



University of Lucknow

Department of Education

B.Ed. Two Year Programme

Enforce From - 2015-2016

2015-16

ORDINANCE
FOR
B.Ed. TWO YEARS (FOUR SEMESTERS)
PROGRAMME
FROM (SESSION 2015-16 ONWARDS)

DEPARTMENT OF EDUCATION
LUCKNOW UNIVERSITY
LUCKNOW

Annexure B

Bachelor of Education (B.Ed.)

Course Objectives

1. To enable the prospective teachers to understand the nature purpose and Philosophy of school Education.
2. To develop competencies, values and skills required for becoming an reflective and humane teacher.
3. To sensitize them towards the promotion of social cohesion National integration and International understanding,
4. To enable them to address gender issues and protection of human rights.
5. To prepare them for dynamic leadership
6. To empower to teachers to cultivate scientific temper among students.
7. To enable them to utilize community resources as educational inputs.
8. To develop communication skills, train them to use modern information and communication technology for school purposes.
9. To train them in conducting action research in educational situation and to improve the pedagogical practices in their subjects.

ORDIDANCES

A Duration of Course:

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

The duration of First and Third semesters shall be from 16th July to 30th November and the stretch of the Second and Fourth semesters shall be from 15th December to 30th April. At the end of each semester the candidates shall be required to present themselves for examination.

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

B No. of Seats:

Total intake of B.Ed. course in the Department of Education, University of Lucknow shall be 80 or as decided by NCTE from time to time, while for the associated colleges of University of Lucknow, the seats will be determined by NCTE and approved by State Government enforced from time to time.

C Eligibility criteria:

The eligibility requirement for the admission of the candidates to B.Ed. course shall be in accordance with the eligibility criteria determine by NCTE/ U.P. Govt. Order issued from time to time.

D Procedure of Admission:

- (1) Admission to B.Ed. course shall be made in accordance with State Govt. Order and notifications issued from time to time.
- (2) Reservation of seats shall be as per State Government notifications.

E Fee Structure:

The B.Ed. students shall be required to pay the fees as decided by University and Government of Uttar Pradesh from time to time.

F The Four Semesters:

1. First and third Semester of Bachelor of Education (B.Ed.) programme shall be four and half month long (16th July to 30th November) excluding semester-end examination and five days semester break.
2. Second and fourth Semester of Bachelor of Education (B.Ed.) programme shall be four and half month long (5th December to 20th April).

G. Allocation of Marks/Grades:

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

(II). The division of marks in four semesters of Bachelor of Education (B.Ed.) programme shall be as follows:

Semesters	Marks	Grades A to E
First Semester	500	Professional development Activities
Second Semester	650 (450+200)*	Professional development Activities
Third Semester	500 (300+200)**	Professional development Activities
Fourth Semester	500	Professional development Activities
Bachelor of Education (B.Ed.)	2150	

***Theory Papers 400 marks + Educational Psychology Practicals 50 marks =450; Practice in Teaching Examination- 200 marks**

****Theory Papers 300 marks+ Internship200 marks= 500**

H Standard of Passing:

- I. The candidate must obtain at least 40% marks in each theory paper separately with aggregate marks of 50% in total.
- II. Minimum passing marks in Educational Psychology Practical, Practice in Teaching and Internship shall be 50%.
- III. Successful candidates shall be placed in two divisions both in theory and Practice in teaching examinations separately as under:
 - A First division: candidates obtaining 60% or more aggregate marks.
 - B second division: candidates obtaining not less than 50% and below 60% of aggregate marks.

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

I. Awards of Degree:

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

J. Curriculum outline: B.Ed. I & II Semesters (Enforce from session 2015-16)

Semester I		Semester II	
A-Compulsory Paper	Marks	A-Compulsory Papers	Marks
PAPER I: Philosophical And Sociological Perspective Of Education	70+30	PAPER I: Subject Knowledge and Pedagogy of School Subject-1	70+30
PAPER II: Psychological Perspective Of Education	70+30	PAPER II: Subject Knowledge and Pedagogy of School Subject-2	70+30
PAPER III: Understanding of Discipline	70+30	PAPER III: Child and Adolescent Development.	70+30
B-OPTIONAL PAPER (Student has to choose one paper):PAPER IV 1- Value and Peace Education. 2-Inclusive Education.	70+30	B-OPTIONAL PAPERS (Student has to choose one paper)PAPER IV 1. Environmental Education. 2. Computer Education. 3 Technological Perspectives of Education	70+30
C-Field Work 1. One week Observation of teaching of regular teachers and report writing.	50	C.Field Work 1. Four weeks practice – in – teaching 2. Educational Psychology Practical.	200 50
2. Community Work.	50		
D-Professional Development Classes on Personality Development.	Grade A to E	D-Professional Development Classes on life skills	-Grade A to E
TOTAL	500	TOTAL	650

B.Ed. II Year

(Enforce from session 2015-16)

Semester III		Semester VI	
A-Compulsory Paper	Mark s	A-Compulsory Papers	Mark s
PAPER I: School Management and Hygiene	70+30	PAPER I: Contemporary India and Education	70+30
PAPER II: Measurement and Evaluation	70+30	PAPER II: Gender issues and Human Rights Education	70+30
		PAPER III: Guidance and Counselling.	70+30
B-Internship – 16 weeks 1. Morning Assembly 2. Attendance Register 3. Teachers Diary 4. Continuous and Comprehensive Evaluation. 5. School infrastructure 6. Any other duty assigned by the Principal	200	B-Optional Papers (Student has to choose one paper) PAPER IV 1-Theoretical Foundations of Curriculum. 2-Innovations in Education	70+30
C-Field work. 1-Action Research during Internship and its Report Writing. 2-Reflections and consolidation of internship and its Report Writing.	50 50	C- Field Work 1- Content Analysis of Text book 2-Library Visit of School and Report Writing.	50 50
D-Professional Development Educational Tour outside the State / in exceptional cases any project assigned by the panel of experts constituted and headed by the Dean, Faculty of Education, L.U.	Grade A to E	D-Professional Development Classes in Music / Drama / Craft / Physical Education/ Disaster Management.	Grade A to E
TOTAL	500	TOTAL	500

K. Teaching Subjects: Every student shall be required to select **two subjects** for Practice in teaching from the following four groups. However, they will have to select only one subject from any group.

GROUP-I	GROUP-II	GROUP-III	GROUP-IV
1.Science	1.Biology	1.Hindi	1.History
2.Commerce	2. Mathematics	2.English	2.Civics
	3.Home Science	3.Sanskrit	3.Geography
		4.Urdu	4.Economics

In case any student wishes to opt for any one other teaching subject she/he shall have to teach the prescribed lessons in the next year's II semester and appear in the practice in teaching examination of that subject only.

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

- (a) In each paper the continuous internal assessment system would have a weightage of 30% marks, while the semester end examination shall have a weightage of 70% marks.
- (b) The weightage of components in continuous internal assessment system will be as under:
 - Practicum/ field work 15 marks
 - Assignment and/ presentation 10 marks
 - Attendance and class participation 05 marks
- (c) It shall be the duty of the teacher/teachers to conduct Continuous and comprehensive Evaluation. In case more than one teacher is sharing the teaching work in a paper, each teacher shall evaluate independently but total weightage should be 15 marks.

Note 1: The syllabus will be revised from time to time as per NCTE/ UGC guidelines.

M. Attendance:

I Every B.Ed. student shall have to attend at least 75 % theory and internship classes and 100% Educational Psychology Practical classes, Practice in Teaching and other components of B.Ed. programme, failing which He/she shall not be sent up for the examination.

II In case of shortage of attendance on medical grounds the Vice Chancellor may condone not more than 10% of shortage of attendance on the **recommendations of the Head**, Department of Education and Dean, Faculty of Education as per the provisions of University Statutes.

N. Examination :Rules and Regulations:

1. Students who have completed their course for the Bachelor of Education (B.Ed.) First Semester but have failed to appear/ pass the semester examination will be allowed to re-appear in the subsequent First semester examination. Those who fail to appear/ pass in any paper in the second semester may be permitted to appear at the next year's semester examination without further attendance at lectures if their applications for permission meet with the approval of the Head of the Department of Education and the Dean, Faculty of Education.
2. Candidates allowed to appear at the Bachelor of Education (B.Ed.) semester examination under this ordinance as exempted candidates shall be required to pay the examination fee as prescribed by the University.
3. There shall be a Semester-End examination and each student has to appear in all papers/ including Theory, Practicals, Practice in teaching, internship, field work, professional development.
4. All those candidates who pass a semester examination (under section 2 stated above) can appear for improvement in only one theory paper of a semester at the next Back Paper/ Regular examination of that semester and not thereafter. However, the improvement facility will not be given in all the papers prescribed in the course.
5. Students of following categories shall be 'Eligible for Back Paper (EBP)'. An EBP candidate shall be promoted to next semester. The back paper facility in a semester provides promotion to the next semester and another opportunity to obtain a minimum of the pass marks assigned for an individual paper or in the aggregate.

A. The candidates who fail to secure an aggregate of 50% of the maximum marks for a semester but have obtained 40% of the maximum marks assigned to each of their papers may appear in all the papers as exempted candidate or may appear in only one theory paper of his choice as EBP candidate to secure a minimum in the aggregate.

B. The candidates who secure an aggregate of 50% of the maximum marks for a semester but fail to secure a minimum of 40% of the maximum marks in one out of four papers prescribed for the semester papers or in case where there are more than four papers prescribed for the semester, the candidates who have failed in two theory papers or have failed in one theory paper shall be declared 'EBP'. Such candidates will appear only in their uncleared papers.

C. All the candidates covered in the categories defined in the sub sections A & B of the section 5 shall be given only one chance to clear the semester in the next back paper/ regular examination of that semester and not thereafter.

6. A candidate with two out of three or three out of four uncleared papers in his/ her first semester examination shall be declared '**Failed**' but will be promoted to the second semester but not beyond till he/ she becomes a candidate under 3 or 4 by appearing as an exempted candidate in the next Back paper/ Regular examination of that semester and not thereafter. Such a promotion from third to fourth semester shall also be granted to the candidates who have passed either their first two semester examinations as per section 2 or have cleared all papers of first semester but, they are EBP in 2nd semester.
7. The back paper facility will not be given to a candidate if the number of his uncleared papers in all of his previous semester examinations exceeds three.
8. In case where three of the four Semesters have been cleared in three years, the Vice-chancellor/ Examination Committee may recommend for only one more opportunity in the fourth coming Back Paper/ Regular examination of that semester and not thereafter.
9. The examination for the degree of the bachelor of education shall include: Theory of Examination, practice in teaching examination and practical examination, internship and professional development activities.
10. The students shall be required to complete their practice- in- teaching work, (at least 40 supervised lessons,) the prescribed Practical work , internship, field work ,and other activities as per regular schedule of the department and the institution. Failure in compliance to this condition shall disallow a candidate from appearing in B.Ed. examination of the University.
 - (a) Candidates who have completed their course in practice- in- teaching and but have failed to pass or to appear at the B.Ed. practice teaching examination shall be allowed to present themselves for re-examination therein at the subsequent examination without attending a full course. They shall however be required to teach at least 15 supervised lessons before appearing at the B.Ed. Practice- in- Teaching Examination.
 - (b) A candidate who has failed to pass or to appear at the semester end B.Ed. Theory Examination after completing all the course requirements of all components of B.Ed. programme, may present himself/herself for re-examination there in at a subsequent B.Ed. semester end Examination of same semester as an EXEMPTED CANDIDATE as per the B.Ed.syllabus.
 - (c) A candidate who has completed his/her course for the Bachelor of Education Programme but has failed to pass or appear in both written as well as practice in teaching examination may present him/her self for re-examination therein at a subsequent examination at a University examination in a subsequent academic session as per provisions under (a) and (b) above.
 - (d) A candidate desirous of appearing at a B.Ed. back paper/improvement examination under the provisions of the University shall be required to answer the question papers set in accordance with the old syllabus which was originally studied by the candidates.

