

B.ED TWO-YEARS CURRICULUM STRUCTURE OF LUCKNOW UNIVERSITY

(w.e.f. 2017)

Semester I		Semester II	
A-Compulsory Papers	Marks	A-Compulsory Papers	Marks
PAPER I: Philosophical and Sociological Perspective of Education	80+20	PAPER I: Subject Knowledge and Pedagogy of School Subject-1	80+20
PAPER II: Psychological Perspective of Education	80+20	PAPER II: Subject Knowledge and Pedagogy of School Subject-2	80+20
PAPER III: Technological Perspective of Education	80+20	PAPER III: Inclusive Education	80+20
		PAPER IV: School Management and Hygiene	80+20
B-OPTIONAL PAPER (Student has to choose one paper):PAPER IV a) Value and Peace Education b) Innovations in Education c) Understanding disciplines d) Reading and Reflecting on Texts e) Education for Well-Being f) Understanding Self	40+10	B-OPTIONAL PAPERS (Student has to choose one paper): PAPER V a) Environmental Education b) Computer Education c) Gender Issues and Human Rights Education d) Education for Happiness e) Comparative Education f) Life Long Learning	40+10
C-Practicum 1. Educational Psychology Practical. 2. Community Engagement. 3. One week Observation of teaching of regular teachers, school and report writing (at least 24 lessons). 4. Library visit of school and report writing.	50 Grade A to D	C-Practicum 1. Review of one text book in each teaching subject (External) 2. Skill based simulation teaching lessons- 10 Lessons (External)	20 30
D-Professional Development 1. Classes on Personality Development. 2. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening.	Grade A to D	D-Professional Development 1. Classes on Personality Development and life skills. 2. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening.	Grade A to D
TOTAL	400	TOTAL	500

Semester III		Semester IV	
A-Compulsory Paper	Marks	A-Compulsory Paper	Marks
PAPER I: Measurement and Evaluation in Education	80+20	PAPER I: Contemporary India and Education	80+20
PAPER II: Theoretical Foundations of Curriculum	80+20		
PAPER III: Guidance and Counselling	80+20		
		B-Internship –16 weeks <ol style="list-style-type: none"> 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. 7. Reflections and consolidation of internship report writing 8. Report Writing. 	200
C-Field Work <ol style="list-style-type: none"> 1. Four weeks practice – in – teaching 2. Community Engagement 3. Action Research and its Report Writing 	200 Grade A to D	C-Field Work <ol style="list-style-type: none"> 1. 1.Comprehensive Viva-Voce (Based on complete B.Ed. course) 	100
D-Professional Development <ol style="list-style-type: none"> 1. Classes on Personality Development. 2. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening. 	Grade A to D	D-Professional Development <ol style="list-style-type: none"> 1. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening. 	Grade A to D
TOTAL	500	TOTAL	400

B.Ed. Semester-I

Paper I: Philosophical and Sociological Perspective of Education

Objectives:

The pupil-teacher will be able:

- ❖ To understand the philosophical and sociological perspective of education.
- ❖ To understand the meaning, nature and concept of philosophy & sociology in context of education.
- ❖ To understand the various schools and related thinkers and reflections of their ideology on education.
- ❖ To understand the society, culture and the process of socialization.
- ❖ To understand the concept of diversity, inequality and marginalization.
- ❖ To understand the elements of constitution & its impact on education.
- ❖ To understand the inequality and challenges of the education system.

Unit I

- Education – Meaning, Concept, Nature, Forms, Relationship with other disciplines, Agencies of Education – Formal, Informal, Non-Formal, Role of Home, School, Society, Mass Media.
- Issues & Challenges in Education – National integration, Internationalism, Liberalization. Privatization and Globalization, Social Media and Education, Distance Learning, Inclusive Education.

Unit II

- Philosophy- Meaning, Concept, Nature, Schools of Philosophy– Idealism, Naturalism, Pragmatism, Realism in the context of Education.
- Educational thoughts of Gandhi, Tagore, Dewey, Plato, Rousseau, Vivekananda, Paulo Freire; Comparison of Eastern and Western Philosophy, Characteristics of Indian philosophy and Education.

Unit III

- Sociology – Meaning, Nature, Difference between Educational Sociology and Sociology of Education; Socialization – Meaning, Process, Techniques, Agencies.
- Society – Culture: Meaning, Features, Relation with education, Social Change: Meaning, Causes, Relation with education, Social mobility: Meaning, Types, Relation with education, Social Stratification: Meaning, Basis, Relation with education.

Unit IV

- Diversity- Meaning, Types- Linguistic, Cultural , Regional and religious, Multicultural Education; Inequality and Marginalization – Concept, Causes -Social, Economic, Political with special reference to Scheduled Castes, Schedule Tribes, Minorities, Girls & Women; Equity and Inclusion.
- Constitution – Society in the Indian Constitution- Preamble & its influence on education; Diversity in Indian Society (Linguistic, Cultural, Regional and religious), inequality and challenges of the education system, marginalization, Role of Education in addressing diversity, Multicultural education.

Practicum:

1. Class attendance (5 marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - To prepare a report on any one school based on specific ideology (Madarasa, Missionary School, Saraswati Vidya Mandir, Ram Krishan Missan)
 - To prepare a report on philosophical analysis of classic movie.
 - To prepare a report on philosophical analysis of classic song.

Suggested Readings:

1. Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
2. Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi: Vikas Publishing House Pvt. Ltd.
3. Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
4. Broudy, H. S. (1965). Values in the Education Enterprise: Building a Philosophy of Educational. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Brubacher, J. S. (Ed). (1953). Modern Philosophies of Education 54th year books NSSE. Chicago: University of Chicago press.
6. Butler, T. D. (1908). Four philosophies and their practice in education and religion. New York: Harper Brothers Publishers.
7. Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education. Agra: Vinod Pustak Mandir.
8. Chaube S.P. (n.d.). Recent Educational Philosophies in India, New Delhi: Vikas Publishing House.
9. Chaube S.P. (n.d.). Western Educational Philosophers. Agra: Vinod Pustak Mandir.
10. Dewey, J. (1956). The school and Society. Chicago: University of Chicago Press.
11. Dewey, J. (1963). Democracy and education. New York: Macmillan.
12. Freire, P (1970). Cultural action for freedom. Penguin education Special, Ringwood, Victoria, Australia.
13. Freire, Paulo (1993). Pedagogy of the oppressed (revised ed.). London, UK: Penguin books.
14. Hansen, D. T. (Ed.). (2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education. Albany, NY: State University of New York Press.
15. Pandey, R. S. (1982). An Introduction to Major Philosophies of Education. Agra: Vinod Pustak Mandir.
16. Pandey, R.S. (2007). Philosophising Education, New Delhi; Kanishka Publishing House.
17. Peters, R. S. (Ed.). (1975). Concept of Education. London: Oxford University Press.
18. Peters, R. S. (Ed.). (1975). The Philosophy of Education. London: Oxford University Press.
19. Rusk, R. R. (1956). The Philosophical Bases of Education, London; University of London Press.
20. Singha, J. (1961). Introduction to Philosophy, Kolkatta; Shinha Pub. House.
21. Wynne J.P. (1977). Philosophies of Education. London: Prentice- Hall. Inc.

Books Recommended (Hindi):

- पाण्डेय, रामशकल . शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि: आगरा, विनोद पुस्तक मन्दिर ।
- पाल, एस0 के0 गुप्त, लक्ष्मी नारायण, मदन मोहन . शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन
- माथुर, एस0 एस0 . शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर ।
- पाण्डेय रामशकल . शिक्षा दर्शन, आगरा विनोद पुस्तक मन्दिर डा0 राणेश राघव मार्ग
- पाण्डेय रामशकल . शिक्षा दर्शन और शिक्षा शास्त्री आगरा, विनोद पुस्तक मन्दिर डा0 राजेश मार्ग ।
- गुप्त लक्ष्मी नारायण . महान पश्चात्य एवं भारतीय शिक्षा शास्त्री इलाहाबाद कैलाश प्रकाशन
- चौबे सरयू प्रसाद एवं चौबे अखिलेश . भारत हेतु शिक्षा दर्शन, दिल्ली मयूर पेपर बैक्स ।
- अग्रवाल एस0 के0 . शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस ।
- सक्सेना एन0 आर0 एस0 . शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार आगरा भार्गव बुक हाउस ।
- पाठक पी0 डी0 और त्यागी डी0 एस0 डी0 . भारत के शिक्षा दर्शन और शैक्षिक समस्याएँ आगरा विनोद पुस्तक मन्दिर ।
- पाण्डेय रामशकल . शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि आगरा विनोद पुस्तक भण्डार ।
- सिंह एस0 डी0 शिक्षा सिद्धान्त एवं दर्शन गोरखपुर बी0 वी0 प्रकाशन ।
- पाण्डेय रामशकल . महान पश्चिमी शिक्षा शास्त्री विनोद पुस्तक मन्दिर अराणेश राघव मार्ग आगरा ।
- दुबे आर के0 . महान भारतीय शिक्षा शास्त्री गोरखपुर प्रेमनारायण बैजल ।
- पाण्डेय, रामशकल : शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि: आगरा, विनोद पुस्तक मन्दिर ।
- पाल, एस0 के0 गुप्त, लक्ष्मी नारायण, मदन मोहन: शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन ।
- माथुर, एस0 एस0 : शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर

Paper II: Psychological Perspective of Education

Objectives:

The pupil-teacher will be able:

- ❖ To understand the concept of Educational Psychology.
- ❖ To understand about the concept of Growth & Development.
- ❖ To understand the concept and developmental dimensions of childhood and adolescence.
- ❖ To develop a critical understanding towards the concept of Learning and its various theories
- ❖ To understand the concept of transfer of learning.
- ❖ To develop a critical understanding towards the concept of Intelligence, its theories and measurement.
- ❖ To plan various activities for fostering imagination, creativity & interests at school level.
- ❖ To understand the concept of personality and its approaches.
- ❖ To develop understanding towards balanced mental health and hygiene.
- ❖ To understand the concept of defense mechanism.

Unit I: Educational Psychology and Human Development

- Educational Psychology: Concept, Methods, Scope and its implication in classroom situation
- Concept of Human Growth & Development.
- Childhood- Its concept & characteristics, Physical, Cognitive, Emotional, Social & Moral Development.
- Adolescence- Its concept & characteristics, Physical, Cognitive Emotional, Social & Moral Development.
- Managing individual differences in classroom situations.

Unit II: Learning

- Learning: concept, nature, domains and factors influencing learning.
- Behavioral approaches to learning: Pavlov's classical conditioning, Skinner's operant conditioning and Thorndike's trial and error theory: its principles and educational implication.
- Cognitive approaches to learning: Gestalt insight theory, Bruner's discovery learning theory and Gagne's hierarchy of learning: its principles and educational implication.
- Difference between S-R and Cognitive theories.
- Transfer of learning: concept, types, theories and role of teacher in ensuring positive transfer of learning.

Unit III: Intelligence and Creativity

- Intelligence: Concept, meaning and its nature
- Theories: Spearman's two factor theory, Thurston's group factor theory, Guilford's model of intellect, Howard Gardner's theory of multiple intelligence.
- Concept of mental age and intelligence quotient, Measurement of Intelligence.
- Creativity: concept, nature, difference between creativity and intelligence.
- Techniques and methods of fostering creativity: brain storming, problem solving, Group discussion, play way, Quiz etc.

Unit IV: Personality and Mental Health

- Personality : Meaning Nature and determinants of Personality

- Approaches to personality: trait approach, type approach and trait cum type approach.
- Assessment of Personality: observation, situational test, questionnaire, personality test and projective techniques.
- Mental hygiene and Health: meaning, purpose, characteristic and principles of mental health.
- Defense mechanism: Concept and Types.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - Prepare a short term project to enhance Imagination, Creativity and Memory for school level students
 - Prepare, administer and interpret a Case study/ Questionnaire related to problems of adolescence.
 - Observe children during their play time in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
 - View any two movies out of the following (The list is only suggestive)
 - I. Smile Pinky (2008)
 - II. Born into Brothels (2014)
 - III. Salaam Bombay (1988)
 - IV. Slumdog Millionaire (2009)
 - V. Gippie (2013)
 - VI Taare Zamein Par
 - Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence.
 - Collect five stories that children are told by elders from their nearby community. Discuss them in your class.

Suggested Readings:

1. Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication. Meerut. Aswal G.S. (2009). Educational Psychology (2ed), Vani Prakashan, Patna.
2. Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehart and Winston.
3. Anderson, R.C. & Faust, G. (1973). Educational Psychology, New York: Harper and Row.
4. Bernard, H.W. (1952). Mental Hygiene for class room Teaching, New York: Mc Graw Hill, 1952.
5. Bhatia, H.R. (1977). Text Book of Educational Psychology, Delhi: Mc Millan Co., 1977.
6. Bigge, M.L. and Hunt, M.P. (1962). Psychological Foundations of Education, New York: Harper and Row.
7. Crow and Crow (1957). Mental Hygiene, New York: Mc Graw Hill book co., 1957.
8. Crow, L.D. and Crow, A. (1956). Human Development and Learning, New York, Americal Book Co.
9. Dececco, J.P & Crawford, W.L: Psychology of Learning and Instruction, New Delhi, Prentic Hall of India.
10. Hurlock, E.B. (1997). Child Development (VI Ed.). Tata Mcgrow Hill Publishing Company Limited, Noida.
11. Hilgard, E.R. & Bower, G.H. (1974). Theories of Learning, New York: Appleton.
12. Hurlock, E.B. (1973). Adolescent Development, New Delhi: Mc Graw Hill.
13. Hurlock, E.B. (1956). Child Development, New York: Mc Graw Hill.
14. Kumar R. (2009). Child Development (Vol: I, II). APH Publishing Corporation, New Delhi.
15. Pandey, Ram Shakal (2007). Education Psychology, Surya Publication, Meerut.

