



# **JAN NAYAK CHANDRA SHEKHAR UNIVERSITY (JNCU) BALLIA (U.P.)**

## **FACULTY OF EDUCATION B.ED. PROGRAMME**

### **RULES, REGULATIONS AND CURRICULUM**

#### **1. PREAMBLE**

The Bachelor of Education programme, generally known as B.Ed. is a professional course that prepares teachers for upper primary or middle level (Classes VI-VIII), Secondary level (Classes IX-X) and Senior Secondary level (Classes XI-XII).

#### **2. DURATION**

The B.Ed. programme shall be of duration of two academic years spread over four semesters. It consists of four semesters and the academic year will be July 1st of every year with 6 months course duration respectively.

#### **3. WORKING DAYS**

- a. There shall be at least two hundred working days each year exclusive of the period of admission, examination and evaluation.
- b. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship.

#### **4. ELIGIBILITY**

- a. Candidates with at least fifty percent marks (50%) either in the Bachelor's Degree and/or in the Master's Degree in Science/Social Science/Humanity, Bachelor's in Engineering or Technology with Specialization in science and mathematics with fifty five percent marks (55%) or any other qualification equivalent thereto, are eligible for admission to the programme.
- b. The reservation and relaxation of SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

#### **5. ADMISSION PROCEDURE**

Admission shall be made on merit on the basis of marks obtained in the State/National level qualifying examination and/or in the entrance examination or in accordance with any other procedure as per the policy of the JNCU, Ballia.

6. If the Student has not completed theory courses, practicum and school internship he/she will not be allowed to appear in the B.Ed. examination.

7. During the study of B.Ed. course no student can avail the opportunity of any kind of full time or part time paid job. If any such cases are reported, his/her admission will stand cancelled.

#### 8. **EXAMINATION**

- a. B.Ed. students can answer in English or in Hindi medium.
- b. In the theory **First division** would be awarded to those students who have secured 60% and above, **Second division** to those who have secured 48% and above but below 60% **Third division** to those getting a minimum of 40% in total and at least 36% marks in each theory course separately but less than 48% marks in aggregate.
- c. In practicum those getting 60% and above will be placed in **First division**, those getting 48% and above but less than 60% will be placed in **Second division** and those with 40% and above but less than 48% in **Third division**.
- d. The division in theory and practicum will be indicated separately towards the end of the fourth semester by aggregating the scores (credits) earned in the preceding three semesters and by adding the same to the scores of the fourth semester.
- e. In the first and second semester for the assessment of practicum and EPC will be complete internal assessments.
- f. In the third semester during internship assessment of teaching competencies/skills will be carried out by a board of examiners, consisting of three members one being an external member from University by BOS, one member from within the university but not from the concerned college in accordance with seniority through rotation and who will act as coordinator.
- g. The examiners for both theory and practicum of B.Ed. programme shall be appointed from a panel of examiners prepared by The Board of Studies in Education. In no circumstance the departure from this practice will be permitted.
- h. In case of inflated markings in theory and practicum reported, the competent authority of the university shall have the right to review the same with the help of experts duly appointed for the purpose.

#### 9. **EXAMINATION STRUCTURE (TENTATIVE)**

	Class started	Exam.
Semester-I	01 July - 30 Nov.	05 Dec. - 20 Dec.
Semester-II	01 January- 15 May	20 May - 30 May
Semester-III	01 July - 30 Nov.	10 Dec. - 20 Dec.
Semester-IV	01 January- 10 May	15 May - 30 May

## The B.Ed. Two year Curriculum

The B.Ed. programme of Jan Nayak Chandra Shekhar University, Ballia is a two year course consisting of Theory Courses, Practicum and School Internship. Theory courses comprise perspective courses and courses in curriculum and pedagogy studies. In the practicum the focus is on engagement with the field. In the school internship the focus is on sustained engagement with learners and the school including engagement in continuous and comprehensive evaluation, school based innovative practices and community based interaction. The course aims at development of needed competencies and skills for an effective teacher in the 21st century class room processes and school context.

There will be theory courses of 1100 marks (48 Credits) and Practicum comprising of EPC (Enhancing Profession Competencies) and Internship I & II of 300 marks (16 Credits) spread over a period of two years in four semesters. The year wise and semester wise distribution of theory, practicum & internship programme with the weightage in terms of marks (credits) are indicated in the following plan.

The following is the outline of the courses and its layout Year/Semester wise.

### First Year

#### First Semester

Course Code	Course Title	Marks	Credits
Theory Course			
1.	Perspectives in Sociological & Philosophical Bases of Education.	100	4
2.	Perspectives in Psychology of Teaching, Learning and Development	100	4
3.	Knowledge and Curriculum	50	2
4.	Educational Technology and Computer assisted instruction.	50	2
<b>Total :</b>		<b>300</b>	<b>12</b>
Practicum (EPC)			
EPC 1	Practice in core teaching skills- a. Set Induction b. Explanation e. Illustrating with examples d. Questioning and probing e. Writing of behavioral objectives f. Lesson planning & Unit planning g. Stimulus variation h. Reinforcement and feedback i. Use of teaching aids including Black Board writing j. Sketching and drawing k. Closure (At least eight skills are compulsory)	25	1
EPC 2	Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/College.	15	1

	a. Swami Vivekanand c. Aurobindo e. Gijju Bhai g. Madan Mohan Malviya i. Pt. Deen Dayal Upadhyay	b. Mahatma Gandhi d. Rabindra Nath Tagore f. Krishna Murti h. Acharya Narendra Dev		
EPC 3	Drama and Art in Education		10	1
	<b>Total :</b>		<b>50</b>	<b>3</b>

### Second Semester

Course Code	Course Title	Marks	Credits
Theory Course			
1.	Contemporary Indian Education	100	4
2.	Assessment of Learning	100	4
3.	Action Research in Education	50	2
4.	Inclusive Education	50	2
	<b>Total :</b>	<b>300</b>	<b>12</b>
Practicum (EPC)			
EPC 1	Personality development with emphasis on— Understanding the self/Communication skill including Language Use and improvement of speech.	10	1
EPC 2	Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon.	10	1
Internship-I	In the Internship for first year of <b>4 Weeks</b> following activities/assignments will have to be undertaken.	30	1
	a. <b>School Visit</b> : Two days for every School : primary/upper primary and secondary level schools. (One week) b. <b>Observation:</b> Observation of class room teaching, Classroom and School sites including library, lab and sports/extramural programmes within the school with preparation of school profile as an outcome. (One week) e. Skill development through simulated and micro teaching sessions. (One Week) d. Improvising of teaching aids/exhibits/gadgets for use in school. (One Week)		
	<b>Total :</b>	<b>50</b>	<b>3</b>

## Second Year

### Third Semester

Course Code	Course Title	Marks	Credits
Theory Course			
1.	Pedagogy of School Subject-1	100	4
2.	Pedagogy of School Subject-2	100	4
		<b>Total :</b>	<b>8</b>
Practicum (EPC)			
EPC 1	Classroom/School/Community based research projects and implementation	25	1
EPC 2	Intelligent use of ICT and development of power point presentation including improvisation of teaching aids and gadgets.	25	1
Internship-II	In the Internship for second year of <b>16 weeks</b> , following activities/assignments will have to be undertaken.	150	8
	A. The B.Ed. trainee will be attached to primary/upper primary level schools for <b>(Four weeks)</b> , to secondary level for <b>(Two weeks)</b> . The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21 <sup>st</sup> century global world. B. The activities undertaken during this programme of school attachment will comprise of : a. Observing teaching sessions of school teachers. b. Teaching 40 lessons (Supervised by B.Ed. faculty). c. Participation in school chores such as prayers, assembly, organization of Co-Curricular activities. d. Library and lab management (in cases of trainees having to work with laboratories). e. Excursion, Study tours etc. as part of the school programme. f. Community interactions including teacher-parent meetings and visits to specific community centres.		
		<b>Total :</b>	<b>10</b>

### **Pedagogy of School Subjects —**

Pedagogy of two school subject have to be selected from the following groups in which only one subject is to be selected from each group:

Group A	Group B	Group C	Group D
1. Hindi teaching	1. History teaching	1. Commerce teaching	1. Biology teaching
2. Sanskrit teaching	2. Geography teaching	2. Science teaching	2. Mathematics teaching
3. English teaching	3. Civics teaching	3. Home Science teaching	
	4. Economics teaching		

### Fourth Semester

Course Code	Course Title	Marks	Credits
Theory Course			
1.	Environmental Education in Indian perspective	100	4
2.	Gender, School and Society	100	4
3.	Any two of the following— a. Fundamentals of Guidance and counselling b. School management c. Value education and moral ethics d. History of Indian Education	50+50	2+2
<b>Total :</b>		<b>300</b>	<b>12</b>
Practicum (EPC)			
EPC 1	Scouting and Guiding—Under the guidance of an authorized trainer with certification.	Compulsory	
EPC 2	Yoga Education — Under the guidance of a formally trained yoga expert with certification from the concerned institution.	Compulsory	

**Total Theory Marks : I+II+III+IV = 300+300+200+300 = 1100**

**Total Practical Marks : I+II+III+IV = 50+50+200+0 = 300**

### EVALUATION PATTERN

Practicum Activities/Internship

Semester-I = 50 Marks Internal assessment

Semester-II = 50 Marks Internal assessment

Semester-III = 200 Marks (External assessment by panel of examiners)

**Total : = 300 Marks.**

### External Evaluation: (Theory Papers)

The format for the marking scheme for question papers in the theory courses (Maximum marks = 100) in external written examination shall be as follows:

Q.-1 Short answers (about 200 words)

Ten questions of 4 marks each = 10x4 = 40 Marks.

Q.-2 to 9 (unitwise - A, B, C, D)

Four questions with internal choices. (500 words) 4x15 = 60 marks.

**Maximum Marks = 100**

**Pass Marks = 40**

The format for the marking scheme for question papers in Theory courses (Maximum marks = 50) in external written examination shall be as follows:

Total Marks = 50

Pass Marks = 20

Q.-1 Short answers (200 words)

Ten questions of 2 marks each =  $10 \times 2 = 20$  marks/

Q.-2 to 9 (unitwise - A, B, C, D)

Four questions with internal choices. (500 words)  $4 \times 7\frac{1}{2} = 30$  marks.