(e) A candidate who has failed to complete his/her required practice in teaching lesson in second semester shall complete the same in the third semester during internship and may present him/herself as exempted candidates in subsequent second semester practice in teaching examination.

(f) A candidate shall be eligible for promotion from third semester to fourth semester only after completion of all components of B.Ed. in semester I & semester II. They can complete the internship in subsequent semester III next year if they were unable to complete it in their regular semestester III

B.Ed. Semester- I

- **Compulsory Papers**

- Philosophical Sociological Perspective of Education
- Psychological Perspective of Learning and Teaching.
- 3. Understanding of Discipline.

- **Optional Papers** (Student has to choose one paper)

- Value and Peace Education.
- Inclusive Education.

- **Field Work**

- One week Observation of teaching of regular teachers and report writing.
- Community Work.

- **Professional Development**

Classes on Personality Development

B.Ed. Semester- II

- **Compulsory Papers –**

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

Optional Papers (Student has to choose one paper) PAPER IV

- Environmental Education.
- Computer Education.
- Technological Perspectives of Education
- **Field Work**
 - Four weeks practice – in – teaching
 - Educational Psychology Practical.
- **Professional Development –**
Classes on Life Skills

B.Ed. Semester III

- **Compulsory Paper**
 - School Management and Hygiene
 - Measurement and Evaluation
- **Internship – 16 weeks**
 - Teachers Diary
 - Attendance Register
 - Morning Assembly
 - Continuous and Comprehensive Evaluation.
 - School infrastructure
 - Any other duty assigned by the Principal
- **Field work.**
 - Action Research during Internship and its Report Writing.
 - Reflections and consolidation of internship and its Report Writing.
- **Professional Development**

Educational Tour outside the State / in exceptional cases any project assigned by the panel of experts constituted and headed by the Dean, Faculty of Education, L.U.

B.Ed. Semester- IV

- **Compulsory Papers**
 - Contemporary India and Education
 - Gender issues and Human Rights Education
 - Guidance and Counselling.
- **Optional Papers** (Student has to choose one paper)
 - Theoretical Foundations of Curriculum.
 - Innovations in Education.

C Field Work

- Content Analysis of Text book
- Library Visit of School and Report Writing.
- **Professional Development**
Classes in Music / Drama / Craft / Physical Education/ Disaster Management

Semester- I

Compulsory Paper-I - Philosophical and Sociological Perspective of Education

Objectives:

The Pupil teacher will be able to:

- Understand the concept of society, education and its interrelationship.
- Understand the Social realities of Indian society.
- Understand the significance of studying Philosophy in understanding educational practice and problem.

Unit- I

- Education: Meaning, concept and nature, Agencies of Education, Forms of Education, New Trends in Education, Education and its relation with other disciplines.
- Philosophy: Meaning, nature and scope, philosophy and its interrelation with education, scope of philosophy of education.
- Comparative study of Eastern and Western schools of philosophy

Unit- II

- Indian philosophical systems and its contribution to education (Aastik & Nastik Darshan)
- Major Indian Educational Thinkers: Swami Vivekananda, Sri Aurobindo, Mahatma Gandhi, Rabindra nath Tagore, Giju bhai, Rama Bai.

Unit- III

- Introduction to Western school of Philosophy and its contribution to education.
- Western Educational thinkers: Plato, Aristotle, Rousseau, Pestalozzi, John Dewey,
- Radical Thinkers: Ivan Ellich, Paulo Frere, Osho, J. Krishnamurty.

Unit- IV

- Sociology: nature, meaning, scope and its relation with education. Difference between education sociology & Sociology of Education. Education and society, socialization, social stratification, social mobility, social change and role of education and teacher. Culture and Civilization and its interrelation with education, cultural lag, acculturation, cultural crisis.

- Contemporary Indian society and major issues related to exclusion, environmental education, value education, national integration and international understanding, Globalization, Privatization, Liberalization, social media and education.

Practicum:

Book review of any one thinker

Visit to any educational institute

Visit to any orphanage, old age home or any deprived community.

Suggest Readings -

1. Aggarwal, J.C. : Theory and Principles of Education , New Delhi Vikas Publishing
2. Bhatia and Bhatia : Theory and Principles of Education, New Delhi, Doaba House, Booksellers & Publishers.
3. Cook & Cook : Sociological approach to Education, New York, Mcmillan and Co.
4. Ottaway : Education and society London Routledge
5. Dewey, John: Democracy and Education New York, Macmillan and Co.
6. Fleming : Social psychology and education, London, Kegan Paul Society : An introductory Analysis New York Macmillan & Co.,
7. Saxena, N.R.S. : Philosophical and sociological foundation of education Meerut: Surya Publishing
8. T. Rayment: The Principles of Education Bombay : Orient-Longman's limited.
9. Pandey, R.S. : Principales of Education, Agara-2 Vinnod Pustak Mandhir.
10. Nunn, T.P. : Education its Data and First Principles London : Edward Arnold.
11. Lall, Dev Inder & Chaudhary, K.P. : Principles Practices of Education, Delhi : G.C. Kanpur & Sons.
12. Havighurst & New Garten : Society & Education Boston Elin & Bacon.
13. Clark : Education and International Understanding.
14. अग्रवाल, एस0के0 : शिक्षा के तात्विक सिद्धान्त, मेरठ: रोजेष पब्लिशिंग हाउस शंकर सदन।
15. पाण्डेय, रामषकल, शिक्षा के मूल षिद्धान्त आगरा : विनोद पुस्तक मन्दिर, आगरा
16. पण्डेय , रामषकल, शिक्षा की दार्शनिक तथा सामाषास्त्रीय, आगरा पृष्ठिभूमि, विनोद पुस्तक मन्दिर।
17. पाल, एस0के0, गुप्त लक्ष्मीनारायण : शिक्षा के सिद्धान्त और आधार इलाहाबाद:
- 18ण मोहन, मदन कैलाष प्रकाशन इलाहाबाद
19. बला, बाजपेयी एवं शुक्ला : शिक्षा के आधारभूत तत्व, लखनऊ आलोक प्रकाषन

B.Ed. Semester- I

Compulsory Paper-II Psychological Perspective of Teaching and Learning

Objectives:

The Pupil teacher will be able to:

- Comprehend the nature and principles of teaching and learning
- Understand the conditions influencing teaching and learning.
- Organize teaching-learning environment in accordance with the cognitive needs of children.
- Apply the theories of learning in classroom situations.

Unit- I

- Teaching- concept and nature
- Learning- concept and nature
- Factors affecting learning
- Domains of learning and behavioural outcomes

Unit- II

- S-R learning theories: Thorndike's connectionism, Law of Learning and implication to teaching. Skinner's operant conditioning theories principles of learning and implication to teaching.
- Cognitive theories: Gestalt theories of learning and implication to teaching, Bruner's theory of instruction, Gagne's hierarchy of learning. Difference between S-R and Cognitive theories.

Unit- III

- Models of teaching: Meaning, Concept, types and Scope.
- Programmed instruction: concept and types Linear, Branching, Mathematics
- Concept attainment model with its syntax. Group investigation model with its syntax. Advanced Organizer model with its syntax.

Unit- IV

- Maxims of teaching
- Analyzing teaching Behaviour- Flanders Interaction Analysis
- Transfer of learning – concept, types and theories
- Motivating children to learn.

Practicum:

- Preparing a lesson plan based on any one teaching model given above.
- Analyzing teaching behavior of a regular teacher using Flanders interaction Analysis.
- Assignment and its presentation
- Test

Suggested Reading -

1. Allport, G.W. : Personality, New York, 1954
2. Allport, G.W.: Patterns and Growth in Personality, New York: Rinehart and Winston, 1961.
3. Anderson, R.C. and Faust, G : Educational Psychology, New York: Harper and Row, 1973.
4. Bernard, H.W. : Mental Hygiene for class room Teaching, New York Mc Graw Hill, 1952.
5. Bhatia, H.R. : Text Book of Educational Psychology, Delhi, Mc Millan Co., 1977.
6. Bigge, M.L. and Hunt, M.P. : Psychological Foundations of Education, New York, Harper and Row, 1962.
7. Crow and Crow : Mental Hygiene, New Youk : Mc Graw Hill book co., 1957.
8. Crow, L.D. and Crow, A : Human Development and Learning, New Yourk, .
9. Americal Book Co., 1956.
10. Chauhan, S.S. : Advanced Educational Psychology
11. Hilgard, E.R. and Bower, G.H.: Theories of Learning, New York: Appleton, 1974.
12. Hurlock, E.B. : Child Development, New York: Mc Graw Hill, 1956

13. Hurlck, E.B. : Adolescent Development, New Delhi : Mc Graw Hill, 1973.
14. Kuppaswamy, B : Advanced Educational Psychology, New Delhi: Delhi University Published.
15. Lazarus, R.S.: Personality and Adjustment, New Jersey : Prentice Hall Inc., 1963.
16. Morgan and King : Educational Psychology, New Delhi : Prentice Hall of India.
17. Pillai, N.P., Pillai, K.S. and Nair, K.S.: Psychological Foundations of Education.
18. Skinner, C.E : Educational Psychology, New Delhi: Prentice Hall of India, 1964.
19. Symonds, P.M. : Dynamics of Human Development, New York: Appleton Century Co.,
20. Sorenson : Psychology in Education, London : Mc Graw Hill Book co.
21. Shafer and Shoben : Psychology of Adjustment, C. Carmichael Constable & Co. Ltd.
22. Woodworth R.S. & Schlosberg, H : Experimental Psychology, New Delhi, Bombay Calcutta : Oxford and Ib.B.H. Pub.co. Pvt. Ltd.
23. Atkinson, J.W. : An Introduction to Motivation, D. Van Nostrand Comp Inc., Affiliated East-West Press Pvt. Ltd., New Delhi.
24. Munn, N.L., Fernald, L.D. (Jr) & Fernald, P.S. : Introduction to Psychology, Oxford & IBH Publications India.
25. Travers, Robert, M.W. : Essentials of Learning.
26. Dececco , J.P & Crawford, W.L: Psychology of Learning and Instruction, New Delhi, Prentice Hall of India. Ltd.
27. Maslow, A : Motivation and Personality
28. Mangal, S.K. : Advanced Educational Psychology, New Delhi Prentice Hall of India Pvt. Ltd.,
29. Lindgren, H.C. : An Introduction to Sociology, Wiley Eastern Ltd.
30. कपिल, एच० के० : सांख्यिकी के मूल तत्व, आगरा पुस्तक मन्दिर, आगरा।
31. चौबे, एस०पी० : शिक्षा मनोविज्ञान, आगरा लक्ष्मी नारायण अग्रवाल, आगरा।
32. माथुर, एस०एस०: शिक्षा मनोविज्ञान , आगरा विनोद पुस्तक मन्दिर, आगरा।
33. सारस्वत, मालती: शिक्षा मनोविज्ञान की रूपरेखा , आगरा आलोक प्रकाशन, लखनऊ।
34. सिंह, ए०के० : शिक्षा मनोविज्ञान, पटना : भारतीय भवन।

B.Ed. Semester- I

Compulsory Paper-III Understanding a Discipline

Objectives:

The Pupil teacher will be able to:

- Understand the concept of a subject and a discipline
- Differentiate between the two
- Understand about knowledge and its theories related his/her discipline/subject

Unit- I

- Concept, History and development of Human Knowledge subjects and disciplines, knowledge generation process, Development of research methodologies in various disciplines, differences between subject and disciplines, Education as a subject & discipline.