16. Sharma, Kamlesh, Manav Bikas, Syar Publication, Agra.
17. Woolfolk, A. Misra, G. Jha, A. (2012). Fundamental Educational Psychology, Delhi: Pearsons.
18. Kuppaswamy, B.: Advanced Educational Psychology, New Delhi: Delhi University Published.
19. Lazarus, R.S. (1963). Personality and Adjustment, New Jersey: Prentice Hall Inc.
20. Lindgren, H.C.: An Introduction to Sociology, Wiley Eastern Ltd.
21. Mangal, S.K.: Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
22. Mishra, Bhawna (1999). Education and child Development. Mohit Publications, New Delhi.
23. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
24. Morgan and King: Educational Psychology, New Delhi: Prentice Hall of India.
25. Pillai, N.P., Pillai, K.S. & Nair, K.S.: Psychological Foundations of Education.
26. Shafer & Shoben: Psychology of Adjustment, C. Carmichael Constable & Co. Ltd.
27. Skinner, C.E. (1964). Educational Psychology, New Delhi: Prentice Hall of India.

Books Recommended (Hindi):

- गुप्ता, एस.पी., गुप्ता, अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद पाठक,
- पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
- मंगल, एस.के.,(2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट लिमिटेड, नई दिल्ली
- मूरजानी जानकी, नारंग, दशरथ कौर एवं मणिका मोहन, बाल विकास का मनोविज्ञान, अपोलो प्रकाशन, जयपुर
- यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
- शर्मा, जे.डी., (2008), मनोविज्ञान की पद्धतियाँ एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
- श्रीवास्तव, प्रमिला, (2008), बाल विकास एवं शिक्षा संदर्शिका, कनिष्क पब्लिशर्स, नई दिल्ली

B.Ed. Semester- I

Paper III: Technological Perspective of Education

Objectives:

The teacher will be able:

- ❖ To enable the learner to become effective user of technology 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 system approach to Education and communication theories and modes of communication.
- ❖ 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 Educational 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.

Unit I

- Educational Technology: Meaning, Nature, Scope and Significance. Types of Educational Technology: Hardware, Software and System Approach.
- Various Forms of Educational Technology: Meaning, Characteristics, and Difference between Teaching Technology, Instructional Technology, Behavioural Technology.
- Computer Assisted Instruction: Meaning, Definition, Basic Assumption, Types or Modes.
- E-Learning: Meaning, Nature, Characteristics, Modes and Styles of E-Learning: Support Learning, Blended Learning, and Complete E-Learning.

Unit II

- Teaching: Meaning, Definition, Characteristics, Difference in Teaching Instruction, Conditioning, Training and Indoctrination.
- Levels of Teaching: Memory, Understanding and Reflective; Phases of Teaching and Domains of Learning, Principles and Maxims of Teaching.
- Teaching Methods and Strategies: Lecture, Demonstration, Narration, Illustration, Problem Solving, Project method, Brain Storming, Discussion.
- Mass Media and Technological Media in Education, Audio-Visual aids in Education.

Unit III

- Information and Communication Technology: Meaning, Advantages, Process and Barriers.
- Micro Teaching: Concept and Process; Simulation Teaching: Concept and Process.
- Flanders Interaction Analysis.
- Teaching Skills: Set Induction, Skill of Explaining, Questioning Skill, Fluency of Questions, Response Management, Stimulus Variation, Reinforcement, Illustration With Example, Blackboard Writing, Skill of Closure.

Unit IV

- Models of Teaching: Meaning, Definition, Characteristics and Types.
- Concept attainment model, Group Investigation Model, Advanced Organizer Model with Its syntax.
- Programmed Instruction: Meaning, Characteristics, Types (Linear, Branching). Virtual Classroom: Concept, Advantages and Limitation.
- Development of Programmed Instruction (Preparation, Writing, Tryout and Evaluation).

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)

3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - To develop an indigenous teaching aid for mass education appeal.
 - To prepare any multimedia instruction model.
 - To prepare a report on Flanders Interaction Analysis.
 - To prepare a report on teaching model.

Suggested Readings:

1. Aggarwal, J.C. (2001). Principles, Methods and Techniques of Teaching. Delhi: Vikas.
2. Aggarwal, J.C. (2008). Elementary Educational Technology. Delhi: Shipra Publication.
3. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to eLearning, Kogan Page Limited.
4. Bengalee, Coomi (1986). Introduction to Educational Technology: Innovations in Education. Mumbai: Saith.
5. Bhatia, K.K. (2001). Foundation of Teaching Learning Process. Ludhiyana: Tandon Publishers.
6. Bhatt, B. D., Sharma, S. R. (1992). Educational Technology: Concept and Technique. New Delhi: Kanishka Publ. House.
7. Dahiya, S.S. (2008). Educational Technology: Towards Better Teaching Preference. Delhi: Shipra Publication.
8. Das, R. C. (1993). Education Technology: A Basic Text. New Delhi: Sterling.
9. Jain, P. (2004). Educational technology. New Delhi: Dominant.
10. Joyce, B. (1978). Information Processing Models of Teaching. New Jersey: Prentice Hall.
11. Joyce, B. (2009). Models of Teaching. New Delhi: Phi Learning.
12. Kumari, S. (2006). Increasing Role of Technology in Education. Delhi: Isha.
13. Mangal, S.K. (2002). Essentials of Teaching Learning and Information Technology. Ludhiyana: Tandon Publishers.
14. Mukhopadhyay, M. (1990). Educational Technology: Challenging Issues. New York: Sterling.
15. Oak, S. (1994). Shaikshanik Tantravidnyan. Pune: Shri Vidya.
16. Pachauri, S. C. (2011). Educational Technology. Aph Publishing Corporation: New Delhi.
17. Picciano, A. G. (2010). Educational Leadership and Planning for Technology. Prentice Hall: Boston.
18. Rastogi, S. (1998). Educational Technology for Distance Education. Jaipur: Rawat Publication.
19. Robert, H. (1990). Instructional Media and The New Technologies of Instruction. London: John Wiley and Sons.
20. Salmon, G. (2002). E-Tivities: The Key to Active Only Learning. Sterling, VA : Stylus Publishing Inc. ISSN 0 7494 3686 7 Retrieved from <https://tojde.anadolu.edu.tr/tojde8/reviews/etivities.htm>
21. Saxena, N. R. Swaroop, Oberoi, S.C. (2004). Essentials of educational technology and management. Meerut: R.Lall Book Depot.
22. Schrum, L. (2011). Considerations on Educational Technology Integration: The Best of JRTE. International Society for Technology in Education: Eugene.
23. Sethi, D. (2010). Essentials of Educational Technology and Management. Jagdamba Publishing Company: Delhi 27. Sharma, A.R. (2001). Educational Technology. Agra: Vinod.
24. Singh, C.P. (2011). Advanced Educational Technology. Lotus Press: New Delhi.
25. Sleeman, P.J., Coburn, Ted C, Rockwell, D. M. (1979). Instructional Media and Technology: A Guide to Accountable Learning Systems. New York: Longman.
26. Verma, M. (2006), Online Teaching—Tools and Methods. New Delhi; Murari Lal & Sons.
27. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons.
28. Walia, J. S. (2003). Educational technology. Jalandhar: Paul.
29. Yadav, D. S. and Shastri, K.N. (2009). Educational technology: Delhi.

Useful Websites

1. <http://www.learningapple.com/id3/resources.htm>
2. http://members.rediff.com/missan/Comp_Web_Inst_Designers.htm
3. <http://www.coe.uh.edu/courses/cuin6373/whatisid.html>

4. <http://www.coe.uh.edu/courses/cuin6373/index.html>
5. http://edutechwiki.unige.ch/en/Instructional_design
6. http://www.stylusinc.com/WebEnable/elearning_solutions/instructional_design_process.php

B

Semester I

Optional papers (any one)

Paper IV (a): Value and Peace Education

Objectives:

The Pupil-teacher will be able:

- ❖ To understand the nature and classification of values.
- ❖ To understand the importance of values in human life.
- ❖ To examine the role of values in education.
- ❖ To understand the concept of world peace from different perspective.

Unit I

- Meaning, Need and importance of value education in the present world.
- Value system – Role of culture and civilization.
- Concept of values in behavioural 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 values.
- 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 Kutubakam, 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 United Nations Organization (U.N.O.) (10 Oct, 1945).
- Some Important Organizations in the world for world peace: viz. United Nations Educational Scientific and Cultural Organization (UNESCO), UNO (year of establishment, Motto, Member countries, Head Quarters) Theosophical Movement and Communal Harmony for peace.

Practicum:

1. Class attendance (2.5 marks)
2. Mid Term Test (2.5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.

- To study one local organization working for World peace and Communal harmony.
- To conduct a survey on residents of any riot – prone area.
- To collect the data of students and teachers about accommodating diverse religious views
- To prepare a case study of any Noble Prize winner for peace, their life and work.
- To prepare a case study of any incidence of riot and study the examples of communal harmony and peace.

Suggested Readings:

1. Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R. Pub
2. Chakravarthy, S. K. (1999). Values and ethics for Organizations: theory and Practice. New Delhi: Oxford University Press.
3. Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing.
4. Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults: A changing Scenario New Delhi: M.D. Publications.
5. Department of Educational Psychology and Foundations of Education (n.d.). Education for Values in Schools: A Framework. New Delhi: NCERT.
6. Rao, R. K. (1986). Moral Education: A Practical Approach. Mysore: RIMSE.
7. Ruhela, S. P. (1986). Human Values and education. New Delhi: Sterling Publications.
8. Satchidananda, M. K. (1991). Ethics, Education, Indian Unity and Culture. Delhi: Ajantha Publications.
9. Swami Budhananda (1983). How to Build Character: A Prime. New Delhi: Ramakrishna Mission.
10. Venkataiah, N. (1998). Value Education, New Delhi: APH.

B.Ed. Semester-I

Paper IV (b): Innovations in Education

Objectives:

The Pupil-teacher will be able:

- ❖ To develop awareness of various innovative practices and experiments in education.
- ❖ To develop awareness in contemporary modern issues and inspiring Innovations around the Globe.
- ❖ To enable students to develop innovative trends for growth and healthy living.
- ❖ To develop understanding of technical devices for inspiring innovations around the Globe.

Unit I: Innovation & Innovative classroom

- 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.
- Innovative Classroom: Musical & Theatrical, Classroom without four walls, Drama in Education, Understanding social & environmental issues and local culture, Self realization, Creative expression by drama.

Unit II: Innovative Experiment

- Case Studies of Innovations in reference to Educational Institutions (CASE Baroda, Shantiniketan, Vidya Bhawan Udaipur), Innovative approach of Inclusive Education.
- Innovative Experiments in Education: Banasthali Vidyapeeth, SNDT University, People Science Movement, Hoshingabad Science Teaching Project. Educational rights of Transgender Community with special reference to Supreme Court judgment of 2014.

Unit III: Innovative trends

- Some Innovative trends in teaching: Cooperative Learning Strategies, Constructivism, Concept Mapping, Simulation (Role Play), Reciprocal Peer Teaching, Inter & Multi Disciplinary Approach.

- Innovative programmes and Schemes for social development in the field of education: Positive Parenting, Aganwadi, Life skills Education, disaster management, Entrepreneurship development in Education, Pratham, Eklavya.

Unit IV: Inspiring Innovations around the Globe

- Some Inspiring Innovations in Education around the Globe: Robert Teacher, Forest Kindergarten, Free University Education, 3D Learning, Literacy Brigades, Teacher Autonomy, the Paperless Classroom.
- Changing face of School and University in the age of information and communication technology, E-learning in Education, Interactive Radio, EDUSET, Internet, Tele-conferencing, Virtual reality, Swayam.

Practicum:

4. Class attendance (2.5 marks)
5. Mid Term Test (2.5 marks)
6. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.
 - To prepare any model of innovative classroom.
 - To prepare any model of innovative institution.
 - To prepare a critical report on innovative programmes and schemes for social development in the field of education.
 - To prepare any model on inspiring innovations in education around Globe.

Suggested Readings:

1. Badheka, G. (1988). Divaswapna (K. Triwedi, Trans.). India: National Book Trust.
2. Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing House P. Ltd.
3. Kuroyanagi, T. (1981). Totto-Chan (D. Britton, Trans). Tokyo: Kodansha Publishers Ltd.
4. Laxmi, S. (1989). Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd.
5. NCERT (1979). Experimentation & Innovations in School: A handbook. New Delhi: NCERT.
6. Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd.
7. Shivani (1986). Amader Shantiniketan. New Delhi: Rajkamal Publication.

B.Ed. Semester-I

Paper IV(c): Understanding Disciplines

Objectives:

The Pupil teacher will be able:

- ❖ To understand the concept of a subject and a discipline
- ❖ To differentiate between the subject and a discipline
- ❖ To understand about knowledge and its theories related to his/her subject/discipline.
- ❖ To understand the status of academic world and relation of various subjects and discipline.
- ❖ To study the uniqueness of some disciplines.

Unit I

- Human knowledge-concept, history and development, development of subject and disciplines, difference between subjects and disciplines
- Major disciplines-Physical Science, Biological sciences, Mathematics, Social Sciences, Languages, Humanities, Fine Arts, Performance Arts, Music
- Education - a subject and a discipline

Unit II

- Different aspect of subject and disciplines– theoretical, applied, pure, productive, professional, integrated, correlated, fused, core, peripheral, inter/ multi/trans disciplinary, status of education
- Process of knowledge generation, development of research methods in various subjects and disciplines

Unit III

- Nature of various subjects and disciplines with reference to causality, universality, variability, exactness, certainty, abstraction, imagination and creativity.
- Basic understanding of subject matter theories, concepts, principles, laws, terminology, specific technical language of various subjects and disciplines.
- Status and nature of education with regard to above issues.