**Total Marks = 50**

**B.Ed.**  
**First Semester**

**Perspective in Sociological and Philosophical bases of Education**

**Objective-** After completing this course, the student will be able to:

1. Explain the educational implications underlying the thoughts of great thinkers.
2. Analyze the concepts of education and teaching.
3. To make a distinction among different schools of Educational Philosophy and their teaching implication.
4. To analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.
5. To understand the role of education in economic development and the need of educational planning.
6. To explain the role of education in national integration, international understanding, human values and human rights.

**Unit-1**

- A. Education & Philosophy- Meaning, Relation, Different forms of education and new approach to philosophy, Branches of Philosophy- Metaphysics, Epistemology and Axiology and their Educational implications.
- B. Indian Philosophy and Education: Upanishadic Educational Philosophy, Importance, Nature and its relevance. Importance of Buddhist Educational Philosophy- Nature and Educational Implications.

**Unit-2**

- A. Reflections on various schools of Educational Philosophy- Idealism, naturalism, Realism and Pragmatism in terms of Aims of education, curriculum, teaching methods and student-teacher relationship.
- B. Indian and Western Educational Philosophers- Shankaracharya, Mahatma Gandhi, Pt. Deen Dayal Upadhyay, Vivekanand, Russel and Annie Besant : Important implications for designing an effective educational system of Education.

**Unit-3**

- A. Education and Contemporary Indian society: Education as a factor of social change, Role of family, school and community in social change, social mobility and education.
- B. National integration and international understanding- meaning, aim, role of education, Human rights: Meaning, Aim, Relevance and implications. Development of democracy and role of education, Fundamental Rights and Fundamental Duties in the constitution and role of education in realization of these.



#### **Unit-4**

- A Educational planning and Economic development- Meaning of educational planning, Role of educational planning. The new planning policy in India : Economic development : meaning, aims, role of education in economic development; concept of education as human investment and educational implications.
- B. Culture and Education- meaning, difference between civilization and culture, role of teaching in re-establishing culture. Value- meaning, Indian values and role of teacher in instilling India Values.

Approaches to value education : J. Krishnamurti

Sri Aurabindo and Sathya Sai Baba

#### **Transactional strategies**

1. The course will be transacted through discussions based on cases, interactive lectures, group discussions, quizzes and at least four assignments on each of the four units.
2. Seminar presentation (at least two topic)

#### **Reference Books-**

- Chaube, S.P. & Chaube, Akhilesh : Philosophical and Sociological Foundation of Education, Vinod Publication, Agra.
- Pandey, K.P. : Perspectives in Social Foundations of Education, Vishwavidyalaya Prakashan, Varanasi.
- Pandey, R.S. : Education in emerging Indian Society, Vinod Publication, Agra.
- Sharma, R.N. : Philosophy and Sociology of Education, Surjeet Publication.
- Vazhayti, Joy : Reflections on the Philosophy of Education, N.C.E.R.T.
- Ruhela, S.P. : Philosophical and Sociological Bases of Education, Agrawal Publication, Agra.
- Pachauri, Girish : Siksha Ke Darshanic and Samajshastriya Adhar, R. Lal Book Depot., Meerut.

## **Perspectives in Psychology of Teaching, Learning and Development**

**Objectives-** After taking this course, the student will be able to :

1. Comprehend the meaning, scope and the relevance of Educational Psychology.
2. Explain and understand the intellectual, social and emotional changes that occur during different developmental stages.
3. Make a difference between various stages and levels of teaching.
4. Differentiate between the focus of concern in the different theories of learning.
5. Work out the implications of the concept of intelligence, its different theories.
6. Analyze the concepts of personality & adjustment.
7. Explain the different categories of mentally retarded children and their educational implications.

### **Unit-1**

- A. Psychology of teaching: meaning, scope and its relevance from the point of view of teachers. Stages in teaching: Preactive, Interactive & Postactive, Levels in teaching: memory level, understanding level and reflective level. Group dynamics. E-Learning, Role of ICT in teaching- Learning Process.
- B. Psychology of development: meaning of development, difference between development & growth, characteristics related to cognitive, social and emotional development during childhood & adolescence. Piaget's stage of cognitive development Bruner's theory of concept foundation Erikson's stage of social development, Kohlberg's stages of moral development.

### **Unit-2-**

- A. Psychology of learning: meaning, factors affecting learning, transfer of learning: meaning, types and its educational implications, Motivation: meaning, various techniques for motivating the students. Conditions of Learning C.R.M. Gagne, Maslow's hierarchy of needs.
- B. Theories of learning: Classical, Operant, Gestalt and Cognitive theory of Piaget and Bruner, Main features and their educational implications. Memory and Forgetting, Meaning, definition and relevance in Teaching-Learning.

### **Unit-3-**

- A. Psychology of intelligence: meaning, concept, theories of intelligence: IQ, EQ and SQ: their implications for organizing teaching-learning processes. Use of intelligence tests and its limitations. Structure of intellect Gardener's Multiple Intelligence. (J.P. Guilford).
- B. Psychology of Adjustment: meaning, process of adjustment, characteristics of a well adjusted person. Stress: concept, coping mechanism and its educational implications for teacher & learner. Ensuring wellness life style: determinants of wellness and scales to measure wellness life style.

#### **Unit-4-**

- A.** Psychology of personality: meaning, its Indian and Western conceptualizations: development of personality, measurement of personality.
- B.** Psychology of exceptional children: creative, gifted, slow learner and mentally retarded children their characteristics and implications for providing education.

#### **Practical work-**

- A.** Case study of an exceptional child and submission of a report thereon.
- B.** Presentation on any two recent developments in the field of educational psychology.

#### **Transactional strategies**

Discussions based on case studies, observations of classroom and school related participation of specific cases, modular presentations, administration and use of psychological tests of intelligence, creativity, personality, adjustment and wellness life style scales, Interactive seminars and buzz sessions.

#### **Reference Books–**

- Dutta, N.K. : The Psychological Foundation of Education, Doaba house, Delhi, 1974.
- Hurlock, E.C : Psychological development a life span approach, Tata Mc Graw Hill's, 5th edition 1983.
- Kundu, C.L. : Educational Psychology, Sterling Publication, 1983.
- Misra, K.S. : Emotional Intelligence: Concept Measurement and Research, Associate for Education Studies, Allahabad, 2007.
- Pandey, K.P. : Advanced Educational Psychology, Viswavidhyalaya Prakashan 2007.
- Sharma, N. : Understanding Adolescence, NBT, India 2003.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Panda, P.K. : Perspectives of Educational Psychology, Agrawal Publication, Agra.

## **Knowledge and Curriculum**

**Objectives-** After taking this course, the student will be able to :

1. Explain and understand the epistemological basis of education.
2. Analyse the basis of 'knowledge' and 'information' processing contexts in teaching and learning.
3. Differentiate between content and process in educational contexts.
4. Plan instructional designs keeping in view the various levels of knowledge.

### **Unit-1- Epistemological Concerns**

- A. Knowledge and Information: Meaning and difference between knowledge and information and their implications for teaching and learning in schools. Knowledge construction by Bruner, Ausubel and Vysotsky. Blooms Taxonomy.
- B. Process of knowledge creation: Western and Indian views- Inter disciplinary perspectives. Role of ICT in knowledge creation.

### **Unit-2- Approaches and Designs of Curriculum development**

- A. Relating curriculum to knowledge development: various approaches to curriculum design - behaviorist, cognitivist, constructivist and connectivist Approach.
- B. Developing a curriculum for a specific stage: structure and constraints in developing a structure.

### **Unit-3- Curriculum transaction**

- A. Direct and Indirect curriculum transactional strategies: Difference between the two, Focus on a few selected strategies such as interactive discussions, team teaching, inquiry training, experiential learning and brain storming etc.
- B. Determinants of effective curriculum transaction.
  - The teacher
  - The learner
  - The school
  - The community

### **Unit-4- Curriculum for catering Learner Diversity**

- A. Learner need- diversity in terms of sociological perspectives: Addressing the diversities in a school related site.
- B. Issues of congruence between need of learners and the content & process stressed through the curriculum. Knowledge and curriculum in NCF 2005 and NCFTE 2009.

### **Transactional strategies**

The course will be transacted with the help of multiple pedagogic procedures such as:

- Interactive discussions including group discussions.
- Brainstorming sessions

- School visit based reflective discussions
- Projects – individual & group based.

**Reference Books–**

- Borich, Gary D. : Effective teaching methods–Research Based Practice: Pearson 7th edition, 2012
- Allan, Ornatein C. :Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Pandey, K.P. :Shikshan Bywahar ki Technology : Vishwavidyalaya Prakashan, 2010 .
- Kumar, K. :What is worth Teaching ? (3rd edition) orient Blackswan (2004)
- Holt, J. :How children fail (Rev.ed.) Penguin, 1964.
- Saxena, NRS : Gyan and Pathayakram, R. Lal Book Depot, Meerut.
- Shukla, Bhavna : Knowledge and curriculum, Agrawal Publication, Agra.
- Mallik, S. : Knowledge, Language and curriculum, Rakhi Prakashan, Agra.

## **Educational Technology and Computer Assisted Instruction**

**Objective-** After taking this course, the student will be able to:

1. Understand the concept of Educational Technology and its linkage with modern technological devices.
2. Plan and organize T-L systems effectively with Educational Technology Support.
3. Adopt the Educational Technology approach for optimizing learning outcomes.

### **Unit-1-**

- A. Educational Technology : Concept, Development of ET and its ramifications : Hardware, Software and system's approach, ICT (Information and Communication Technology) and its application for optimizing learning outcomes.
- B. Behaviorist, Constructivist and Connectivist perspectives for development and design of ET.

### **Unit-2-**

- A. Models of teaching: Basic teaching model; concept attainment model and Value Analysis Model and Flanders's Interaction Model.
- B. Behaviour modification techniques: Simulation, micro teaching and Brain Storming and Synetics.

### **Unit-3-**

- A. Communication as a process ; Components of a communication process in teaching : Ensuring effective communication in the classroom with the help of ET.
- B. Planning, organizing, monitoring and controlling in T-L systems : Developing unit plans, lesson plans and exercises to optimise learning outcomes.

### **Unit-4-**

- A. Examples of ET Approach: Programmed Instructional Approach, Personalised systems of Instruction; Use of Televised teaching and learning.
- B. Use of Computer in teaching: computer assisted teaching and learning, computer literacy and computer programming, developing modules for computer-aided learning. Word processing, internet accessing and use of Edu-sat New developments in computer-assisted learning and teaching. Web Based Instruction (WBI), E-Learning, Mobile Learning, Role of ICT in Teaching-Learning Process.