Unit- II

- Major disciplines: Physical sciences, Biological sciences, Mathematics, Social sciences, Languages, Humanities, Fine Arts, Performance Arts, the nature of these disciplines – the nature of knowledge and knowledge generation process, place of each subject in disciplinary classification, theoretical/ Applied/ Productive/ Professional/ Integrated/ Correlated/ Fused/ Core/ Peripheral/ Pure/ Inter/ Multi/ Transdisciplinarity. Situating education among classification

Unit- III

- Knowledge substance : subject matter, theories, concepts, Principles, structure of knowledge, Languages / terminology / specific technical languages of disciplines, scope focus and future of disciplines, present status of academic world, Relation of a discipline with other disciplines, Social academic and Professional linkage and importance of a discipline Major Contributors, journals, literature and achievement of a discipline
- Approaches to study different disciplines, sources and method to inquire knowledge in different disciplines especially education

Unit- IV

- Some issues regarding nature of disciplines: causality, Universality, Variability, Exactness, certainty, abstraction, imagination and creativity in different disciplines, Critical examination of education in the light of mentioned issues.

- The controversy of supremacy of arts and sciences, their relative status and social support
- Uniqueness of some disciplines like education, Home science, Fine Arts, Performance Arts and Philosophy

Practicum:

Prepare a report on how any subject grows into a discipline

Suggested Readings:

1. Aggarwal, J.C. : Theory and Principles of Education , New Delhi Vikas Publishing House
2. Bhatia and Bhatia : Theory and Principles of Education, New Delhi, Doaba House, Booksellers & Publishers.
3. Cook & Cook : Sociological approach to Education, New York, Mcmillan and Co.
4. Ottaway : Education and society London Routledge
5. Dewey, John : Democracy and Education New York, Macmillan and Co.
6. Fleming : Social psychology and education, London, Kegan Paul Society : An introductory Analysis New York Macmillan & Co.,
7. Saxena, N.R.S. : Philosophical and sociological foundation of education Meerut: Surya Publishing
8. T. Raymont : The Principles of Education Bombay : Orient-Longman's limited.
9. Pandey, R.S. : Principales of Education, Agara-2 Vinnod Pustak Mandhir.
10. Nunn, T.P. : Education its Data and First Principles London : Edward Arnold.
11. Lall, Dev Inder & Chaudhary, K.P. : Principles Practices of Education, Delhi : G.C. Kanpur & Sons.
12. Havighurst & New Garten : Society & Education Boston Elin & Bacon.
13. Clark : Education and International Understanding.
14. अग्रवाल, एस0के0 : शिक्षा के तात्विक सिद्धान्त, मेरठ: रोजेष पब्लिशिंग हाउस शंकर सदन।
15. पाण्डेय, रामषकल, शिक्षा के मूल सिद्धान्त आगरा : विनोद पुस्तक मन्दिर, आगरा
16. पण्डेय , रामषकल, शिक्षा की दार्शनिक तथा सामाषास्त्रीय, आगरा पृष्ठिभूमि, विनोद पुस्तक मन्दिर।
17. पाल, एस0के0, गुप्त लक्ष्मीनारायण : शिक्षा के सिद्धान्त और आधार इलाहाबाद: 18^ण मोहन, मदन कैलाष प्रकाशन इलाहाबाद
19. बला, बाजपेयी एवं शुक्ला : शिक्षा के आधारभूत तत्व, लखनऊ आलोक प्रकाशन

B.Ed. Semester- I

Optional Paper- I. Value and Peace Education

Objectives:

The Pupil teacher will be able:

- To understand the nature and source of values.
- To understand the classification of values.
- To understand the importance of values in human life.
- To examine the role of values in education.

Unit- I

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

Unit- II

- Classification of values, Material, Social, Moral and Spiritual, inculcation of values through education. Theories of value- positive and negative values. Role of education to overcome negative value.
- Ethical values- Professional ethics- Mass media ethics- Advertising ethics- Influence of ethics on family life- psychology of children and youth- Leadership qualities- personality development.
- Family values- Components, structure and responsibilities of family- Neutralization of anger- Adjustability- Threats of family life- Status of women in family and society- Caring for needy and elderly- time allotment for sharing ideas and concerns.

Unit- III

- Levels of values realization, value conflict, and their resolution development of values as a personal and life long process.
- Social awareness, Consumer awareness, Consumer rights and responsibilities- Redressal mechanisms
- Effect of international affairs on values of life/ Issue of Globalization- Modern warfare- terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs.

Unit- IV

- Concept of world Peace in Indian Perspective- Vasudhaiv Katubakam, Sarv Dharm Sambhav. Definition, Need and Importance of World Peace.
- Relevance of world peace in Global world : First world war- causes, countries involved and result- establishment of League of Nation (10 June -1920). Second world war: causes, countries involved and result- establishment of U.N.O.(10 Oct. 1945)
- Some Important Organizations in the world for world peace: viz. UNESCO, UNO, NAM, SAARC, G-8, G-20, NATO, ASEAN (year of establishment, Motto, Member countries, Head Quarters) Theosophical Movement and Communal Harmony for peace

Practicum:

- Study of one local Organization working for World peace and/ Communal Harmony.
- Conduct a survey on residents of any riot – prone area.
- Collect the data of students and/ teachers about consumer awareness.

1. Suggested Readings:

2. M.G. Chitakra: Education and Human Values, A.P.H. Publishing, New Delhi, 2003
3. Chakravarthy, S.K. : Values and ethics for Organizations: theory and Practice, Oxford University Press, New Delhi, 1999.
4. Satchidananda, M.K. : Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991
5. Das, M.S. & Gupta, V.K. : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995
6. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
7. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986
8. Kaul, G.N.: Values and Education in Independent Indian,
9. Rrokeach, Milton. The Nature of Human Values, New York : Free Press, 1973 Associated Publishers, Mumbai, 1975
10. NCERT, Education in Values, New Delhi, 1992.
11. 10.Swami Budhananda (1983) How to Build Character A Prime : Ramakrishna Mission, New Delhi
12. 11.A Cultural Heritage of India (4 Vols.), Bharatiya Vidya Bhavan, Bombay. (Selected Chapters only)
13. 12.For Life , For the future : Reserves and Remains – UNESCO Publication
14. 13.Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996
15. .Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
16. 15. Swami Vivekananda, Call to the youth for Nation Building, Advaita Ashrama, Calcutta.

B.Ed. Semester- I

Optional Paper- 2. Inclusive Education

Objectives:

The Pupil teacher will be able:

- To acquaint the students with the concept of inclusive education
- To make them aware with the classification of special children
- To acquaint them with the various methodologies of dealing with the children with special needs.

Unit- I

- Inclusive Education – Meaning, Concept, Scope. History and development of Inclusive Education.
- Objective and Basic principles in contemporary Indian society, National Policy with reference to disabled.

Unit- II

Classification of special children

- Physically impaired
- Visually
- Hearing
- Orthopaedics
- Meaning, Characteristics, identification, problems strategies for instruction

Unit-III

- Mentally Exceptional – Gifted, Retarded, Learning disabled, under achievers and slow learners.
- Socially and Emotionally – Delinquents, drug addicts, emotionally and socially deprived.

Meaning, characteristics, identification, problems and strategies for instruction

Unit- IV

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

Practicum:

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

Suggested Readings:

1. Exceptional children : K.C. Panda
2. Exceptional child : D.N. Dash
3. Exceptional child : Chint Mani kar
4. Fundamental principles of special education : Dr. R.A. Sharma
5. विशिष्ट बालक : डॉ अमिता बाजपेई

B.Ed. Semester- II

- **Compulsory Papers –**

- **PAPER I:** Subject Knowledge and Pedagogy of School Subject-1

- **PAPER II:** Subject Knowledge and Pedagogy of School Subject-2

- **PAPER III:** Child and Adolescent Development.

Optional Papers (Student has to choose one paper) PAPER IV

- Environmental Education.

- Computer Education.

- Technological Perspectives of Education

- **Field Work**

- Four weeks practice – in – teaching

- Educational Psychology Practical.

- **Professional Development –**

- Classes on Life Skills

B.Ed. Semester II

Teaching Subjects: Every student shall be required to select **two subjects** for Practice in teaching from the following four groups. However, they will have to select only one subject from any group.

GROUP-I	GROUP-II	GROUP-III	GROUP-IV
1.Science	1.Biology	1.Hindi	1.History
2.Commerce	2. Mathematics	2.English	2.Civics
	3.Home Science	3.Sanskrit	3.Geography
		4.Urdu	4.Economics

In case any student wishes to opt for any one other teaching subject she/he shall have to teach the prescribed lessons in the next year's II semester and appear in the practice in teaching examination of that subject only.

Compulsory Paper I & II-Content Knowledge and Pedagogy of School Subjects-Biology

Objectives

The Pupil teacher will be able to-

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

Unit I

Meaning and scope of biological sciences.Importance of Biology in school curriculum.

Aims and objective of teaching biology, writing objectives in behavioural terms.

Laboratory-Features of Biology laboratory, planning, organizations and maintenance of biology laboratory.

Textbooks of biology. Qualities of biology teachers.

Unit II

Cell and its organelles. Types and part of plant, modification of root, stem and leaf.

Introduction to plant process: Photosynthesis, Transpiration, Movement, Nutrition, Reproduction.

Introduction to Animal processes: Digestion, Respiration, Locomotion, and Blood circulation, Excretion, Reproduction, Control and Co-ordination.

Adaptation in Plant and Animals. Useful Plants and Animals.

Unit III

Food: Sources, Components, Balanced diet, Deficiency diseases. Ecosystem: Types, Food chain and Food web, Energy Cycles.

Pollution: Sources, effects and management.

Environment: Contemporary Scenario- Deforestation, Green House Effect, Global warming, Acid rain, Energy crisis, Biodiversity extinction.

Sustainable Environment: Vermicomposting, Rain Water Harvesting, Garbage Management, Recycling of paper and plastic, River Action Plan, Major recent movements for environment protection.

Unit IV

Microteaching, simulated teaching and Interaction analysis techniques.

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

Organisation of work- indoor and outdoor, Zoological and Botanical excursions.

Evaluation techniques; Construction of Biology test.

Practicum:

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

Suggested Readings

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

B.Ed. Semester II

Compulsory Paper I & II- Content Knowledge and Pedagogy of School Subjects- Civics

Objectives

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

Unit –I

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

Unit II

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

Unit III

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

Unit – IV

- Various Methods and strategies of teaching civics- project, problem solving , observation method, role play methods, lecture, Discussion, Brain Storming
- Innovative Practice in civics teaching : field trip, seminar, Group Discussion.

- Teaching Aids for civics: Audio Visual aids- Blackboard, Real Objects, Model, Chart, Pictures, Radio, T.V., Tape Recorder, Films, Power Point Presentation.
- Evaluation of civics Teaching – Diagnostic testing and Remedial teaching.