Unit IV

- Present status of academic world, relation of various subjects and disciplines with social, academic, professional and industrial world, controversy of supremacy of art and science, their relative status and social support.
- Uniqueness of some disciplines like Education, Home Science, Fine Arts, Performance Arts, Music and Philosophy.

Practicum:

1. Class attendance (2.5 marks)
2. Mid Term Test (2.5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.
 - Prepare a report on how any subject grows into a discipline.
 - Project on nature of different disciplines like natural sciences, humanities, social science, earth science, Bio science, and their branches etc.(preparation of written report)
 - Critical analysis of a curriculum/syllabus of particular school subject
 - Evaluate a textbook of secondary class with reference to its adequacy and in achieving expected learning outcomes

Suggested Readings:

1. Agarwal, J.C. (1996). Theory and Principles of Education. New Delhi: Vikas Publishing House
2. Bhatia, K., & Bhatia, B. D. (1986). Theory and Principles of Education. (17th Ed.). New Delhi: Doaba House, Booksellers & Publishers.

3. Clark, H. (2012). Education and International Understanding. New York: Columbia University.
4. Cook & Cook (1980). Sociological Approach to Education, London: McGraw Hill.
5. Dewey, J. (1916). Democracy and Education. New York: Macmillan and Co.
6. Fleming, C. M. (1958). Teaching: A Psychological Analysis London: Methuen & Co Ltd.
7. Havighurst, R. J. & Neugarten, B. L. (1967). Society & Education. Boston: Allyn & Bacon.
8. Nunn, T. P. (1920). 'Education, Its Data and First Principles', The Modern Educators Library Series. London: Edward Arnold & Co.
9. Ottaway, A.K.C. (1962) Education and Society, London: Routledge.
10. Pandey, R. S. (2001). Principles of Education. Agara: Vinod Pustak Mandhir.
11. Saxena, S. (2001). Philosophical and Sociological Foundations of Education, Meerut: Surya publications.
12. Raymont, T. (1952). The Principles of Education. Bombay: Orient. Longman's Ltd.

Recommended Books (Hindi):

- 1 अग्रवाल,एस0के0 : शिक्षा के तात्विक सिद्धान्त, मेरठ: रोजेष पब्लिशिंग हाउस शंकर सदन।
- 2 पाण्डेय, रामशकल, शिक्षा के मूल सिद्धान्त आगरा : विनोद पुस्तक मन्दिर, आगरा
- 3 पण्डेय, रामशकल, शिक्षा की दार्शनिक तथा सामाजिक, आगरा पृष्ठभूमि, विनोद पुस्तक मन्दिर।
- 4 पाल,एस0के0, गुप्त लक्ष्मीनारायण : शिक्षा के सिद्धान्त और आधार इलाहाबाद: मोहन, मदन कैलाश प्रकाशन इलाहाबाद
- 5 बाला, बाजपेयी एवं शुक्ला : शिक्षा के आधारभूत तत्व, लखनऊ आलोक प्रकाशन

B.Ed. Semester-I

Paper IV (d): Reading and Reflecting on Texts

Objectives:

The pupil-teacher will be able:

- ❖ To enhance the capacities as readers and writers by becoming participants in the process of reading.
- ❖ To develop study and reference skills.
- ❖ To reflect on the ideas expressed in the texts.
- ❖ To make plan, draft, edit and present a piece of writing related to their understanding of a text.

Unit I

- Need and importance of reading skills
- Reading aloud and silent reading
- Inferences, analysis and extrapolation
- Discourse analysis
- Using ideas of critical literacy to analyse chapters from textbooks.
- Reading strategies including word-attack strategies

Unit II

- Diwa Swapn: With special reference to the story and the message drawn, Child , Teacher, curriculum, language, discipline, School values as reflected in Diwa Swapn.
- Go, Kiss the World- Subroto Bagchi - Speech at IIM, Bangalore available at <http://www.medialearning.in/wp-content/uploads/2011/03/go-kiss-the-world.pdf>
<https://docs.google.com/file/d/0BymM3LEv9jjgcE5GZUJWbG5rajA/edit>
- The content, significant concepts & their educational implications as highlighted in the texts.

Unit III

- Toto Chan: With special reference to the story and the message drawn, Concept of a teacher school, learning environment in class, leaning resourcefulness.
- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298. available at <http://lmcreadinglist.pbworks.com/f/Delpit+%281988%29.pdf>
<http://lmcreadinglist.pbworks.com/w/page/26990778/Lisa%20Delpit>
- The content, significant concepts & their educational implications as highlighted in the texts.

Unit IV

- Amader Shantiniketan: With special reference to the structure of University, its components, Institutional Environment, Caring by Teachers, Co-operative environment
- 'I have a Dream ' Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.) available at <https://www.archives.gov/files/press/exhibits/dream-speech.pdf>
<https://www.med.umich.edu/diversity/pdf/files/1%20January/January%20I%20have%20a%20dream.pdf>
- The content, significant concepts & their educational implications as highlighted in the texts.

Practicum:

7. Class attendance (2.5 marks)
8. Mid Term Test (2.5 marks)

9. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.
- Participating in tasks and activities to improve proficiency in the receptive
 - Productive skills of English.
 - Text analysis of school textbooks to improve skills in critical literacy.
 - Reflecting on one's own learning to make connections with pedagogy.

Suggested Readings:

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
2. Morgan, J. & Rinvulcri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.
3. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Advanced Readings:

1. Parrot M. (1993). Tasks for language teachers Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). Reflective Teaching in Second Language Classrooms. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). English for primary teachers: A handbook of activities & classroom language. Oxford: Oxford University Press

B. Ed. Semester-I

Paper IV (e): Education for Well Being

Objectives:

The teacher will be able:

- ❖ To orient the students to develop an understanding of principles of wellbeing
- ❖ To enable the students to understand the relation between education and wellbeing
- ❖ To enable the students to understand the concept and dimensions of wellbeing
- ❖ To help students to develop an understanding of theoretical perspective of biological wellbeing along with its daily life implications
- ❖ To enable the students to analyse the well being in the context of psychological self
- ❖ To acquaint the students with sociological and economical aspects of wellbeing
- ❖ To enable the students to develop an appreciation of spiritual wellbeing

Unit I

- Well-being: Meaning, Concept, Characteristics, its Educational Implications
- Health: Personal health and hygiene, changing public health.
- Different dimensions of well-being: biological, psychological, sociological, economical & spiritual. Challenges individuals may face throughout their lifespan which can affect their health e.g. behavioural, environmental.
- Biological well-being: Healthy eating & body image, the 80/20 rule. Personality, wellbeing and health. Genetic and Environmental influences on positive emotionality.

Unit II

- Psychological Well-being: A balanced psychology and a full life, Life skills & values of emerging adults, Mindfulness and positive emotions.
- Wisdom: Meaning, concept, Dimensions of wisdom. Wisdom and Happiness: its relation to psychosocial functioning.
- Practical Wisdom: Wisdom in today's scenario, Need of wisdom for pupil teachers. Mental health issues, Mental and Emotional Wellbeing.
- Managing thoughts: Understanding our response to stress and adversity, Thinking Traps, Challenging our beliefs, Iceberg Beliefs, SMART Goal Setting. Building empathy with listening.

Unit III

- Sociological and Economical Well-being: Happiness and well being across time and culture, Eco-diversity and emotional ecosystem, Wealth and Happiness, Money and Social expression with reference to well-being.
- Spirituality and Well-being: Meaning, Concept, Nature, Spirituality and Modernity, Principles for a spiritual lifestyle, positive thinking, stress management, happiness. Spirituality and Yogic practices (practices in Hinduism, Buddhism and Sufism), Stress busting techniques, Approaches for measuring wellbeing and happiness.

Unit IV

- Spiritual Education: Importance of spiritual education in Indian and western context, patterns of spiritual education, Need of spiritual education- spirituality for social and religious tolerance, spiritual education for combating religious fundamentalism and for development of sustainable planet.
- The Methodological Approaches to Spiritual Education, Karma, Jnana & Bhakti Yogas, Yoga and Meditation – its various forms – Dhyana, Vipashyana, Reiky, Sahaja Yoga – their uses and absences, their role in Education.
- Role of teacher in fostering wellbeing, happiness, wisdom and positive thinking among learners.

Practicum:

1. Class attendance (2.5 marks)
2. Mid Term Test (2.5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.
 - To prepare a report on health issue near your area.
 - To prepare a report on some works done by spiritual leaders and based on that, preparation of an evidence based and developmentally appropriate plan to increase the health and wellness of students.
 - Group discussion and member evaluation: Inputs from each group member and their evaluation will provide ratings of communication, preparation, contribution, and punctuality for each group member.

Suggested Readings:

1. Bränström, R., & Duncan, L. G., (2014). *Mindfulness and balanced positive emotion*. In J. Gruber & J. T. Moskowitz (Eds.), *Positive emotion: Integrating the light sides and dark sides* (pp. 497-514). New York: Oxford University Press.
2. Diener, E., Ng, W., Harter, J., & Arora, R. (2010). *Wealth and happiness across the world: Material prosperity predicts life evaluation, whereas psychosocial prosperity predicts positive feeling*. *Journal of Personality and Social Psychology*, 99(1), 52-61.
3. Fredrickson, B. L., Grewen, K. M., Coffey, K. A., Algoe, S. B., Firestone, A. M., Arevalo, J. M. G., ... Cole, S. W. (2013). *A functional genomic perspective on human well-being*. *PNAS*, 110(33), 13684-13689.
4. Friedman H. S., & Kern, M. L. (2014). *Personality, well-being, and health*. *Annual Review of Psychology*, 65(18), 1-24.
5. Jiang, Y., Chen, Z., & Wyer, R. S. W. (2014). *Impact of money on emotional expression*. *Journal of Experimental Social Psychology*, 55, 228-233.
6. Oishi, S., Diener, E., Choi, D., Kim-Prieto, C., & Choi, I. (2005). *The dynamics of daily events and well-being across cultures: When less is more*. *Journal of Personality and Social Psychology*, 93, 685-698.
7. Oishi, S., Graham, J., Kesebir, S., & Galinha, I. C. (2013). *Concepts of happiness across time and cultures*. *Personality and Social Psychology Bulletin*, 39(5), 559-577.
8. Pluess, M., & Meaney, M. J. (2016), *Genes, environment, and psychological well-being*. In M. Pluess (Ed.), *Genetics of psychological well-being: The role of heritability and genetics in positive psychology* (pp. 251-265). New York: Oxford University Press.
9. Quoidbach, J., Gruber, J., Mikolajczak, M., Kogan, A., Kotsou, I., & Norton, M. I. (2014). *Emodiversity and the emotional ecosystem*. *Journal of Experimental Psychology: General*, 143(6), 2057-2066.
10. Tashiro, T., & Mortensen, L. (2006). *Translational research: How social psychology can improve psychotherapy*. *American Psychologist*, 61, 959-966.
11. The new science of wise psychological interventions: *Current Directions in Psychological Science*, 23(1), 73-82.

Online reference links:

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1403595/>
- http://jeffreynett.com/ARNETT_Emerging_Adulthood_theory.pdf
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1693422/pdf/15347529.pdf>
- <https://www.surgeongeneral.gov/priorities/prevention/strategy/mental-and-emotional-well-being.html>
- <http://www.roadtowellbeing.ca/>
- <http://sonjalyubomirsky.com/wp-content/themes/sonjalyubomirsky/papers/LSS2005.pdf>
- http://www.americanscientist.org/libraries/documents/20058214332_306.pdf

Reference Books:

1. Aurbindo, Sri (1959). *The Hour of God*, Pondicherry: Sri Aurbindo Ashram.
2. Aurbindo, Sri (1993). *Sri Aurbindo's Teaching and Method of Practice*, WI: Lotus Press.
3. Aurbindo, Sri (2011). *Yoga ke Adhar*, Pondicherry: Sri Aurbindo Ashram.
4. Chodron, P. (2003). *Comfortable With Uncertainty*, Colorado: Shambhala Publications Inc.
5. Chodron, P. (2013). *How To Meditate: A Practical Guide To Making Friends With Your Mind*, Sound True Inc 1 Edition.
6. Clifford R.J. (1998). *The Wisdom Literature*, Nashville: Abingdon Press.
7. Dalai Lama & Cutler, H.C. (1999). *The Art of Happiness: A Handbook for Living*, Hachette: Hodder and Stoughton.
8. Dowling E.M. & Scarlett M.G. (2006). *Encyclopaedia of Religious and Spiritual Development*, California: Sage Publications Inc.
9. Hana, T.N. (1999). *The Heart of Buddha's Teaching*, RHUK.
10. Hanh, T.N. (2003). *The Present Moment, A Retreat on the Practice of Mindfulness*, Sounds True.
11. Khan, H.I. (1999). *The Heart of Sufism*, Colorado: Shambhala Publications Inc.

12. Marques J. & Dhiman S. (2014). Leading Spiritually, Ten Effective Approaches to Workplace Spirituality, UK: Palgrave Macmillan.
13. McCord M. (2013). Conscious Messages Spiritual, Wisdom and Inspirations for Awakening, Spirituality University Press.
14. Nelson, J.M. (2009). Psychology, Religion and Spirituality, New York: Springer Science+Business Media LLC.
15. Radhakrishnan, S. (2003). The Spirit of Religion, New Delhi: Hindi Pocket Books.
16. Radhakrishnan, S. (2009). Indian Philosophy, Oxford University Press.