### **Transactional strategies**

- The course will be transacted with the help of diverse strategies/methods such as : modular presentations, power-point presentations involving intelligent use of ICT, programmed instructional material and projects prescribed individually and in groups.
- Seminar Presentation by student Teacher (At least two topic)

### **Reference Books-**

- Bhatnagar, R.P : Educational Technology and Management, Layal Publication, Meerut.
- Chauhan, S.S. : Innovations in Teaching-Learning Process.
- Pandey, K.P. : Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A. : Technological Foundation of Education, R.Lal Publication, Meerut.
- Vanaja, M. : Educational Technology, Neel Kamal Publication, New Delhi.
- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).
- Aggrawal, J.C. : Educational Technology and Management, Agrawal Publication.
- Shukla, Satish, S. : Information and communication Technology, Agrawal Publication, Agra.
- Sagar, Krishna : Digital Education, Authors Press, Delhi.
- Shukla, Bhavna : ICT in Education, Visions and Realities, Agrawal Publication, Agra.

## **First Semester**

### Practicum (EPC)

EPC 1 Practice in core teaching skills – (10)

- a. Introduction
- b. Explanation
- c. Illustrating with examples
- d. Questioning and probing
- e. Writing of behavioral objectives
- f. Stimulus variation
- g. Reinforcement and feedback
- h. Use of teaching aids including Black board writing
- i. Sketching and drawing
- j. Closure

### **Reference Books-**

- Singh, L.C. : Micro Teaching, Rakhi Prakashan, Agra.
- Buddhisagar, M. & A. Dubey : An Introduction to Micro teaching, Rakhi Prakashan, Agra.
- Singh, L.C. : Susham Shikshan, Rakhi Prakashan, Agra.
- Singh, P and Singh T. : Sukshama Shikshan ke Sopan.



**B.Ed.**  
**Second Semester**  
**Course – Contemporary Indian Education**

**Objectives-** After taking this course, the student will be able to :

1. Analyse the role of various committees and commissions in the shaping of contemporary Indian Education.
2. Explain the background of the present educational problems and their dimensions in a proper perspective.
3. Reflect on the possible effective measures to address the educational problems at the various levels of education.
4. Develop a critical perspective for revisiting various problem-ridden educational exposures.

**Unit-1- Scenario of Education**

- A. The scenario of present Indian Education in terms of quantitative and qualitative dimensions with reference to general schooling and vocational education .
- B. Quality concerns for the educational institutions: Quality parameters and their observance.

**Unit-2- Feature of school level Education in India**

- A. Educational systems at the primary and elementary levels of education: Issues of access and retention: Interventions used to address them: SSA (Sarva Shiksha Abhiyan) and universalization of enrolment: Hindrances in reaching the targets. SWAYAM (Indian version of online learning)
- B. Educational systems at secondary and senior secondary level of education: The Vocationalization of secondary level education; problems & measures to address them.

**Unit-3- Centrally sponsored Intervention & other Institutions for school Education**

- A. The Institutions created centrally to address the issues related to access, equality, equity and quality: Novodaya and Central school systems and NIOS (National Institute of Open Schooling) - their purpose and contributions to school education.
- B. Interventions introduced with a view to ensure equality of educational opportunity and Rights to Education: Enactments in this regard and their observance: Issues and challenges.

**Unit-4- Teacher preparation at the school level**

- A. Teacher Education Institutions at the primary, elementary and secondary level education: Role of regulatory bodies like the NCTE and the function of Accreditation agencies. NAAC and QCI.

**B.** The Education Commissions & Committees in the post independence period: their salient recommendations & the extent of implementation:

- Secondary Education Commission (1953)
- Education Commission (1964)
- New Education Policy (1986) and its revisions (1992)
- The Curriculum Framework (2005)
- National Curriculum Framework for Teacher Education 2009. (NCFTE 2009)

### **Transactional strategies**

The course will be transacted on the basis of important excerpts drawn from various education commissions in original and the discussions conducted on:

- Selected Readings of these from Education commissions' Reports.
- Various current issues in education.
- Reflective seminars/symposia.
- Critical/Creative presentations on selected themes relating to various levels of school education.

### **Reference Books-**

- Naik, J. P. : The Education Commission and after APH Publishing (1982).
- Kheva, De A. & Samson, M. & Kumar Shiva, A.K. : PROBE revisited : A report on elementary education in India, oxford university press, New Delhi GOI (2011).
- Mudaliar, L.S. : Report of the secondary education commission (1953).
- GOI : Report of the education commission : Education and National Development ministry of education, New Delhi (1966).
- GOI : National Policy of Education (1986).
- GOI : National Policy on Education (As modified in 1992) (1998).
- NCERT : National Curriculum Framework (2005).
- NCFTE : National Curriculum Framework for Teacher Education.
- Bhatnagar, Suresh and Kumar, Munendra : Samkalin Bharat Aur Shiksha, R. Lal Book Depot, Meerut.
- Swayam : (Study Web of Active Learning by Young and Aspiring Minds)

## Course – Assessment of Learning

**Objective** – After completing this course, the student will be able to:

1. Differentiate between assessment and measurement.
2. Explain the conceptual basis of various types of assessment – Formative & Summative.
3. Design various assessment tools for measuring learning outcomes.
4. Interpret assessment outcomes using NRT and CRT approaches.
5. Ensure reliability and validity of assessment tools.

### Unit-1-

- A. Measurement, Assessment and Evaluation: difference between the three in conceptual terms, Different types of Measures: nominal, ordinal, interval and ratio, Preparing assessment tools for learning outcomes at nominal, ordinal and interval levels.
- B. Formative and Summative Assessment procedure for various teaching – learning context- formal and nonformal. Essay Type and Objective type test : Characteristic and difference Role of ICT in e-examination.

### Unit-2-

- A. Characteristics of a good assessment tool: Determining reliability & validity of assessment tools.
- B. Designing classroom tests: unit tests and periodic tests: Writing behavioural objectives and objective congruent test items, process of assessing difficulty and discrimination power of test, Developing norms - institutional, local and regional. Taxonomy of Educational objectives by B.S. Bloom and R.H. Dave.

### Unit-3-

- A. Interpretation of Assessment indicators: Z score & percentile rank based comparisons, need and rationale, NRT (Norm referenced test) and CRT (Criterion referenced test).
- B. Differentiating between assessment procedures for scholastic & Co-scholastic domain, Assessment procedure for measuring attitude, interest and personality characteristics, CCE (Continuous and Comprehensive Evaluation): concept and procedure with reference to scholastic & co-scholastic areas. Reporting of Assessment outcomes: reporting formats and devices. Semester Examination, On-line exam, Choice based credit System (CBCS)

### Unit-4- Statistical techniques for the analysis and interpretation of data

- Measures of central tendency & variability.
- Measures of relative position: percentiles and percentile ranks.
- Measures of correlation.

- Graphical representation of data, normal distribution : Meaning, Characteristics and Use of NPC.

### **Transactional strategies –**

- Workshop on designing assessment tools for diverse groups of learners.
- Writing of test items & their validation through individual and group based projects.
- Individual and group projects on preparation of question papers for use as formative and summative assessment tools.
- Critical evaluation of selected psychological tests on the basis on reliability and validity.

### **Reference Books-**

- Anastasi, A. : Psychological Testing, The Mc Millan Company, New York.
- Asthana, Bipin.: Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
- Bloom, B.S. : Taxonomy of Educational objectives, Hand Book I : Cognitive domain, David Mc Kay Company, New York.
- Asthana, B. : Assessment for Learning, Agrawal Publication, Agra.
- Ebel, R.L. : Measuring Educational Achievement, Englewood cliffs, N.J. : Prentice Hall Inc.
- Freeman, F.S. : Theory and Practice of Psychological Testing, New York : holt Rinehart and Winston.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd.
- Gronlund, N.E.: Measurement & Evaluation in Teaching, The Mc Millan Company, New -York.
- Guilford, J.P. : Psychometric Methods, New York, Mc Graw Hill.
- Pandey, K.P. : Shaikshik Mapan tatha mulyankan : Vishwavidyalaya Prakashan, Varanasi (2007)
- Harper, Edwin, A. &
- Harper Erika S.: Preparing objective examinations: A handbook for teachers, students and examiners : Prentice hall of India, PVT. Limited, New Delhi (1992)
- Thorndike, E.L. &
- Hagen, E.P. : Measurement & Evaluation in Psychology and Education, John Wiley and Sons, Inc. New York.

## Course - Action Research in Education

**Objective** – After taking this course, the student will be able to:

1. Explain the meaning and importance of action research with reference to Indian schools.
2. Use various steps involved in action research in a school.
3. Design and implement school based action research project.
4. Use Action research strategy for improving school practices.
5. The Meaning and Definition of Research, Science and Scientific Method, The Role of Theory.

**Unit-1-** Meaning of fundamental, applied and action research, difference between traditional (fundamental and applied) research and action research. Characteristics of Research purpose of Research.

**Unit-2-** Action research for improving class room and school based programmes : Illustrative example in specific areas for use of action research interventions in teaching, learning, co-scholastic areas and organizational climate of a school.

**Unit-3-** Procedure of designing action research: Selection of problem, Formulation of action hypotheses and developing a suitable design for testing of such hypotheses, Evaluation of results in action research and their use.

**Unit-4-** Developing school based projects for action research ; Format of a project and its implementation. Determining intervention based effects in terms of pre-post comparison: Precautions needed. Formulating an action research based report for the benefit of other practitioners. Methods and Tools of Action Research.

**Transactional strategies** –

- The course will be transacted in a projected mode. Each student teacher will be required to develop a short action research project individually and in groups under the guidance of faculty members of the concerned teacher education department. The projects may be based on school/classroom/community related problems in the areas of teaching/learning/evaluation and environmental management.
- Writing essay on Action Research in e-era.

### **Reference Books-**

- Best, John W. : Research in Education, Prentice Hall, Inc.
- Corey, Stephen M. : Action Research to Improve School Practices, Bureau of Publication, Teachers College, Columbia University, New York.
- Kerlinger, fred N. : Foundation of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road Kamala Nagar, Delhi.
- Pandey, K.P.& Amita : Shiksha me Kriyatmak Anushandhan, Vinod Pustak Mandir, Agra.
- Pandey, K.P. : Fundamentals of Educational Research, Vishwavidyalaya Prakashan, Varanasi.
- Tuckman, Bruce W. : Conducting Educational Research, Harcourt Bruce Jovanovich, Inc.
- Pandey, K.P. & Amita : Action Research for techers: Capacity Building Project: Sponsored by World Bank (U.P.)