Practicum

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

Suggested Readings:

1. Aggarwal, N. N., et. al. (1978), *Principles of Political Science*, 6th Edition. New Delhi: Ram Chand & Co.
2. Ambrose, A. and Mial, A. (1968), *Children's Social Learning*, New York: Association for supervision and Curriculum Development.
3. Apter, David, E. (1978), *Introduction to Political Analysis*, New Delhi: Prentice Hall of India.
4. Bining, A.C. (1952), *Teaching of Social Studies in Sec. School*, New York: McGraw Hill.
5. Burner, Jerome, S. (1971), *Towards a Theory of Instruction*, Cambridge: Harvard University Press.
6. Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
7. Kochhar, S. K. (1963), *The Teaching of Social Studies*, Delhi: University Publishers.
8. Wesley, F. B. (1950), *Teaching social Studies in High School*, Boston: D.C., Health & Co.
9. Buch, M. B. (1969), *Improving Instruction in Civics*, New Delhi: NCERT.
10. Fenton, Edwin (1967), *The New Social Studies*, New York: Hlot Rinehart & Winston, Inc.
11. Finer, (1953), *Teaching Techniques in Social Studies*, New York: Bank Street Publication.
12. Gleeson Denis & Whitty Geoff (1976), *Developments in Social Studies Teaching*, London: Open Book.
13. Nicholson & Write, *Social Studies for Future Citizen*, Geoirge Harrap.
14. Verma, S. P. (1975), *Modern Political Theory*, New Delhi: Vikas Publishing House.
15. White, F.M., *Teaching of Modern Civics*, Delhi: Vikas Publishing House.

B.Ed. Semester II
Compulsory Paper I & II Content Knowledge and
Pedagogy of School Subjects- Geography

Objectives:

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

PRACTICUM

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

Suggested readings

Rai B.C., Geography Teaching

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

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

B.Ed. Semester II

Compulsory Paper I & II - Content Knowledge and Pedagogy of School Subjects- Commerce

Objectives:

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

Unit I

- Evolution and Development of commerce discipline. Nature of Commerce Discipline and Rationale of its inclusion in higher secondary school Curriculum.
- Aims and Objectives of teaching commerce at higher secondary stage, Domains of writing objectives, Techniques of writing objectives in Behavioural terms.
- Integration of Commerce with other Disciplines viz., Economics, Science, and Social science.

Unit II

- Content of the course, its division and co-ordination between divisions.
- A critical appraisal of the syllabus and textbooks of commerce of higher secondary class.
- Skills required by professional Commerce teacher. Avenues available for Professional growth.

- Evaluation in Commerce teaching – Preparation of model question paper along with its blueprint from textbook of commerce ; Types of test in Commerce , Evaluation of Assignment and project Work, Continuous and Comprehensive Evaluation.

Unit III

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

Unit IV

- Instructional Media: Meaning and types of instructional media, Scope of using instructional media in teaching of Commerce. Audio-Visual aids, Use of Software and hardware in teaching of Commerce. Use of workbooks, Practice sets and Worksheets, Textbooks, Reference and Journals.
- Co-curricular activities in teaching Commerce and their utility in strengthening learning Commerce discipline.

Practicum

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

Suggested Readings:

1. Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi:
2. Arya Book Depot.
3. Bhatia. S.K. (1996). Methods of Teaching Accounting. Publication No. 16. CIE. Delhi.
4. Binnion. John E. (1956). When you use a Book-Keeping Practice Set. Journal of Business Education. Vol. 32 Oct. pp. 30-33

5. Boynton. Laewis.D. (1955). *Methods of Teaching Book-Keeping*. Cincinnati; South Western Publishing Co.
6. *Business and Management Education in Transitioning and Developing Countries: A Handbook*; McIntyre, John R. and Alon, Ilan (Editors); M. E. Sharp. Inc.; New York; 2005.
7. *Commerce Education in India: Views of Employers of Private Firms- A Case Study of Delhi*; Sherwani, N.U.K. and Siddiqui, Saif in *Journal of Indian Education*, NCERT; New Delhi; Vol. XXX; No. 4; Feb.2005
8. Forkher Handen L., R.M. Swanson and R. J. Thompson (1960) *The Teaching of Book-Keeping* South Western Publishing.
9. Maheswari, S.B. (1969) *Teachers' Guide in Book-Keeping & Accountancy*, Monograph. NCERT Regional College of Education, Ajmer.
10. Ments, M. (1960). *Simulations, Games and Role Play*. *Handbook of Education Ideas and Practices*, London: Routledge.
11. Musselman, Vernon A and J.M. Hanna (1960). *Teaching Book-Keeping and Accounting*. New York. McGraw Hill Book Co.
12. Sapre, P.M. (1968), *Trends in Teaching Book-Keeping and Accountancy*, Regional College of Education, Mysore.
13. Singh, Kamal. D. (2010). *Development of Computer Assisted Instruction in Accountancy and Evaluation of its Effectiveness at Senior Secondary School Level*. (Unpublished Doctoral thesis). Delhi: Jamia Millia Islamia.
14. Support material for PGT (Commerce) (2011). New Delhi: State Council of Educational Research and Training. Retrieved from: http://delhi.gov.in/wps/wcm/connect/doi_scert/Scert+Delhi/Home/Questpaedia/Learning+Material/Commerce/
15. 14)Text books of Accountancy and Business Studies for class XI and XII, NCERT, New Delhi.
16. 15) Verma, D.P.S.; Commerce Education in Rajput, J.S. (Ed.) *Encyclopaedia of Indian Education*, Vol. I; NCERT; 2000.

B.Ed. Semester II

Compulsory Paper I & II - Content Knowledge and Pedagogy of School Subjects- Economics

Objectives

The Pupil-Teacher will be able to -

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

Unit-I

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

Unit-II

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

Unit-III

- Importance of Economics as a discipline at secondary level and its correlation with other subjects.
- Aims and objectives of teaching Economics. Writing objectives in behavioural terms.
- Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom).

- Importance of Teaching Aids.
- Qualities of Economics teacher, role of the teacher in the content society.
- Textbook of Economics- Criteria of a good textbook.
- Evaluation techniques and construction of model question paper.

Unit-IV

- Methods and approaches of teaching economics-Team teaching, Discussion, Problem solving, Inductive-deductive approach etc.
- Devices and techniques of teaching economics.
- Teaching aids and media in teaching of economics: charts, diagrams, models, T.V., radio, excursion, newspaper and magazine etc and its uses.
- Diagnostic and Remedial teaching.
- Organisation of Economics room.

Practicum

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

Suggested Readings

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

B.Ed. Semester II

Compulsory Paper I & II - Content Knowledge and Pedagogy of School Subjects- English

OBJECTIVES: Pupil- teachers will be able—

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

UNIT -I

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

UNIT -II

- Aims & Objectives of Teaching of English according to the status of English as a First, Second & Third Language.
- Meaning, Importance & Functions of Four major Language Skills ----Listening, speaking, reading writing. Aspects, Forms & Systems of English Language--- Spoken & Written Language, Phonology, Morphology, Semantics & Syntax.
- Teaching of Pronunciation, Vocabulary, Spelling, Reading & Writing.

UNIT-III

- Structure of Content & basic Conceptual Scheme.
- Understanding of English Literature (classified as prose, poetry, stories, novels, dramas, essays, articles, biographies & autobiographies.

- Acquisition of English (Grammar –Composition ; Parts of Speech, Active Passive voice, Direct –Indirect Speech, Tenses Synonyms, Antonyms, Translation, Types of Sentences, Idioms, Phrases, Proverbs, Letter & story writing, essay & dialogue Writing, Picture Composition, Comprehension, Figures of Speech, Précis & Paraphrasing, text-book analysis.

Unit -IV

- Methods & Approaches of teaching English- Direct Method, Grammar cum Translation Method, Deduction –Induction Method, Dr. Michael West’s New Method, Structural & Communicative Approach.
- Lesson Planning for Teaching of Prose, Poetry, Grammar, Composition.
- Importance, Preparation & use of different Audio Visual Teaching Aids.

Practicum

- Composition and creative writing: picture composition, story writing, dialogue writing, précis and paraphrasing
- Preparation of teaching learning material with ICT support: phonetic - deals with sounds, spellings and pronunciation (speaking); semantic - related to understanding (listening); phonetic-cum-graphic related to reading skill, graphic related to writing skill
- Project work on the status of English in schools related with different boards.
- Test based on language skills.

References

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

B.Ed. Semester- II

Compulsory Paper- I & II Subject Knowledge & Pedagogy (हिन्दी)

उद्देश्य :

छात्राध्यापक इस विषय के अध्ययन के उपरान्त योग्य हो जायेंगे :

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

इकाई प्रथम

हिन्दी साहित्य के इतिहास का अध्ययन :

- आदिकाल
- भक्तिकाल ;निर्गुण भक्ति धारा, सगुण भक्ति धारा
- रीतिकाल ;रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त
- आधुनिक काल ;भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता
- गद्य साहित्य की विभिन्न विधाएं .. निबंध, कथा साहित्य— उपन्यास एवं कहानी, नाटक, एकांकी, संस्मरण, जीवनी।

इकाई द्वितीय

व्याकरण एवं रचना :

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

इकाई तृतीय

- मातृ भाषा शिक्षण एवं उसका महत्व, राष्ट्रीय एकता के विकास में हिन्दी की भूमिका।
- हिन्दी शिक्षण के उद्देश्य— ज्ञानात्मक, कौशलात्मक, रसात्मक एवं सर्जनात्मक।

- भाषा शिक्षण एवं उच्चारण – शुद्ध उच्चारण का महत्व, उच्चारण में दोष, कारण एवं निदान ।

इकाई चतुर्थ

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

प्रयोगिक कार्य:-

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

सन्दर्भ ग्रन्थ सूची :

छ: से लेकर 10 तक की किताबें

रामचन्द्र शुक्ल-	हिन्दी साहित्य का इतिहास
पी. एन. पाण्डेय-	हिन्दी साहित्य का इतिहास
हरदेव बाहरी-	हिन्दी व्याकरण
लूसेन्ट-	हिन्दी व्याकरण

B.Ed. Semester II

Compulsory Paper I & II Content Knowledge and Pedagogy of School Subjects- History

Objectives

The Pupil teacher will be able to

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

Unit I

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

Unit II

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

Unit III

- History Teaching- it aims and objectives, writing objectives in behavioral terms.

- Textbook of History- Criteria of good textbook.
- History Teacher- Qualities and their role in society.
- History Classroom- Organisation and maintenance.
- Evaluation in History- Paper Pencil Test, Quiz, Debate, Discussion.

Unit IV

- Method and Approaches of Teaching History.
- Devices and Techniques of Teaching History.
- Teaching aids and Media in teaching of History.
- Lesson Planning- its Importance and types (Herbart and Bloom)
- Remedial and Diagnostic Teaching.

Practicum

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

Suggested Readings:

1. Burton, W.H. (1972), *Principles of History Teaching*, London: Methuen.
2. Chaudhary, K. P. (1975), *The Effective Teaching of History in India*, New Delhi: NCERT.
3. Dhanija Neelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi, Harman Publishing House.
4. Dixit, U. and Bughela (1972), *Itihas shikshan*, Jaipur: Hindi Ganth Academy.
5. Ghate, V. D. (1956), *Teaching of History (English & Hindi)*, Bombay: Oxford University Press.
6. Gunning, Dennis (1978), *The Teaching of History*, London: Goom Helm Ltd.
7. Jarvis, C. H., *Teaching of History*.
8. Khan S.U. (1998), *History Teaching-Problems, Prospective and Prospect*, New Delhi: Heera.
9. Kochar, S. K. (1972), *The Teaching of History*, Delhi: Sterling Publishers.
10. Lewis, E.M. (1960), *Teaching History in Secondary Schools*, Delhi: Sterling Publishers.
11. Mujeeb, M. (1960), *World History: Our Heritage*, Bombay: Asia Publishers
12. Shaida, B. D. and Singh, S. (1973), *Teaching of History*, Jullundur: Dhanpat Rai & Sons.
13. Tara Chand, *A History of Indian People*, Aligarh: P.C. Dwadesh & Co.
14. Weech, S.K.I. (1951), *History of the World London: Odhas Press Ltd.*

B.Ed. Semester II

Compulsory Paper I & II Content Knowledge and Pedagogy of School Subjects- Home Science

Objectives

The Pupil teacher will be able-

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

Unit I

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

Unit II

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

Unit III

- Concept of balanced Diet and its Nutrients.
- Concept of common disease and its prevention.

