B. Public - Private Partnership - issues and challenges, Professional development of teacher through quality training, Interpersonal relationship, Financial Status, Job satisfaction, Education for skill development, Delinking of Jobs with degree (emphasis on professional skills and life skills), Environmental Education, Gender Sensetazitation

**UNIT - V Recent Education Policies and Acts**

**10 HOURS**

A. RTE Act (2009) (Approaches to education, economic reforms, Human rights, Lifelong education), NCF 2005 and 2009, Ninth Five Year Plan on Education (1997 - 2002), Tenth Five Year Plan on Education (2002 – 2007)

B. Constitutional Provision in Education

**Sessionals –**

**Any two**

**25 marks**

- Evaluation of Research Paper.
- Action Research on any one educational topics
- Review of NCF 2005 & 2009.
- A comparative study of professional life on the bases of India & abroad.

**References:-**

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon. Bruubacher
2. Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
3. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press. Debra Heyes
4. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO
5. Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
6. John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
7. Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.

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9. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
10. NCERT (2005): National Curriculum Framework, New Delhi.
11. NCTE, (2004): Teacher Education Curriculum, New Delhi.
12. Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

**B.Ed. - M.Ed - 18**

**Curriculum Studies**

MARKS 100

**Objectives:-**

**After completing the course the student will be able:**

1. To understand the concept of curriculum and curriculum development.
2. To develop an understanding about important principles of curriculum construction.
3. To get acquainted with the curriculum design, its theories and procedures.
4. To acquaint the students with the existing approaches to curriculum design.
5. To acquaint the students with the process of curriculum development.
6. To enable the learners to reflect on various trends in curriculum development.
7. To enable the learner to appreciate the need for evaluation of curriculum.
8. To develop competencies to design and evaluate curriculum.

**Course Content:**

**Unit I Concept and Meaning of Curriculum:**

**8 HOURS**

- Concept, meaning and characteristics of curriculum. .
- Determinants of curriculum. – Philosophical (national democratic), Sociological (socio-cultural reconstruction) and Psychological. (learner's need and interests).
- Approaches to Curriculum-Subject, Learner, Community centered and interdisciplinary curriculum.

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**Unit II Curriculum development and theories:**

**10 HOURS**

- History, Guiding Principles, Stages and Strategies of Curriculum development.
- Curriculum and Constructivism.
- Curriculum and Critical Theory.
- Curriculum and Poststructuralist Theory.

**Unit III Conceptions and Designing of the Curriculum:**

**10HOURS**

- The Humanistic, Social Reconstructionist and Technological Curriculum.
- Organization, Components, Sources, Principles and Approaches of curriculum design.
- Plan and implementation of technology in curriculum design.

**Unit IV Evaluation and trends in Curriculum**

**10 HOURS**

- Concept, Meaning, Need, Importance and Aspects of Curriculum Evaluation.
- Models of Curriculum evaluation consensus-Pluralistic.
- Trends in Curriculum Research.

**UNIT V- Models of curriculum design:**

**10 HOURS**

- The Taba Model,
- The Saylor and Alexander's models.
- Good lad's model of curriculum design.
- Models of Curriculum Evaluation : Tyler's, Stake's, Scriven's and Krikpatrick's Model

**Sessional Work: -**

Following two:-

**25 marks**

- Report writing on different factors which affect curriculum development in our country.
- Analyze senior secondary curriculum of state board of any subject of your choice.

**REFERENCES:-**

1. Aggrawal, J.C(1990): Curriculum Reforms in India: Doaba house.
2. Anning, Angela(1995): " A National Curriculum for the Early Years", Open Univesity Press, Buckingham, Philadelphia.
3. Audrey & Howard Nocholls(1978):" Developing Curriculum", A practical guide- George Allen& Unwin, Boston, Sydney, London.
4. Bhatt, B.D. - Curriculum reform, Kanishka Publishers, New Delhi.

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5. Bhatt, B.D and Sharma, S.R(1992) Principle of curriculum Construction, Delhi, Kanishka Publishing House.
6. Curriculum Development and Educational Technology, New Delhi: Sterling Publishers.
7. D.Warwick (1975): Curriculum structure and Design, University of London press
8. Davies, Iron,K.(1976):" Objectives in Curriculum Design", Megraw Hill Book Company Limited, England.
9. Denis Lawton(1986):" School curriculum planning". Hodder & Stoughton, London, Sydney.
10. Edward, A. Krug(1960): The Secondary School Curriculum", Harpaer and Row Publishers, New Your & Evauston.
11. Erickson, H.Lynn(1998): Concept-based curriculum and instruction, Corwin Press, Inc.
12. Gakhar, S.C.(2009): Curriculum Development, Panipat, N.M.Publications
13. Khan, M.I., I.B.K. Nigam, Evaluation and Research in Curriculum Constriction Kanishka Publisher, New York.
14. Mamidi, M.R. and Ravishankar, l(1984)
15. Molhotra, M.M(1985) : Curriculum Evaluation and Renewal, manila CPSC Publication.
16. IGNOU (2005): Curriculum and Instruction (ES-331) Block-1, New Delhi

## Integrated Programme of B.Ed. - M.Ed

(Three Years)

Semester-V

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XX	B.Ed - M.Ed 20	Creating and inclusive school	04	75	25	100
XXI	B.Ed - M.Ed 21	Advanced Research Methods	04	75	25	100

  
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XXII A & B	B.Ed - M.Ed 22 A & B	<p><b>Specialization on courses :-</b> On the basis of two levels i.e Secondary and Sr. Secondary Education)</p> <p>(Any One)-opt any one following paper with one level</p> <p>(d) Pedagogy of Science Education</p> <p>(e) Pedagogy of Mathematics Education</p> <p>(f) Pedagogy of Language Education</p> <p>(g) Pedagogy of Social Science Education</p>	04	75	25	100
XXIII A & B	B.Ed - M.Ed 23 A & B	<p><b>Specialization on courses (Any one)</b></p> <p>vii. Guidance and Counseling - I</p> <p>viii. Curriculum Pedagogy and assessment -I</p> <p>ix. Education Policy, Economics and Planning - I</p> <p>x. Educational Management, Administration and Leadership-I</p> <p>xi. Education Technology – I</p> <p>xii. Theme based on Institutional Strengths (Any one )</p> <p>e) Life Long Education-I</p> <p>f) Value Education and Human Rights-I</p> <p>g) Peace Education-I</p> <p>h) Yoga Education-I</p> <p>i) Inclusive Education-I</p>	04	75	25	100

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VIF	Practicum 6F	<b>Internship</b> (Practicum Work with B.Ed. Students) • Seminar, Workshop, Conference (attend & organize), Project, Lecturers, Discussion, Tutorials, Team Teaching, Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques. Health and social awareness programme	02		50	50
XIX	B.Ed. – M.Ed. 19	<b>Dissertation Work:-</b> <b>B. Academic Writing (2 Credits)</b> Abstract writing of two published research papers	04		100	100
Total			22			550

**Aggregate of Semester V**

**1 credits = 12 hours**

Total Credits = 18+6 = 22 Credit

Total hours = 22x12=264 hrs

Total Marks 100 x 4 = 400

Practicum 50 Marks

Dissertation 100 Marks

Toal = 550 Marks.

**V Semester**

**B.Ed – M.Ed. 20**

**Creating and inclusive school**

MARKS: 100

**Objectives**

The course will enable the student teachers –

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities
- To reformulate attitudes towards children with special needs
- To identify needs of children with diversities

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- To plan need-based programmes for all children with varied abilities in the classroom
- To use human and material resources in the classroom
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms
- To modify appropriate learner-friendly evaluation procedures;
- To incorporate innovative practices to respond to education of children with special needs
- To contribute to the formulation of policy
- To implement laws pertaining to education of children with special needs.

**Course:-**

**UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

- Historical perspectives and contemporary trends Approaches of viewing disabilities:
- The charity model, the bio centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

**UNIT 2: LEGAL AND POLICY PERSPECTIVES**

- Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act);
- The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999;
- RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986,
- POA(1992); Education in the National Policy on Disability, 2006.
- Programmes and Schemes of Education of Children with Disabilities: Centrally-Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974;



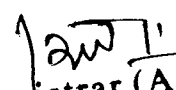
- Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000);
- MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).
- National Trust and NGOs.

### **UNIT 3: DEFINING SPECIAL NEEDS**

- Understanding diversities—concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities)
- Special needs in terms of the curriculum in the context of different disabilities and their learning styles
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- Community-based education.

### **UNIT 4: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**

- School's readiness for addressing learning difficulties
- Assessment of children to know their profile
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Classroom management and organization
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom special teacher, speech therapist, physiotherapist, occupational therapist, and counselor
- Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State
- Documentation, record keeping and maintenance.

  
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## UNIT 5: DEVELOPING SUPPORT NETWORKS

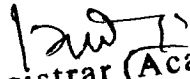
- Addressing social climate of the classroom
- Child-to-Child programme
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers
- Involving external agencies for networking-setting up appropriate forms of communication with professionals and para professionals
- pre-vocational training programmes, social security, different provisions, concessions, etc

### Assignments: (20 Marks)

1. Class Test - 10 Marks
2. Any one following : 10 marks
  - Identification of special need students and prepare a plan for helping them.
  - Case study of a Learner with Special needs.
  - Interview a teacher working in an Inclusive School.