B.Ed. Semester-I

Paper VI (f): Understanding the Self

Objectives:

The pupil-teacher will be able:

- ❖ To gain an understanding of the central concepts in defining 'self' and 'identity'
- ❖ To reflect critically on factors that shape the understanding of 'self'
- ❖ To build an understanding about themselves i.e. the development of self as a person as well as a teacher
- ❖ To reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.
- ❖ To develop effective communication skills including the ability to listen, observe etc.
- ❖ To build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings.
- ❖ To appreciate the critical role of teachers in promoting 'self' and students 'well-being'.

Unit I: Understanding of Self & Identity

- Self: Meaning, Concept, Characteristics, its Educational implication
- Identity: Meaning, Concept, Characteristics, its Educational implication
- Identifying factors in the development of 'self' and in shaping identity
- Building an understanding about philosophical and cultural perspectives of 'self' as teacher

Unit II: Development of Self and Yoga

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Yoga: Concept, Steps
- Exploring, reflecting self through yoga in becoming a teacher

Unit III: Development of Self and Ego

- Ego: Concept, Characteristics; three levels of mind: Id, Ego & Superego
- To explore ego as self, Defence mechanism
- Understanding the role of teacher as facilitator and partner in well-being among learners

Unit IV: Development of Self and Emotion

- Emotion: Concept, Characteristics, factors
- Understanding emotions: Happiness, Anger, Disgust & Love
- To develop self through emotions and developing well-being among teacher and learners

Practicum:

1. Class attendance (2.5 marks)

2. Mid Term Test (2.5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.
 - Developing self-awareness as a teacher (individual/group activity)
 - Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (individual activity)
 - Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)
 - Reflections on critical moments in the lives of peers (small group activity)
 - Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
 - Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
 - Group activities involving community participation

Suggested Readings:

1. Bhatt, H. (n.d.). The diary of a school teacher. An Azim Premji University Publication. Retrieved from <http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf>
2. Bhattacharjee, D. K. (Ed). (2010). Psychology and Education – Indian Perspectives. New Delhi: NCERT.
3. Dalal, A.S. (d.) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry: Sri Aurobindo Ashram.
4. Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO: Education Commission Report.
5. Goel, D.R. (2005). Quality Concerns in Education. Baroda: Centre for advanced study in Education, M. S. University of Baroda.
6. Gulati, S., & Pant, D. (2012). Education for Values in Schools – A Framework. New Delhi: NCERT.
7. Krishnamurti, J. (1998). On Self-knowledge. Chennai: Krishnamurti Foundation India.
8. Krishnamurti, J. (2000). Education and Significance of Life. Chennai: Krishnamurti Foundation India.
9. Mukunda, K.V. (2009). What did you ask at school today? Harper Collins: A handbook of child learning.
10. Olson, D.R, & Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development: New models of learning, teaching and schooling (pp. 9 -27). Cambridge, MA: Basil Blackwell.
11. Pant, D. & Gulati, S. (2010). Ways to Peace–A Resource Book for Teachers. New Delhi: NCERT.
12. Venkateshamurthy, C. G., & Rao, A.V.G (2005). Life Skills Education Training Package. Mysore: R.I.E.

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-**A. Tests**

1. Intelligence Test- Raven's Progressive matrices/any other verbal or nonverbal intelligence test.
2. Personality Test- High School Personality Questionnaire.
3. 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- II

A- Compulsory papers

Paper I & II

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

Paper I & II: Content Knowledge and Pedagogy of School Subject

Group I

Paper I & II: Content Knowledge and Pedagogy of School Subject- Science

Objectives:

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

- ❖ Appreciate science as dynamic and expanding body of knowledge.
- ❖ Identify and formulate aims and objectives of science teaching.
- ❖ Use various methods and approaches of teaching science.
- ❖ Analyse the content pedagogically

Unit I: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of Science among various subjects & disciplines
- Historical perspective with development of Science as subject & discipline.
- Aims and Objective of Science & Science teaching.
- Role of contemporary academicians, journals & Knowledge development in progress of Science as a subject & discipline.
- Role of Teaching of Science in developing Education, Society, National Integration and Internationalism.

Unit II: Subject Content

- Matter: Structure and States. Energy: Concept, types and uses. Solar energy: uses and working.
- 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.

Unit III: Pedagogical Issues-I

- Curriculum and Textbooks—Meaning, nature, principles. Defects in the existing school science curriculum. Good Science Textbooks – qualities.
- Methods and Approaches of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method, Heuristic method, Inductive and Deductive approach, Cooperative learning, and inquiry based approach.
- Planning and Designing for Effective Instructions in Science: Lesson planning design, approaches & writing the lesson plan.

Unit IV: Pedagogical Issues-II

- Instructional Media- Need and importance. Edgar Dales' Classification , principles of selection and integration of media (use of chalk board, models, edusat computers)
- Co-curricular activities in Science- Science clubs, science museum, and science fair, field trips, wall magazines.
- Evaluation and assessment-concept and importance in science, Techniques of assessment for theory and practical.
- Construction and administration of theory and practical tests, Monitoring of learners' progress, Diagnostic tests and remedial measures in science, Unit test preparation.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.
 - Evaluation of any Science text book.
 - Preparation of a blue print and construction of test items for Achievement test in science.
 - Visit to Regional Science Centre/ Planetarium and Writing Report.
 - Making of two working models and organizing science exhibition.

Suggested Readings

1. Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
2. Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
3. Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text book of Science of ClassX, New Delhi: NCERT.
4. Kohli , V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
5. Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
6. Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
7. Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science
8. Developing as a Reflected Secondary Teacher. New Delhi : SAGE Publications IndiaPrivate Limited.
9. Siddiqui , N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow.Delhi: Doaba House.
10. Davar ,M.(2012).Teaching of Science. New Delhi: PHI Learning Private Limited.
11. New UNSECO Source Book for Science. France: UNSECO
12. Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep and Deeppub.
13. Washten, Nathan S. (1967). Teaching Science Creatively. London: W.B. Saunders.
14. Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools.Boston: Allen and Becon.
15. Joshi S.R. (2007). Teaching of Science . New Delhi: APH Publishing Corporation.

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 from an analytical perspective through comparative analysis of curriculum of different boards viz, CBSE, ISC, UP Board.
- ❖ 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: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of commerce among various subjects & disciplines
- Historical perspective with development of Commerce as subject & discipline.
- Aims and Objective of Commerce & Commerce teaching at higher secondary stage,
- Domains of writing objectives, Techniques of writing objectives in Behavioural terms.
- Role of contemporary academicians, journals & Knowledge development in progress of Commerce as a subject & discipline.
- Role of Teaching of Commerce in developing Education, Society, National Integration and Internationalism
- Integration of Commerce with other Disciplines viz., Economics, Science, and Social Science

Unit II: Subject Content

- Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business.
- Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds
- Partnership Firms – Meaning, features, Types, Advantages & limitations, Applicability; contemporary issues in Business (concepts only); Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

Unit III: Pedagogical Issues-I

- Methods and Approaches of Teaching Commerce : 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.
- Skills required by professional Commerce teacher. Avenues available for Professional growth.
- A critical appraisal of the syllabus and textbooks of commerce of higher secondary class.

Unit IV: Pedagogical Issues-II

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

Practicum:

4. Class attendance (5marks)
5. Mid Term Test (5 marks)
6. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - 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:

- Bhatia, S.K. (2012). Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot. Bhatia.
- Aggarwal, A.N. (1995). *Business Methods & Machinery*. Part I & II, Allahabad: Kitab Mahal
- Aggarwal, J.C. (2003). *Teaching of Commerce*. New Delhi: Vikas Publication.
- Bruce, J. McFarlane and Roger Ottewill (2001). *Effective Learning & Teaching in Business & Management*. London: Routledge,.
- Chopra, H.K. and Sharma, H. (2007). Teaching of Commerce, Kalyani Publishers, Ludhiana
- DalaI, D.C. and DalaI V.C. (2008). *Teaching of Commerce*. (Hindi version). Patiala: Twenty First Century Publications.
- Gupta, Rainu. (2009). *Teaching of Commerce*. New Delhi: Shipra Publications.
- Jain. K.C. (1982). *Vaniya Shikshan*. Jaipur: Rajasthan Hindi Granth Academy.
- Kaur, Ravdeep (2012). *Teaching of Commerce*. Gurur Sar Sadhar: GBD Publications.
- Kumar, Mahesh (2004). Modern Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- Monga, Vinty (2009). *Teaching of Commerce*. Patiala: Twenty First Century Publications.
- Par Martensson, Magnus Bild, Kristina Nilsson (2008). *Teaching and Learning at Business Schools: Transforming Business Education*. London: Ash Gate.
- Peter Davies, Jacek Brant (2006). *Business, Economics and Enterprise: Teaching School Subjects 11-19*. London: Kogan Page.
- Rao, Seema (2002). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd
- Roland Kaye, David G, Hawkrige (2003). *Learning & Teaching for Business: Case Studies of Successful Innovation*. London: Routledge.
- Shankar T. (2007). *Methods of Teaching Commerce*, New Delhi: Crescent, VIII

Group II

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

Objectives:

The pupil teachers will be able to

- ❖ Appreciate biology as a dynamic and expanding body of knowledge.
- ❖ Identify and formulate aims and objectives of biology teaching.
- ❖ Use various methods and approaches of teaching biology.
- ❖ Analyze the content pedagogically.

Unit I: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of Biology among various subjects & disciplines
- Historical perspective with development of Biology as subject & discipline.
- Aims and Objective of Biology & Biology teaching.
- Contribution of contemporary in 21th century.
- Role of Biology in Education, Society, National Integration and Internationalism.

Unit II: Subject Content

- Nutrition- Autotrophic and Heterotrophic.
- Respiration- Aerobic and Anaerobic.
- Control and Co- ordination- Endocrine System and Hormones.
- Environmental Problems such as Green House effect, Acid Rain, Global Warming and Ozone layer depletion, Biodiversity Loss and deforestation.
- Heredity and Development- Structure of DNA and Gene, Sex Determination.

Unit III: Pedagogical Issues-I

- Curriculum and Textbooks – Meaning, nature, principles. Demerits in the existing biology curriculum of school levels. Good biology textbooks – qualities.
- Approaches and Methods of Teaching biology- Inquiry and problem solving approach, Inductive and Deductive approach, Lecture cum demonstration method, Project method, Heuristics methods, Scientific Method and Concept Mapping.
- Planning and Designing for Effective Instructions in biology: Lesson planning – design, approaches & writing objectives in behavioral term. Teaching aids and its types. Role of computer assisted learning in teaching Biology.

Unit IV: Pedagogical Issues-II

- Learning Resources in Life Science.
 - i. Text books, Teacher Manuals, Reference Books and Journals.
 - ii. Aquarium, Museum, Botanical Garden and Biology laboratory.
- Instructional Media- Need and Importance of Chalk Board, Flannel Board, Dissecting and Compound Microscope and Models, Specimen and Computers.
- Co-curricular activities in biology- Field Trips, Excursions, Nature Club,
- Evaluation and assessment- Concept, Types and new trends.
- Construction of Biology Achievement test- Design and blue print, Item Construction and marking scoring.
- Lesson Planning.
 - i. Preparation of model lesson plan
 - ii. Micro teaching skills with special reference to introducing lesson, probing questions, stimulus variation, skill of explaining, illustrating with examples

Practicum:

7. Class attendance (5marks)
8. Mid Term Test (5 marks)
9. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - Contribution of any two Nobel Prize winners in biology and General Information about any two National Level Life Science Institutes.
 - Evaluation of any biology text book.
 - Preparation of a blue print and construction of test items for Achievement test in biology.
 - Visit to National Botanical Research Institute, Regional Science Centre/ Planetarium and Writing Report.
 - Making of two working models and organizing biology exhibition.

Suggested Readings

1. Edgar, Marlow and Rao, Digmurti Bhaskar (1996). Science Curriculum. New Delhi: Discovery Publishing House.
2. Gupta, V.K. (1994). Life Science Education Today. Chandigarh: Arun Pub. House.
3. Joshi, S.R. (2005). Teaching of Science. New Delhi: APH Publishing Corporation.
4. June, F. Lewis and Irene, C. Potter (1961). Englewood Cliffs N.J. The Teaching of Science in the Elementary Schools Prentice Hall.
5. Kulshrehtha, S.P. (2006). Teaching of Science. Meerut: R. Lall Book Depot.
7. Laybourn, K. and Bailey C.H. (1971). Teaching Science to the Ordinary Pupil. London: The English Language Book Society and University of London Press Ltd.
9. New UNSECO Source Book for Science. France: UNSECO.
10. Science Teachers Handbook. edited by C.S. Rao and the American peace Volunteers of India Publishers American Peace Corps. 1969.
11. Siddiqui, Majibul Hasan (2005). Teaching of Science. New Delhi: APH Publishing Corporation.
12. Vaidya, Narendra (1968). Problem Solving in Science. New Delhi: S.Chand & Co.
13. Vaidya, Narendra N. (1971). The Impact of Science Teaching. New Delhi: Oxford and IBH Pub.Co.
14. Washton, Nathan S. (1967). Teaching Science Creativity in the Secondary Schools. W.M. Saunders Company.
15. Yadav, K. (1993). Teaching of Life Science. New Delhi: Anmol Publications.

B.Ed. Semester-II

Paper I & II: Content Knowledge and Pedagogy of School Subject- Mathematics

Objectives:

After completion of course the students will be able to:

- ❖ 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.
- ❖ Identify and use various web- based resources for teaching and learning of Mathematics.