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

Unit IV

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

Practical Work

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

Suggested Readings:

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

B.Ed. Semester II

Compulsory Paper I & II - Content Knowledge and Pedagogy of School Subjects- Mathematics

Objectives

The Pupil-Teacher will be able to-

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

Unit I

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

Unit II

- Arithmetic: teaching of percentage, ratio and proportion interest, profit and loss, Fractions and Equations
- Trigonometric ratios, Height and distances

- Mensuration: Volume and surface area of a cube, cone cylinder, and sphere
- Algebraic equations: Linear, Simultaneous and Quadratic Equating and their graphical solutions, polynomials Theory of Indices and Anti logarithm

Unit III

- Nature and scope of mathematics: Meaning and Nature of Mathematics. History Of Mathematics with special thrust on teaching mathematics. Contributions of Indian mathematician-Aryabhatta, Bhaskaracharya, and Ramanujan, Scope of mathematics.
- Aims and objectives of teaching mathematics at various stages of education: - Need for establishing general objectives for teaching mathematics, writing specific objectives and teaching points of various content area in mathematic.
- Approaches of teaching mathematics: -
 - Deductive and inductive.
 - Analysis and synthesis.
- Various techniques of teaching mathematics: -oral, written, drill, assignment, supervised study.

Unit IV

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

Practicum

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

Suggested Readings

1. Servas,Wand T.Varga. Teachings School Mathematics- UNESCO Service Book.

2. Aiyankar, Kuppaswami. The teachings Of Mathematics.
3. Bellard, P.B. Teaching the Essentials of Arithmetic.
4. Bhatnagar,A.B.: New Dimensions in the Teaching of Mathematics, Modern Publishers, Meerut.
5. Bloom,B.S. and et.al Handbook on Formative and Summative Evaluation.
6. Bloom,B.S.(1956)Taxonomy of Education Objectives.
7. Dash,B.N.(2005). Psychology of Teaching Learning Process, New Delhi: Dominant Publishers and Distributors.
8. Dharamvir. The Teaching of Mathematics in India. Manuel G.J. Pedagogic of Mathematics.
9. Malhotra,V.(2006).Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corpora.
10. Mangal, S.K.: Teaching of Mathematics, Prakash Brothers, Ludhiana.
11. Mangal, S.K.(1984). The Teachings of Mathematics , Ludhiana: R.P. Fadon Prakash brothers.
12. Marks,J.I., Teaching Arithmetic for Understanding.
13. NCERT, New Delhi : A text book of Content-cum-Methodology of Teaching Mathematics.
14. NCERT.A Text Book of content-cum-methodology of Teaching Mathematics, New Delhi: NCERT.
15. NCERT. Improving Instruction in Mathematics.
16. Pandey, S.K. and Sharma, R.S.(2008). Encyclopedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.
17. Sidhu, K.S.,: Teaching of Mathematics , Sterling Publications, New Delhi.
18. Kulshreshtha A.K. -Mathematics teaching.
19. Bhatnagar A.B. Mathematics teaching.
20. Agarwal, Rawat M.S.-Mathematics teaching.
21. Sevani Ashok- Mathematics teaching.
22. Singh Soran- Mathematics teaching
23. NCERT.A Text Book of content-cum-methodology of Teaching Mathematics, New Delhi: NCERT.
24. NCERT. Improving Instruction in Mathematics.
25. Pandey, S.K. and Sharma, R.S.(2008). Encyclopedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.
26. Sidhu, K.S.,: Teaching of Mathematics , Sterling Publications, New Delhi.
27. Kulshreshtha A.K. -Mathematics teaching.
28. Bhatnagar A.B. Mathematics teaching.
29. Agarwal, Rawat M.S.-Mathematics teaching.
30. Sevani Ashok- Mathematics teaching.
31. Singh Soran- Mathematics teaching

B.Ed. Semester- II

Compulsory Paper- I & II Subject Knowledge & Pedagogy (संस्कृत)

उद्देश्य :

Pupil teacher will be able to-

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

इकाई प्रथम

संस्कृत साहित्य परिचय – संस्कृत साहित्य पर आधारित साहित्यिक परिचय, भाषा शैली, रचनाएं तथा सूक्तियां

कालिदास, वाण भारवि एवं माघ

रस, छन्द एवं अलंकार परिचयात्मक अध्ययन

इकाई द्वितीय

व्याकरण – संज्ञा प्रकरण, माहेश्वर सूत्र, उच्चारण स्थान प्रयत्न तथा संज्ञादि परिचय

शब्द रूप- अकारान्त, इकारान्त, उकारान्त – पुलिङ्ग, स्त्रीलिङ्ग तथा नपुंसक लिङ्ग

धातु रूप- अस्मद्, युष्मद्, एवं भू, पठ्, गम्, धातुओं का पंचलकार

कारक परिचय : सप्त विभक्तियां प्रयोग मात्र

संधि परिचय : पंच स्वर संधि का परिचय तथा प्रयोग

समास : पंचधा परिचय

उपसर्ग तथा प्रत्यय परिचय तथा प्रयोग

इकाई तृतीय

भारत में संस्कृत शिक्षण की महत्वा, पाठ्यक्रम में संस्कृत का स्थान – त्रिभाषा सूत्र एवं प्राथमिक , माध्यमिक तथा उच्च स्तर पर संस्कृत शिक्षण के उद्देश्य ।

व्यावहारिक रूप में उद्देश्य लेखन, गद्य, पद्य, व्याकरण एवं अनुवाद शिक्षण, गद्य एवं पद्य शिक्षण में अन्तर। संस्कृत शिक्षण में शुद्ध लेखन तथा शुद्ध वाचन का महत्त्व ।

अच्छे पाठ्यपुस्तक की विशेषताएं , अच्छे संस्कृत शिक्षक के गुण, भाषा प्रयोगशाला, मूल्यांकन प्रक्रिया, उद्देश्य, प्रकार – वस्तुनिष्ठ तथा निबंधात्मक सुधार सम्बन्धित सुझाव।

इकाई चतुर्थ

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

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

प्रायोगिक कार्य :

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

सन्दर्भ ग्रन्थ सूची :

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

B.Ed. Semester II

Compulsory Paper I & II Content Knowledge and Pedagogy of School Subjects-Science

Objectives

Student teacher will be able to:

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

Unit- I

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

Unit- II

- Methods of teaching science
- Planning of unit and lesson plans and various types of lesson
- Resources for teaching science-
- Laboratory
- Media

- Teaching Aids
- Remedial and Diagnostic teaching.

Unit-III

- Matter: Structure and States.
- Air: Composition, Air Pollution.
- Water: Properties, Water Cycle.
- Pressure: its concept, upthrust, archimedes' principle, Pascal's law.
- Simple Machines: concept and types.
- Energy: Concept, types and uses. Solar energy: uses and working.

Unit-IV

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

Practicum

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

Suggested Reading

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

B.Ed. Semester II

Compulsory Paper I & II-Content Knowledge and Pedagogy of School Subjects-Urdu

Objectives

The Pupil teacher will be able to-

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

Unit-I

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

Unit-II

- Writing: Elementary knowledge of Urdu scripts-: Khat-e-Nakhsh, khat-e-Nastaliq and khat-e-Shikast.

- Teaching of alphabets borrowed from Arabic, Persian and Hindi, their shapes and nomenclatures.
- Pronunciation
- Letter writing
- Essay writing
- Qualities of good hand writing

Unit-III

- Reading: Its importance, concept and meaning.
- Types of reading: Silent reading, Reading aloud, Reading for appreciation and pleasure, Reading interest and reading habits, Supplementary reading.
- Standard sounds of Urdu, vowels and consonants.
- Stress and intonation
- Reading (Pronunciation) defects and their cure.

Unit- IV

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

Practicum

- Preparation of traditional and technology integrated lesson planning in prose and poetry.

- Preparation of traditional and web –based teaching aids for teaching Urdu.
- Participation in conversation.
- Preparation and analysis of teacher made achievement test on a unit.

Suggested Reading

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

B.Ed. Semester- II

Compulsory Paper-III Child and Adolescent Development

Objectives:

The Pupil teacher will be able to:

- Comprehend the concept of growth and development.
- Understand the characteristics of childhood and Adolescent period.
- Know the different dimensions of development.
- Develop the personality and other abilities in students.

Unit – I

- Concept of growth and development
- Concept of childhood, developmental tasks.
- Concept of Adolescent, developmental tasks.
- Factors affecting development of childhood and Adolescent (Social and Cultural)

Unit- II

- Physical development during childhood and Adolescent.
- Mental Development during childhood and Adolescent.
- Language development
- Concept Formation

Unit- III

- Social development during childhood and Adolescent.
- Emotional development during childhood and Adolescent.
- Emotional Intelligence
- Moral development during childhood and Adolescent

Unit-IV

- Intelligence – Concept, theories, assessment.

- Personality – Concept, assessment.
- Creativity – Concept, assessment.
- Mental health – Concept, characteristics, Factors affecting mental health.

Practicum:

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

Suggested Readings:

1. Aggarwal, J. C. (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi.
2. B R Hergenhahn: An Introduction to Theories of Learning
3. Bartlett, L. D., Weisentein, G.R. (2003) *Successful inclusion for educational leaders*, Prentice Hall, New Jersey.
4. Beihemer, S. *Psychology Applied to the Classroom*
5. Best, J.W.: *Research in Education*. Prentice Hall of India, New Delhi, 1980.
6. Bhatia, H. R. (1977), *Textbook of Educational Psychology*, The McMillan Company of India Ltd., New Delhi.
7. Bruner, J.S. (1967) *A Study of Thinking*, New York: John Wiley
8. Chattejee Saroj: *Advanced Educational psychology*
9. Chauhan, S. S. (1988), *Advanced Educational Psychology*, Vikas Publication, N. Delhi.
10. Dandekar W N: *Fundamentals of Experimental Psychology*
11. Dandpani S: *A text book of Advanced Educational Psychology*
12. Dececco, J. P. (1977), *The Psychology of Learning and Instruction*, Prentice Hall of India Pvt. Ltd., New Delhi.
13. Dhondiyal, S. and Pathak, A.: *Shikshak Anushahan Ka Vidhishastra*. Rajasthan Hindi Granth Academy, Jaipur, 1972.
14. Edward E Smith: *Cognitive Psychology*
15. Garrett, H. E., *Statistics in Psychology and Education*.
16. Gulati, Sushma: *Education for Creativity*, NCERT, 1995.
17. Hegarthy, S. & Alur, M. (2002) *Education of children with special needs: From segregation to inclusion*, Corwin press, Sage Publications
18. Hurlock Elizabeth, *Developmental Psychology*
19. Hurlock, E. B.: *Adolescent Development*, McGraw Hill, New York, 1990.
20. Janda L H & Kllenke H K E: *Psychology its study and Uses*
21. Lefrancois Guy R: *Theories of Human Learning*
22. Mangal S K: *Advanced Educational Psychology*
23. Mathur S S: *Educational Psychology*
24. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (2001) *Introduction to Psychology*, (15th ed.), TataMcGrawHill Publishing Ltd.
25. Pal, H.R.: *Educational Research*. Bhopal, M.P. Granth Academy, 2004.
26. Raison Kenneth; Eller Ben F: *Educational Psychology for effective teaching*
27. Walia J S: *Foundations of Educational Psychology*
28. Woolfolk, A.E. *Education Psychology*

B.Ed. Semester- II

Optional Paper-IV Environmental Education

Objectives:

The Pupil teacher will be able to:

- Understand about the concept of environment and its various aspects.
- Become aware and sensitive towards environment and its allied problems.
- Realize the need of environment protection and sustainable development.
- Acquire knowledge about the different methods of teaching in environmental education.
- Acquire knowledge of the tools and techniques for the evaluation of environmental education.