### REFERENCES:

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
4. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Masachusetts, 1984.

  
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6. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
7. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.
10. Smith, C.R, Learning Disabilities – the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
11. Strange, Ruth : Exceptional Children & Youth J.J. : Prentice Hall.

### **B.Ed – M.Ed. 21**

#### **Advanced Research Methods**

MARKS:-

100

#### **Objectives:-**

After completing the course the students will be -

- To understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- To understand various Statistical measures for interpretation of data.
- To interpret the Statistical data.

#### **COURSE:-**

##### **Unit- 1 The Normal distribution**

- Properties of normal probability distribution
- Defects in normality-1 Skewness, 2. Kurtosis
- Applications of normal probability curve

##### **Unit-2 Significance & the scaling of tests**

- The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- The significance of difference, coefficient of correlation
- Sigma scaling and standard scores, T scaling, Stanine scaling, Percentile scaling

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### **Unit 3 Analysis of Variance & Testing of Experimental hypothesis**

- Meaning of variance
- Method of analyzing variance
- Meaning of Covariance
- Analysis of Co-variance
- Parametric and Non Parametric - Chi-square test, Sign test, Median test, Man whitney U test

### **Unit-4 Regression, prediction& correlation**

- Meaning of regression
- Regression equations
- Application of regression equations in prediction
- Meaning of partial and multiple correlation
- Simple applications of partial and multiple correlation
- Biserial Correlation – Point biserial correlation
- phi-correlation-contingency coefficient

### **Unit-5 reliability and validity & Factor analysis**

- Reliability of test scores and methods of determining it.
- Validity of test scores and determining validity
- Item analysis
- nature of factor analysis
- Basic assumptions I factor analysis
- hierarchy, factor saturaturion and group factors
- Methods of factor analysis

### **Sessional Work:**

**25 marks**

Development of any one scale with reliability and validity.

1. PERSONALITY
2. ATTITUDE

### **References:-**

1. H.E. garett- Ststistics on Psychology & edn, Longman Green & co., London
2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.
3. G Thompson – Frctoranalysis of human Ability, University of London Press
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**Specialization Select one out of four Paper**

**B.Ed – M.Ed. 22 A, B**

**Pedagogy of Science Education -22(a)**

**Objectives:**

On completion of this course, the students will be able to:

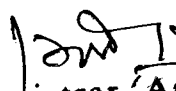
- To understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- To understand the difference and complementarity between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special . groups and ethical aspects

**Unit I - Nature of Science**

- Evolution of science as a discipline,
- Science as a dynamic expanding body of knowledge
- Development of scientific knowledge
- Scientific methods explanations
- Science and technology,

**Unit II -Curriculum of Science Education**

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level
- Criteria of validity of science curriculum
- Content, ethical environmental, process, cognitive, historical.

  
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### Unit III- Approaches to Teaching-Learning of Science-1

- Approaches to concept learning,
- Constructivist approaches to science learning
- inquiry method, problem solving strategies,
- concept, development investigatory approach,
- inductive method, project based learning,
- planning different types of projects,
- cooperative collaborative learning,
- Use of ICT in teaching-learning of science concepts at secondary level.

### Unit IV-Assessment in Science Education

- Continues and comprehensive evaluation in science
- Assessment of affective measures in science
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students

### Unit V- Contemporary Issues in Science Education

- Contribution of women in science
- Scientific and technological Literacy.
- Ethical aspects of science.

#### SESSIONAL WORK

25 MARKS

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

#### REFERENCES:-

1. Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications

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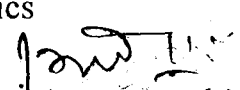
2. Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (April/June) 20-25.
3. Bhatnagar S.S. (2003). Teaching of science. Meerut: Surya publications.
4. Black, P (1998). Testing: Friend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
5. Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
6. Chalmers, A. (1999). What is the thing called Science. 3rd Ed. Buckingham: Open University Press.
7. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
8. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press. 39
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10. International Journal of Science Education.
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12. Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
13. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
14. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
15. Minkoff, E.C. & Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

### Pedagogy of Mathematics Education-22(b)

#### Objectives:-

On completion of this course students teacher will be able to:

- distinguish between science and mathematics appreciate the abstract nature of mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- develop problem solving skills highlight the significance of mathematics laboratory.
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics

  
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### **Unit I- Nature, Development and Significance of Mathematics**

- Distinction between mathematics and science
- Distinct roles of pure and applied Mathematics
- Mathematization-aesthetic aspect of mathematic
- Historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling

### **Unit II- Objectives and Strategies of Teaching-learning mathematics**

- Aims and Objectives of teaching mathematics at various school levels,
- Instructional objectives in teaching mathematics
- constructivist approach in teaching of mathematics
- methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods, problem solving skills
- Stages in problem solving techniques to improve problem solving skills.

### **Unit III- Curriculum of mathematics at different stages**

Analyze the curriculum at-

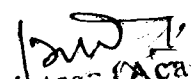
- preprimary, primary,
- upper primary,
- Secondary & higher secondary.

### **Unit IV- Structure of Mathematics**

- Undefined terms and axioms; proofs and verification in mathematics distinction between them
- Types of theorems such as existence and uniqueness theorems etc.
- types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction;

### **Unit V- Evaluation in Mathematics-1**

- Concept of evaluation in teaching
- learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification
- Analysis with a purpose of preventing and remedial measures.

  
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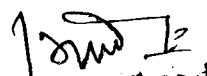


**SESSIONAL WORK****25 MARKS**

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

**REFERENCES:-**

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
2. Butler, C.H. & Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L. (2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
4. Chambers, P. (2010): Teaching Mathematics. New Delhi: Sage Publications.
5. Cooney, T.J. (1975): Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin. Driscoll, M., Nikula, E.M. & DiMatteo, R.W. (2007): Fostering Geometric thinking : A guide to teachers, Grade 6-10, Portsmouth, NH: Heinemann.
6. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
7. Grouws, D.A. (ED) (1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
8. Heimer, R.T. & Trueblood, C.R. (1970): Strategies for teaching children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.
9. Howard T. & Jones, S. (2000): Becoming Successful Teacher of Mathematics. London: Rout ledge Falarer Series.
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11. Lieback, P (1984): How children learn mathematics. Penguin Books.
12. Malove, J. & Taylor, P. (1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
13. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
14. Marshal, S.P. (1995): Schemes in Problem Solving, NY: Cambridge University Press.
15. Marilyn, N. (2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.

  
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17. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.
18. Resonik, L.B. & Ford W.W. (1980): The psychology of Mathematics instruction, New Jersey: Lawrence Erlbaum Associates.
19. Singh.M (2004): Modern Teaching of Mathematics. New Delhi: D.K. Publishers.
20. Schonell, F.J.& Schonell, F.E. (1965): Diagnostic and Attainment Testing. Edinburg, London: Oliver and Boyd Ltd.

### **Pedagogy of Language Education-22(c)**


#### **Objectives**

On completion of the course students teacher will be able to:

- gain an understanding of the nature, functions and the implications of planning for
- teaching language/languages understand the psychology of language learning gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language
- and teaching literature in the context of first language and second language
- examine various areas of research in language education

#### **Unit I- Conceptual Issues Language Learning-1**

- Language acquisition and communication
- factors affecting language learning and language acquisitions and communication Linguistic, psychological and social processes involved in learning of languages
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget-Cognitive, constructivism and Language,
- Recent theorization: intentionality, application of these theories to development of methodologies of teaching-learning of language.

  
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## **Unit II-Individualization of Language Learning**

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- Development of language curriculum and the syllabus: dimensions, factors.

## **Unit III- Pedagogy of Language**

- First language
- Seconded language
- Third language

## **Unit IV- Innovative Teaching Learning of Languages**

- At-primary
- upper primary
- secondary,
- and higher secondary
- Pedagogical study of languages.

## **Unit V- Contextual Problem in Language Learning**

- Multilingual class room
- problem of curriculum text above development
- three language for rule constitution provision regarding language

### **SESSIONAL WORK**

**25 MARKS**

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences and assignments focusing in observation and interaction with children.

### **REFERENCES;-**

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.
2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.

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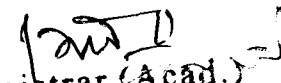
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4. Byrnes, H. (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
5. Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Boston: Houghton Mifflin Co.
6. Joyce & Banks (1971) *Teaching the Language Arts to Culturally Different Children*. London: Addison-Wesley, Pub Co.
7. Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
8. Martinovic, T. (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
9. Ornstein, J. (1971). *Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
10. Osherson, N. D. & Howard, L. (1990). *Language an Introduction to Cognitive Science: - Vol.1, USA: Massachusetts Institute of Technology*.
11. Pavlenko, Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Berlin: Walter de' Gruyter GmbH & Co. KG.

### **Pedagogy of Social Science Education-22(d)**

#### **Objectives:-**

After completion of the course the students be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively Use different media, materials and resources for teaching social sciences

  
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- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

### **Unit I – Conceptualisation of Social Science Education**

- Concept, nature, and scope of social sciences
- Existing approaches of teaching-learning of social sciences
- Epistemological frame proposed in educational policy documents
- various national curriculum frameworks concerning teaching-learning of social sciences.