Unit I: Understanding the Nature of Subject & Discipline

- Meaning, Definition, Nature and importance of mathematics among various subjects & disciplines
- Historical perspective with development of mathematics as subject & discipline.
- Aims and Objective of mathematics & mathematics teaching.
- Role of contemporary academicians. Play of mathematics in school curriculum. Role of Teaching of mathematics in developing Education, Society, National Integration and Internationalism.

Unit II: Subject Content

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

Unit III: Pedagogical Issues-I

- Curriculum and Textbooks: Principle and rationale of mathematics curriculum development, Critical analysis of existing mathematics curriculum
- Strategies for mathematical concepts- Activity based Inductive- Deductive, Analytics- synthetics methods.
- Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans.

Unit IV: Pedagogical Issues-II

- Instructional Media- Need and importance of ICT in mathematics teaching, principles of selection and integration of media (Use of chalk board, models, Edusat & Internet), Co-curricular activities in Mathematics, Mathematics Laboratory-planning & organizing lab activities.
- Diagnostic test and remedial teaching in Mathematics, Nature and constructions of diagnostic test, Error analysis , Construction of appropriate test items for assessing product (learning outcomes) and developmental (thinking skills) out comes

Practicum:

10. Class attendance (5marks)

11. Mid Term Test (5 marks)

12. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.

- Designing of mathematics kits for target group.
- Preparation and analysis of teacher made achievement test on a unit.

Suggested Readings:

1. Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics:Gonnet Imprimeur, 01300 Belley, France.
2. Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
3. Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
4. Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing MathematicsLaboratory in Schools. New Delhi: NCERT.
5. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
6. N.C.E.R.T. Text Books 6th to 10th Standard.
7. National Focus on Teaching of Mathematics. Publication Department by the Secretary,National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi110016.
8. Padagogy of Mathematics : Textbook for two year B.Ed Course. Publication Departmentby the Secretary, National Council of Educational Reseach and Training, Sri AurobindoMarg, New Delhi 110016.
9. Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics.New Delhi: NCERT
10. Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co-operation.
11. Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
12. Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

Websites:

- <http://www.ncert.nic.in>
- <http://rse.sagepub.com>
- <http://www.edfac.unimelb.ed.ac>
- <http://www.eric.ed.gov>
- <http://www.merga.net.au>
- <http://ling.Springerimages.com>
- <http://www.ibe.unesco.org>

Paper I & II: Content Knowledge and Pedagogy of School Subject- 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: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of Home Science among various subjects & disciplines
- Historical perspective with development of Home Science as subject & discipline.
- Aims and Objective of Home Science & Home Science teaching.
- Role of contemporary academicians, journals & Knowledge development in progress of Home Science as a subject & discipline.
- Role of Teaching of Home Science in developing Education, Society, National Integration and Internationalism.

Unit II: Subject Content

- 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.
- 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.

.Unit III: Pedagogical Issues-I

- Aim and objectives of Home Science teaching, writing objective in behavioural terms. Development of syllabus.
- Skills required for an efficient Home Science teacher.
- Methods and approaches of teaching Home Science- Discussion, Demonstration
- Various types of lesson planning used for Home Science teaching.

Unit IV: Pedagogical Issues-II

- Concept of Home Science Laboratory, having various defined areas for different activities.
- 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.
- Evaluation devices for Home Science.
- Diagnostic and remedial teaching.

Practicum:

1. Class attendance (5marks)
 2. Mid Term Test (5 marks)
 3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper e.g. (10 marks)
- 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.

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

उद्देश्य:

छात्रा ध्यापक 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 भाषा के स्वरूप का बोध

- भाषा एक अनुशासन:—सम्प्रत्यय, प्रकृति, भाषा के विविध रूप एवं भाषा का सामाजिक जीवन में महत्व
- मातृभाषा का अर्थ एवं परिभाषा, महत्व, विभिन्न स्तरों पर पाठ्यक्रम में स्थान, मातृभाषा का स्थान एवं हिन्दी एक मातृभाषा के रूप में
- राष्ट्रीय एकता के विकास में हिन्दी की भूमिका, हिन्दी भाषा का अन्य भाषाओं के साथ संबंध

इकाई द्वितीय: विषय—वस्तु

- हिन्दी साहित्य के इतिहास का अध्ययन :आदिकाल, भक्तिकाल, रीतिकाल, आधुनिककाल
- गद्य साहित्य की विभिन्न विधाएं .. निबंध, कथा साहित्य—उपन्यास एवं कहानी, नाटक, एकांकी, संस्मरण, जीवनी।
- व्याकरण एवं रचना: हिन्दी की वर्तनी, संधि, समास, लिंग, कारक, विराम चिह्नों 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: पाठ्यक्रम एवं अध्यापन विज्ञान

- मातृ भाषा शिक्षण।
- हिन्दी शिक्षण के उद्देश्य—ज्ञानात्मक, कौशलात्मक, रसात्मक एवं 'सर्जनात्मक।' भाषाप्रयोग एक कौशल, हिन्दी भाषा शिक्षण में प्रयुक्त होने वाले सूत्र और हिन्दी शिक्षक के गुण एवं विशेषताएं।
- भाषाशिक्षण के मुख्य सिद्धान्त एवं शुद्ध उच्चारण का महत्व, उच्चारण में दोष, कारण एवं निदान।

इकाई चतुर्थ: अधिगम के स्रोत एवं मूल्यांकन

- हिन्दीशिक्षण के सन्दर्भमें 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।

Practicum:

13. Class attendance (5marks)

14. Mid Term Test (5 marks)

15. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.

- 1—काव्य गोठी 2—लघुनाटिका 3—सामान्य ज्ञान प्रश्नोत्तरी
- काव्य पाठवाद—विवाद प्रतियोगिता
- पुस्तकालय भ्रमण एवं रिपोर्ट तैयार करना
- विभिन्न महत्वपूर्ण तिथियों पर हिन्दी से सम्बन्धित कार्यक्रम आयोजित कराना।
- भाषा प्रयोगशाला का गठन करना।

सन्दर्भ ग्रन्थ सूची :

- 1 छ: सेलेकर 10 तक की किताबें
- 2 रामचन्द्र पुक्ल—हिन्दी साहित्य का इतिहास
- 3 पी. एन. पाण्डेय—हिन्दी साहित्य का इतिहास
- 4 हरदेवबाहरी—हिन्दी व्याकरण
- 5 लूसेन्ट—हिन्दी व्याकरण

B.Ed. Semester II

Paper I & II: Content Knowledge and Pedagogy of School Subject- English

Objectives:

The pupil-teachers will be able:

- ❖ 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.
- ❖ 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: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of English among various subjects & disciplines
- Historical perspective with development of English as subject & discipline.
- Aims & Objectives of Teaching of English according to the status of English as a First, Second & Third Language.
- Role of contemporary academicians, journals & Knowledge development in progress of English as a subject & discipline.
- Role of Teaching of English in developing Education, Society, National Integration and Internationalism.

Unit II: Subject Content

- Description of vowels and consonants (with special reference to organs of speech)
- 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 III: Pedagogical Issues-I

- Meaning and concept of curriculum, general principles of curriculum framing in English; English curriculum at secondary stage: features, issues and recommendations of NCF 2005.
- 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, and Reading & Writing.

Unit IV: Pedagogical Issues-II

- 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 & uses of different Audio Visual Teaching Aids, Language Laboratory.
- Evaluation of English Teaching– Concept, Importance and types: Subjective, Objective & Diagnostic testing and Remedial teaching; Continuous and comprehensive evaluation (CCE), preparing blue prints writing objectives based test items.

Practicum:

16. Class attendance (5marks)

17. Mid Term Test (5 marks)

18. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.

- 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.
- To develop a dictionary for each class based on school subject.

Suggested Readings:

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.
10. F.L. Pillons, The techniques of language teaching, London, Languaon 1975.
11. M.C. Chaturvedi, Position of language in school curriculum in India, New Delhi, NCERT 1995.
12. A.S. Remby, A guide to pattern and usage in English, Oxford University Press.
13. NCERT: Rolding in Language and language teaching Book-I, Publication Division, NCERT, New Delhi.
14. Polival: English Language teaching, Advishkar Publishers, Jaipur.

B.Ed. Semester-II
Paper I & II: Content Knowledge and Pedagogy of School
विषय—संस्कृत

उद्देश्यः

- ❖ छात्रा ध्यापक 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: संस्कृत भाषा के स्वरूप का बोध

- संस्कृत भाषा एक अनुशासनः सम्प्रत्यय, प्रकृति, एवं संस्कृत भाषा के विविध रूप
- संस्कृत भाषा का आधुनिक जीवन में महत्व
- त्रिभाषासूत्र एवं संस्कृत भाषा का विभिन्न स्तरों पर पाठ्यक्रम में स्थान
- संस्कृत भाषा का अन्य भाषाओं के साथ संबंध

इकाई द्वितीय: विषय—वस्तु

- संस्कृत साहित्य परिचय —संस्कृत साहित्य पर आधारित साहित्य का परिचय, भाषा शैली, रचनाएं तथा सूक्तियां
- रस, छन्द एवं अलंकार परिचयात्मक अध्ययन
- व्याकरण—संज्ञाप्रकरण, माहेश्वरसूत्र, उच्चारण स्थान प्रयत्न तथा संज्ञादि परिचय
- शब्द रूप—अकारान्त, इकारान्त, उकारान्त—पुलिंग, स्त्रीलिंग तथा नपुंसकलिंग
- धातु रूप—अस्मद्, युष्मद्, एवंभू, पठ्, गम्, धातुओं का पंचलकार
- संधि परिचय : पंचस्वर संधि का परिचय तथा प्रयोग
- समास : पंचधा परिचय

इकाई तृतीय: पाठ्यक्रम एवं अध्यापन विज्ञान

- भारत में संस्कृत शिक्षण की महत्वा, 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 महत्व।
- अच्छे पाठ्य पुस्तक की विशेषताएं , अच्छे संस्कृत शिक्षक के गुण, भाषा प्रयोगशाला, मूल्यांकन प्रक्रिया, उद्देश्य, प्रकार—वस्तुनिष्ठ तथा निबंधात्मक सुधार सम्बन्धित सुझाव।

इकाई चतुर्थ: अधिगम के स्रोत एवं मूल्यांकन

- 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।

Practicum:

4. Class attendance (5marks)
 5. Mid Term Test (5 marks)
 6. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper e.g. (10 marks)
- 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

Suggested Readings:

1. V.P. Bokil and N.R. Paarasnis : A New Approach to Sanskrit (V.G. Kelkar, Poona)
2. RaghunathSafaya : The teaching of Sanskrit
3. Pt. SitaramChaturvedi : Sanskrit ki Shiksha
4. MicaaelWeak : 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

Group IV

Paper I & II: Content Knowledge and Pedagogy of School Subject- Civics

Objectives:

The pupil-teacher will be able:

- ❖ To acquire a conceptual understanding of the nature of Political Science
- ❖ To Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- ❖ To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- ❖ To acquire basic knowledge and skills to analyze and transact the Social Sciences.
- ❖ To sensitize and equip student teachers to handle political issues.
- ❖ To realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- ❖ To explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- ❖ To develop learning materials on selected units to facilitate learning in Political Science.
- ❖ To understand different ways of assessing learner performance and providing additional support to the learners.
- ❖ To reflect upon her/his own experiential knowledge in the process of becoming a Political Science teacher.

Unit I: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of Civics/Political Science among various subjects & disciplines.
- Historical perspective with development of Civics as subject & discipline.
- Aims and Objective of Civics & Civics teaching.
- Role of contemporary academicians, journals & Knowledge development in progress of Civics as a subject & discipline.
- Role of Teaching of Civics in developing Education, Society, National Integration and Internationalism.

Unit II: Subject Content

- Indian Constitution: Features, Parliament and Judiciary.
- Fundamental Rights, Fundamental Duties and Universal Declaration of Human rights.
- Political Participation, Political socialization.
- Election Commission and Electoral Reforms.

Unit III: Pedagogical Issues-I

- Meaning and concept of curriculum, general principles of curriculum framing in civics; Civics curriculum at secondary stage: features, issues and recommendations of NCF 2005.
- Lesson plan – Annual plan, unit plan and daily lesson plan of teaching civics.
- General Principles and Maxims of Teaching Civics
- Qualities of a good Civics teacher

Unit IV: Pedagogical Issues-II

- Various Methods and strategies of teaching civics- project, problem solving, observation method, Role play methods, Lecture, Discussion, Source Method, Cooperative learning Method.
- Innovative Practice in Civics teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Field Trip.
- 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 – Concept, Importance and types: Subjective, Objective & Diagnostic testing and Remedial teaching; preparing blue print, writing objectives based test items.

Practicum:

19. Class attendance (5marks)

20. Mid Term Test (5 marks)

21. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.

- To prepare an Election manifesto.
- To prepare a report on a local Election awareness program.
- To prepare any one device of Teaching Political Science: Questioning, Illustration, Exposition, Narration and Description.
- To prepare a blue print of civics achievement at secondary level.
- To prepare a lesson plan of civics at secondary level.