Unit- I

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

Unit- II

- Environmental education : concept, objectives and need
- Methods of teaching in environmental education- seminar, workshop, problem-solving, Field trips and surveys, projects, Exhibition and other methods

Unit- III

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

Unit- IV

- Curricular and Co-curricular activities in environmental education including tree plantation, Awareness campaigns and Community work.

- Concept and techniques of Evaluation with reference of environmental Awareness, skill, Attitudes and values.

Practicum:

- Environment based action research project.
- Participation in activities like plantation, swach bharat abhiyan etc.
- Organization of environmental awareness programmers
- Celebrating days & weeks related with environment (for e.g. wild life week, world environment day, earth day, world water day etc) in schools.

Suggested Readings:

1. Agarwal, J.C. Education for Values, Environment & Human Rights, Shipra Publications, Delhi 2007.
2. Centre for Environment education. Essential learning in environmental education, Ahmadabad 1994.
3. Kumar, Arvind. A Text Book of Environmental Science, A.P.H. Publication House, New Delhi 2007.
4. Laxmi, G.V.S. Methods of teaching Environmental Science, Discovery Publishing House, New Delhi 2004.
5. Samuel, K. Environment Education : Curriculum & teaching Methods, Sarup & Sons, New Delhi 2007.
6. Satapathy, M.K. Education, Environment & Sustainable Development. Shipra Publications, Delhi 2007.
7. Yadav, P.R. Environmental Biodiversity, Discovery Publishing house, New Delhi 2004.

B.Ed. Semester- II

Optional Paper-IV Computer Education

Objectives:

- To acquaint students with basic elements of computers and its use in education.
- To acquaint them with various types of educational software packages.
- To prepare students for using the computers for educational purposes.
- To acquaint them with information technology and Internet.

Unit – I -Computer Hardware for Educational Computing

Introduction to Computer
Meaning, Characteristics, Classification
Computer as Data Processing Machine
Hardware Components of Computer
Input Devices, Processing Device, Output Devices
Educational Applications of Computer Hardware

Unit- II- Software for Educational Computing

Computer Software Meaning, Characteristics, Classification
Types of Software
 System Software
 Application Software
Word Processing Software
Spreadsheet
Presentation Software
Educational Application of Comp Software

Unit –III Computer Assisted Teaching and Learning

Origin of Computer Assisted Instruction
Definition of CAI
Modes of CAI
Advantages of CAI
Delimitations of CAI
Components for designing CAI material
Steps for developing CAI material and digital lesson plan

Unit – IV - Web Resources for Educational Computing

Various communication devices
Open Educational Resources (OER)
Internet: History, Working, Characteristics Tools and Services of Internet
Tools and services of Internet
Educational Implication of various web Technologies: Email, Messenger, Social Networking

PRACTICUM

- Creating Folders & Shortcuts
- Customizing Desktop Environments
- Working with windows Explorer
- Working with Control Panel
- Writing notes and letters with the help of a word processor.
- Making spread sheet
- Preparing a lesson plan by using the following:
Text, images, sound, video, graphs, drawing, tables, clip art and effects.
- Opening internet account.
- Accessing desired web sites.
- Downloading from net.
- Sending and receiving electronic messages.
- Collection of required information from net.

SESSIONAL WORK

- Writing essay /notes in comp/students profile
- Preparing report card in comp.
- Preparing a lesson plan in comp.
- Collecting and presenting specific information from internet.
- Sending and receiving assignment through his/her e-mail account.

Suggested Readings

1. Agrawal, Vinod C.(1996) Pedagogy of computer literacy: An Indian experience, Concept; New Delhi
2. Bansal, S.K. (2002):Fundamentals of Information Technology: Aph Publishing Cooperation: New Delhi
3. Dangwal Kiran L.: (2004) Computers in Teaching and Learning:Shre Vinod Pustak Manir, Agra
4. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Lucknow
5. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra

6. Ignou (2001): Computers in Education (Block-1) B.Ed: Self instructional study material: New Delhi
7. Jain V.K.(1990) Computer for Beginners :Pustak Mahal, Khari Boali, New Delhi
8. Johnes, Ann (1984) Computer Assisted Learning in Distance Education, Croom-Helm, London.
9. Kirkire, P.L., Bhargava,V. and Bhargava, R (2002) : Educating and Learning through Computer : H.P. Bhargava Book house : Agra.
10. Malik Utpal & Prasad S.N.(1995): Computer Literacy: National Council of Educational research And Training: New Delhi.
11. Passi, B.K., Joshi, A., Mahapatra B.C. (1999): Computer and Control learning: National Psychological Corporation: Agra
12. Rajaraman (1991) Fundamentals of Computers: Printics – Hall of India Private Limited, New Delhi.
13. Smeets, E.F.L. (1996). Multimedia op school. Nijmegen: Instituut voor Toegepaste Sociale Wetenschappen, Ubbergen: Tandem Felix.
14. Verma R. & Sharma S. (2003) Modern Ternds in Teaching Technology: Anmol Publication Pvt. Ltd.: New Delhi
15. <http://www.worldstart.com/tips/computer-terms/index.htm>

B.Ed. Semester- II

Optional Paper-IV-Technological Perspective of Education

OBJECTIVES:

- To enable the learner to become effective user of ICT in Education
- To develop in students an understanding of the nature and scope of educational technology and also about the various forms of technology,
- To develop an understanding of the systems approach to Education and communication theories and modes of communication,
- To enable students to produce, select and use instructional material and media effectively;
- To know the instructional design and modes of development of self learning material
- to develop the ability for critical appraisal of the audio-visual media,
- to develop basic skills in the production of different types of instructional material,
- to develop an awareness in students about the recent innovations and future perspectives of Education Technology.
- 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
- To enable students to use the e-learning materials and media for effective learning;

UNIT – I

- Educational Technology- Concept, Nature, Meaning, Scope & Significance of Educational Technology, Development of Educational Technology (Historical Perspectives and Emerging Trends); various forms of Educational Technology- Meaning, and Difference between Teaching Technology, Instructional Technology, Behavioural Technology
- Components of Educational technology software and hardware, Futuristic view of Educational Technology in India.
- ICT- Meaning, nature, Development of ICT in historical perspectives, scope and Functions. Place of ICT in the changing conceptions of information, knowledge and skills (software and hardware approaches)

UNIT – II

- Skills and Competencies for Effective Instruction
 - Microteaching: Concept, process and evaluation.
 - Simulation in Teaching
 - Teaching Skills: Set Induction, Skill of Explaining, Structuring of Questions, Fluency of questions, Response Management, Stimulus-Variation, Reinforcement, Illustration with Examples, Blackboard Writing, Skill of Closure.

- Instructional Design System- Concept, Views, Process and stages of Development of Instructional Design
- Programmed Instruction- Origin, Principles characteristics and Psychological foundation of PI, Types: Linear, Branching and Mathematics, Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT – III

- E-Learning- Concept, definitions, scope, trends, attributes & opportunities; Approaches to e learning (a) Offline, Online; (b) Synchronous, Asynchronous; (c) Blended learning; (d) Mobile learning (M learning); Learning Management Systems: Media and Materials (a) Open Educational Resources, (b) Social Networking Sites, (c) Spoken Tutorial and Camstudio (d) Learning objects; Pedagogical designs & e-learning; Assessments, feedback and e-moderation, Blended Learning, E-content and e-books
- Open Educational Resources (OER): Concept, features and application
- Personalized System of Instruction-Application of Computers in Education: CAI, CAL, CBT, CML, Web Based Instruction – Meaning, Characteristics, Uses, advantage and disadvantages, Preparation of CAI Package (Process), Evaluation of CAI Package (Product)

UNIT – IV

- Modalities of Teaching- Difference between teaching and Instruction, conditioning & training, Stages of teaching pre – active, interactive and post – active; Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning. Modification of teaching behaviour microteaching, Flanders interaction analysis, simulation,
- Technology in the teaching - learning process: Concept, ideas and outline the steps to use the technology in the teaching - learning process, especially for: Educational Satellites, Educational Videos/audios, Computers, Internet and Mobile Technology, Interactive White boards and Tablets.
- Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities, Virtual Reality with Intelligent Tutoring System, Virtual University, Artificial intelligence.

Practicum

- Creating and presenting multimedia application
- Preparation of two slides on power point showing animation
- Development of PLM of any style
- Observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

Suggested Readings

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.
2. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited

3. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education. Mumbai: Saith.
4. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
5. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publ House.
6. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
7. Dangwal Kiran L.: (2004) Computers in Teaching and Learning:Shre Vinod Pustak Manir, Agra
8. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Lucknow
9. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra
10. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
11. Dasgupta, D. N. Communication and Education, , Pointer Publishers
12. Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan.
13. Information and Communication Technologies in Education: A Curriculum for School and
14. Programme of Teacher Development, Handbook of UNESCO
15. Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO
16. Jain, Purabi. (2004). Educational technology. New Delhi: Dominant.
17. Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning.
18. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
19. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.
20. O. P. Dahama & O. P. Bhatnagar, Education and Communication for development, Oxford & IBH Publishing company, New Delhi
21. Pachauri, Suresh Chandra (2011). Educational technology. Aph Publishing Corporation: New Delhi.
22. Rastogi Satish (1998). Educational technology for distance education. Jaipur: Rawat Publication.
23. Robert, Heinich (1990). Instructional media and the new technologies of instruction. London: John Wiley and Sons.
24. Sareen N., Information and Communication Technology, Anmol Publication
25. Sethi, Deepa (2010). Essentials of educational technology and management. Jagdamba Publishing Company: Delhi
26. Sharma, A.R. (2001). Educational technology. Agra: Vinod.
27. Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
28. Singh, C.P. (2011). Advanced educational technology. Lotus Press: New Delhi
29. Sleeman, P.J., Cobun, Ted C, Rockwell, D. M.(1979). Instructional media and technology: a guide to accountable learning systems. New York: Longman.
30. Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.
31. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
32. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons

B.Ed. Semester II Field Work
Educational Psychology Practical

Objectives

The Pupil teacher will be able to-

- To use the test and experiment in school condition
- To know the procedure of administration and interpretation of the results of different types of Test and Experiment.
- **Course-**
- **Tests**
 - Intelligence Test- Raven's Progressive matrices/any other verbal or non-verbal intelligence test.
 - Personality Test- High School Personality Questionnaire.
 - Test of Study habit- Palsane and Sharma Study Habit inventory.

B. Experiments

1. Memorisation by Paired Association Method.
2. Free Association
3. Transfer of training through mirror drawing

B.Ed. Semester III

- **Compulsory Paper**
 - School Management and Hygiene
 - Measurement and Evaluation
- **Internship – 16 weeks**
 - Teachers Diary
 - Attendance Register
 - Morning Assembly
 - Continuous and Comprehensive Evaluation.
 - School infrastructure
 - Any other duty assigned by the Principal
- **Field work.**
 - Action Research during Internship and its Report Writing.
 - Reflections and consolidation of internship and its Report Writing.
- **Professional Development**

Educational Tour outside the State / in exceptional cases any project assigned by the panel of experts constituted and headed by the Dean, Faculty of Education, L.U.