## **Inclusive Education**

**Objective** – After taking this course, the student will be able to:

1. Analyse the negative effects of the practices of exclusion.
2. Practice the values of inclusive education.
3. Organize the various practices and programmes at the school level to suit the requirements of inclusive education.
4. Promote a culture of inclusive education in the classroom interactions.

### **Unit-1- Inclusive education**

- A. Meaning, Concept and need of inclusive education in the present context. Inclusive education with respect to children with special needs.
- B. Identifying the policies & practices which hinder inclusive approach.

### **Unit-2- Domains of Inclusive education**

- A. Social, Economic and Gender discrimination.
- B. Principles of inclusion and Necessary resources.

### **Unit-3- Instruments of Inclusive Education**

- A. Policies and programmes at school level to promote inclusion and prevent exclusion.
- B. Curriculum and teaching strategies to create an inclusive school. Team Teaching models in inclusive education.

### **Unit-4- Evaluation practices related to Inclusive Education**

- A. Areas of evaluation and assessment policies which hinder inclusive education.
- B. Inclusive education in NCF 2005 NCFTE 2009 and Regulation 2014.

### **Transactional strategies –**

- Using Case methods to highlight the events of exclusion.
- Discussions on causes of exclusion and measures to mitigate their effect.
- Brainstorming sessions on promoting a culture of inclusive practices at school level.
- Reflective readings on excerpts from documents such as that of UNESCO.

### **Reference Books-**

- ❖ Ladson, Billings, G. : Towards a theory of culturally relevant pedagogy : American Educational Research Journal (1995).
- ❖ UNESCO : Policy guidelines on inclusion in education (2009) Parekh, B.C. : Rethinking multiculturalism: Cultural Diversity & political theory: Palgrave (2000)
- ❖ Parekh, B.C. : Rethinking multiculturalism : Cultural Diversity and political theory : Palgrave (2000) Books (2013)
- ❖ Pathak, A., : Social Implications of schooling: knowledge, pedagogy and consciousness: Aaker Books (2013)
- ❖ Nambissan, G.B.: Exclusion and discrimination in schools , Indian Institute of Dalit Studies & UNICEF (2009)
- ❖ Govinda, R. : Who Goes to School? Exploring exclusion in Indian Education, Oxford University Press (2011).
- ❖ Bhargav, Rajshree : Inclusive education, Rakhi Prakashana, Agra 2016.

## **Second Semester**

### **Practicum (EPC)**

- EPC 1 Personality development with emphasis on -- Understanding the self /Communication skill including Language Use and improvement of speech.
- EPC 2 Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon.

**Internship – I** In the Internship for first year of **4 Weeks** following activities/ assignments will have to be undertaken.

- a. School Visit:** Two days for every School: primary / upper primary and secondary level schools. (One Week)
- b. Observation:** Observation of class room teaching, Classroom and School sites including library, lab and sports/extramural programmes within the school with preparation of school profile as an outcome. (One Week)
- c. Skill development** through simulated and micro teaching sessions. (One Week)
- d. Improvising** of teaching aids / exhibits / gadgets for use in school. (One Week)

## **B.Ed. Third Semester**

### **Pedagogy of School Subjects – Course Code**

Pedagogy of two school subject have to be selected from the following groups in which only one subject is to be selected from each group:

<b>Group A</b>	<b>Group B</b>	<b>Group C</b>	<b>Group D</b>
1. Hindi teaching	1. History teaching	1. Commerce teaching	1. Biology teaching
2. Sanskrit teaching	2. Geography teaching	2. Science teaching	2. Mathematics teaching
3. English teaching	3. Civics teaching	3. Home Science teaching	
	4. Economics teaching		



## **Group A (II)** **Course Contents**

### **यूनिट 1 : भाषा का स्वरूप, प्रकृति एवं हिन्दी भाषा ।**

- भाषा का अर्थ, प्रकृति एवं भाषा अधिगम के सिद्धान्त ।
- मातृभाषा और राष्ट्रभाषा के रूप में हिन्दी का महत्व ।
- मातृभाषा, राष्ट्रभाषा एवं विदेशी भाषा के रूप में हिन्दी शिक्षण ।
- हिन्दी शिक्षण के सामान्य उद्देश्य ।

### **हिन्दी का भाषा विज्ञान एवं उपयोगिता ।**

- हिन्दी ध्वनि विज्ञान, उसके विभिन्न अंग ।
- हिन्दी रूप विज्ञान, वर्गीकरण एवं निर्माण प्रक्रिया ।
- हिन्दी वाक्य विज्ञान, प्रकार एवं प्रभावी निर्माण प्रक्रिया ।
- विराम चिन्ह एवं उनका उचित प्रयोग ।

### **यूनिट 2 भाषायी कौशल-शिक्षण, उद्देश्य एवं प्रक्रिया ।**

- श्रवण कौशल- अर्थ उद्देश्य एवं शिक्षण क्रियायें ।
- वचन कौशल-अर्थ, उद्देश्य एवं शिक्षण क्रियायें ।
- पठन कौशल- अर्थ, उद्देश्य एवं विकास हेतु उपाय ।
- लेखन कौशल- अर्थ, उद्देश्य एवं शिक्षण क्रियायें ।
- सूक्ष्म शिक्षण का स्वरूप एवं निम्न कौशलों के विकास हेतु सूक्ष्म पाठयोजना का निर्माण-  
अ. प्रस्तावना कौशल  
ब. प्रश्न कौशल  
स. व्याख्या कौशल  
द. उद्दीपन परिवर्तन कौशल

### **यूनिट-3 हिन्दी साहित्य की विधायें एवं उनका शिक्षण**

- पाठयोजना का अर्थ एवं उपयोगिता, इकाई योजना का निर्माण एवं उद्देश्य ।
- हिन्दी की निम्न विधाओं के शिक्षण का उद्देश्य, विधियाँ एवं पाठ नियोजन-  
अ. गद्य- गहन पाठ एवं द्रुत पाठ  
ब. पद्य  
स. व्याकरण  
द. रचना शिक्षण
- हिन्दी शिक्षण हेतु संरचनात्मक विधि की उपयोगिता ।

### **हिन्दी में दक्षता विकसित करने वाले घटक**

- हिन्दी शिक्षण में सहायक शैक्षिक तकनीकी, आई0सी0टी0 एवं अन्य उपकरणों का प्रयोग ।

पत्रिकायें, अखबार, पुस्तकालय, भाषा प्रयोगशाला, कम्प्यूटर सहायक अनुदेशन, पावर पॉइन्ट, प्रस्तुतिकरण, मृदु उपागम आदि।

- निम्न पाठ्यक्रम सहगामी क्रियाए एवं उनका महत्व—  
परिचर्चा, वाद—विवाद, खेल, कार्यशाला, गोष्ठी, निबन्ध लेखन, स्वरचित कविता व कहानी प्रतियोगिता आदि।

#### **यूनिट—4 परीक्षण एवं मूल्यांकन**

- हिन्दी में मूल्यांकन सतत् एवं समग्र
- हिन्दी में अच्छे परीक्षण की विशेषतायें एवं परीक्षण पदों का विकास (वस्तुनिष्ठ, लघुत्तरीय, निबन्धात्मक)
- हिन्दी में निष्पत्ति परीक्षण हेतु प्रश्न—पत्र का निर्माण
- उपचारात्मक एवं निदानात्मक शिक्षण

#### **संदर्भ ग्रन्थ सूची—**

- पाण्डेय, रामशकल : हिन्दी शिक्षण, अग्रवाल पब्लिकेशन, आगरा।
- गुलाटी, गीता : हिन्दी शिक्षण, राखी प्रकाशन, आगरा।
- लाल, रमन बिहारी : हिन्दी शिक्षण, आर. लाल बुक डिपो।
- सिंह, कर्ण : हिन्दी शिक्षण, राखी प्रकाशन, आगरा।
- अग्रवाल, भिखा : हिन्दी शिक्षण भारत, आर. लाल बुक डिपो, मेरठ।

## **Group A (2)** **Course Contents**

### **यूनिट 1 : भाषा – स्वरूप, प्रकृति एवं महत्व।**

- भाषा की उत्पत्ति, विकास एवं परिनिष्ठित परिभाषा।
- भाषा के विविध रूप
- भारतीय भाषाओं में संस्कृत का स्थान एवं त्रिभाषा सूत्र की व्याख्या।
- भाषा की प्रकृति।
- भाषा सीखने के सिद्धान्त तथा वर्तमान परिप्रेक्ष्य में संस्कृत का सांस्कृतिक एवं साहित्यिक महत्व।

### **संस्कृत में भाषागत कौशल एवं शिक्षण उद्देश्य।**

- संस्कृत का प्रारम्भिक व्याकरण—पुरुष, वचन, शब्द रूप, धातुरूप सन्धि, समास, उपसर्ग प्रत्यय।
- संस्कृत भाषा की ध्वनियाँ उनके उच्चारण स्थान (Point of articulation) एवं सूत्र, आभ्यन्तर एवं वाह्य प्रयत्न, समय एवं काल से उत्पन्न ध्वनि—भेद।
- भाषायी कौशल – उच्चारण, वाचन श्रवण, बोध एवं अभिव्यञ्जन, सभी कौशलों के शिक्षण उद्देश्य, विधियाँ, कौशलों से सम्बन्धित दोष, कारण और उपचार।
- कौशलों में दक्षता प्राप्ति हेतु पाठ्येत्तर क्रियायें।

### **यूनिट 2 संस्कृत साहित्य की विधायें एवं उनका शिक्षण।**

- साहित्य की विभिन्न विधायें, अवर माध्यमिक एवं उच्च माध्यमिक स्तर पर उनके शिक्षण—उद्देश्य, ब्लूम द्वारा दिया गया वर्गीकरण।
- संस्कृत शिक्षण की सामान्य विधियाँ।
- संस्कृत—गद्य, पद्य, व्याकरण, रचना, द्रुतपाठ एवं निबन्ध—शिक्षण की विधियाँ एवं उद्देश्य।
- पाठ योजना के विभिन्न प्रकार एवं उनकी निर्माण—प्रक्रिया।
- संस्कृत, वर्तनी से सम्बन्धित छात्रों की सामान्य त्रुटियाँ, उनके कारण एवं निराकरण।