Suggested Readings:

1. Aggarwal, N. N. et. al. (1978). Principles of Political Science (6th Ed.). New Delhi: Ram Chand & Co.
2. Ambrose, A. & 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. Buch, M. B. (1969). Improving Instruction in Civics. New Delhi: NCERT.
6. Burner, Jerome S. (1971). Towards a Theory of Instruction, Cambridge: Harvard University Press.
7. Dhanija, Neelam (1993). Multimedia Approaches in Teaching Social Studies. New Delhi: Harmen Publishing House.
8. Fenton, Edwin (1967). The New Social Studies. New York: Hlot Rinehart & Winston, Inc.
9. Finer, (1953). Teaching Techniques in Social Studies. New York: Bank Street Publication.
10. Gleeson Denis & Whitty Geoff (1976). Developments in Social Studies Teaching. London: Open Book.
11. Kochhar, S. K. (1963). The Teaching of Social Studies. Delhi: University Publishers.
12. Nicholson, F.J. & Wright, V.K. (1953). Social Studies for Future Citizen. London: George Harrap & Co.
13. Verma, S. P. (1975). Modern Political Theory. New Delhi: Vikas Publishing House.
14. Wesley, F. B. (1950). Teaching social Studies in High School. Boston: D.C., Health & Co.
15. White, F.M. (n.d.). Teaching of Modern Civics. Delhi: Vikas Publishing House.

B.Ed. Semester-II

Paper I & II: Content Knowledge and Pedagogy of School Subject- Economics

Objectives:

The Pupil-Teacher will be able to:

- ❖ Understand the importance of Economics at secondary level.
- ❖ Understand and write the objectives in behavioural 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: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of Economics among various subjects & disciplines
- Historical perspective with development of Economics as subject & discipline.
- Role of contemporary academicians, journals & Knowledge development in progress of Economics as a subject & discipline.
- Role of Teaching of Economics in developing Education, Society, National Integration and Internationalism.

Unit II: Subject Content

- 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: Pedagogical Issues-I

- 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: Pedagogical Issues-II

- 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:

22. Class attendance (5marks)
23. Mid Term Test (5 marks)
24. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - 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. Agarwal Manju, '*Consumer Education*', (2013) Study Material for Secondary Level Economics' – NIOS, Delhi.
2. Agarwal, Manju, Arora, N. (2014), '*Concept Learning in Economics, at Secondary Level: A Curricular Dimension*'. A report of National Seminar on Economic Curriculum in Schools. Emerging Trends and Challenges, NCERT, (Follow the link – <http://www.ncert.nic.in/departments/nie/dess/publication/nonprint/seminars.pdf>).
3. Agarwal, Manju (2012), '*Planning for Effective Economics Teaching: Teaching economics in India- A Teachers' Handbook*' NCERT Delhi.
4. Agarwal Manju (2012) '*Teaching a Topic of Indian Economy using Unit Plan Approach*'. Teaching Economics in India - A Teacher's Handbook, NCERT Delhi Follow the link http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teaching-economics-in-india.pdf).
5. Agarwal Manju (2011), '*Economics as a Social Science*' National Seminar on Economics in Schools. NCERT (Follow the link http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teaching-economics-in-india.pdf).
6. Hutchings, A N S. Assistant Masters Association 1971. Teaching of Economics in Secondary schools
7. Katty R Fox (2010), '*Children making a difference : Developing Awareness of Poverty Through Service Learning*'. The Social Studies', Vol. 101, Issue 1, 2010.
8. Lutz, Mark A, 1999, Economics for the Common Good-Two Centuries of Social Economic Thought in the Humanistic Tradition, Routledge: London.
9. Thomas Misco and James Shiveley (2010): '*Seeing the Forest Through the Trees : Some Renewed Thinking on Dispositions Specific to Social Studies Education*', The Social Studies, Vol. 101, Issue 3, May/June 2010, Routledge, Taylor and Francis Group.
10. Shiva Vandana; Kester Kevin, Jain Shreya (2007): '*The Young Ecologist Initiative, Water Manual, Lesson Plans for Building Earth Democracy*'. Pub. by Navdanya, Research Foundation for Science Technology and Environment/
11. Shiva Vandana, Singh Vaibhav (2011), '*Health per acre, Organic Solutions to Hunger and Malnutrition*'. Pub. by Navdanya, Research Foundations for Science, Technology and Environment.
12. Shiva Vandana (1998), '*Towards the Real Green Revolution*', RFSTE, Navdanya..
13. Shiva Vandana (1998) '*Biodiversity, A Third World Perspective*', RFSTE, Navdanya.
14. Shiva Vandana, Jain Shreya (2011): '*The Young Ecologist Initiative, Garden's of Hope Lesson Plan for Cultivating Food Democracy*'. RFSTE, Navdanya.
15. Walstad, William B, Sopar John C. 1994. Effective Economic Education in the Schools: Reference and Resource Series. Joint Council on Education and the National Educational Association: New York.

Magazines / Journals

1. Yojana, A Development Journal, Published by the Ministry of Information and Broadcasting (Available in 13 Languages).
2. Kurukshetra, A Monthly Journal on Rural Development (Special Issues on Food Security, 2013, and others).
3. The Hindu: Survey of the Environment and others. (Published Annually).
4. The Hindu: Survey of Indian Agriculture' (Published Annually).
5. The Hindu: Survey of Indian Industry (Published Annually).
6. Tahalka, June 2012, Special issue on 'Earth Aid' – Environment Day Special.
7. Economic Survey – (Annual) Government of India Publication: (Available in Hindi and English).
8. Seminar: A bimonthly. Magazine..
9. 'Down to Earth': Published by Centre for Science and Environment.

Websites

1. Janchetna.blogspot.com (Hindi)
2. Janchetna.blogspot.com (English).
3. www.cseindia.org (for documentary films and DVD's).
4. www.india-seminar.com.
5. www.navdanya.org.

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

Objectives:

The course will enable student teachers -

- ❖ To reflect on the nature and ‘disciplinary role’ in the school curriculum.
- ❖ To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual contexts.
- ❖ To study the relationship between academic disciplines and school subjects.
- ❖ To acquire conceptual understanding of the processes of teaching and learning geography
- ❖ To acquire basic knowledge and skills to analyze and transact the geography curriculum effectively following wide-ranging teaching learning strategies.
- ❖ Gain insight into the general aims and specific objectives of teaching geography.
- ❖ Plan lessons based on different approaches to facilitate learning of geography.
- ❖ Realize her/his role as facilitator in enhancing geography learning in the real classroom situation.

Unit I: Understanding the Nature of Subject & Discipline

- Knowledge and knowledge generation process. Subject and discipline: meaning, nature, types, and importance.
- Origin development and major classification of subjects and disciplines. Correlation among different school subjects (sciences, social sciences, mathematics and languages) and its effects on curriculum framework.
- Differences between subject and disciplines, geography as a subject and discipline. Role of geography in education, society, national integration and internationalism.

Unit II: Subject Content

- Globe: Latitudes and Longitudes. Motions of the Earth and continents with its characteristics, solar system.
- Meaning, concept and Map. Composition and structure of atmosphere, Factors affecting climate of a region.
- Major Domains of the Earth and Major Landforms of the Earth Landforms formed by river, glacier, wind.
- India: Climate, Vegetation and Wild life Resources. World: Climate, Vegetation and Wild life Resources.

Unit III: Pedagogical Issues-I

- Methods of teaching: lecture, lecture cum demonstration, discussion method, problem solving method, project method, source method, cooperative learning method.
- Devices and techniques of teaching: supervisory study, description, brain-storming, questioning device, excursion and simulation.
- Curriculum: concept, principles of curriculum construction. Concept, need and importance of a lesson plan. Planning for teaching geography – annual plan, unit plan, and lesson plan. Multimedia in geography teaching, preparation of contextual learning aids.

Unit IV: Pedagogical Issues-II

- Concept and importance of evaluation. Reforms in evaluation: grading system, continuous and comprehensive evaluation in geography.
- Critical analysis of existing curriculum of geography at secondary school level in light of NCF- 2005.
- Open-book tests: strengths and limitations, evaluating answers: what to look for? Assessing projects: what to look for? Construction of an achievement test of objective type test items in geography.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - Analysis of geography text book of a school.
 - Measure of daily temperature of local place and keep a date-wise record for one week every month.
 - Prepare a map of a state and show important features with proper symbols/signs.
 - Preparation of written report on comparative analysis of any two disciplines and their branches (like natural sciences, humanities, social sciences, earth science, bio sciences, and their branches etc.).

Suggested Readings:

1. National curriculum frame work 2005, ncert, new delhi.
2. Dash, B. M. (1988). Contents-cum-methods of teaching geography, Kalyani publishers, New Delhi
3. James Fleming (1993). The teaching of geography in secondary school. Longman green And co., london.
4. Heller, f. (1986). The use and abuse of geography. London: sage publications.
5. Kochhar, s. K. (1986). Methods and techniques of teaching. New delhi: sterling publishers pvt. Ltd.
6. Trigg, R. (1985) Understanding geography. New york: basics black well
7. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing
8. CorporationSingh, Y. K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
9. Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
10. Siddiqui, M.H. (2009). Teaching of Geography. New Delhi: APH Publishing Corporation.
11. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
12. Singh, Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
13. Aggarwal. (2008). Teaching of social studies: A practical approach .(4th ed). UP: Vikas Publishing House Pvt Ltd.
14. Aggarwal. J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
15. Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas PublishingHouse Pvt Ltd.
16. Siddiqui, M. H. (2008). Models of teaching. New Delhi: APH Publishing Corporation.
17. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
18. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books
19. Depot.Siddiqui, M. H. (2007). Models of teaching. New Delhi: APH Publishing Corporation.
20. Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.
21. Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
22. Leshin, C. (1992). Instructional design strategies and tactics. NJ: Education Technology Publications.

B.Ed. Semester-II

Paper I & II: Content Knowledge and Pedagogy of School Subject- History

Objectives:

The Pupil teacher will be able:

- ❖ 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: Understanding the Nature of Subject & Discipline

- Meaning, Nature, Scope, Status and importance of History among various subjects & disciplines
- Historical perspective with development of History as subject & discipline.
- Role of contemporary academicians, journals & Knowledge development in progress of History as a subject & discipline.
- Role of Teaching of History in developing Education, Society, National Integration and Internationalism.
- Place of History in school curriculum: Aims and objectives of teaching History at various level of education with special reference to Indian conditions.

Unit II: Subject Content

- 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: Pedagogical Issues-I

- History Teaching- aims and objectives, writing objectives in behavioural terms.
- Textbook of History- Criteria of good textbook.
- History Teacher- Qualities and their role in society.
- History Classroom- Organisation and maintainance.
- Evaluation in History- Paper Pencil Test, Quiz, Debate, Discussion.

Unit IV: Pedagogical Issues-II

- 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:

7. Class attendance (5marks)
 8. Mid Term Test (5 marks)
 9. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper e.g. (10 marks)
- 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 History*, 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

Paper III: Inclusive Education

Objectives:

The Pupil-teacher will be able:

- ❖ To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- ❖ To make them able to identify and understand the problems of socially disadvantaged children
- ❖ To identify and address the diverse needs of all learners.
- ❖ To acquaint with the trends and issues in Inclusive Education
- ❖ To develop capacity of student- teachers for creating an inclusive School
- ❖ To appreciate various inclusive practices to promote Inclusion in the classroom

Unit I

- Inclusive Education: Concept, Meaning and Importance of Inclusive Education. Difference between Special Education and Inclusive Education. Historical perspective of inclusive Education for children with special needs.
- Inclusive Education in India: Constitutional provisions person with disability PWD act 1992, RTE Act 2009.

Unit II

- Socially disadvantaged children: Meaning of socially disadvantaged children (ST, SC, OBC, Minority, Girls and Slum children).
- Discrimination based on gender, caste and minority, Form of disadvantage, Problems of socially disadvantaged children.

Unit III

- Children with special needs: Concept, Meaning, Classification, Characteristic and identification of gifted children.
- Types of disabilities. Characteristics, Cause and identifications of the Educational needs of mental disabilities, physical disabilities and learning disabilities

Unit IV

- Inclusive practices in the classroom. Pedagogical strategies: co-operative learning strategies, peer tutoring, social learning and multisensory teaching.
- Supportive services available in school to facilitate inclusive special teacher, speech therapist, physiotherapy, occupational therapist and Counsellor.

Practicum: Practicum:

25. Class attendance (5marks)

26. Mid Term Test (5 marks)

27. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.

- The students shall undertake field work to in understanding how structures in school create barriers for inclusionary practices
- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as :Administrative functionaries, teachers, parents, community
- Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted and presented. □
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom.(The inclusive classroom should have at least 2 students with disability)

Suggested Readings:

- 1. विशिष्ट बालक : अमिता बाजपेई**
- 2. Baquer, A. & Sharma,A. (1997) .Disability: Challenges Vs. responses, Can Pub.**
- 3. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.**
- 4. Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.**
- 5. Blackurst & Berdine (1981), Introduction to Special Education**
- 6. Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon**
- 7. Daniels, Harry (1999) .Inclusive Education, London: Kogan.**
- 8. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.**
- 9. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub**
- 10. Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall**
- 11. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub**
- 12. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba**
- 13. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.**

B.Ed. Semester- II

Paper IV: School Management and Hygiene

Objectives:

The Pupil-teacher will be able to:

- ❖ Get acquainted with the concept and concerns of School Management.
- ❖ Scientific practices of educational management and keep him to apply it in work situation.
- ❖ Develop an understanding of the role of the headmaster and the teacher in school management.
- ❖ Understand the importance of good health and positive attitude towards exercise and health.

Unit I: Conceptual Basis of School Management

- Basic management function: planning, organizing, staffing, directing (including leading & motivating,) coordinating & controlling and their implication for effective management.
- Using management functions for an effective classroom management in schools.
- Skills of teachers and principal for conducting SWOT analysis for improving quality school management.

Unit II: Elements of School Management

- The School – its functions and relationship with the society, School building: design and components.
- School Climate: meaning and types, Timetable – principles and techniques of time table preparation, teacher timetable, whole school time table or master timetable, class time table.
- Management of physical resource- School Building, Library, Laboratory, Field/Playground, Hostel, Staff Room, Classrooms; Child friendly school & system. School finance – sources of income and items of expenditure.