### **Unit II –Social Science Curriculum Approaches to organization of social science**

- Curriculum; social science curriculum at various stages of school education
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks,
- Teacher's education manuals, other content enrichment materials –their conceptualization and processes;

### **Unit III – Approaches to Pedagogy of Social Science**

Critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches, Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project,

### **Unit IV- Media, Materials and Resources for Teaching-Learning**

Effective use of print media and audio-visual materials for social science, Integration of ICT in teaching-learning of social science. development of teaching-learning materials, workbook; activity book and self instructional materials.

### **Unit V – Evaluation in Social Science Education**

Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; assessment tools,

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**SESSIONAL WORK****25 MARKS**

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with laboratory work project and assignments focusing in observation and interaction with children.

**REFERENCES:-**

1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
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3. Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York. 42
4. Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: McGraw Hills.
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**B.Ed. – M.Ed. 23 A, B**

**Guidance and Counseling-1**

**Marks-100**

**Objectives:-**

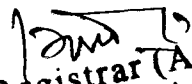
After completing the course the students will be -

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with meaning, purposes and out-line of job-study.

**COURSE:-**

**Unit- 1 Guidance**

- Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance.
- Functions and purposes of Guidance.
- Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- Adjective guidance, Identification of maladjusted children and the principles of dealing with them.

  
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### Unit – 2 Appraisal of an individual

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality
- Inventories Interest, Inventories, Attitude Scale
- Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.

### Unit-3 Counselling

- Meaning, need, characteristics,
- principles of Counselling
- Process and types of Counselling

### Unit-4 Counselling theories

- Client Centered Therapy (Carl Rogers)
- Rational Emotive Therapy (Albert Ellis)
- Behavior Therapy (B.F. Skinner)
- Gesalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)

### Unit- 5 Techniques of Counselling

- Individual counseling : Counselling interviews- Meaning, purpose, conditions of interview,
- Qualities and responsibilities of an interviewer, evaluation of an interview. group Counseling : Meaning, purpose, importance types of group Counseling-regular subject
- classes, core curriculum classes, special groups, school assemblies, clubs.

### Sessional Work:

25 marks

- Prepare an interview schedule for an effective Counselling
- Visit a guidance Centre and Write a report about its organization and functions.

### References:-

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological tesing, New York, Mac Millan 1982
3. Mennet M.E. : Guidance and Counselling in Groups, McGrow Hill book Company, 1963.

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6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985

### **Curriculum, Pedagogy and Assessment-23-1 (ii)**

**Marks :**

**100**


**Objectives:**

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning and developing course contents in the subjects of teaching.
- Understand the range of cognitive capacities among learners.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.

**Course :-**

**UNIT-1 Curriculum**

- Curriculum : Need, scope and approaches (Teacher centered, child centered, activity centered). Curriculum and syllabus: concept and difference
- Foundations of curriculum : Epistemological, sociological, Psychological
- Principle of curriculum construction: Formulating aims and objectives, specifying content, defining teaching learning experience and evaluation.
- Characteristics of good curriculum

  
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## UNIT-2 Pedagogy: Teaching Learning Process

- Pedagogy : Concept, meaning and characteristics, difference between Pedagogy and Educational Technology.
- Instructional objectives: Difference between Objectives and Instructional Objectives, Bloom's Taxonomy.
- Relationship among teaching, learning and instruction

## UNIT-3 E-Resources in Teaching Learning Process

- Resource center : SIET, SITE, Edusat , Gayan Darshan
- E – Learning : Meaning and importance Offline and Online learning and E-Library
- Multimedia : Print media (Text books), Electronic media (Radio, T.V., Computer)

## UNIT-4 Current Practices in Education

- Teaching Methods:- Problem solving, Project method, Supervised study, Heuristic method, Brain storming Method.
- Instructional Techniques : Panel Discussion, Workshop, Seminar, Symposia, Team Teaching

## UNIT-5 Educational Evaluation: Trends, Tools & Techniques

- Measurement, Assessment and Evaluation : Concept, Meaning, principle, Importance and difference.
- Tools and techniques of Evaluation : Characteristics, affecting factors.
- Tools of evaluation : Quantitative ( Written, oral and practical)Qualitative (Observative , Introspective Projective and Sociometry)
- Planning and Preparation of test (Including Blue Print)

Sessional work:-

MARKS—25

(Any two of the following)

- \* Critical analysis of the existing curriculum at various levels primary/Secondary/ Higher Secondary.
- \* Critical analysis of curriculum development policies.
- \* Study of instructional practices with reference to use of classroom skills.

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## References :-

1. Amidon, Edmund J. And John B. Hough (1967) – Interaction Analysis : Theory, Research and application, Addison Wesley publishing company, Reading Massachusetts London, Ontario, 401 pp.
  2. Buch. M. B. and Santhanam. M. R. (1970) – Communication in Classroom, CASE. M.S. University, Baroda-2 165 pp.
  3. Clayton, Thomas E. (1969) – Teaching and Learning : Psychological Perspective, Prentice-Hall.
  4. De Cecco, John P. (1964) – Educational Technology : Reading Programmed Instruction. Hall, New Delhi. 880 pp
  5. Knirk, R.G. And Chailds John W. General Method of Effective Teaching: Practical Approach, New York, Thomas y. Browell, 305 pp
  6. Pandey, K.P. (1968) – Evaluation in Education (Hindi), Meenakshi Prakashan, Meerut, 230 pp.
  7. Sharma, R.A. (1996) – Educational Teachnology , Internatinal Publishing Meeruit. Pp. 352.
  8. Thyne, James M. (1970) – Psychology of learning and Techniques of Teaching, London : University Press, 280 pp.
  9. Tanner, Baniel (1972) – Using Behaviour Objectives in the Classroom, New York : MacMillian, 71 pp.
- Chandra, Arvind (1977) Curriculum Development and Evaluation in Education, Delhi : Sterling Publishers

## Education Policy, Economics and Planning 23-I (iii)

### OBJECTIVES:

**After completion of the course the student-teachers will be able to:-**

- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educational management & planning.
- Understand structure & programme of UEE.

  
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### **Unit-I Management of Elementary Education:-**

- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central, state Govt., district & local level for Elementary Education.
- Management pattern of various kind school: Private/Govt., Aided ,central, Navodya, International ,public etc.
- Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

### **Unit-II Planning**

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- Student teacher ratio, profession development programme for Elementary teachers.

### **Unit-III School management:-**

- Managing committee: - Role. Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions
- School based Indicators, facility Indicators Teacher related Indicators.

### **Unit-IV Universalization of Elementary Education (UEE)**

- Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- Pattern of Education structure up to class VII, overview of Elementary Education in India.
- Control and support to Elementary schools.
- Free and compulsory Education Act 2009.
- Elementary Education, Comparative study of various countries.

### **Unit-V Programmes & Policies for Elementary Education**

- Operation black board
- Mid-day-meal

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- DPEP (District elementary Education programme
- *Shiksha Karni* project (BRCS/URCS and CRCS)
- Centrally sponsored programs for Elementary Education:-
- SSA, *Kasturba Gandhi Balika* School, NPEGEL, (national programme for Education of Girls
- Role & responsibility of DO,BO,DD, Head masters & SMCetc.

**SESSIONAL:- (TWO) 25 MARKS**

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools which are used in other countries but not in India.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyse quality & quantity of Mid-day meal in any rural and urban school.

**References**

- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): Demographic Aspects of Educational Planning. Paris: International Institute for Educational Planning.
- Griffiths, V. L. (1963). Educational Planning. London, O. U. P.
- Hallack, J. (1977): Planning the Location of schools: An Instrument of Educational Policy. Paris: International Institute for Educational Planning.
- Hough J.R. (1990): Education, Policy-An International Survey. Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996): Educational Planning: Strategic Tactical Operational, Tecnomic.

  
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## Educational Management, Administration and Leadership-23-I (iv)

### OBJECTIVES

**: After completion of the course the student-teachers will be able to:-**

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

### **Unit - 1 Concept, need and process of Educational Planning**


- Concept, scope and nature of Educational Planning
- Need and importance of Educational Planning
- Types of Educational Planning
- Process of Educational Planning in various type school in India.

### **Unit – 2 planning at central, state and local levels:**

- Perspective planning at central, state and local levels.
- Priorities to be given at central and state levels.
- Schools for all and schools for the selected few
- Determine facilities to the needs :
  - School programme
  - School Building
  - Teaching training facilities
  - Location of Schools.

### **Unit – 3. Problems of educational Planning:**

- Calculating cost of education at various type of school.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.

  
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- Educational planning and exceptional children, gifted, backward and handicapped.
- Educational planning for qualitative improvement.
- Educational expenditure & planning.

#### **Unit 4-Performance in educational institutions**

- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.
- Financial and administrative management of educational institutions.

#### **Unit 5 Resource Management in education**

Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization

- Quality assurance in material and human resources.

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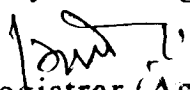
**- SESSIONAL:- ( ANY ONE)**

**MARKS -25**

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- Examine the effectiveness of any one programme run by central Govt. for senior secondary students. Present the report in classroom seminar.
- Analyse the quality of financial and administrative management in any rural and urban school.