### **संस्कृत पाठ्यक्रम एवं पाठ्य पुस्तकें।**

- पाठ्यक्रम से तात्पर्य उसकी आवश्यकता, आधार, पाठ्यक्रम निर्माण के सिद्धान्त, पाठ्यक्रम निर्माण के समय ध्यान रखने योग्य सावधानियाँ।
- उत्तर प्रदेश में अवर एवं उच्च माध्यमिक स्तर के संस्कृत शिक्षण पाठ्यक्रम की समीक्षा एवं मूल्यांकन।
- पाठ्य पुस्तक का मूल प्रत्यय, पाठ्य पुस्तक निर्माण के सिद्धान्त, पाठ्य पुस्तक के मूल्यांकन एवं चयन की प्रक्रिया।
- अच्छी संस्कृत पाठ्य पुस्तक की विशेषतायें।

### यूनिट-3 संस्कृत भाषा में मूल्यांकन।

- मूल्यांकन का प्रत्यय, आवश्यकता एवं परम्परागत एवं आधुनिक मूल्यांकन।
- परीक्षणों/मूल्यांकन की प्राचीन एवं नवीन विधियाँ।
- उद्देश्य केन्द्रित (Objective Centred) परीक्षणों की निर्माण प्रक्रिया तथा परीक्षण रचना के समय ध्यान रखने योग्य सावधानियाँ।
- अच्छे परीक्षणों की विशेषतायें।
- विभिन्न संस्कृत विद्याओं के मूल्यांकन हेतु परीक्षण एवं उनके प्रकार।

### यूनिट-4 संस्कृत शिक्षण में दक्षता के प्रभावी घटक।

- संस्कृत अध्यापक की विशेषतायें।
- संस्कृत-कक्ष, शिक्षण सामग्री के प्रकार, तकनीकी उपकरण।
- संस्कृत शिक्षण में पाठ्य सहगामी क्रियायें।
- संस्कृत में निदानात्मक एवं उपचारात्मक शिक्षण।
- संस्कृत शिक्षण- गृह कार्य के प्रकार एवं महत्त्व।
- क्रियात्मक अनुसंधान एवं संस्कृत शिक्षण में उसकी उपयोगिता।

### संदर्भ ग्रन्थ सूची-

- सिंह, कर्ण : संस्कृत शिक्षण विधि, राखी प्रकाशन, आगरा।
- मित्तल, संतोष : संस्कृत शिक्षण, आर, लाल बुक डिपो, मेरठ।
- शर्मा, शिखा : संस्कृत शिक्षण, अग्रवाल पब्लिकेशन, आगरा।
- पाण्डेय, रामशकल : संस्कृत शिक्षण, अग्रवाल पब्लिकेशन, आगरा।
- शुक्ल, देवर्षि कुमार : संस्कृत भाषा शिक्षण, राखी प्रकाशन, आगरा।

## **Group (A) 3. English Teaching**

**Objective-** After Studying this paper, the student will be able to :

1. Explain the principles of language teaching.
2. Formulate the objectives of English teaching at different levels.
3. Use the appropriate method of teaching prose, poetry and grammar.
4. Make use of teaching aids appropriate for second language.
5. Prepare the lesson plan for teaching at different stages.

### **Unit- 1-**

- A. A critical study based on the survey of the English language course prescribed at the school level and the implications for pedagogy of English.
- B. Aspects of English language prescribed : English Grammar, Vocabulary and Usage.

### **Unit-2-**

- A. Nature of English language: Some implications for organizing teaching of English as a second language, role of English language in India today, Objectives of teaching English at junior and senior stages of school.
- B. English sounds: Segmental and supra segmental phonemes in English, English morphemes: derivational and inflectional, English syntax: Basic and transformed sentences in English.

### **Unit-3-**

- A. Methods of teaching English: direct method, bilingual method: pattern practice, teaching methods for prose, poetry, grammar, reading, writing and composition.
- B. Drills and exercises in teaching of English. Microteaching and Teaching skill in English Teaching.

### **Unit-4-**

- A. Use of audio-visual and technological aids in teaching of English. Role of ICT in English Teaching.
- B. Testing and evaluation in English as a second language. Formative and Summative evaluation.
- C. Uses of the mother tongue and teaching of translation in English.

### **Reference Books-**

- Bisht, Abha Rani : Teaching English in India, Vinod Pustak Mandir, Agra.
- Jain & Sharma : Essentials of English Teaching, RSA, International Publication, Agra.
- Nagaraj, G. : English Language teaching : Approaches methods Techniques, Orient Longman, Kolkata
- Pandey K.P. & Amita : Teaching English in India, Viswavidyalaya Prakashan, Varanasi.
- Mittal, R.A. : Pedagogy of English, R. Lal Book Depot., Meerut.
- Parasar, Archana : Teaching of English, Agrawal Publication, Agra.

## **Group (B) 1. History Teaching**

**Objective-** After Studying this paper, the student will be able to :

1. Understand the place, scope, need, importance and utility of History Teaching in Education.
2. Understand relationship between History and other subjects and objectives of history teaching according to different periods.
3. Critically analyze concept of curriculum, and principles underlying present curriculum of history at various stages.
4. Apply special techniques by using various methods of History Teaching.
5. Prepare lesson plans in History teaching and understand the utility of teaching materials in History teaching.
6. Design tests for continuous evaluation in History Teaching.

### **Unit- 1 -**

- A. A critical study of content of history prescribed at school level and its pedagogic implication.
- B. History Teaching – Concept, Scope, Need and Place of History teaching in school curriculum, Aims and Objectives of history teaching at different stages.

### **Unit- 2 –**

- A. Curriculum of History: concept and principles of curriculum in construction, Relationship of history with other subjects.
- B. Different method of History teaching- Story, Explanation, Project Discussion method, Source Method, Lecture, Team Teaching.

### **Unit- 3 -**

- A. Teaching material in History teaching and its importance, teaching chronology.
- B. Lesson planning in History Teaching: meaning, different types of lesson plans. Micro Teaching, Teaching skill : Introduction, Probing questioning, writing, instructional objective, reinforcement.

### **Unit- 4 -**

- A. Evaluation in history, Construction of achievement test based on objective type items and determination of its reliability and validity. Formative and summative evaluation in history teaching.
- B. History class and history teacher, Excursions and Museum: its importance.

### **Practical Work –**

1. Developing a Unit- test on any topic.
2. Essay writing on any research related to history.

### **Reference Books-**

- Tyagi, G.S. : Teaching History, Vinod Pustak Mandir, Agra (1990).
- Kochar, S.K. : Teaching of History, Sterling Publisher, Delhi (1967).

- Singh, Y.K. : Teaching of History : Modern Methods, Ashish books, Delhi (2010).
- Ghate V.D. : History Teaching, Hariyana Academy, Chandigarh (1989).
- Vajneshwari, R. : A handbook for History Teaching, Allied Publisher, Bombay (1996).
- Choudhary K.P. : Audio visual aids in Teaching Indian History, Atma Ram and Sons, Delhi (1968).
- Sharma, R.A. : History Teaching (Hindi), International Publishing House, Meerut (2001).
- Hartwell, E.C. : The Teaching of History (History Teaching Resources), Create space
- Independent publishing Platform, U.K. (2013)
- Husband, C. : What is History Teaching, Open University Press, U.K. (1996)
- Singh, Rampal : Pedagogy of History Teaching, R.Lal Book Depot., Meerut.
- Carr, E.H. : What is History, Oxford University Press 1952.

## **Group (B) 2. Geography Teaching**

**Objective-** After studying this paper, the student will be able to :

1. Explain the importance and objectives of Geography Teaching in school curriculum.
2. Use different methods for Geography Teaching.
3. Prepare lesson plan of Geography Teaching.
4. Use teaching aids for making Geography Teaching effective.
5. Construct test in Geography Teaching.

### **Unit-1-**

- A. A critical study of content of geography prescribed at school level and its pedagogic implication.
- B. Geography teaching: Meaning, Nature, Need and Place of Geography in curriculum. Correlation of Geography with other subjects.

### **Unit-2-**

- A. Aims and objectives of Geography teaching at different level.
- B. Curriculum of Geography- Concept and Principles of curriculum construction. Types of curriculum.

### **Unit- 3 -**

- A. Methods of Geography Teaching – Observation method, Inductive and Deductive method, Lecture method, Excursion method, Demonstration method, Regional method, Comparative method, Project method, Sample study method, Concentric method and Problem solving method.
- B. Lesson plan for Geography Teaching: techniques, related materials and their utility.

### **Unit- 4 -**

- A. Evaluation procedures for measuring achievement in Geography, construction of test, for evaluation of learning outcomes in geography based on Objective type items and determination of its reliability and validity. Formative and Summative evaluation.
- B. Geography lab, library Geography Teacher, Geography Text Book.

### **Practical Work**

1. Preparation of Two Teaching Aids in Geography Subject..
2. Writing an essay based on innovative practices and events related to geography.

### **References Books –**

- Arora K.L. : The Teaching of Geography. R. Lal Pub. Meerut.
- Biswas Bhaskar Chandra : Learn and Teach Geography. Authors Press New Delhi.



- Cans, G.J. : Handbook for Geography Teacher, London, Mathur Educational Ltd. 1957.
- Hal, Devid : Geography and the Geography Teacher, Landon, Geography Hall, 1976.
- Long and Robertson : Teaching of Geography, , London, Honeman Educational Books, Ltd. 1958.
- Mesney, E.A.: Teaching of Geography, London, Oxford University Press, 1952.
- Rao, M.S. : Teaching of Geography, Anmol Pub. 1995.
- Singh, H.N. : Geography Teaching, Vinod pustak mandir, Agra, 1985.
- Song, M.L. : Handbook for Geography Teacher, London, Mathur Educational Ltd. 1974.
- Srivastava, K.M. : Teaching of Geography, Sahitya Prakashan, Agra.
- Verma, J.P. : Teaching of Geography, R.Lal book depot, meerut, 2012.
- Singh, R.P. : Teaching of Geography, R. Lal Book Depot., Meerut.
- Walford, R. Ed. : Directions in Geography Teaching, London, longman's co. 1973.

## **Group (B) 3. Civics Teaching**

**Objective-** After studying this paper, the student will be able to:

1. Explain the place, scope, need and importance of civics teaching in education.
2. Formulate the objectives of civics teaching according to different time periods and the correlation of civics with other subjects.
3. Critically analyze the present curriculum of civics at different levels, concept and construction of civics curriculum.
4. To use different methods of civics teaching.
5. To develop lesson plans on civics teaching and understand the importance of the content in civics teaching.
6. Construct test in civics teaching.