Unit III: Concept of Educational Administration

- Meaning, scope, types of Educational Administration (Authoritarian and democratic educational administration),
- Characteristics, Guiding principles and structure of Educational Administration in India.
- Role of Headmaster as the administrator.

Unit IV: School Health and Hygiene

- School health programme meaning, objectives, medical inspection, immunization, importance of correct posture, need of physical exercise, maintenance of health records, Balanced diet & Mid day meal scheme.
- First aid: meaning, importance and its application,
- Some common emerging diseases: contagious and non contagious disease, its awareness and prevention at school level.

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - Formation of class timetable (subject wise), school time table and teacher timetable
 - Class attendance on M/S Excel.
 - Designing of an ideal school building.
 - Presentation, prevention and cure of any infectious disease through effective teaching aids

Suggested Readings:

1. Agarwal, J.C. (1994). Educational Administration, Management and Supervision, New Delhi, Arya Book Depo.
2. Agrawal, A. and Godbole, A. (2009). Shaikshik Prashasan, Prabandhan and Swasthya Shiksha, Alok Prakashan,.
3. Armstrong, M. (1990). Management Processes and Functions, London Short, Run Press.
4. Cnand T., Prakash R. Advanced Educational Administration, New Delhi Kanishka Publishers.
5. Craig, M.W. (1985). Dynamics of Leadership, Bombay, Jaico Publishing House.
6. Davito, A.J. (1978). Communicology : An Introduction 16th Study of communication, New York Harper & Row Publishers.
7. Koochhar, S.K. (1978). Secondary School Administration, Sterling Publishers Pvt. Ltd.
8. Mukherjee, S.N. (V). School Administration and Function in India, J.C. Shah Acharya Book Dept.
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. (1986). School Inspection System, A modern Approach Vikas Publishing House Pvt. Ltd.

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

Paper V (a): Environmental Education

Objectives:

The Pupil teacher will be able to:

- ❖ Understand 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

- Meaning, Concept, Nature, Importance and Scope of Environment.
- Meaning, Concept, Nature, Scope, Objectives and Importance of Environment Education.
- Meaning, Concept and Importance of Ecosystem, Man and Environment Relationship.

Unit II

- Methods of teaching Environmental Education- Seminar, Workshop, Problem Solving, Field trips and Surveys, Projects, Exhibition.
- Rain Water Harvesting, Eco Tourism, Environmental Ethics.
- Global Environmental Problems: Global Warming, Climatic Change, Ozone Layer Depletion.

Unit III

- Interdisciplinary and Multidisciplinary Approach of Including Environmental Education in the School Curriculum.
- Environmental Awareness and Management-Conservation, Protection and Sustainable Development.
- Use of Media and Technology in Environmental Education, Environmental Projects: Ganga Action Plan, Save Tiger Project.

Unit IV

- Co-curricular activities in Environmental Education including Plantation, Awareness Campaigns, Monuments and Community work.
- Concept and Techniques of Evaluation with Reference of Environmental Awareness, Attitudes and values.
- Factors responsible for flora and fauna extinction, Measures to conserve flora and Fauna, Causes of forest fire and its measures of prevention

Practicum:

1. Class attendance (2.5marks)
2. Class Test or Assignment or Presentation on given topic (2.5 marks)
3. Any one Task (5 marks)
 - Environment Based Action Research Project.
 - Participation in Activities like Plantation, Swach Bharat Abhiyan etc.
 - Organization of Environmental Awareness Programmes
 - 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. (2007). Education for Values, Environment & Human Rights, Shipra Publications, Delhi.
2. Kumar, A. (2007). A Text Book of Environmental Science, A.P.H. Publication House, New Delhi.
3. Laxmi, G.V.S. (2004). Methods of teaching Environmental Science, Discovery Publishing House, New Delhi.
4. Samuel, K. (2007). Environment Education: Curriculum & teaching Methods, Sarup & Sons, New Delhi.
5. Satapathy, M. K. (2007). Education, Environment & Sustainable Development. Shipra Publications, Delhi.
6. Yadav, P.R. (2004). Environmental Biodiversity, Discovery Publishing house, New Delhi
7. Dani, H.M. (1996). Environmental Education. Chandigarh : Panjab University Publication Bureau.
8. Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
9. Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
10. Kohli, V.K. & Kohli, V. (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
11. Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.
12. Website: www.unep.org

B.Ed. Semester- II
Paper V (b): Computer Education

Objectives:

The teacher will be able-

- 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 -1: 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 Computer Softwares

Unit –III: Computer Assisted Teaching and Learning

- Origin of Computer Assisted Instruction ,Meaning and 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
- Educational Implication of various web Technologies: Email, Messenger, Social, Networking

PRACTICUM

1. Class attendance (2.5marks)
2. Class Test or Assignment or Presentation on given topic (2.5 marks)
3. Any one Task (5 marks)
 - 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 computer/students profile.
- Preparing report card in computer.
- Preparing a lesson plan in computer.
- 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

Paper V(c): 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 about 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

- Theories 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, nature, need and Importance of Human Rights
- Historical Background of Human Rights and Provisions for Human Rights in India.
- 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:

1. Class attendance (5 marks)
2. Class Test or Presentation or Assignment on Given Topic (15 marks)
3. Any one Task (10 marks)
 - Visit to orphanage, women protection home, child protection home
 - Collection of data related to Human Rights and its analysis
 - Project on analysing the institution of the family Marriage, reproduction Sexual division of labour and resources
 - Debates and discussions on violation of rights of girls and women
 - Analysis of the Films post screening of the following: Bawander, India's Daughter, Water
 - Analysis of textual materials from the perspective of gender bias and stereotype
 - Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

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. मानवाधिकार एवं पुलिस तंत्र : डॉ. दीपा सिंह एवं के. पी. सिंह
- 6 मानवाधिकार दशा एवं दिशा : रमेश चन्द्र दीक्षित
- 7 मानवाधिकार कानून : सुरेश जैन

B.Ed. Semester II
Paper V (d): Education for Happiness

Objectives:

The pupil teacher will be able to:

1. Understand the concept of happiness and its interrelationship with education.
2. Understand the role of happiness in education.
3. Understand the demand of happiness in education and its reality (issues and problems) in Indian education system.
4. Accustom with the underpinnings of happiness in various schools of philosophy.
5. To know the perspective of various eastern and western philosophers on happiness.
6. Understand the concept of education for happiness and its silent features.
7. Understand the importance of education for happiness and implement in his teaching.

Unit- I

- Happiness: Concept, meaning and nature of happiness, domains of happiness and its factors.
- Demand of education for happiness in 21st century, issues and problems (Primary, Secondary and Higher level of education).
- Notion of the good life.

Unit –II

- Education: Concept, meaning and nature of education, aspects of education and functions of education.
- Role of the happiness in education
- Relationship between happiness and education, positive discipline

Unit-III

- Historical background of happiness: Eastern and Western.
- Eastern: Upanishad, Bhagvad Gita, Buddha, Sad-Darshan, Charvaka, Aurobindo, Vivekanand, J. Krishnamurti and Osho.
- Western: Socrates, Aristotle, Kant, Russell, Bentham and Mill, Seligman

Unit –IV

- Education for happiness: concept and meaning and salient features.
- National Policy of Education, 2016
- Centres of Happiness: Aims and vision.

Practicum:

4. Class attendance (5 marks)
5. Class Test or Presentation or Assignment on Given Topic (5 marks)
6. Any one Task (10 marks)
 - To prepare a report on comparison of notion of good life with his life.
 - To develop a project report on collective Happiness
 - To prepare a report on western concept of Happiness
 - To prepare a report on Indian concept of Happiness

Suggested Reading

1. Haribhadra (1986). Sad-Darsana Samuccaya (A Copenidium of Six Philosophies). Delhi: Eastern Book Linkers
2. Aurobindo (1977). Sri Aurobindo and the Mother on Happiness and Peace. Pondicherry: Sri Aurobindo Society.
3. Kapoor, Subodh (2002). Encyclopaedia of Upanisads and its Philosophy (Vol. 4). New Delhi: Cosmo Publications
4. Osho (2008). Joy: The Happiness that comes from within. NY: St. Martin's Press.
5. Russell (n.d.). The Conquest of Happiness.
6. Kant (2012). Critique of Judgement. NY: Dover Publications, Inc.
7. Wike, V.S. (1994). Kant on Happiness in Ethics. Albany: State University of New York Press.
8. Krishnamurti (1927). The Kingdom of Happiness. NY: Boni & Liveright.

B.Ed. Semester II
Paper V (e): Comparative Education

Objectives:

The pupil-teacher will be able to:

1. Define and explain the term comparative education.
2. Discuss the purposes of studying comparative education.
3. Critically review the historical development of comparative education as a discipline.
4. Analyse the methods used in comparative education.
5. Classify approaches to studying comparative education.
6. Describe the education systems and practices of selected developing countries.
7. Compare the education systems of selected developed and developing countries.
8. Critically analyse the education system in a global perspective.
9. Evaluate global issues in comparative education.
10. Compare primary, secondary, and higher education systems in selected countries.

Unit-I: Comparative Education as an Emerging Discipline

Comparative Education – Meaning, Nature, Scope and Importance; Comparative Education as an academic discipline

Method of comparative Education – Juxtaposition, Area studies, inter educational analysis; Factors of Comparative Education - Geographical, Socio-cultural, Historical, Philosophical, Economic, Linguistic, Scientific, Structural and Functional;

Unit-II: Contemporary Trends in World Education

Contemporary Trends in Education – National and International, Roles and programs of UNO in association with its various official organisation in improving the quality of education among the member countries. Problems prevailing in developing countries with special reference to India, their causes and solutions through education – Poverty, Unemployment, Population explosion, Hunger, Terrorism, Illiteracy, Political instability and HDI & EDI.

Unit-III: Comparative Study of the Primary & Secondary Education Systems

Comparative Study of the Primary Education System among USA, UK, Russia and Japan with special reference to India.

Comparative Study of the Secondary Education System among USA, UK, Russia and Japan with special reference to India.

Unit-III: Comparative Study of the Education Systems

Among the following countries with special reference to India –

- a. Higher Education – USA, UK and France;
- b. Teacher Education – USA, UK and Germany;
- c. Adult Education – China, Cuba and Brazil.
- d. Distance and continuing education-Australia,UK.

Practicum:

1. Class attendance (2.5 marks)
2. Class Test or Assignment or Presentation on the given topic (7.5 marks)
3. Any One Task (5 marks)
 - To prepare a report on comparison of Indian primary education with other countries like USA, U.K. and Russia.
 - To prepare a report on comparison of Indian secondary education with other countries like USA, U.K. and Russia.
 - To prepare a report on comparison of Indian higher education with other countries like USA, U.K. and France.
 - To prepare a report on comparison of Indian teacher education with other countries like USA or U.K. or Germany.

References:

1. Adamson, B. (n.d.). Comparative education research: Who, what, and why? Retrieved from www.bangor.ac.uk/cell/downloads/bob_adamson_0311.ppt
2. Adesina, M. O. (1985). Foundation studies in education. Ibadan: University Press.
3. Alabi, I. O. (1998). Comparative education: A handbook for teachers. Oyo: Odumat Press.
4. Awolola, A. (1986). Readings in comparative education. Ibadan: Stevelola Educational Publishers.
5. Beech, J. (2006). The theme of educational transfer in comparative education: A view over time. *Research in Comparative and International Education*, 1(1), 2–13.
6. Commonwealth of Learning. (2000). Comparative education: Themes and trends in comparative education in SADC countries. Retrieved from <http://www.col.org/stamp/Module18.pdf>
7. Kubow, P. K., & Fossum, P. R. (2007). Comparative education: Exploring issues in international context. Boston: Pearson Merrill.
8. Lall, M. (2005). The challenges for India's education system. Chatham House Briefing Paper. London: The Royal Institute of International Affairs.
9. Lawal, B. O. (2004). Comparative Education. Osogbo: Swift Publishers Nigeria Ltd.
10. Lawal, B. O. (2004). Comparative education. Osogbo: Swift Publishers Nigeria Ltd.
11. Mallinson, V. (1975). An introduction to comparative education (4th ed.). London: Heinemann.
12. Osokoya, I. O. (1992). Comparative education. Ibadan: University of Ibadan.
13. Phillips, D., & Schweisfurth, M. (2006). Comparative and international education: An introductory to theory, method and practice. New York: Continuum International Publishing Group.
14. Shahid, S. M. (2006). Comparative education. Lahore: Majeed Book Depot.
15. Sharma, K. (2004). Comparative education: A comparative study of educational systems. New Delhi: Kanishka Publishers.
16. Sharma, Y. K. (2007). Comparative education: A comparative study of educational systems. New Delhi: Kanishkar Publishers.
17. Surya, B., & Bhaskara, D. (2004). Comparative education. New Delhi: Discovery Publishing House.
18. Tobin, J. J., Hsueh, Y., & Karasawa, M. (2009). Preschool in three cultures revisited: Japan, China, and the United States. Chicago: University of Chicago Press.
19. UNESCO Education for All Global Monitoring Report. www.efareport.unesco.org

B.Ed. Semester II

Paper V(f): Lifelong Learning

Objectives:

Pupil teacher will be able -

1. To improve understanding regarding gerontology and its various dimensions,
2. To educate students regarding critical issues of ageing workforce, its prospects, opportunities and challenges,
3. To promote awareness regarding national policies and programs in context of ageing and adult continuing education.

Unit –I

- An introduction to gerontology
- Nature, scope and rationale
- National policies and programs

Unit-II

- Health issues and management
- Adjustment issues and mental health after retirement.
- Stress of caregivers, geriatric counselling.