#### **Reference:**

- Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963.
- Government of India Five Year Plans.
- Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.
- Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
- Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
- Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.
- Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.
- Hanson, A. H. The Process of Planning: A Study of India's five year Plans (1950-1964) London : Oxford University Press, 1966.
- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

  
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## EDUCATIONAL TECHNOLOGY 23-1(v)

Marks-100

### Objectives :-

After completing the course the students will be -

- To enable the learner to become effective user of technology in Education
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To make the student familiar with new trends, techniques in education along with e learning.
- To enable the student to become good practioner of Educational technology and e-learning.

### UNIT – 1: Meaning & Scope of Educational Technology

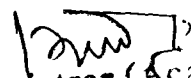
- Educational Technology as system approach to educator.
- System approach in educational technology and its characteristics.
- Components of Educational technology software and hardware.
- Modalities of Teaching
- Difference between teaching and Instruction, conditioning & training Stages of teaching pre – active, interactive and post – active.
- .

### UNIT 2 – Communication

- Communication – Meaning,
- Elements, contexts and
- Models of Communication, necessities for better Communication

### UNIT – 3: Integrating Multimedia in education

- Multimedia concept and meaning text, graphics, animation, audio, video
- Multimedia applications - Computer based training - Electronic books and references - Multimedia application for educationist - Information kiosks - Multimedia www and web based training

  
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## UNIT - 4 Educational software applications

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

## UNIT V: Distance Education

- Definition, characteristics, Methods and Techniques, Barriers, Modes of
- Evaluation in Distance Education.
- Futuristic view of Educational Technology in India.
- Information Technology : Concept, Definition & Uses


**Sessional Work:**

**25 marks**

- Students should develop at least 20 frames on any topic related to above topics.

### References:

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
8. Education and Communication, O. P. Dham

  
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**THEME BASED ON INSTITUTIONAL STRENGTH**

**B.Ed-M.Ed.:23- ( vi a)**

**Lifelong Education**

**Objectives:-**

**MARKS-100**

After completing the course the students will be -

- To enable the students Psychological, Philosophical and Sociological Perspectives of Lifelong Learning,
- To enable the students to various Learning Theories in the context of Lifelong Learning,
- To enable the students appropriate Skills for Motivation and Environment Building  
Learn various Philosophies of Learning
- To enable the students the Conceptual framework of Adult and Lifelong Learning.
- To enable the students insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- To enable the students the Role of Lifelong Learning in the context of Globalization.
- To enable the students International practices across the world.

**Course:-**

**Unit –I Concept of Lifelong Learning**

- Meaning, Nature & Scope of Lifelong Learning
- Types of Learning – Informal, Non-formal & Formal
- Integrated Approaches in Lifelong Learning
- Role of Mass Media in Furthering Lifelong Learning

**Unit– II Historical Perspective**

- Historical Perspective of Lifelong Learning in India – Pre and Post Independence period.
- Lifelong learning in developing and developed countries:
- Tanzania, Brazil, China, USA and Canada, Asia and Europe

**Unit– III Andragogy & Pedagogy**

- Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy,
- Continuing Education,
- Formal-Education,

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- Non-Formal Education,
- Incidental Learning, Illiteracy and its forms.

#### **Unit – IV Lifelong Learning Programmes**

- Lifelong Learning Programmes: Social Education,
- Gram Shiksha Mohim,
- Farmer's Functional Literacy Programme,
- National Adult Education Programme
- National Literacy Mission.

#### **Unit – V Lifelong Learning and Development**

- Lifelong Learning and Development - Social, Economic, Political and Cultural.
- Extension Education, Field Outreach and Community engagement in Lifelong Learning.
- Approaches to Continuing Education / Lifelong Learning in different Five Year Plans.

**SESSIONAL WORK**  
(ANY TWO)

**MARKS 25**

- Participation in literacy or other developmental awareness programmes in a village / mandal / neighbourhood;
- Participation in bridge school programmes in a village / neighbourhood;
- Visiting a distance education study center and studying its functioning;

#### **References:**

1. Adinarayana Reddy. P , and Uma Devi. D, (2006) Current Trends in Adult Education, Sarup & Sons Publishers, New Delhi,.
2. Anil Bordia, Kidd J.R and Draper.J.A, (Edt) Adult Education in India, Nachiketa Publications Limited 5, Kasturi Buildings, J Tata Road, Bombay – 400020.
3. Ansari N.A; (1990) Adult Education in India, S. Chand & Co. New Delhi.
4. Bhaskaracharyulu Yerroju, (Edt), (2009) Facets of Continuing Education, Sarup Book publishers Pvt. Ltd. New Delhi
5. Dikshit .H.P, Suresh Garg, Santosh Panda and Vijayshri,(2002), Access & Equity:Challenges for Open and Distance Learning, Kogan Page India Private Limited, New Delhi. 110002.

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7. Homer Kempfer, Adult Education, Surjeet Publications, Delhi.
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9. Koul. B.N, Bakhshish Singh, Ansari. M. M, (Edt), (1988), Studies in Distance Education, Association of Indian Univesities and IGNOU, New Delhi,
10. Mahapatra B.C.& Kaushal Sharma (2010): Information Technology and Distance Edcuation, Sarup Publishers Pvt. Ltd. New Delhi.
11. Mohanty S. (2012): Lifelong Learning and Adult Education, APH Publishing Corporation, New Delhi.
12. Mohsini.S.R, (1993), History of Adult Education in India, Anmol Publications, New Delhi-110002.
13. Naik J.P., (1977), Some Perspectives as Non-formal Education, Allied Publishers,New Delhi.
14. Rahi. A. L,Adult Education: Trends & Issues (1994) The Indian Publications, 2963/2, Naliwali Gali, Kacha bazaar, Post Box No . 49. Ambala Cantt, 133001, India,
15. Rameshwari P (2010): Lifelong Learning in India, Edited book, Swastik Publications,Delhi.

### B.Ed-M.Ed.:23- ( vi b)

### **Value Education and Human Rights**

#### **Objectives:**

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development
- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

  
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Course :-

### Unit 1 The Socio-Moral and Cultural Context

- Concept, meaning, Need and importance of value education in the existing social scenario.
- Valuation of culture: Indian culture and human values spiritual values.

### Unit 2 Nature and Concept of Morality and Moral Education

- Nature and Concept of Moral Education
- Moral education vis-à-vis religious education, moral instructions, moral training and moral indoctrination

### Unit 3 Moral Learning to Moral Education

- Moral learning outside the school –
- child rearing practices and moral learning,
- moral learning via imitation.
- Nature of society and moral learning.

### Unit 4 Transactional Strategies for Moral Education

- Models of moral education –
- Rationale building model,
- The consideration model,
- Value classification model,
- Social action model; assessment of moral values.

### Unit 5 Assessment of Moral Maturity


- Role of Assessment
- Important of assessment
- *Process and techniques*

### TASK AND ASSIGNMENT:- MARKS-25

- A review of implementation and evaluation of different schemes for human rights and values.

### REFERENCES:-

1. Dagar, B. S. (1992), *Shiksha Tata Manav Mulya (Hindi)*, Chandigarh: Haryana Sahitya Academy.

  
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2. Dagar, B. S. and Dhull Indira (1994), *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
3. Mittal, K. K. (ed.) (1976), *Quest for Truth*, Delhi: Delhi University.
4. Hirst, P.H. (1974), *Moral Education in a Secular Society*, London: Hodder and Stroutlon
5. Piaget, Jean (1948), *The Moral Development of Child*, 2<sup>nd</sup> ed., Glencoe Illinois: Free Press.
6. Scarf Peter (ed.) (1978), *Readings in Moral Education*, Minnopolis Press Inc.
7. Newman, Fred (1975), *Education for Citizen Action: Challenge for Secondary School Curriculum*, Berkeley, Calif: Mc Cutchen.
8. Peters R. S. (1966), *Ethics and Education*, London: Allen and Unwin
9. Downey, J. B. and Kelly, A. B. (1982), *Moral Education*, London: Harper and Row
10. Scarf, Peter (1978), *Readings in Moral Education*, Minnopolis: Winston Press Inc.
11. Ode L. K. (1976), *Shiksha ki Darshanik Prasthabhoomi*, Jaipur: Rajasthan Granth Academy.
12. Wilson, J., Williams, N. and Sugarman, B. (1967), *Introduction to Moral Education*, Penguin Books.

### PEACE EDUCATION 23-vi(c)

**OBJECTIVES:-**

MARKS-100

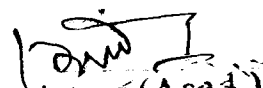
The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.

#### **UNIT I Concept of Peace-I**

- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.

#### **UNIT II Concept of Peace-2**

  
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- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

### **Unit 3- Bases of Peace Education**

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment

### **UNIT 4.Effective Teaching of Peace**

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,

### **Unit 5- Transacting Peace Education & Role of Social Agencies:**

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education –UNESCO
- Addressing challenges to peace in Multicultural Society.


### **Tasks and Assignments**

1. Class Test                      10 marks
- 2.Any one                            10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.

### **REFERENCES :-**

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4. Dr. Haseen Taj (2005) Current challenges in Education, Neelkamal Publications.pvt.Ltd
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### YOGA EDUCATION 23-vi(d)

#### OBJECTIVES:-

MARKS-100

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

#### Unit 1. YOGA EDUCATION

- Introduction, Meaning, Definition and -concepts of Yoga Introduction,
- Objectives ,Scope of yoga education & allied areas in yoga Education

#### Unit 2. YOGA EDUCATION AND METHODS

  
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- Need & importance of yoga education in different levels of school(sec. and sr. sec.level)
- Training methods:- Development of components of fitness and motor fitness through training methods.
- Development of Techniques and Tactics.

### Unit 3. Types of Yoga

- Importance of Yogasanas, Pranayama and Shudhikriya
  - Importance of Meditation in school
- Theories of Yoga Practices-I 1. Asana 2. Pranayama 3. Kriyas 4. Dhyana

### Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Ashtang Yoga (8 stages of Yoga)

### Unit 5 :- Human abilities and Yoga in Indian context

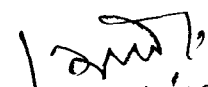
- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

### Tasks and Assignments

- Any one following : 25marks
- Project on Learning and performing of basic yogic activities.

### REFERENCES:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. ( 1993 ). Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjana Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.

  
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**B.Ed-M.Ed.:23- (vi e)**  
**Inclusive Education**

**Marks-100**

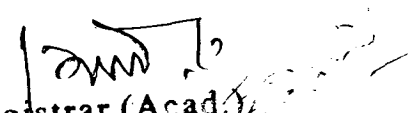
**Objectives :-**

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;

**Unit-I Introduction to Inclusive Education -1**

- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.
- Principles of Special Education
- Concept of Impairment, Disability, Handicap

  
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## **Unit --II Inclusive Practices**

- Concept of an inclusive school—infrastructure and accessibility, human resources , attitudes to disability
- School's readiness for addressing learning difficulties.
- Technological advancement and its application—ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Supportive services required for meeting special needs in the classroom—special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor

## **Unit III: Legal And Policy Perspectives- 1**

- Constitutional Provisions for special need children
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act);
- The Rehabilitation Council of India Act, 1992 (RCI Act);

## **Unit IV: Issues in planning and management of education**

- Issues in planning and management of education of children and persons with disabilities
- Identification, assessment and certification of special education needs.
- Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

## **Unit V Psychology & Teacher based Assessment of exceptional students**

- Barriers and Facilitators in Inclusive Education :Attitude, Social and Educational
- Teacher based assessment
- Development and application of teacher friendly evaluation procedures

  
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**Sessional Work:**

**25 marks**

• **ANY TWO**

- A report based on actual visit to an inclusive school
- Make an assessment schedule for a child with any of the disability\*
- Mentally retarded, hearing impaired, orthopedically impaired, cerebral palsy, learning disabled and autistic children.

**REFERENCES:-**

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2. Bist, A.R., *Vishistha Balak*, Vinod Pustak Mandir, Agra. ( Hindi )
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4. Dash, M., (2000) *Education of Exceptional Children*, New Delhi, Atlantic Publishers and Distributors.
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7. Hollahan, D. and Kauffman, JM (1978), *Exceptional Children: An Introduction to Special Education* Englewood Cliffs NJ, Prentice Hall.
8. Kundu C.L., (2000) Editor in Chief, *Status of Disability in India*, RCI, New Delhi.
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11. Madan Mohan Jha (2002). *School with out walls: inclusive education for all*, Heinemann edu. Oxford
12. Mangal, S.K., *Education of Exceptional Children*, PHI, New Delhi
- Mathew, S. (2004) *Education of children with hearing impairment*. RCI, Kanishka Pub.
13. National Policy on Education (1986, 1992), MHRD, GOI, Delhi
14. UNESCO (1989). UN convention on the rights of the child. UNESCO.


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15.UNESCO.(2006).United Nations Conventions on the rights of persons with disabilities. UNESCO

16.UNESCO.(2009).Policy guidelines on inclusion in education. UNESCO

### Semester-VI

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
XXIV	B.Ed - M.Ed 24	Historical, Political and Economical Perspective	04	75	25	100
XII A & B	B.Ed - M.Ed 12 A & B	Teacher Education -2	04	75	25	100
XXIII A & B	B.Ed - M.Ed 23 A & B	<p><b>Specialization on courses:-</b>On the basis of two levels i.e sec. &amp; Sr. Secondary Education (Any One) opt any one following paper with one level</p> <p>(e) Pedagogy of Science Education</p> <p>(f) Pedagogy of Mathematics Education</p> <p>(g) Pedagogy of Language Education</p> <p>(h) Pedagogy of Social Science Education</p> <p><b>Practical Work-</b> Project work on topics of above papers</p>	04	75	25	100
XXIV A & B	B.Ed - M.Ed 24 A & B	<p><b>Part (A) Specialization on courses (Any one)</b></p> <p>vii. Guidance and Counseling - II</p> <p>viii. Curriculum Pedagogy and assessment -II</p> <p>ix. Education Policy, Economics and Planning - II</p> <p>x. Educational Management, Administration and Leadership-II</p> <p>xi. Education Technology – II</p> <p>xii. Theme based on Institutional Strengths (Any one)</p>	04	75	25	100

  
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		f) Life Long Education-II g) Value Education and Human Rights-II h) Peace Education-II i) Yoga Education-II j) Inclusive Education-II <b>Practical Work-</b> Project work on topics of above papers				
V	Practicum	-----	-	-	-	-
XIX	B.Ed. – M.Ed. 19	<b>Dissertation</b> - Dissertation writing - Dissertation (Pre-submission Presentation)  Final Presentation and Viva-Voce	4		75	100
Total			20			500

**Aggregate of Semester VI**

**1 credits = 12 hours**

Total Credits = 16+4 = 20 Credit

Total hours = 20x12=240 hrs

Total Marks 100 x 4 = 400

Practicum --

Dissertation 100 Marks

Total = 500 Marks.

**Semester-VI**

**B.Ed-M.Ed. -24**

**HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVE**

**MARKS-100**

**Objectives:-**

After completing the course the students will be able -

1. To understand the development and role of Education in Historical, Political and Economical aspects in India.
2. To understand about multidisciplinary approach in relation to Education with other aspects.

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3. To understand the relationship between political institutions, economic policies and historicism.
4. To understand the educational contribution of great thinkers.
5. To understand the role of central agencies in development of education in India.
6. To acquaint with the experiments and their contribution in education.
7. To understand the importance of democratic values and constitutional provisions for Education in India.
8. To understand the global trends of education in changing nature of global society like- open learning system, scientific & technical invasion, economic and social challenges.

**Course Content:**

**Unit – I: Historical Aspects**

**8 HOURS**

- A. Comparative study of the development of Education in ancient, medieval and modern reign with special reference to aims, objectives, curriculum, methods and Evaluation techniques, Impact of colonialism on Indian Society, economy, polity and education.
- B. Experiments and contribution in Indian Education: Gujarat Vidya Peeth, Shanti Niketan, Pondichari Ashram, Chitrakoot Gramodyog Vishva Vidhyalaya, Riverside School.

**Unit – II: Political Aspects**

**10 HOURS**

- A. Educational Contribution of prominent thinkers in brief: M.K. Gandhi, Vivekanand, Maulana Abul Kalam Azad, Dr. A.P.J. Kalam and Jyotibha Phoolle.
- B. Democratization of Education, role of democracy and education in multicultural & multilingual societies, Constitutional provisions for Education in India, Human Rights (U.N. declaration) with special reference to Child Right.
- C. New trends, problems and their possible solutions of Indian Educational Administration, world Problems and Terrorism: its causes, impact on society, remedies through Education.

**Unit – III : Economical Aspects**

**10 HOURS**

- A. Meaning, Concept, Importance of Economic Growth and Economic development, Planning, Role of Education for it, Economy and Education: Impact of LPG (Liberalization, Privatization, globalization) and concept of PPP (Public Private Partnership).

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B. Economics and Migration, The Economics of Brain Drain, Economic threatening : Poverty, Unskilled labour, lack of resources, inequitable growth, unemployment, Economic Underdevelopment.

C. Contribution of Education for development: Skill development, Man power planning, Human Resource management and its relevance to Education, Niti Aayog : Origin concept, objects, role, functions and challenges.

**Unit – IV: Global Aspects**

**10 HOURS**

A. Economic and historical forces in shaping the aims of Education, Dominance conflict and resistance in the concept of Education.

Dellor's commission Report – 1996, Citizenship Education: Meaning, Concept, Qualities, Need and importance, Role of culture.

B. A study of secularism, Nationalism and Universalism, Scientific, Technical and Cultural invansion, its impact on society and education.

C. Open learning society and open learning system: origin, meaning, concept, objectives, merits and challenges.

**UNIT V: CENTRAL AGENCIES OF EDUCATION**

**10 HOURS**

A. Introduction: MHRD, NCTE, NCERT, CBSE, CABE, NUEPA, UGC, NAAC.

B. Functions of Central agencies

C. Educational Implications in reference to quality enhancement in present teacher training challenges.

**SESSIONAL WORK:-**

Attempt any two of the following.

**25-MARKS**

1. Power point presentation on any topic of the syllabus of this paper (units 1-5).
2. Seminar on any topic related to political and economic issue based on education.
3. Three abstract of recent articles related to subject published in reputed journals.
4. Write two term papers on global aspects of education.

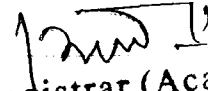
**References:**

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6. Freire Paulo, Cultural Action for freedom, Penguin Books: London. (1974)
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8. Goel, A. and Goel, S.L. (2005). Human Values and Education. New Delhi: Deep & Deep Publications Pvt. Ltd.
9. Gupta, Rambabu (1995) : Indian Education and Its Problems. Ratan Prakashan Mandir, Agra.
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12. Joshi, Kireet (2000). A National Agenda for Education. Delhi: The Mother's Institute of Research.
13. Joshi, Kireet (2000). Education at Corssroads. Delhi: The Mother's Institute of Research.
14. Mehta D.D. : Development of Education System in India. Tondon Publication, Ludhiana.
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17. National Council of Teacher Education (1999). Gandhi on Education. New Delhi: NCERT.
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23. 'kekZ vkj- ,- ¼2014½ % f{k{kk ds nk'kZfud ,oa lkekftd ,oa ewy vk/kkj] vkj- yky cqd fMiksA
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25. Sodhi, T.S. & Suri A(1998). Philosophical and Sociological Foundation of Edu., Patiala Bhawa Publication.
26. 'kqDyk lh-,l- % Hkkjr esa f{k{kk iz.kkyh dk fodkl] b.Vjus'kuy ifCyf'kax gkml] esjBA

### **B.Ed-M.Ed. -12(a,b)**

### **TEACHER EDUCATION -2**

**Marks-100**

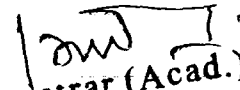
#### **Objectives:-**

After completing the course the students will be -

- To understand the concept of teacher Education
- To develop necessary skills
- To develop insight into the problems of teacher Education at different levels.
- To develop experimental attitude in teacher Education
- To understand new trends, and techniques in teacher Education.

#### **UNIT-1 Historical development of teacher Education in India**

- Historical development of Teacher Education
- Teacher education as distinguished from teacher training.
- The need and importance of Teacher Education
- Concept and structure of teacher Education

  
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- Need for pre-service and in service professional education of teachers at different levels in the present Indian situation

## **UNIT – 2: Content of Teacher Education**

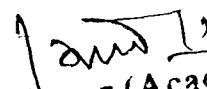
- Theory of teacher education and its duration, Practical activities to be conducted during the training Course, Relationship and weightage given to theory and practical work, Evaluation – Internal and external
- Instructional Methods in Teacher Education, Lecture and discussion ,Seminars , Work shops, Symposium ,Group Discussion , Supervised study , New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology
- approach., Practice teaching in Teacher Education, Demonstrations ,Experimentation ,Practice teaching and observations ,
- Significance and Supervision of Practice teaching, Internship ,Relationship of College of Education with Co-operating Schools

## **UNIT-3 Evaluation procedures in Teacher Education**

- Assessment (I) Aspect of Internal & External Assessment (II) New techniques of Evaluation
- Teaching as a profession:
- Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.
- Professional organizations for various levels of teacher-types and there role & functions
- Performance appraisal of teacher
- Code of conduct and ethics of teaching profession. 3.7Faculty improvement programme for teacher Education.

## **UNIT-4 Research and Teacher Education**

- Need of Research in Teacher Education
- Action Research for quality improvement in T.E.
- Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification Of Teacher behavior, School effectiveness.
- Current problems of Teacher Education

  
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- Teacher Education and practicing schools
- Teacher Education and UGC, NCTE, University.
- Preparing teacher for special school

### UNIT- 5 Types of Teacher Education Programmes and Agencies:

- In-service T.E. - Concept, Meaning, Need and nature
- Preserves T.E. - Concept, Meaning, Need and nature
- Orientation and Refresher courses
- Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University. Academic Staff colleges, University Department of Education and Teacher Organization.

Sessional Work:-

25 marks

- Subject specific Term Work Module/assessment modes – at least two- (like Extension/field/experimental work, Short Quiz)

### References :-

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji – Education of Teachers in India, Valun I e I& II – S Chand & Co., Delhi
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India.

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## Specialization Select one out of four Paper

### Pedagogy of Science Education -23 (b)

#### Objectives:-

On completion of this course, the students will be able to:

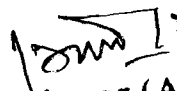
- To understand the difference and complementarily between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To understand the role of assessment in the teaching –learning process in science;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

#### Unit I -Science : Nature

- Complementarities between science and technology
- Science and Mathematics and their complementarities,
- Common misconceptions of pupils about the nature of science
- Characteristics of different disciplines of science, their interrelationship and integration.

#### Unit II – Taxonomy in Science Education

- Taxonomy for curriculum development in Science Education
- Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary.
- Integrating co-curricular activities with science education,
- Trends in science curriculum, considerations in developing learner centred curriculum in science.

  
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### Unit III- Approaches to Teaching-Learning of Science-2

- Role of experiments in science, integration of theories and experiments in science: development of laboratory design,
- Planning and organisation of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments,
- Encouraging and respecting children responses, introducing alternative approaches in science learning,
- Integrating science across different disciplines and with real life situations.
- Reflective enquiry.

### Unit IV- Planning and assessment

- Planning and assessment of portfolios in science learning.
- Assessment of curricular activities;
- assessment of content knowledge through activities and experiments,
- assessment of laboratory skills.

### Unit V- Contemporary Issues in Science Education

#### Innovations and Creativity in Science.

- researches in science education,
- effect of project work in pedagogy of science.
- Contribution of Indian scientists, Scientific and technological literacy.

#### Sessional Work:

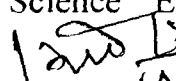
25 MARKS

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

#### REFERENCES:

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- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130

  
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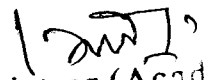
### Pedagogy of Mathematics Education-23 (b)

#### Objectives:-

- On completion of this course students teacher will be able to:
- Distinguish between science and mathematics appreciate the abstract nature of mathematics
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics

#### Unit I- Nature, Development and Significance of Mathematics

- Abstractness of mathematics; Distinction between mathematics and science;
- Distinct roles of pure and applied Mathematics;
- Mathematization aesthetic aspect of mathematic;
- historical development of mathematical concepts with some famous anecdotes Pythagoras, Aryabhata, Ramanujan., etc.; teaching of mathematical modeling

  
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## Unit II- Objectives and Strategies of Teaching-learning mathematics

- Competence based approach in teaching mathematics
- Teaching gifted/Slow learners in mathematics,
- Pedagogical analysis of mathematics,
- Reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- Computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

## Unit III- Critical appraisal of Curriculum of mathematics

- At preprimary,
- primary, upper primary,
- secondary & higher secondary.

## Unit IV- Content Structure of Mathematics

- Role of examples, counter examples and non-examples in mathematics
- conjectures; scope and limitations of Intuition in mathematics
- Sets and Venn diagrams as a representative of mathematical properties and their relations

## Unit V- Evaluation in Mathematics-2

- Types of test items in mathematics: Meaning,
- Merits, limitations and Construction of long answer type, short answer type, very short answer type and
- Objective type construction and standardization of an achievement test in mathematics.
- Action Research in Mathematics.

**Sessional Work:**

25 MARKS

The student teacher may undertake of the following .


- Development of achievement test.

  
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8. Heimer, R.T. & Trueblood, C.R. (1970): Strategies for teaching children Mathematics; Reading, Massachusetts: Addison Wesley Publishing Co.
9. Howard T. & Jones, S. (2000): Becoming Successful Teacher of Mathematics. London: Rout ledge Falarer Series.
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11. Lieback, P (1984): How children learn mathematics. Penguin Books.
12. Malove, J. & Taylor, P. (1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
13. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
14. Marshal, S.P. (1995): Schemes in Problem Solving, NY: Cambridge University Press.
15. Marilyn, N. (2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.
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## **Pedagogy of Language Education-23 (c)**

### **Objectives :-**

On completion of the course students teacher will be able to:

- TO gain an understanding of the nature, functions and the implications of planning for teaching language/languages.
- To understand the psychology of language learning.
- To study and analyze different approaches, methods and techniques for differentiating between teaching language
- Teaching literature in the context of first language and second language examine various areas of research in language education
- To survey various problems with respect to language learning identify.
- To reflect on factors affecting language policy.

### **Unit I- Issues of Language Learning**

- Curriculum, selection and sequencings of content,
- Contexts, transaction and evaluation techniques,
- Development of basic language skills as well as advanced language skills primary, secondary and seniorsecondary levels.
- Innovative techniques for teaching grammar, reading comprehension and written expression.

### **Unit II- Discourse Analysis:**

- Theories of discourse analysis including speech acts, conversational maxims,
- conversational analysis,
- ethno-methodology, text analysis,
- critical discourse analysis.
- met linguistic awareness with a focus on listening, speaking, seaving, comprehension at writing.

### **Unit III-Individualization of Language Learning**

- Need, techniques, viz.
- differential assignments,
- classroom tasks,
- personalized system of instruction

  
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#### Unit IV- Teaching Learning of Languages

At referent stage of school education-

- Primary, upper primary
- secondary, and higher secondary.

#### Unit V- Contextual Problem in Language Learning

- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language
- School language-problem of tribal dialects.