### **Unit- 1 - Meaning, Definition and scope of civics,**

- A. A critical study of the content of civics prescribed at school level and its pedagogic implications.
- B. Teaching of Civics – Meaning, nature, need, importance and co-relation with other school subjects.

### **Unit- 2 –**

- A. Aims and Objectives of Civics teaching at the school level.
- B. Curriculum of Civics Teaching – Concept and Principles of curriculum construction. Types of Curriculum.

### **Unit- 3 -**

- A. Methods of Civics Teaching– Lecture method, Discussion method, Source method, Project method, Brain storming method, Simulated Teaching method and Problem solving method.
- B. Format of various lesson plans: Unit Plan, importance and construction of lesson plan for Civics Teaching.

### **Unit- 4 -**

- A. Importance and application of teaching aids in Civics Teaching, Types of Teaching Aids, civics room and library, civics teacher.
- B. Evaluation in Civics – Construction of achievement test based on objective type items and determination of its Reliability and Validity. Formative and Summative evaluation.

### **Practical Works –**

1. Seminar presentation..
2. Writing an essay based recent development in Civics.

### **Reference Books-**

- Singh, Rampal : Teaching of civics, R. Lal Book Depot. Meerut (2012).
- Singh, Satnam. : Modern Methods of Teaching Political Science, Srishti Book Distributors, New-Delhi.
- Tyagi, Gurusaran : Teaching of civics, Vinod Pustak Mandir, Agra (2013).
- Yadav, Nirmal. : Teaching of Civics and Political Science.
- Bhargav, Mahesh : Nagarik Shastra Shikshan, Rakhi Prakashana, Agra.

## **Group (B) 4. Economics Teaching**

**Objective** – After studying this paper, the student will be able to :

1. Indicate the importance and Objectives of Economics Teaching in school curriculum.
2. Use different methods of Teaching in Economics.
3. Make lesson plan of Economics Teaching.
4. Use Teaching aids for making Economics Teaching effective
5. Construct objective based objective type test items in Economics.

### **Unit-1-**

- A. Content of Economics as a school subject at a glance: Its pedagogic implications in terms of interdisciplinary approach.
- B. Economics Teaching: Nature, Scope and Place of economics teaching in school curriculum, Aims and Objectives of Economics teaching at different levels.

### **Unit-2-**

- A. Economics curriculum – Concept, Principles of Curriculum construction in economics: critical analysis of present curriculum implemented at different levels of Education, Correlation of Economics with other subjects.
- B. Methods of Economics Teaching – simulated Teaching, project method, lecture method, discussion method, brain storming and methods based on small groups. Problem solving Method.

### **Unit-3-**

- A. Teaching aids & their use in Economics teaching. Types of Teaching Aids.
- B. Lesson planning in Economics Teaching: Meaning, types and importance.

### **Unit-4-**

- A. Methods of evaluation in Economics Teaching, Construction of tests for evaluation on the basis of objective type items and determination of its reliability and validity. Formative and Summative evaluation.
- B. Economics library and Economics Teacher.

### **Practical Work –**

1. Seminar Presentation by Student teacher..
2. Essay writing on new researches and events related to economics.

### **Reference Books-**

- Agrawal, J.C. : Teaching of Economics, RSA International Publication, Agra.
- Anuja, Amrish Kumar : Economics of Education, Authors Pub.
- Roi, B.C. : Methods of Teaching of Economics, Prakashan Kendra, Lucknow.
- Singh, Satnam : Modern Methods of Teaching Economics, Srishti Book, New Delhi.
- Siddiqui, Mujibul Hasan : Teaching of Economics, Ashish Publicating House, New Delhi.

## Group (C) 1. Commerce Teaching

**Objective-** After studying this paper, the student will be able to :

1. Explain the place of commerce and objectives of commerce teaching in school curriculum.
2. Use methods of teaching in commerce teaching.
3. Make lesson plan of commerce teaching.
4. Utilize teaching aids in commerce teaching.
5. Construct tests for commerce teaching.

### Unit-1-

- A. A critical study of the content of commerce as a school subject and its pedagogic implications.
- B. Commerce Teaching: Meaning, Scope, Need & Use. Place of Commerce Teaching in school curriculum, Aims and Objectives of Commerce teaching at different levels.

### Unit-2-

- A. Commerce curriculum: Concept, Principles of curriculum construction and Types of Curriculum design.
- B. Correlation of commerce with other subjects. The need and importance of Correlation.

### Unit-3-

- A. Methods of Commerce Teaching: Simulated teaching, Project method, Discussion Method, Lecture method, Problem solving method, Brain storming, Inductive: Deductive method, Synthesis & Analysis method.
- B. Teaching aids in Commerce Teaching: Kinds and Use, Library, Types of Teaching Aids.

### Unit-4-

- A. Construction of lesson plan in commerce teaching: Formats and Use Unit Planning.
- B. Evaluation in commerce : Construction of achievement test based on objective type items and Determination of its Reliability and Validity. Formative and Summative evaluation.

### Practical Work –

1. Construction of unit- test for subject of commerce at school level.
2. Essay writing on important national / international events related to Commerce.

### Reference Books-

- Agrawal, J.C. : Teaching of Commerce: A Practical Approach, Vikash Publishers.
- Rao, Seema : Teaching of Commerce, Anmol Publication PVT.Ltd. New Delhi.
- Singh, Satnam: Modern Methods of Teaching Commerce, Shrishti Books Distributors. New Delhi.
- Tomar, S. : Teaching of Commerce, Vinod Pustak Mandir, Agra.
- Tyagi, G.S. : Vanijya Shikshan, Vinod Pustak Mandir, Agra.
- Sharma, B.L. and Mansoori Intiaz : Vanizya Shikshan, Pedagogy of Commerce, R. Lal Book Depot., Meerut.
- Siddiqui, Mujibul Hasan : Teaching of Economics Ashish Publishing House, New Delhi.

## **Group (C) 2. Science Teaching**

**Objective-** After studying this paper, the student will be able to :

1. Acquire knowledge about meaning, need, value & place of science teaching.
2. Understand the objectives of general science teaching.
3. Clarify different teaching methods & curriculum constructions.
4. Explain functioning of science lab & library.
5. Develop interest in scientific activities along with curricular activities.
6. Construct lesson plan based on different approach & models of teaching.

### **Unit- 1 -**

- A. A critical study of the content of science prescribed at school level and its pedagogic implications.
- B. Science Teaching: Nature, Need and Scope. Its correlation with other subjects, Objectives of science teaching: objectives at different levels, Instructional Objective and Bloom's Taxonomy.

### **Unit- 2 -**

- A. Science teaching methods- Lecture method, Lecture-cum-demonstration method, Heuristic method, Project method and Modern trends in science teaching viz-e-learning, Team teaching, integrated approach. Programmed Instruction and Micro Teaching.
- B. Teaching aids in science teaching- meaning, types, significance, qualities of a good teaching aid, self improvised apparatus and teaching aids, steps for effective use of audio-visual aids.

### **Unit- 3 -**

- A. Science laboratory: Organization and structure of science laboratory, administration, Science library: need & importance along with different activities of library.
- B. Science lesson plan- meaning, characteristics, major steps involved in lesson planning, Format of lesson plan, Different type of lesson plan based on different approaches.

### **Unit- 4 -**

- A. Evaluation in science: Construction of achievement test based on objectives type items and determination of its Reliability and Validity. Formative and Summative evaluation.
- B. Co-curricular activities- science fair & exhibitions, science club excursion- visit to science museum & science park, concept mapping, constructivist approach in science teaching.

**Practical work:-**

1. Preparation of Two Teaching Aids on Science Subject.
2. Construction of a lesson plan based on constructivist approach.
3. Innovative Essay writing on Science Topic.

**References books –**

- Bloom, B.S. (1956) : “Taxonomy of educational objectives”, David Mackay Company, INC, New York.
- NCERT : “Text Book of Science, NCERT, New Delhi.
- Pareekh, A.M. (2001) : “Lesson Planning in Indian School”, R.C. of Education, Jaipur.
- Rao, D.B. (1997) : “Reflection on Scientific Attitude”, Discovery Publishing House, New Delhi.
- Singh, Satnam : Modern Methods of Teaching Science, Srishti Book Distributors New Delhi.
- Singh, Uttam Kumar : Science Education, C.W. Nayak A.K.
- Sood, J.K. (1999) : “New Direction In Science Teaching”, Kohli Publication, Chandigarh.
- Yadav, M.S. : Modern method of teaching of science, Anmol publishers, New Delhi.
- Rawat, D.S. : Vigyan Shikshan, Agrawal Publication, Agra.

## **Group (C) 3. Home Science Teaching**

**Objective-** After studying this paper, the student will be able to :

1. Formulate the objectives of Home Science Teaching.
2. Use the different equipments of Home Science lab.
3. Explain the importance of Home Science Teaching.
4. Use the different methods of evaluation in Home Science.

### **Unit- 1 -**

- A. A critical study of the content of home science prescribed at school level: The interdisciplinary nature of the content and its pedagogic implications.
- B. Home Science teaching- need, relevance and correlation of home science with other subjects, Objectives of home science teaching at school level.

### **Unit- 2 –**

- A. Home science curriculum- Concept, Principles of curriculum construction. Types of Curriculum.
- B. Home science laboratory equipments needed- building, arrangement of residence making and decoration.

### **Unit- 3 -**

- A. Methods of Home Science Teaching- Lecture, Lecture cum demonstration, Laboratory method, Project method. Discussion Method, Question-Answer Method.
- B. Lesson planning in Home Science teaching- Format, Characteristics, Need and Importance. .

### **Unit- 4 -**

- A. Types, use and importance of material aids in home science teaching tour, exhibition and its importance.
- B. Evaluation in home science : construction of achievement test based on objective type items and determination of its reliability and validity. Formative and Summative evaluation.

### **Practical –**

1. Preparation of Teaching Aids related to Home Science.
2. Essay writing based on different researches related to Home Science.

### **Reference Books –**

- Bhargav, Priya : Teaching of Home Science, C.E. Publications.
- Roy, Binita : Fundamentals of Home Science, Sterling Publishers.
- Singh, Satnam : Modern Methods of teaching Home Science, Srishti Book Distributor New Delhi.
- Sharma, B.L. and Saxena, B.M. : Pedagogy of Home Science, R. Lal Book, Depot. Meerut.
- Bansa, Suraksha : Grih Vigyan Shikshan, R. Lal Book Depot., Meerut.