Unit-III

- Approach of gerontology, third age education, social cohesion.
- Ageing workforce as a resource, adult continuing education and lifelong learning strategies, skills enhancement
- Participatory and qualitative ageing, employment opportunities

Unit-IV

- Some success stories and practical exposure
- Visit to old age homes and communities
- Hands-on experience of students

Practicum:

1. Class attendance (5 marks)
2. Class Test or Presentation or Assignment on Given Topic (15 marks)
3. Any one Task (10 marks)
 - To prepare a survey report on old age and their geriatric counselling.
 - To prepare a report on learners and community attitude towards lifelong learning.
 - Preparing Maps; Charts, Games and other Audio-visual aids for rapid learning including preparation of different teaching materials.
 - Games, songs and pictorial materials for ECCE groups. Preparation of Monitoring & Evaluation tools. (For different stages of programmes and for the functionaries and learners)

References:

- Agewell Foundation (2010). Changing Trends of Old Age. New Delhi: Agewell Research and Advocacy Centre.
- Chadha, N.K., & Bhatia, H. (2009). Physical performance and daily activities of elderly in an urban setting: A study, Department of Adult, Continuing Education and Extension, University of Delhi.
- Kam, Ping kwong (2003). Empowering Elderly: A Community work approach Community development journal, Oxford: Oxford Journal.
- Lloyd, peter (2002). The Empowerment of the elderly people .London: School of Social Sciences, University of Sussex.
- Ministry of Law and Justice, Government of India (2007). The Maintenance and Welfare of Parents and Senior Citizens Act, New Delhi: Government of India.
- Shah, S.Y. (2003). Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

BACHELOR OF EDUCATION (B.Ed.) w.e.f 2017 onwards

Semester III		Semester IV	
A-Compulsory Paper	Marks	A-Compulsory Paper	Marks
PAPER I: Measurement and Evaluation in Education	80+20	PAPER I: Contemporary India and Education	80+20
PAPER II: Theoretical Foundations of Curriculum	80+20		
PAPER III: Guidance and Counselling	80+20		
		B-Internship –16 weeks <ol style="list-style-type: none"> 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. 7. Reflections and consolidation of internship report writing 8. Report Writing. 	200
C-Field Work <ol style="list-style-type: none"> 1. Four weeks practice – in – teaching 2. Community Engagement 3. Action Research and its Report Writing 	200 Grade A to D	C-Field Work <ol style="list-style-type: none"> 1. 1.Comprehensive Viva-Voce (Based on complete B.Ed. course) 	100
D-Professional Development <ol style="list-style-type: none"> 1. Classes on Personality Development. 2. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening. 	Grade A to D	D-Professional Development <ol style="list-style-type: none"> 1. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening. 	Grade A to D
TOTAL	500	TOTAL	400

B.Ed. Semester-III

Paper I: 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, purpose and importance.
- Level of Measurement.
- Relationship between measurement and evaluation
- Evaluation: Functions of evaluation and the basic principles of evaluation.

Unit II

- Techniques of Evaluation: Written, Oral, Practical, Grading System.
- Tools of evaluation: Observation, Socio-metric, Projective, Questionnaire, Interview, 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, CGPA, GGPA.
- Intelligence, Personality and Creativity: Concept and Measurement (study at least one tool of each)
- Examination systems in India at Elementary, Secondary and University level

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, Decile.
- Correlation: Concept, Uses and Methods of Computing Correlation Coefficient By Spearman's Rank-Difference Method

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - To prepare a report on collection and analysis of data using correlation statistical technique assigned by teacher.
 - Construction of a teacher made test/tool on achievement of any school subject.
 - To prepare a report analyzing Lucknow University examination system.
 - To prepare a report on CGPA and GGPA of any University.

Suggested Readings:

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

B.Ed. Semester-III
Paper II: Theoretical Foundations of Curriculum

Objectives:

The teacher will be able:

- ❖ To enable the learners to understand the basic concept of curriculum, syllabus and textbooks.
- ❖ 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, Difference between Curriculum, Syllabus and Textbooks
- Types of curriculum: Learner centered, Teacher centered, Subject centered, Correlation, Core, Fusion, Accelerated, Enriched, Sandwich, Crash, Disciplinary, Integrated, Interdisciplinary, Transdisciplinary, Multidisciplinary.

Unit II

- Basis of Curriculum: Philosophical, Socio-cultural, Political, Psychological; Beliefs about Knowledge, Technological advancement.
- Determinants and motives of curriculum Development, Principles of Curriculum Construction; Selection, gradation and Organization of content.

Unit III

- 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(Continuous and Comprehensive Evaluation), CRT (criterion-referenced test), NRT(Norm-referenced tests), CGPA(Cumulative Grade Point Average), GGPA(Graduate Grade Point Average)

Unit IV

- Models of Curriculum: Administrative Line Staff Model, Grassroot Model, Demonstration Model, Models of Teacher Education Curriculum in CIE (Delhi), Banasthali, Indore, Shantiniketan, NCF 2005 and NCFTE 2009.
- Ideas of Gandhi, Tagore, Gijubhai and Gurukul System on Curriculum

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks) e.g.
 - To prepare a critical report on models of Teacher Education Curriculum.
 - To prepare a curriculum of any subject/ class based on any model of curriculum.
 - To prepare a report on comparison of Lucknow University B.Ed. Curriculum with Curriculum ideas of Gandhi, Tagore, Gijubhai.

Suggested Readings:

1. 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
2. Alexander William, M. (Ed.) (1967). The Chancing Secondary School Curriculum. New York: Holt, Rinehart & Winston; pp 479
3. Hass G. &Parkey F.W. (1993). Curriculum Planning: A New Approach (6th edition): United State of America
4. Rajput, J.S. (2002). Dimensions of Curriculum Change. New Delhi: NCERT; PP. 284
5. Saylor, G.J. & Alexander, W.M. (1974), Planning Curriculum for Schools. New York: Holt , Rinehart and Winston Press.
6. Sheffi, S.A. (1991). National Curriculum Framework – A Holistic view. Journal of Indian Education XVIII (04) P.1

B.Ed. Semester-III

Paper III: Guidance and Counselling

Objectives:

The pupil-teacher will be able

- ❖ To understand the concept, need and meaning of guidance and counselling.
- ❖ To get acquainted with the principles, various areas and procedure of guidance.
- ❖ To develop understanding about the role of school in guidance.
- ❖ To get acquainted with the principles and process of counselling.
- ❖ To realize the qualities and role of a school counsellor.
- ❖ To acquire an idea about the need of counselling for children with special needs.

Unit I

- Concept, nature, meaning, scope and need of guidance, Relationship between guidance and counselling.
- Principles and procedure of guidance.
- Major areas of guidance: educational, personal and vocational
- Need of Guidance at different levels.

Unit II

- Essential guidance services: orientation, counseling and remedial services.
- Organization of guidance services in schools.
- Evaluation of guidance services.

Unit III

- Concept, need and meaning of counselling.
- Principles and process of counselling.
- Techniques of counselling.
- Types of counselling: directive, non-directive and eclectic counselling - meaning, characteristics, steps, advantages and limitations.

Unit IV

- Qualities and role of a counsellor, Counsellor-Counselee relationship
- Guidance and counselling centres: need, objectives and functions.
- Counselling for children with special needs.
- Tools and techniques of guidance and counselling

Practicum:

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
 - Group Guidance-One career Talk.
 - Design a checklist/Questionnaire to collect information on students' educational, psychological or social problem.
 - Preparation of scrap book for career counselling.
 - Preparation of a list of problem behaviours based on observation
 - Interview of a school counsellor by the pupil teacher and prepare a report writing
 - Visit to a guidance or counselling centre and its report writing.
 - Pupil teacher will identify at least two problematic school students and chalk out a guidance program for them.

Suggested Readings:

1. Aggarwal, J. C. (1991). Educational, vocational guidance and counselling. New Delhi: Dubai House.
2. Anne, A. (1982). Psychological testing. New York: McMillan Company.
3. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R. Lal Book Depot.
4. Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
6. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
7. Indu, D. (1983). The basic essentials of counseling. New Delhi: Sterling Publishers Private Ltd.
8. Jones, A. J. (2008). Principles of guidance. (5ed). Delhi: Surjeet Publications.
9. Kochhar, S. K. (1979). Guidance in indian education. New Delhi: Sterling Publishers Private Ltd.
10. Kochhar, S. K. (1984). Guidance and counseling in colleges and universities. New Delhi: Sterling Publishing Pvt. Ltd.
11. Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Saha Publishers & Distributors.
12. Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
13. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
14. Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt. Ltd.
15. Rao, N. S. (1981). Counseling psychology. New Delhi: Tata McGraw Hill Publishing Co.
16. Sharma, N. R. (1989). Educational and vocational guidance. Agra: VinodPustakMandir.
17. Sharma, R. A. (2008). Career information in career guidance. Meerut: R. Lall Books Depot.
18. Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.
19. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
20. Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.
21. Vashist, S. R. (Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt. Ltd.
22. Gibson, R. L., & Mitchell, M. H. (2007). Introduction to counseling and guidance (7th ed.). Upper Saddle River, NJ: Prentice Hall.
23. Pandey, K.P. Advanced Educational Psychology. 2nd Ed. New Delhi: Konark Publishers Pvt. Ltd., 1988.
24. Traxler, A C and Narh, R D. (1966) Techniques of Guidance. New York : McGraw Hill.
25. Myers, G. Principles and Techniques of Vocational Guidance. New York: McGraw Hill Book Company.

C-Field Work

1. Four weeks practice – in – teaching
2. Community Engagement
3. Action Research and its Report Writing

D-Professional Development

1. Classes on Personality Development.
2. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening.

Semester III		Semester IV	
A-Compulsory Paper	Marks	A-Compulsory Paper	Marks
PAPER I: Measurement and Evaluation in Education	80+20	PAPER I: Contemporary India and Education	80+20
PAPER II: Theoretical Foundations of Curriculum	80+20		
PAPER III: Guidance and Counselling	80+20		
		B-Internship –16 weeks <ol style="list-style-type: none"> 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. 7. Reflections and consolidation of internship report writing 8. Report Writing. 	200
C-Field Work <ol style="list-style-type: none"> 1. Four weeks practice – in – teaching 2. Community Engagement 3. Action Research and its Report Writing 	200 Grade A to D	C-Field Work <ol style="list-style-type: none"> 1. 1.Comprehensive Viva-Voce (Based on complete B.Ed. course) 	100
D-Professional Development <ol style="list-style-type: none"> 1. Classes on Personality Development. 2. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening. 	Grade A to D	D-Professional Development <ol style="list-style-type: none"> 1. Classes in Music / Drama / Craft / Physical Education/ Yoga/Disaster Management/ Gardening. 	Grade A to D
TOTAL	500	TOTAL	400

B.Ed. Semester-IV

Paper I: Contemporary India and Education

Objectives:

The pupil-teacher will be able:

- ❖ To understand the historical developments in policy framework related to education
- ❖ Appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- ❖ Acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- ❖ Appraise about the policy initiatives taken in educational reform during pre and post independent India.
- ❖ Develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- ❖ Appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions
- ❖ Understand the structure of education system in contemporary society
- ❖ Develop understanding of the issues and challenges faced by Indian contemporary Society.

Unit I: Educational Policies in Pre-Independent India

- Brief review of nature and provisions of education during the Vedic age, Buddhist period and Muslim period, 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. (Brief Summary and outline only)

Unit II: Educational Policies in Post-Independence India

- A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates since independence : Mudaliar Commission(1952), Education Commission (1964-66), NPE 1968, NPE 1986 and its modified version 1992
- Knowledge Commission, Idea of Common School System, National System of Education, Language Policy, Learning without Burden-1993 and the National Curriculum Framework 2005.

Unit III: The Constitutional Context

- Education as a means of social justice in the Indian Constitution, Constitutional values and education (Preamble, Fundamental rights and duties), Right to Free and Compulsory Education 2010 (RTE) and inclusion, Education in the concurrent list and its implications.
- Initiatives of Govt. of India: SSA (Sarva Shiksha Abhiyan), RMSA (Rashtriya Madhyamik Siksha Abhiyan), Educational Provisions for minorities, SC, ST and Girls.

Unit IV: The System and Its Structures

- Schools in India: Types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.), schools run by the State Governments, private schools, international schools, looking at institutional structures and stratification within the context of concerns for 'quality' and equity, management and public participation
- Role of key institutions in shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc; Role of Directorates of Education and local bodies e.g. Panchayati Raj institutions, municipal bodies.

Practicum:

1. Class attendance (2.5 marks)
2. Mid Term Test (2.5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks)

Suggested Readings:

1. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
2. Commission, 1964-66. Available at www.mhrd.gov.in/
3. Dube, S.C. (1990, 2005) Indian Society. New Delhi: National Book Trust. from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
4. Ghosh, S. C. (2007). History of education in India. Rawat Publications.
5. GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
6. GOI. (1986). National policy of education. GOI.
7. GOI. (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved

8. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
9. Govinda, R. (Ed). (2002) India education report: a profile of basic education. New Delhi: Oxford University Press.
10. Hindustani Talimi Sangh. (1938). Basic national education: Report of the Zakir Hussain committee. Sagaon, Wardha: Hindustani Talimi Sangh.
11. Kothari, D. S. (1964). Education and national development: Report of the education
12. Naik, J.P. (1979) Education Commission and After. A P H Publishing Corporation: New Delhi. Also available in Hindi
13. National policy on Education (1986). Available at www.ncert.ac.in
14. NCERT (2006/7) National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender. New Delhi: NCERT.
15. NCF-2005 available on www.ncert.ac.in
16. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
17. NCTE (2009) National Curriculum Framework for Teacher Education.
18. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
19. PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press.
20. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>