**Sessional Work:-**

**25 MARKS**

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

#### REFERENCES:-

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.
2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.
3. Britton, J. (1973). Language and Learning. England: Penguin Books.
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5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
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8. Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
9. Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
10. Osherson, N. D. & Howard, L. (1990). Language an Introduction to Cognitive Science: - Vol.1, USA: Massachusetts Institute of Technology.
11. Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.
12. Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.
13. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
14. Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

### **Pedagogy of Social Science Education-23 (d)**

#### **Objectives :-**

After completion of the course the students be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively Use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

  
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### **Unit I – Social Science Education in school**

- Place of social sciences in school curriculum
- aims and objectives of teaching social sciences at various stages of school education
- Research perspectives in pedagogy of social science education.

### **Unit II –Social Science Curriculum Approaches**

- curriculum; social science curriculum at various stages of school education
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks,
- teacher's education manuals, other content enrichment materials –their conceptualization and processes;

### **Unit III – Approaches to Pedagogy of Social Science**

- Field survey, problem solving, role-play,
- Appraisal, field visits and case studies; action research etc.
- Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review),
- RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning, pedagogical analysis of social science.

### **Unit IV- Resources for Teaching-Learning of Social Science.**

- Effective utilization of resources for teaching social science textbooks and
- Supplementary materials,
- Literature and biographies,
- Environment and community resources;
- Development of low cost improvised teaching aids.

### **Unit V – Evaluation in Social Science Education**

- Construction of achievement test Alternative assessment: rubrics, portfolios and
- Projects Typology of questions as related to different subject areas viz.,
- History, Geography, Political Science, Economics etc.
- evaluation of attitudes ,

  
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**Sessional Work:**

25 MARKS

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

**REFERENCES:-**

1. NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.
2. NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
3. NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
4. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.
5. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, New Delhi.
6. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.
7. NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi. 43
8. NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.
9. NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.

  
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**B.Ed-M.Ed – 24-(a,b)-i**

**Guidance and Counseling-2**

**Marks-100**

**Objectives :-**

After completing the course the students will be -

- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about Counselling- research, issues and trends.

**COURSE:-**

**Unit- 1. Occupational Information**

- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation- career conference, Career exhibition, Visits, field trips, Career films etc.
- Use of technology in the collection and dissemination of occupational information.

**Unit 2. Job Analysis**

- Meaning and objectives of job analysis
- Outline for job study
- Job profiles
- Job satisfaction

**Unit-3 Techniques of guidance & Counseling**

- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data.
- Techniques for group Counseling – formal informal discussions Committee reports, lectures,
- Dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

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#### **Unit-4 Placement and follow up**

- Aims and types of placement
- Responsibility of the school and Community about the placement services
- Importance and purposes of follow up services
- Role of follow up

#### **Unit-5 Guidance and counseling (with reference to present scenario)**

- Research
- Issues
- Trends

#### **Sessional Work:**

**25 marks**

1. Job analysis of one occupation
2. Prepare an interview schedule for Placement services.

#### **References:-**

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological testing, New York, Mac Millan 1982
3. Mennet M.E. : Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. **Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.**
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985
9. Koceher SK : educational and Vocational Guidance in Secondary Schools, Sterling Publisher (p) Ltd. Delhi
10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.
11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.
12. Rogers C.R. : Client Centered Therapy, Mifflin.

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**B.Ed-M.Ed – 24-(a,b)-ii**

**Curriculum, Pedagogy and Assessment-2**

**Marks : 100**

**Objectives:**

**To enable the student teacher to:**

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.
- Understand the nature and uses of different assessing tasks and tools and techniques to assess student performance.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques.

**Course :-**

**UNIT-1 Curriculum Development**

- Factors influencing to curriculum implementation: student, teacher and instructional environment.
- Development of national curriculum framework

**UNIT-2 : Teaching Learning Process**

- Learning aspects : Behaviorism, Cognitivism , Constructivism.
- Teaching aspects: Maxims, Principles, phases and levels.
- Classroom communication: Concept, characteristics, cycle, barriers and facilitations, action research

**UNIT-3 Multisensory approaches**

- Multisensory approaches : Audio – Visual aids (Edger date's cone of experience)
- Teacher in digital era (Visual Teacher)

  
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#### UNIT-4 Practices in Education

- Micro – Teaching : skill of Introduction, Questioning, explanation, stimulus variation and reinforcement.
- Analysis Teaching Behaviour (FIACS)
- Programme Learning and teaching Machine.

#### UNIT-5 New trends in Evaluation

- New trends in Evaluation : CCE, Grading system, Semester system, Online Exam, Open book exam, Exam on demand.
- Statistics : Need and importance, Frequency Distribution Graphic, Representation, Measures of Central Tendency, Standard Deviation, Correlation (Rank difference)

Sessional work:-

MARKS—25

(Any two of the following)

- \* Conducting of an action research.
- \* Planning of an achievement test/Diagnostic test.
- \* School visits followed by presentation on evaluation practices in schools.

References :-

1. Amidon, Edmund J. And John B. Hough (1967) – Interaction Analysis : Theory, Research and application, Addison Wesley publishing company, Reading Massachusetts London, Ontario, 401 pp.
2. Buch. M. B. and Santhanam. M. R. (1970) – Communication in Classroom, CASE. M.S. University, Baroda-2 165 pp.
3. Clayton, Thomas F. (1969) – Teaching and Learning : Psychological Perspective, Prentice-Hall.
4. De Cecco, John P. (1964) – Educational Technology : Reading Programmed Instruction. Hall, New Delhi. 880 pp
5. Knirk, R.G. And Chailds John W. General Method of Effective Teaching: Practical Approach, New Yark, Thomas y. Browell, 305 pp
6. Pandey, K.P. (1968) – Evaluation in Education (Hindi), Meenakshi Prakashan, Meerut, 230 pp.
7. Sharma, R.A. (1996) – Educational Teachnology , Internatinal Publishing Meeruit. Pp. 352.

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8. Thyne, James M. (1970) – Psychology of learning and Techniques of Teaching, London : University Press, 280 pp.
9. Tanner, Baniel (1972) – Using Behaviour Objectives in the Classroom, New York : MacMillian, 71 pp.
10. Chandra, Arvind (1977) Curriculum Development and Evaluation in Education, Delhi : Sterling Publishers.

**B.Ed-M.Ed – 24-(a,b)-iii**

**Education Policy, Economics and Planning-2**

**Objectives :**

**After completion of the course the student-teachers will be able to:-**

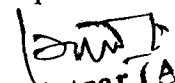
- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To critically evaluate policies related to local and state authorities, which play important role in shaping school performance.

**UNIT – I: Educational Administration at National & states Level:**

- Meaning concept, nature and types of structure of educational administration at national level.
- Role and responsibilities of center govt.
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- *Kendriya Vidyalaya Sangathan,*
- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.

**UNIT – II: Issues, Concern & challenges:-**

- Issues and challenges in elementary educational administration of at national ,state and local level.
- Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

  
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### UNIT – III: School Community Relationship -1

- Traditional and Modern view of School
- School as a miniature of society
- Ways and means of improving of school community relationship
- New Act, Oct, -2006 (School Management Committee) & RTE 2009, Education funds – PTA, Mothers Association, Old Students Association.

### UNIT – IV: School Community Relationship -2

- Professional organization of teachers
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

### UNIT – V School Administration:

- Need for school administration, objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.

SMC and school administration

### ASSIGNMENT:- ( ONE )

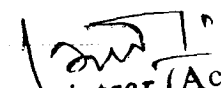
25 marks

Prepare a report on the existing structure and function of educational administration at national level.

Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school

Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).

Prepare a report on role and responsibilities of the principal & Teachers (with special reference to free and compulsory act)

  
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## References

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA. Mathur, S.P. (2001): Financial Administration and Management. Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi Luthens, Fred.
- (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
- Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.

  
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B.Ed-M.Ed – 24-(a,b)-iv

**Educational Management, Administration and Leadership-2**

**OBJECTIVES:**

**After completion of the course the student-teachers will be able to:-** - To handle or solve problems and issues related to educational administration at elementary level.

- Understand types of educational administration.
- Select/ practise/and suggest appropriate types of educational administration according to situations.

**UNIT – I: Educational Administration at National Level:-**

- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding Administrative reforms at the central level.

**UNIT – II: Role of states Govt. in Secondary education:-**

- State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- Local bodies:- Distract boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

**UNIT – III: Types of Educational Administration**

**(A) Totalitarian Educational Administration**

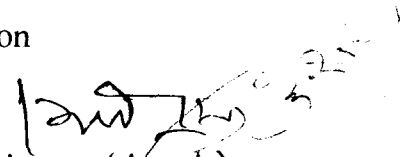
Merits of Totalitarian Education

Demerits of Totalitarian Education

**(B) Democratic Educational Administration**

**1. Factors Determining the Character of Administration**

**(i) Personal Factors**

  
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(ii) Environmental Factors

- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other

**UNIT – IV Need for school administration,**

-objectives, and Influencing factors.

- Main changing concept and scope of school administration, role and responsibilities of principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.