## **Group (D) 1. Biology Teaching**

**Objectives-** After studying this paper, the student will be able to :

1. Acquire knowledge about Meaning, Scope & Need of Biology.
2. Understand objectives of Biology Teaching.
3. Clarify the Teaching methods and curriculum constructions.
4. Analyze learning outcomes in Biology from the points of view of behaviourism to constructivism.
5. Construct lesson plan on the basis of different approaches & teaching models.
6. Develop interest in Biology laboratory work, bio club & botanical garden.

### **Unit- 1 -**

- A. A critical study of the content of biology prescribed at school level and its pedagogic implications.
- B. Biology teaching: nature, need & scope its correlation with other subjects; Place of Biology in school curriculum, difference between curriculum and syllabus, Principles of curriculum constructions. Aims and objectives of biology teaching, methods and techniques of writing specific objectives in behavioural term. Taxonomy of Educational objectives by B.S. Bloom. Skill of writing instructional objectives.

### **Unit- 2 -**

- A. Methods of Biology teaching- lecture method, lecture-cum-demonstration method, problem solving method, heuristic method, project method & laboratory method. Modern trends in biology teaching e-learning, team teaching, integrated method, Micro teaching.
- B. Biological laboratory- Need and significance of laboratory work, administration and safety measures in the lab and first aid kit, low cost improvised apparatus, maintenance of Biology laboratory. Biology library-need & importance.

### **Unit- 3 -**

- A. Learning in Biology- Constructivism vs Behaviourism, Meaning & difference between constructivist & behaviourist approach. Constructivist classroom, teacher and lesson. Concept mapping- meaning, definition & its significance connectivist Approach.
- B. Teaching Aids- meaning, type, significance & principles of the selection of proper teaching aids & their use. Co-curricular activities in Biology- visit to community resources, botanical garden, aquarium, vivarium & terrarium and their construction, bio-club, eco-club.

### **Unit- 4 –**

- A. Evaluation in Biology : Construction of achievement test based on objective type items and determination of its Reliability and Validity. Formative and Summative evaluation.



- B.** Lesson plan- characteristics, different approaches, major steps involved in lesson planning, format of lesson plan. Importance of lesson plan and different types of lesson plan based on different models of teaching viz. BTM & Biological inquiry training model and Concept Attainment Model.

**Practical work -**

1. Construction of an achievement test.
2. Construction of a lesson plan based on constructivist approach.
3. Essay writing on any innovation in Biology teaching & research.

**Reference Books-**

- Bhusan, S. : Biology teaching, Agarwal publication, Agra.
- Bloom, B.S. : Taxonomy of educational objectives, David Mackey, Newyork.
- Falk, Dons : Biology teaching method, Wiley Newyork.
- Kulshrestha, S.P.: Teaching of Biology, Loyal book department. Meerut.
- Kumar, S. : Biology Teaching, Agrawal Publication, Agra, 2010.
- Ratho. T.N. : Emerging Trends in Biology teaching, Surya Prakashan, Meerut .
- Ravi Kumar, S.K.: Teaching of Biology. Mangal deep Pubishers, meerut.
- Singh, Satnam : Modern Methods of Teaching Zoology. Srishti Books Distributors. New Delhi.
- Sood, J.K. : Teaching life sciences, Arya book depot, New Delhi.
- Yadav.K. : Teaching of life science, Anmol publication, New Delhi.

## Group (D) 2. Mathematics Teaching

**Objective-** After studying this paper, the student will be able to :

1. Know the place of mathematics in school curriculum and aims of mathematics teaching.
2. Use the teaching methods in mathematics teaching.
3. Prepare lesson plan of mathematics teaching.
4. Use the teaching aids in mathematics teaching.
5. Develop standardized achievement test in mathematics.

### Unit-1-

- A. A critical study of the content of mathematics prescribed at school level and its pedagogic implications. Correlation of mathematics with other subjects.
- B. Contribution of Great Mathematicians- Aryabhata, Bhaskaracharya, Ramanujan, Gauss and Pythagoras, Place of mathematics in school curriculum, Microteching in Mathematics. Teaching skill in Mathematics.

### Unit-2-

- A. Aims and objectives of mathematics teaching. Taxonomy of B.S. Bloom.
- B. Curriculum of mathematics- concept and principles of curriculum construction. Type of Curriculum, Knowledge of Mathematics and Mathematisation. Mathematics in NCF-2005.

### Unit-3-

- A. Methods used in mathematics teaching- Inductive-Deductive method, Analytic and Synthetic method, Lecture method, Heuristic method and Project method.
- B. Using various techniques for teaching mathematics viz oral, written, drill and assignment or home work.

### Unit-4-

- A. Lesson plan and teaching aids in mathematics teaching. Mathematics Library, Laboratory and club.
- B. Evaluation in mathematics : Construction of achievement test based on objective type items and determination of its reliability and validity. Formative and Summative evaluation Comprehensive and Continuous evaluation.

### Practical work -

- Preparing Unit- test based on Mathematics curriculum at school level and determining the difficulty level and discrimination power of items included in the test.

### Reference Books-

- Kumar, Sudhir & Ratnatikar, D.N. : Teaching of Mathematics, Anmol publication Pvt. Ltd., New Delhi.
- Sidhu, Kulbir Singh: The Teaching of Mathematics. Sterling Publishers, New Delhi.
- Vashista, S.R. : Curriculum Construction, Anmol publication Pvt. Ltd., New Delhi.
- Mangal, C.K. : Ganit Shikshan, Agrawal Publication Agra.
- Rawat, D.S. : Mathematics Teaching, Agrawal Publication, Agra.

## Third Semester

### Practicum (EPC)

EPC 1 Classroom/School/Community based research projects and implementation

EPC 2 Intelligent use of ICT and development of power point presentation including improvisation of teaching aids and gadgets.

Internship – II In the Internship for second year of **16 weeks**, following activities / assignments will have to be undertaken.

- A.** The B.Ed. trainee will be attached to primary/upper primary level schools for (**Four Weeks**), to secondary level schools for (**Ten Weeks**) and to senior secondary schools for (**Two Weeks**). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world.
- B.** The activities undertaken during this programme of school attachment will comprise of :
- a.** Observing teaching sessions of school teachers.
  - b.** Teaching 40 lessons (Supervised by B.Ed. faculty).
  - c.** Participation in school chores such as prayers, assembly, organization of Co-Curricular activities.
  - d.** Library and lab management (in cases of trainees having to work with laboratories).
  - e.** Excursion, Study tours etc. as part of the school programme.
  - f.** Community interactions including teacher-parent meetings and visits to specific community centres.

**B.Ed.**  
**Fourth Semester**  
**Course - Environmental Education in Indian Perspective**

**Objectives** - After studying this course, the student will be able to :

1. Know the meaning of Environment, its different dimensions, pollution and the role of teacher in its prevention.
2. Understand the importance of Environment in traditional Indian society.
3. Understand the aim of Environmental education, its importance, factors affecting it and the expectations of teacher training institutes related to Environmental education.
4. Use different strategies to make the Environmental education effective.
5. Identify the role of teachers in solving the problems related to Environmental education.
6. To assess the role of Indian values in Environmental management and education.

**Unit-1-**

- A. Environment: meaning, different dimensions and components. Environmental pollution: meaning and kinds, Environmental degradation, role of the teacher in prevention of environmental pollution, environment in the Indian society.
- B. Ideas of Gandhi, Tagore and J. Krishnamurti in relation to environmental protection.

**Unit-2-**

- A. Environmental Education: meaning, objective, need and importance. Factors influencing environmental education, expectation from environmental education and teachers training institute.
- B. Various resources of environmental education and methods of its use. Role of mass communication in propagation of environmental education. Environmental Ethics Education (EEE) meaning, Definition and Relevance in India.

**Unit-3-**

- A. Strategies for making the environmental education effective— lecture, discussion, project, simulation & simulation games, problem solving, enquiry & field work and their uses and limitations.
- B. Evaluation and conducting of the programmes of environmental education and difficulties encountered there in: the role of action research in solving Environmental problems.

#### **Unit-4–**

- A.** Role of Indian values in environmental education, responsibilities of teachers in development of environmental awareness. Role of ICT in Environmental Education.
- B.** Environmental education based on environmental management and community: meaning of environmental management, effects and evaluation.
- C.** Importance of population education and health education with reference to environmental education.

#### **Practical work-**

1. Collection of Statements and ideas related to Environment and its Conservation from Indian literature.
2. Construction of Project based on Environmental Education/ Pollution Control.
3. Writing Innovation based article on E.E. (Two Topic).

#### **Transactional strategies –**

The course will be transacted through interactive lecture, discussions, problem solving enquiry and field work for making the environmental education effective.

#### **Reference Books-**

- Chitrabhanu, T.K. : Environmental Education, Authors Press, Delhi.
- Goyal, M.K. : Essential Environment, RSA International, Agra.
- Nagi, G.K. : et al. Noise Pollution, Common Wealth Publisher, New Delhi,1999.
- Pandey, G.N. : Environment Management Vikas Publishing House Pvt, 1997.
- Raj, Shalini : Teaching of Environmental Education, I.V.Y Publication, New Delhi.
- Rathoure HCS : Society and Environmental Ethics, Allumini Association of Education B.H.U.
- Sharma, R.A. : Environmental Education, R. Lal Book Depot., Meerut.

## Course – Gender, School and Society

**Objective** – After taking this course, the student will be able to:

1. Relate the issues of gender in school and social practices in a correct perspective.
2. Identify the gender related discriminatory practices in educational context.
3. Explain the classroom situations having potential for gender based discrimination.
4. Indicate the stand taken in policy documents in respect of gender, education and society.

### **Unit-1- Conceptual Concerns**

- A. The Indian perspective on gender and its implications for education.
- B. School as an agency: Differentiating it from other agencies of socialization such as family, hobby club, community and Activity Centers. Their role in developing knowledge, attitude and skills.

### **Unit-2- Social System and the gender bias**

- A. Nature and characteristics of Indian society – Issues related to plurality in terms of Caste, Creed and Economic disparities.
- B. Specific Areas in social system with reference to rural and urban habitat which encourage gender bias: Measures to neutralize their negative effects.

### **Unit-3- School and gender bias**

- A. Co-education schools - Their strengths and weaknesses in the Indian Context.
- B. Curriculum and teaching transactions: vulnerable areas for gender discrimination.