B.Ed. Semester- III

Compulsory Paper-I School Management and Hygiene

Objectives:

The Pupil teacher will be able to:

- Understand the nature of school as an organization, its components and dimensions.
- Know teacher's roles and responsibilities with respect to academic and co-curricular activities and understand his place and position in the school.
- Know the components of classroom climate and to help them to understand their effect on pupil's development.
- Understand the importance of good health and positive attitude towards exercise and health.

Unit- I

Meaning of school Management and school Organization, Differences between the two.

Meaning of School Climate and its effect on school performance, Factors affecting school climate

Physical and Human Resource- its concept, need, importance and management

School Time-Table- Meaning, Types, Need and Importance

School Building- Characteristics of a good School Building, Basic requirement, Types and maintenance

School Hostel- Building, Hostel Warden- Qualities and Duties

Unit- II

School Library- Concept, Types, Need and Importance. Qualities and role of Librarian

School Principal- Qualities, Role, Duties and Essential Management skills

Teacher- Qualities, Role, Duties and Essential Management skills, Role of Teachers in curricular and co-curricular activities

School Discipline- Concept, types, Need, and methods of maintaining Discipline, Role of Principal and Teachers

Student's Self Government for development of discipline

Community and School Development- Role of Community, Parents in school development as PTA and any new idea

Unit- III

Educational Administration: Meaning, Need and Importance and types

Educational Administration in India

Administration of Education at Local level

Administration of Education at State level

Administration of Education at Central level

Problems of Educational Administration in India

School finance: Sources of Income and Expenditure, School Budget

Unit- IV

Health and Hygiene: Meaning and its need in schools

Health Education: Meaning, Need and Importance in Schools

Medical Health Care: Concept and Programmes available or arranged in Schools, Need of physical exercises and Yoga

First Aid: Meaning, Need and Importance on schools

Mid Day Meal: Concept, its need and effect on performance

Some Common and emerging Diseases, their prevention and role of principal, teachers, students and parents

Practicum:

- Preparation of time table- teacherwise, class wise, subject wise
- Methods of HRM in different type of schools
- Survey of Teacher' evaluation and principal's evaluation techniques used in different schools

- Health and medical check up facilities provided in schools
- identification of discipline problems in different type of schools

Suggested Readings:

1. Agarwal, J.C. : Educational Administration, Management and Supervision, New Delhi, Arya Book Depo, 1994.
2. Agrawal, A. and Godbole, A.: Shaikshik Prashasan , Prabandhan and swasthya shiksha, Alok Prakashan, 2009.
3. Armstrong, M. : Management Processes and Functions, London Short, Run Press 1990.
4. Cnand Tara, Prakash Ravi : Advanced Educational Administration, New Delhi Kanishka Publishers.
5. Craig, M.W. : Dynamics of Leadership, Bombay, Jaico Publishing House, 1985.
6. Davito, A.J. : Communicology : An Introduction 16th Study of communication, New York Harper & Row Publishers, 1978 .
7. Koochhar, S.K. : Secondary School Administration, Sterling Publishers Pvt. Ltd. 1991.
8. Mukherjee, S.N.: School Administration and Function in India, J.C. Shah Acharya Book Dept., 1963,
9. Padmanabhan, C.B. : Educational Financing and Structural Adjustment, Policies in India, New Delhi, Common wealth Publishers.
10. Rangnathan, S.R. The Organisation of Libraries, third edition, Oxford University Press.
11. Singh, Amarjit : Classroom Management, New Delhi: A Reflective Perspective, Kanishka Publishers.
12. Singhal, R.P. & Bhagia N.M.: School Inspection System., A modern Approach Vikas Publishing House Pvt. Ltd. 1986.
13. कुदेषिया, उमेष चन्द्र : शिक्षा प्रशासन, आगरा: विनोद पुस्तक मन्दिर, आगरा।
14. पाण्डेय, राम शकल : शैक्षिक नियोजन एवं वित्त प्रबन्धन, आगरा: विनोद पुस्तक मन्दिर।
15. वर्मा, रामपाल सिंह: विद्यालय संगठन एवं स्वास्थ्य शिक्षा आगरा विनोद पुस्तक मन्दिर।
16. सुखिया, एस0पी0 : विद्यालय प्रशासन एवं संगठन, आगरा विनोद पुस्तक मन्दिर।
17. षर्मा, आर0ए0 : विद्यालय संगठन तथा शिक्षा प्रशासन, मेरठ, आर0 लाल बुक डिपो।
18. षैरी, जी0पी0 : स्वास्थ्य शिक्षा, आगरा विनोद पुस्तक मन्दिर।

B.Ed. Semester- III

Compulsory Paper-II Measurement and Evaluation in Education

Objectives:

The Pupil teacher will be able to:

- Comprehend the concept and purpose of measurement and evaluation.
- Understand the various techniques and tools of evaluation.
- Know the various examination systems of India at different levels.
- Compute and apply the statistical techniques in measurement and evaluation.

Unit- I

- Measurement and Evaluation : concept, need and importance
- Levels of Measurement
- Relationship between measurement and evaluation
- Purpose of evaluation
- Errors in measurement and evaluation

Unit- II

- Techniques of Evaluation : Written, Oral, Practical, Observation, Socio-metric and Projective
- Tools of evaluation : Tests, Inventories, Check-list, Rating Scales
- Characteristics of a good Measuring Tool : Objectivity, Practicability, Reliability, Validity, Item analysis, Norms

Unit- III

- Approaches of Evaluation : Formative and Summative Evaluation, Comprehensive and Continuous Evaluation, Internal and External Evaluation, Criterion and Norm referenced Evaluation
- Examination systems in India at Elementary, Secondary and University levels
- Intelligence, Personality and Creativity : Concept and Measurement (study at least one tool of each)

Unit- IV

- Measures of Central Tendency : Mean, Median and Mode (Meaning, Computation and its Uses)
- Measures of Dispersion : Inter-quartile Range, Quartile Deviation, Mean Deviation and Standard Deviation (Meaning, Computation and its Uses)
- Measures of Position : Percentile
- Correlation : Concept, Uses and Methods of Computing Correlation Coefficient by Spearman's Rank-Difference and Pearson's Product Moment Method
- Normal Probability Curve : Concept and its Characteristics

Practicum:

Collection of and analysis based on evaluation system

Statistical analysis of data

Suggested Readings:

1. Linderman P.H. Educational Measurement, Bombay, TaraPur Wala. Sons & Co. Pvt. Ltd.
2. Mehrens, W.A. & Irvin J. Lehman. Measurement and Evaluation in Education and Psychology, New York : Holt, Rinehart & Winston.
3. Nuanally, J.C. Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
4. Srivastava, H.S., P. Sing and V.S. Anand.Reforming Examinations – Some Emerging concepts, New Delhi : NCERT
5. University Grants Commission : Report on Examination Reform – A plan of Action, New Delhi : UGC.
6. Furst, E.W. Construction of Evaluation Instruments New York : Longmans.
7. Vernon, P.E. The Measurement of Abilities, London : University Press.
8. Thorndike and Hagen. Measurement and Evaluation in Psychology & Education, New Delhi : Oxford and I.B.H. Publishing Co.
9. Payne, W.J. Educational Evaluation : New Jersey : Prentice Hall.
10. Remmens, H.H, N.L. Gage and J.F. Rummel. A practical Introduction to measurement and evaluation. New York : Harper & Row Publishers.
11. Sax Gilbert. Principles of Educative measurements and Evaluation. California : Wadsworth Publishing Co. Inc.
12. Eean, K.L. construction of Educational and personal Tests, New York. Mc Graw – Hill Book Co.
13. Best, J.W. Research in Education, New Delhi. Prentice Hall of India Pvt. Ltd.
14. Blood & Budd, W.C. Eduacational Measurement and Evaluation, New York : Harpen & Row.
15. Edwards, A.L. The social Desirability variable in personality assessment and Research. New York : Dryden.
16. Edwards, A.L. Experimental Design in Psychological Research, New York: Rinehart and Winston Inc.
17. Nunnally, J.C. Tests and Measurements : Assessment and Predictions New York : Mc Graw Hill Book Co.
18. Stanley J.C. & Hopkins, K.D. Educational and Psychological Measurement and Evaluation.
19. Tuckman, B.W. Measuring Educational Outcomes. Fundamentals of Testing. NewYork : Harcourt Brace Jovanovich Inc.

20. Tyler, L.E. Tests and Measurements, New Jersey; Prentice Hall.
21. Singh, A.K. Tests, Measurements and Research Methods in Behavioural Sciences, Patna: Shanti Bhawan.
22. Bloom, B.S. et al. Taxonomy of Educational objectives, Handbook I. Cognitive domain New York : David McKay Co.
23. Cronback, L.J. Essentials of Psychological Testing New York : Harper and Row Published.
24. Ebel, R.L. Measuring Educational Achievement. New Jersey : Englewood Cliffs.
25. Edwards, A.L. Techniques of Altitude Scale Construction. Bombay : Vakils, Feffer and Simons Pvt. Ltd.
26. Guilford, J.P. Psychimatric Methods. New York : McGraw Hill Book Co.
27. Helmstadter, G.C. Principles of Psychological measurement, New Jersey : England Cliffs.
28. Krathwohl, D.R. et al. Taxonomy of Educational objectives Hanbdblbook II, Affective Domain, New York : Dand McKay Co.
29. Linfquist, E.F. (ed) Educational Measurement Washington D.C. : American Council on Education.
30. Mchrens, W.A. & Lehman I.J. Measurement and Evaluation is Education and Psychology. New York: Holt Rinehart and Winston.
31. NCERT New Delhi. The concept of Evaluation in Education
32. Adams, G.S. Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
33. Anastasi, A. Psychological Testing, New York: MacMillan.
34. Bloom, B.S. Handbook on Formative and Summative Evaluation at Student learning New York : McGraw Hill.
35. Freeman, F.S. Theory and Practice of Psychological Testing, New Delhi : Oxford University Press.
36. Gerberick G.J. Measurement and Evaluation in the Modern School, New York : David McKay Co. Inc.
37. Gronlund, N.E. Measurement and Evaluation in Teaching.
38. Wrightstone, J.W. Justman J.and Robbins, I Evaluation in Modern Education, New Delhi : Eurasia Publishing House.
39. Kerlinger, F.N. Foundations of Behavioural Research, Education and Psychological Enquiry New York : Holt Rinehart & Winston.

B.Ed. Semester- IV

- **Compulsory Papers**
 - Contemporary India and Education
 - Gender issues and Human Rights Education
 - Guidance and Counselling.
- **Optional Papers** (Student has to choose one paper)
 - Theoretical Foundations of Curriculum.
 - Innovations in Education.

C Field Work

- Content Analysis of Text book
- Library Visit of School and Report Writing.
- **Professional Development**
Classes in Music / Drama / Craft / Physical Education/ Disaster Management.

B.Ed Semester IV

Compulsory Paper- I Contemporary India and Education

Objectives:

The Pupil teacher will be able to:

- Understand and appreciate the diversity of Indian society manifested in various forms such as region, caste, culture and language.
- Understand the development of education system in India during various historical periods with specific context to access and quality.
- Analyze and appreciate the role of education in socio-political transformation and economic reconstruction.
- Understand and analyze the education policy during various regimes in contemporary India and its implications for the access, social justice and quality of life.
- Understand the impact of the constitution on education in Indian society.
- Develop understanding of signification trends, issues and challenges in contemporary education.

Unit- I

Indian Social Context

- Diversity and pluralism – meaning and definition, diversity in a historical perspective, type of diversity – linguistic, regional/ geographic, cultural;
- Inequality and marginalization – concept of inequality and marginalization, causes of inequality – social, Political and economic, implications- discrimination and creation of social hierarchies;
- Concern of Indian society – Democracy, social justice and equality, gender equality, human right, social cohesion

Unit- II

Education in India during Pre-independence Period

- Nature and provisions of education during the Vedic age, Buddhist period and Muslim period – issues related to access, Equity, quality and Governance

- Introduction of modern (European) education in India –Efforts for promotion of education from 1813 to 1854, Education policy of the British (Indian) government between 1857 and 1947 with implications for socio-economic development and national conscience.
- Movement for compulsory education in India- Gokhale Bill 1910, Sadler commission 1917, Hartog committee and Basic Education 1937

Unit- III

Education in Independent India – Education and National Reconstruction

- Vision of society in the Indian Constitution : preamble and its influence on educational values
- Education for persevering Indian cultural heritage, strengthening democracy, promoting economic growth and development– universalization of elementary education, policies regarding the development of secondary, higher, technical and professional education;
- Language policy in independent India : socio-political repercussion

Unit- IV

Emerging Trends, issues and Challenges

- Elementary education : Promotion of UEE through SSA, Right to Education 2010, challenges of universalization of elementary education
- Secondary education : Mudaliar Commission in reference to diversification of secondary education, Role of Rastriya Madhyamic Shiksha Abhiyan (RMSA), Challenges of universalization of secondary education
- Woman education : concept and need of prioritizing education for woman and girls education in India.
- Environmental education : concept, objectives and need of environmental education, man made changes to the environment and resulting problems at local, national and international level- pollution, deforestation, global warming, role of teachers and students in conservation of environment

Practicum:

- Study The Impact Of Act, Policies And Recommendations On Education In Local.
- Find out the challenges of education in contemporary India and writing report.

Suggested Readings:

1. Aikara, Jacob (2004), Education: Sociological Perspectives, Jaipur : Rawat Publications.

2. Basant, Rakesh and Gitanjali Sen (2014), “Access to Higher Education in India : An Exploration of its Antecedents”, Economic and Political Weekly, Vol. XLIX, No. 51, December 20.
3. Ghosh, Suresh Chandra (2007), History of Education in India, Jaipur : Rawat Publications.
4. Gore, M.S.(1982), Education and Modernization in India, Jaipur : Rawat Publications.
5. Govinda, R.(ed) (2011), Who Goes to School: Exploring Exclusion in Indian Education, Delhi: Oxford University press.
6. Kumar, Krishna (2005), Political Agenda of Education: A Study of Colonialist and Nationalist ideas, New Delhi: Sage Publications.
7. Lal, Raman Bihari and Sunita Palod (2012), Shekshik Chintan evam Prayog: Udiyaman Bhartiya Samaj me Shikshak, Meerut: R. Lall.
8. Naik, J.P and S. Nurullah (1975), A Student’s History of Education in India: 1800-1973 (Sixth edition), Bombay; Macmillan.
9. Nambissan, Geetha B. (2012), “Private Schools for the Poor : Business as Usual?”, Economic and Political Weekly, Vol. XLVII, No. 41.
10. Rao, S.Srinivasa (2002), “Dalits in Education and Workforce”, Economic and Political Weekly, (July 20).

B.Ed. Semester- IV
Compulsory Paper-II Gender Issues and Human Rights
Education

Objectives:

The Pupil teacher will be able to:

- Develop understanding of basic concepts related to Gender.
- Learn about gender issues in school and curriculum.
- Develop understanding between gender, power and sexuality in relation to education
- Develop understanding of different personality and their assessment

Unit-I

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

Unit II

- Theory on gender and education: socialization theory, gender difference, structural theory, deconstructive theory.
- Gender identities and socialization practices in schools, family, formal and non formal organizations. Schooling of girls: inequalities and resistances
- Gender and curriculum: Analysis of curriculum and hidden curriculum.

Unit- III

- Human Rights:-Definition, Need and Importance of Human Rights, Nature of Human Rights
- Historical Background of Human Rights and Provisions for Human Rights in Indian constitution, Difference between Human Rights and Fundamental Rights
- Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender

Unit- IV

- Consumer Rights and Structure of Consumer Courts in India, R.T.I. Act in India

- Some vital issues and prominent Judgments regarding Human Rights, Human Rights Commission in India
- Agencies for Human Right Education viz. Family, School, State and NGOs

Practicum:

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

Suggested Readings:

1. Human Rights Education : Selection from University News
2. Human Rights in India : Chiranjiri J. Nirmal
3. Human Rights and Peace : Ujjawal kumar Singh
4. Human Rights Education : Jagannath Mohanthy
- 5^प मानवाधिकार एवं पुलिस तंत्र : डॉ. दीपा सिंह एवं के. पी. सिंह
- 6^प मानवाधिकार दशा एवं दिशा : रमेश चन्द्र दीक्षित
7. मानवाधिकार कानून : सुरेश जैन

B.Ed. Semester- IV

Compulsory Paper-III Guidance and Counseling

Objectives:

The Pupil teacher will be able to:

- Understand the need of Guidance and Counseling and its relationship to education
- Understand essential Guidance services and Guidance programme
- Get an idea of psychological measurement in Guidance and Counseling and its utility

Unit- I

Guidance: Nature, meaning, scope and need of guidance from different point of view

Major Areas of Guidance;

Educational: Meaning, Functions and need of educational guidance at different levels

Vocational: Meaning, functions and need of vocational guidance at different levels

Personal: Meaning, Functions and need of personal guidance at different levels

Unit- II

Essential Guidance Services: Orientation service, information service, placement service, follows up service, counseling service and remedial service.

Guidance programme: Organization of Guidance programme at Primary and Secondary level.

Unit- III

Counseling: Concept, meaning, purpose, principles, techniques and types of counseling.

Use of different type of tests (intelligence, interest, attitude) and interpretation of test data by the counselor

Unit- IV

Counselor: Role, responsibilities and qualities of a good counselor.

Guidance and Counseling Centers: Need, objectives and functions.

Practicum:

Will guide atleast two students and report writing

Collect data regarding guidance procedure.

Suggested Readings:

1. Oberai, S.C.; Sainkhik tatha Vyavsayik Nirdeshan evam pramarsh, International publishing House, Meerut.
2. Jaiswal, Sitaram ; Shiskha me Nirdeshan evam pramarsh, Vinod Pustak Mandir, Agra.
3. Verma, R.S. and Upadhyaya, R.B.; Shaikshik evam Vyavsayik Nirdeshan, Vinod pustak Mandir, Agara.
4. Sharma, R.A.& Chaturvedi,S.; Shaikshik evam Vyavsayik Nirdeshan evam pramarsh, Surya publication, Meerut.
5. Rai, Amarnath & Ashthana, Madhu.; Nirdeshan evam paramarsh (Sampratyay, Kshetra evam Upagam), Motilal Banarasidas, Delhi.
6. Pandey, V.C.; Educational Guidance and Counseling, Isha Book Depot, Delhi.
7. Myers, C.E.; Principles and Techniques of Vocational Guidance, McGraw-Hill Book Co., Newyark & London.
8. Safaya, B.N.; Guidance and Counseling, Abhishek Publications, Chandigarh.
9. Pandey, K.P.; Educational and Vocational Guidance in India, Vishvavidyalaya Prakashan, Varanasi.
10. 10.Chandra, Ramesh.; Career Information and Guidance and Counseling, Isha Books, Delhi.

B.Ed. Semester- IV

Optional Paper-I Theoretical Foundations of Curriculum

Objectives:

The Pupil teacher will be able:

- To enable the learners to understand the basic concept of education
- To enable the learners to understand various types, methods, determinants and motives of curriculum development
- To enable the learners to understand various curriculum practices in India and abroad
- To enable the learners to design an innovative curricular model

Unit- I

- Curriculum: Concept, Meaning and Nature, Types of curriculum: Learner centered, Teacher Centered, Subject centered, Correlation, Core, Fusion, Accelerated, Enriched, Sandwich, Crash, Disciplinary, Integrated, Interdisciplinary, Transdisciplinary,
- Curriculum, Syllabus and Textbooks

Unit- II

- Bases of Curriculum: Philosophical, Socio-cultural, Political, Psychological, Beliefs about Knowledge, Technological advancement.
- Determinants and motives of curriculum Development

Unit- III

- Principles of Curriculum Construction, Selection, gradation and Organization of content,
- Steps of curriculum Designing : Setting of objectives and learning experiences, Selection and organization of learning content and learning material, assessment and evaluation of learning, Modification and resetting of objectives.
- Various evaluation strategies, Formative and Summative evaluation, Semester & Trimester System, CCE, CRT, NRT, CGPA, GGPA

Unit- IV

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

Practicum:

Collect some data and analyse

Prepare a curriculum of any subject/ class based on any model

Suggested Readings:

1. Alexander William, M. (Ed.) (1967). The Changing Secondary School Curriculum, New York ; Holt, Rinehart & Winston; pp 479
2. Sheffi, S.A. (1991). National Curriculum Framework – A Holistic view, Journal of Indian Education XVIII (04) P.1
3. Rajput, J.S. (2002). Dimensions of Curriculum Change, New Delhi : NCERT; PP. 284
4. Hass G. & Parkey F.W. (1993). Curriculum Planning : A New Approach (6th edition) : United State of America
5. Alberty H. (1947). ‘The Resource Unit in Curriculum Reorganization’ In readings in : Reorganizing the High School Curriculum, New York the Macmillan Company, PP. 421-443
6. Sayor, G.J. & Alexander, W.M. (1974), Planning Curriculum for Schools. New York : Holt , Rinehart and Winston Press.

B.Ed. Semester- IV

Optional Paper-II Innovations in Education

Objectives:

The Pupil teacher will be able:

- To develop awareness of various innovative practices in education
- To develop awareness in contemporary modern issues.
- To enable students to develop life skills for growth and healthy living.
- To develop understanding of self learning technical devices.

Unit- I

Innovation – Meaning, concept, need and scope in view of technological & social change, scientific temper.

Obstacles in innovation, role of Education in overcoming obstacles and in bringing innovations.

Role of UNICEF in introducing innovations in Indian School Education.

Unit- II

Innovative programmes and Schemes for social development in the field of education

- ICDS
- Early Childhood Care and Education (ECCE)
- Positive Parenting
- Aganwadi and other efforts in Private Sector
- State Supported innovations – SSA, Mahila Samakhya, Each one teach one
- National level – RTE, NLM, Adult Education
- Life skills Educations – Hard & Soft skills
- Innovative institutes in India

Unit- III

Changing face of School and University in the age of information and communication technology

- E-learning in Education
- Interactive Radio
- Television
- Internet
- EDUSET
- Virtual reality

Unit- IV

Legal awareness, disaster management, Swatch Bharat Abhiyan, Voting awareness

Entrepreneurship development in Education

Self defence

Spiritual Education and Yoga

Practicum:

- Cleaning of any area under swachh Bharat Abhiyan.
- Survey & Report writing on the selected topic
- Competitions based on Poster making & Slogan writing.

Suggested Readings:

1. Laxmi , S. (1989). Innovations in Education, Sterling Publishers Pvt. Ltd. Delhi.
2. NCERT – Experimentation & Innovations in School, a Handbook, New Delhi
3. Chauhan S.S. (1994). Innovations in teaching learning process. Vikas Publishing House P.Ltd. New Delhi.