**UNIT – V Issues in Educational Administration**

Authority and Control: Centralization and Decentralization

Bureaucrat and politicism / Bureaucrat and the Technocrat

Educational Administrator

(a) Qualities of the Administrator

(b) Duties of the Administrator

(c) Human Relations

DIETS- Responsibilities

**Practicum/Field Work**

- Comparative study of qualities of the 4 administrators of best performing school and school with poor performance to identify the similarities & differences.
- Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.

Prepare a report on role and responsibilities of principal & Teacher (with special reference to free and compulsory act)

**References:-**

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA.
- Mathur, S.P. (2001): Financial Administration and Management. Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
- Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.

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- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- Musaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.

**B.Ed-M.Ed – 24-(a,b)-v**

**EDUCATIONAL TECHNOLOGY-2**

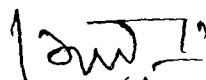
**OBJECTIVES:**

1. Students will be able to attain the Concept of Communication.
2. Students will be able to assess the status of Educational Technology in India.
3. Students would learn the mechanism of developing PLM.
4. Students will be acquainted with the concept of Distance Education, Open Education and their management.
5. Students will be familiar with concepts like Model of Teaching, Instructional Strategies, Cybernetics etc.
6. Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

**CONTENTS:**

**UNIT I: – Communication Modes in education**

- Concepts and process of communication
- Principals of communications
- Communication and learning
- Modes of communication - Speaking and listing , Writing and reading ,visualizing and observing
- SMCR model of communication, Sharon's model of communication
- Task analysis

  
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## UNIT II: Programme Learning Materials

- Mechanics of developing different types of Programmed Learning Materials,
- Mastery Learning,
- Criterion Reference Testing and Norm Reference Testing: Assumptions, Advantages, Disadvantages and Uses.

## UNIT III: Behavioral Technology

- Flanders Interaction Analysis,
- Coding, Decoding,
- Feedback System and Simulation.

## UNIT IV: Models of Teaching

- Definition, classification and elements, ITM/CAM as an example.
- Multimedia Approach and Instructional Strategy: meaning and designing,
- Difference among message, method and medium, (d) Cybernetics – Concept and scope in Education.

## UNIT 5 – e-learning

- E-learning definitions, scope, trends, attributes & opportunities
- Pedagogical designs & e-learning
- Assessments, feedback and e-moderation
- e-learning on line learning management
- On line learning management system
- Digital learning objects
- Online learning course development models
- Management and implementation of e-learning

## SESSIONAL 25 MARKS

- Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

  
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## REFERENCES:

- Chouhan, S.S.: Innovations in Teaching and Learning Practices. Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction. Sterling Publication, New Delhi, 1982.
- Davis, B.: Tools for Teaching. Maxwell, New York, 1993. Joyce, B. and Well, M.: Models of Teaching. New Jersey: Prentice Hall Inc., 1985.
- Kumar, K.L.: Educational Technology. New Age International, New Delhi, 1996. Khan, Inayat: Distance Teaching. Amar Prakashan, Delhi, 1992.
- Rathore, H.C.: Management of Distance Education in India. Ashish Publishing House, New Delhi, 1993.
- Sampath, K. et al.: Introduction to Educational Technology. Sterling Publisher, New Delhi, 1981.
- Sansanwal, D.N. Information Technology. University News, Vol. , No. , 2000. ? Sharma, R.A.: Educational Technology. Loyal Book Depot, Meerut, 1982.

1996.

## THEME BASED ON INSTRUCTIONAL STRENGTH

### B.Ed-M.Ed – 24-(a,b)-vi(a)

#### Lifelong Learning-2

- To enable the student concept of lifelong education.
- To enable the student with approaches to lifelong education.
- to enable the student to the need of adult and continuing education in the contemporary world.
- to enable the student of the literacy situation and government efforts for improving the literacy status.
- to enable the student understand the role of universities in continuing education.
- to enable the student for the research in Continuing Education and Life Long Education.

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### UNIT – I

- Adult and Continuing Education; Evolution of concept, aims and practice.
- Need and importance of Adult and Continuing Education in the contemporary world.

### UNIT – II

- Philosophical basis of lifelong education – Humanism and Existentialism.
- Sociological basis of lifelong education. Need and importance in the contemporary world.

### UNIT – III

- Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all
  - sections of society.
- Impact of Life Long Education on formal education – Education for diverse target groups through
  - Open Learning
  - Web Based Education
  - Community Colleges.

### Unit – IV

- Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies.
- New Initiatives in Adult and Continuing education; Sakshar Bharat.

### Unit – V

- The non formal approaches in education-Education for all
- School drop outs and universallization of primary education and its relationship with adult literacy: DPEP
- Teaching -learning materials for non formal education-Preparation according to the needs of various target group sarva Shiksha Abhiyan

### Sessional work (two)

marks- 25

Poster preparation and exhibition of any /all of the following :

1. Open learning
2. Part time courses
3. Web based Education

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### B.Ed-M.Ed – 24-(a,b)-vi(b)

#### Value Education and Human Rights-2

##### Objectives:

- 1) To enable students to understand the need and importance of value-education and education for Human Rights.
- 2) To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- 3) To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- 4) To enable them to understand the process of moral development vis-à-vis their cognitive and social development
- 5) To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

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## Course Content

### Unit 1 Moral and Cultural Context

- Universal Charter of Human Rights –
- National Human Rights Commissions

### Unit 2 Human Rights

- Concept, need,
- Importance,
- awareness about human right

### Unit 3 Morality and Moral Education

- Justice and care – the two dimensions/perspective in morality: dichotomy between reason and passion
- Moral judgement and moral action

### Unit 4 Media and moral learning

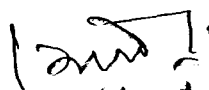
- Media and moral learning
- Moral learning inside the school: providing “form” and “content” to moral education.
- Moral education and the curriculum: can moral education be imparted taking it as a subject of curriculum

### Unit 5 Transactional Strategies for Moral Education

- Models of moral education – a) Rationale building model, b) The consideration model, c) Value classification model, d) Social action model; assessment of moral values.

#### TASK AND ASSIGNMENT:- MARKS-25

- A review of implementation and evaluation of different schemes for human rights .
- A critical review of human rights on human development with news coverage.

  
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### B.Ed-M.Ed – 24-(a,b)-vi(c)


### PEACE EDUCATION-2

**OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

  
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### **Unit -1: Introduction of Peace Education**

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education

### **Unit-2 Role of Social Agencies**

- Role of Social Agencies : Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

### **Unit 3- Challenges to Peace-**

- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , , Dramatization , Debate and etc.

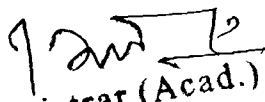
### **UNIT 4.Effective Teaching of Peace Education**

- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

### **Unit 5- Role of Social Agencies:**

Role of Religion in propogation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace **Tasks and Assignments**

- |               |          |
|---------------|----------|
| 1. Class Test | 10 marks |
| 2.Any one     | 10 Marks |

  
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- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

**REFERENCES :-**

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**B.Ed-M.Ed – 24-(a,b)-vi(d)**  
**YOGA EDUCATION**

**OBJECTIVES:-**

**MARKS-100**

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

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## Unit 1. Basis of Yoga

- Yoga Upanisada : Isa, Mandukya, Mundaka, Taitriya
- Bhagwadgita
- Concept of Dharma
- Karma Yoga

## UNIT-2 Basic understanding

- Basic understanding of Karma Yoga according to Bhagwatgita
- Personality Development through Karma Yoga
- Community awareness Programme

## UNIT-3 Application of Yoga

- Special Techniques: Asthama, Nasal allergy, Diabetes, Low bachache, Hypertension/IHD, IBS/GID,
- Tension/Migraine, Headache

## UNIT-4 Advance Techniques:

- Self Management of Excessive Tension
- Pranic Energisation Technique
- Meditation: a. Omkara Dhyana, b. Cyclic Meditation
- Advance Techniques: a. Self Management of Excessive Tension b. Pranic Energisation Technique 3. Meditation: a. Omkara Dhyana, b. Cyclic Meditation

## UNIT V - Education and Yoga

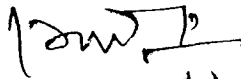
- Educational Philosophy: Definition, Meaning, Nature, Scope, Functions.
- Thinkers and Philosopher of Yoga and Education. Brief Life Sketch, Philosophy and
- contribution in the field of Yoga Education. i) Maharishi Patanjali, Buddha, and Gourakhnath ii) Vivekananda, J. Krishnamurti, Osho , Paramahansa Yogananda.

## Tasks and Assignmentss

1. Following activity-

MARKS:- 25

- Fundamental skills of yoga with detailed.

  
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## REFERENCES:-

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**B.Ed-M.Ed – 24-(a,b)-vi(e)**

**Inclusive Education -2**

**Marks-100**

### Objectives :-

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;
- To implement laws pertaining to education of children with special needs

  
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**Sessional Work:**

**25 marks**

- Make a report on observation of the behavior of any one child of an inclusive school.
- Make a report on role of community in fostering the education of gifted children.

**REFERENCES:-**

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- 11.Madan Mohan Jha (2002).School with out walls: inclusive education for all, Heinemann edu. Oxford
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- Mathew, S.(2004)*Education of children with hearing impairment* .RCI, Kanishka Pub.
- 13.National Policy on Education(1986,1992),MHRD, GOI, Delhi
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