### **Unit-4- Interventions and measures for minimizing inequalities based on gender**

- A. The girl child in the Indian Society, measures to provide discrimination free school system; Incentives for the education of girls.
- B. The policy observations of a few selected Education Commissions on the education of girls: The extent to which they could be implemented. NCF 2005, NCFTE-2009.

### **Transactional strategies –**

- Readings and reflections on selected documents on education of women.
- Case presentations followed by discussions.
- Discussions/Seminars on themes having national relevance for education of women.
- Assignments in the form of Compositions and Creative writings highlighting the predicaments of the girl child in India.

### **Reference Books-**

- Nirantar : Textbook regimes: A feminist Critique of nation and identity, New Delhi. (2010)
- Menon, N. : Seeing like a feminist India : Penguin (2012)
- Bhatt, H. : The diary of a school teacher, An Azim Premji University publication, New Delhi.
- Batra, P. : Voice & Agency of teachers.
- Pandey, K.P. : Perspectives in Social Foundation of Education. (2010)
- Kushwaha, Madhu : Gender aur Shiksha, Ganga Sharan & Grand Sons, Varanasi.
- Pachauri, Girish : Gender, School and Society, R. Lal Book Depot., Meerut.
- Bhargav, Mahesh : Creating an inclusive School, Rakhi Publication, Agra.

## **Course – A - Fundamentals of Guidance and Counselling**

**Objective** - After studying this course, the student will be able to:

1. Plan and organize guidance programmes in schools.
2. Conduct counselling sessions in school situation.
3. Use appropriate tools & technique for guidance & counselling sessions.

### **Unit-1-**

- A. Guidance: concept, need, objectives, scope and status of guidance in Indian context.
- B. Principles and basic assumptions of guidance, various theories of guidance, modern trends and problems of Guidance in Indian context.

### **Unit-2-**

- A. Kinds of guidance: educational, vocational and personal. Organization of School Guidance Programme.
- B. Needs of guidance for special children: ongoing efforts in this field. Various Guidance services, occupational information.

### **Unit- 3 -**

- A. Counselling: meaning, conceptual similarities and differences between guidance and counselling, relevance of counselling in present context, organization of guidance and counselling services in schools.
- B. Techniques of counselling: directive, non-directive and eclectic counselling: objectives, steps, characteristics and educational implications. The Questionnaire, Observation, Autobiography, case study, Cumulative Record, Interviews.

### **Unit- 4 -**

- A. Evaluation techniques used in guidance: standardized and non-standardized tests, interview, observation, case study, autobiographical description, their merits and demerits. Formative and Summative evaluation.
- B. Formation of cumulative records - steps and importance in teaching- Learning. Characteristics of a good cumulative record.

### **Transactional Strategies:**

The course will be transacted mainly through practical work such as the following :

- Preparing the cumulative record of any two students by collecting data through case study method.
- Conducting a counselling session based on the problem of two students by using appropriate counselling technique and preparation of report thereon.
- Writing Essay at least two topic.

### **Reference Books-**

- Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- David, A. : Guidance and Counselling. Com.W. Publication.

- Kochhar, S.K. : Educational and Vocational Guidance in secondary shells. Sterling Publication.
- Pandey, K.P. : Educational and Vocational Guidance in India. Vishvavidyalaya Prakashan.
- Rao, S.N. : Counselling and Guidance, Tata Mcgraw hill, New Delhi.
- Traxler, A. E. & North, R. I. : Techniques of Guidance, Harper and Raw, New York.
- Sharma, R.A. : Guidance and Counselling, R. Lal Book Depot., Meerut.
- Sharma, R.A. : Fundamental of Guidance and Counselling, R. Lal Book Depot., Meerut.



## Course – B - School Management

**Objective-** After Completing this Course, the student will be able to:

1. Understand the process of planning, organizing, controlling and evaluating aspects of managerial concerns in school education and their implications.
2. Develop competencies in using the results of SWOT analysis for better management of classroom and school system.
3. Acquire appropriate skills and competencies for imbibing effective transactional and transformational leadership attributes.

**Unit-1-** Conceptual basis of school management

- A. Basic management functions : planning, organizing, leading, motivating and controlling and their implications for effective school management.
- B. Using management functions for an effective classroom management in schools.

**Unit-2-** Needed Competencies for better school managements

- A. Needed skills for conducting strength, weakness, opportunity and threat (SWOT) analysis for improving school management. PERT, POSTCORB.
- B. The technique of ‘Can do’ / ‘Will do’, ‘Cannot do’ / ‘Will not do’ to enhance competence in school/classroom management.

**Unit- 3 –** Total Quality Management approach for Schools

- A. The concept of TQM and the scope for its application in school management.
- B. Human resource development in schools. Human Relation Approach.

**Unit- 4 –** Control and Evaluation mechanisms for better school system

- A. The system of evaluation : accreditation and quality assurance : Institutions created to watch quality concerns in school : organizational climate and ethos-ensuring positive ambience within a school.
- B. Improving the present system of inspection and supervision in schools: Participatory management and issues of accountability in school transactions. Role of ICT in School Management.

**Transactional strategies –**

- Case based study of exemplary practices in school management.
- Visits to schools with records of best practices.
- Developing case profiles of effective classrooms / schools.

**Reference Books-**

- Bhatia, K.K. & Singh, Jaswant : Principles and practice of school management, Tandaon publications books market, Ludhiana.
- Bhatnagar, R.P. & Agrawal, Vidya : Educational administration, Supervision, Planning & financing, Surya Publication, Meerut.
- Koortz, Harold & Weihrich, Heinz : Essential of management an international perspective, Tata Mc Graw-Hill Publishing Company Limited, New Delhi

- Sindhu, Kulbir Singh :School organization and administration, Sterling Publishing Private Limited, New Delhi.
- Varshrey, G.K. : Organisation and Management, S. Chand and Company LTD., New Delhi.
- Kour, Gurvinder : School organization and Manasement, R. Lal Book Depot., Meerut.
- Sukhia, S.P. : Educational Organization, Administration and Health Education, Agrawal Publication, Agra.

## Course – C - Value education and moral ethics

**Objective-** After Completing this course, the student will be able to:

1. Understand the value aspects of educational programmes and activities.
2. Appreciate the importance of value education at school level.
3. Develop an attitude favourable for imbibing moral ethics / Codes of conduct necessary for teaching profession.
4. Interpret the moral obligations implicit in the job of teaching.

**Unit-1-** Meaning and scope of value education

- A. Meaning of values: axiological basis of human values and their relevance for education.
- B. Classification of values in terms of individual and social need and their hierarchy.  
Approach to value education : Sri Aurobindo, J.Krishnmurti, Sri Sathya Sai.

**Unit-2-** Pedagogy of values

- A. Organizing instructional programmes in schools with focus on values specially human values.
- B. Strategies- direct and indirect for promotion of values in a school system.

**Unit- 3 –** Ethical concerns in teaching profession

- A. Ethics of restraint, Ethics of virtue and Ethics of altruism: Context of education.
- B. Making moral and character education effective. Education in Human values, the emerging concept.

**Unit- 4 –** Morality and teacher

- A. Moral ethics : concept and connotation: why moral ethics is necessary for teaching profession?
- B. Professional ethics and the teacher : Moral obligations in teaching profession specially in the global era.

**Transactional strategies –**

- Presentation of seminar (Two Topic).
- Visits to selected institutions in the community which play distinct role in value inculcation.
- Interactive sessions based on readings and reflections.

**Reference Books-**

- Goyal, R.P. : Value Education and Human Rights, Published by Mahaveer & Sons, New Delhi.
- Muthuja, Babu & Usharani, R. & Arun, R. K. : Peace and Value Education, Centrum Press, New Delhi - 110002
- Reddy, Dayakara & Rao, Digumarti Bhaskara : Value oriented Education, Discovery Publishing House, New Delhi.

- Thomas Kutty, P.G. & George, M. : Human Rights and Value in Education , Discovery Publishing House PVT. LTD., New Delhi.
- Nanda, R.T. : Contemporary Approaches to value Education in India, Regency Publication, New Delhi.
- Joshi, Kireet : Philosophy of value oriented Education, Theory and Practical, Indian Council of Historical Research (ICHR), New Delhi.

## Course - D - History of Indian Education

**Objectives-** After studying this course, the student will be able to :

1. Explain the features of Ancient Indian Education.
2. Describe the development of elementary education in India and the main issues related to it.
3. Describe the development of Secondary education in India and its main issues.
4. Offer comments on various problems related to Indian Education System.

### Unit-1-

- A. Ancient Indian Education: Vedic Education, Buddhist Education, Method of teaching, characteristics, teaching and learning centers.
- B. Development of Medieval Education: characteristics, methods of teaching and organization of teaching.
- C. British Education: Macaulay's Education plan, nature of education on the basis of Wood's Educational dispatch. Their impact on programmes & policies in education.

### Unit-2-

- A. Recommendations of different commissions in the development of Education.
  - University Education commission (1948)
  - Secondary Education commission (1953)
  - Education commission (1964)
- B. New Education Policy 1986 and recommendations relevant to present educational policies, recommendations of National Knowledge Commission - 2005, NCF-2005 and NCFTE-2009

### Unit-3-

- A. Primary Education: Problem of Wastage and Stagnation, The intervention in respect of the Universalisation of Primary Education. Yashpal committee. Report (Learning without burden).
- B. Effectiveness of Programs run by informal and open schools, Burden in learning, Minimum Learning level, improvement in examination system.

### Unit-4-

- A. Secondary Education: Historical perspective, Structure, Organization, General problems, Vocationalisation of Education, Economic problems, Examination Reforms upto secondary level.
- B. Study of problems related to equality of educational opportunities, religious and value education, women and adult Education.

### Transactional Strategies:

The course will be transacted through practical work/ practical sessions such as:

- Collection of articles published in newspapers related to National Knowledge Commission NCFTE 2009.
- Essay writing on any two topic.

**Reference Books-**

Gupta Manju : Education in India. K.S.K.Publishers.

Mukerji S.N. : Education in India: Today and Tomorrow. Vinod Pustak Mandir Agra.

Ranga Rao, N.V.&

Bhatia, K.K. : Teacher and Education in Emerging Indian Society. Vinod Publishers, Meerut.

Mukherjee, R.K. : Education in Ancient India.

Agnihotri, R.K. : Multilingualism as a classroom resource (1995)

## **Fourth Semester**

### **Practicum (EPC) (Compulsory)**

- EPC 1 Scouting and Guiding – Under the guidance of an authorized trainer with certification.
- EPC 2 Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution