

Faculty of Education
Mahatma Gandhi Kashi Vidyapith
Varanasi

Department of Education



Rules, Regulations & Curriculum
Two Year B.Ed. Programme
(Semester Wise)

Session
2015 - 17

FACULTY OF EDUCATION

B.ED. PROGRAMME

RULES, REGULATIONS AND CURRICULUM

The need for the establishment of Faculty of Education, Mahatma Gandhi Kashi Vidyapith was felt to generate awareness regarding various aspects of New Education Policy amongst the youngsters of Purvanchal interested in teacher-training programmes. The Classes for B.Ed. practically started in 1983 and after many years of painstaking efforts it could establish itself as a separate Education Faculty with the approval from the U.P. Government in 1986-87. Since then the faculty has been providing courses leading to degrees at B.Ed., M.Ed. and Research levels and offering opportunities to the youngsters to pursue a career in education. Emphasis is being laid on the pursuit of a vision of competent teacher grounded in values and who are able to adopt teaching as a profession directed at self empowerment and thus play an important role in the development of the nation by aligning with the progressive venture and face of the country's mission.

1. PREAMBLE

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

2. DURATION

The B.Ed. programme shall be of duration of two academic years spread over four semesters.

3. WORKING DAYS

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

4. ELIGIBILITY

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

5. ADMISSION PROCEDURE

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

6. If the Student has not completed theory courses, practicum and school internship he/she will not be allowed to appear in the B.Ed. examination.
7. During the study of B.Ed. course no student can avail the opportunity of any kind of full time or part time paid job. If any such cases are reported, his/her admission will stand cancelled.

8. EXAMINATION

- a. B.Ed. students can answer in English or in Hindi medium.
- b. In the theory **First division** would be awarded to those students who have secured 60% and above, **Second division** to those who have secured 48% and above but below 60% and **Third division** to those getting a minimum of 40% in total and at least 36% marks in each theory course separately but less than 48% marks in aggregate.
- c. In practicum those getting 60% and above will be placed in **First division**, those getting 48% and above but less than 60% will be placed in **Second division** and those with 40% and above but less than 48% in **Third division**.
- d. The division in theory and practicum will be indicated separately towards the end of the fourth semester by aggregating the scores (credits) earned in the preceding three semesters and by adding the same to the scores of the fourth semester.
- e. In the first and second semester for the assessment of practicum the board of examiners will consist of two members - one member from within/or outside the university and second member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
- f. In the third semester during internship assessment of teaching competencies/skills will be carried out by a board of examiners, consisting of three members one being an external member from University other than Mahatma Gandhi Kashi Vidyapith, one member from within the university but not from the same college where evaluation is conducted and third member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
- g. The examiners for both theory and practicum of B.Ed. programme shall be appointed from a panel of examiners prepared by The Board of Studies in Education. In no circumstance the departure from this practice will be permitted.
- h. In case of inflated markings in theory and practicum reported, the competent authority of the university shall have the right to review the same with the help of experts duly appointed for the purpose.
9. For the supervision of teaching practices, community work and practical examination partial allowance and reimbursement of expenditure for travel etc will be allowed on the basis of the rates, approved by The Vice Chancellor for university department and Management authority designated for college. For university department finance officer will provide the required amount to the Head of Department at least a week in advance.

The B.Ed. Two year Curriculum

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

There will be theory courses of 1200 marks (48 Credits) and Practicum comprising of EPC (Enhancing Professional Competencies) and Internship I & II of 400 marks (16 Credits) spread over a period of two years in four semesters. The year wise and semester wise distribution of theory, practicum & internship programme with the weightage in terms of marks (credits) are indicated in the following plan.

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

First Year प्रथम वर्ष

First Semester प्रथम सेमेस्टर

Course Code	Course Title	Marks	Credits
Theory Course			
101	Perspectives in Sociological and Philosophical bases of Education शिक्षा का समाजशास्त्रीय एवं दार्शनिक आधारगत परिप्रेक्ष्य	100	4
102	Perspectives in Psychology of Teaching, Learning and Development शिक्षण, अधिगम एवं विकास के मनोविज्ञान का परिप्रेक्ष्य	100	4
103	Knowledge and Curriculum ज्ञान एवं पाठ्यक्रम	50	2
104	Educational Technology and Computer assisted instruction. शैक्षिक प्रौद्योगिकी एवं कम्प्यूटर सहअनुदेशन	100	4
Total		350	14
Practicum (EPC)			
EPC 1	Practice in core teaching skills – संकेन्द्रिक शिक्षण कौशल अभ्यास a. Set Induction प्रस्तावना b. Explanation व्याख्या c. Illustrating with examples दृष्टान्तीकरण उदाहरण सहित d. Questioning and probing प्रश्नीकरण एवं खोजपूर्ण प्रश्न e. Writing of behavioral objectives व्यवहारपरक उद्देश्य लेखन f. Lesson planning & Unit planning पाठयोजना एवं अन्विति योजना निर्माण g. Stimulus variation उद्दीपन – परिवर्तन h. Reinforcement and feedback प्रबलन एवं प्रतिपुष्टि i. Use of teaching aids including Black board writing श्यामपट्ट लेखन सहित शिक्षण सहायक सामग्रियों का प्रयोग j. Sketching and drawing रेखांकन एवं चित्र निर्माण k. Closure पाठ समापन (At least eight skills are compulsory) कम से कम आठ कौशल अभ्यास आवश्यक	25	1

EPC 2	Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College. भारतीय शिक्षा शास्त्रियों के किन्ही दो ग्रंथों के आधार पर पठन एवं विमर्श (विश्वविद्यालय / संस्था द्वारा चयनित)		25	1
	<p>a. Swami Vivekanand स्वामी विवेकानन्द</p> <p>c. Aurobindo अरबिन्दो</p> <p>e. Gijju Bhai गिजू भाई</p> <p>g. Madan Mohan Malviya मदन मोहन मालवीय</p>	<p>b. Mahatma Gandhi महात्मा गांधी</p> <p>d. Rabindra Nath Tagore. रवीन्द्र नाथ टैगोर</p> <p>f. Krishna Murti कृष्णमूर्ति</p> <p>h. Acharya Narendra Dev आचार्य नरेन्द्र देव</p>		
EPC 3	Drama and Art in Education	शिक्षा में अभिनय एवं कला	25	1
		Total	75	3

Course Code	Course Title	Marks	Credits
Theory Course			
201	Contemporary Indian Education समसामयिक भारतीय शिक्षा	100	4
202	Assessment of Learning अधिगम आंकलन	100	4
203	Action Research in Education शिक्षा में क्रियात्मक अनुसंधान	50	2
204	Inclusive Education समावेशी शिक्षा	50	2
Total		300	12
Practicum (EPC)			
EPC 1	Personality development with emphasis on -- Understanding the self / Communication skill including Language Use and improvement of speech. व्यक्तित्व विकास – आत्म अवबोध/सम्प्रषेण कौशल (भाषा प्रयोग एवं वाक् सुधार सहित) पर बल देते हुए	10	
EPC 2	Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon. विद्यालय से संबंधित विषयों की निष्पत्ति आकलन हेतु उपकरण निर्माण तथा मनोवैज्ञानिक परीक्षणों का प्रशासन संक्षिप्त आख्या सहित	15	
Internship – I विद्यालय सम्बद्धता-I	In the Internship for first year of 4 Weeks following activities/assignments will have to be undertaken. प्रथम वर्ष के अन्तर्गत निर्धारित 4 सप्ताह के अवधि में नियत कार्य / दत्त कार्य	50	
	<p>a. School Visit: Two days for every School : primary / upper primary and secondary level schools. (One Week) विद्यालय भ्रमण : प्रति दो दिवसों में प्राथमिक/उच्च प्राथमिक एवं माध्यमिक स्तर के विद्यालयों के लिए (एक सप्ताह)</p> <p>b. Observation: Observation of class room teaching, Classroom and School sites including library, lab and sports / extramural programmes within the school with preparation of school profile as an outcome. (One Week) प्रेक्षण: कक्षा शिक्षण का प्रेक्षण, विद्यालय परिसर जिसमें पुस्तकालय, प्रयोगशाला एवं क्रीड़ा आयोजन से सम्बन्धित कार्यक्रमों के प्रेक्षण द्वारा विद्यालय पार्श्वचित्र प्रस्तुत करना (एक सप्ताह)</p> <p>c. Skill development through simulated and micro teaching sessions. (One Week) अनुरूपित एवं सूक्ष्म शिक्षण सत्रों द्वारा कौशल विकास (एक सप्ताह)</p> <p>d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week) विद्यालयोपयोगी शैक्षिक सहायक सामग्रियों प्रदर्शनों एवं संसाधनों का निर्माण (एक सप्ताह)</p>		
Total		75	3

Second Year
Third Semester

तृतीय सेमेस्टर

Course Code	Course Title	Marks	Credits
Theory Course			
301	Pedagogy of School Subject – 1 विषय शिक्षण – 1	100	4
302	Pedagogy of School Subject – 2 विषय शिक्षण – 2	100	4
Total		200	8
Practicum (EPC)			
EPC 1	Classroom/School/Community based research projects and implementation कक्षा, विद्यालय एवं समुदाय आधारित शोध परियोजनाएँ एवं उनका क्रियान्वयन	25	1
EPC 2	Intelligent use of ICT and development of power point presentation including improvisation of teaching aids and gadgets. सूचना एवं सम्प्रेषण तकनीकी का बुद्धिमता पूर्ण अनुप्रयोग तथा पावर प्वाइन्ट प्रस्तुतियों का विकास जिसमें शिक्षण उपकरणों एवं संसाधनों का निर्माण भी शामिल है	25	1
Internship – II विद्यालय सम्बद्धता-II	In the Internship for second year of 16 weeks , following activities / assignments will have to be undertaken. दूसरे चरण की विद्यालय सम्बद्धता की अवधि 16 सप्ताह होगी जिसमें निम्नलिखित प्रकार के विहित / दत्त कार्य पूरे करने होंगे	200	8
<p>A. The B.Ed. trainee will be attached to primary/upper primary level schools for (Four Weeks), to secondary level schools for (Ten Weeks) and to senior secondary schools for (Two Weeks). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world. विद्यालय सम्बद्धता कार्यक्रम का प्रयोजन है – परिप्रेक्ष्य आधारित सैद्धान्तिक पाठ्यक्रमों, विषयों के शिक्षण एवं विद्यालय कक्षा, समुदाय तथा अधिगमकर्त्ताओं से संबंधित स्थलों से जुड़े अनुभव एवं संज्ञान को समन्वित रूप देना जिससे शिक्षण व्यवसाय के लिए अपेक्षित प्रवीणताओं एवं कौशलों पर आधारित इक्कीसवीं सदी के वैश्विक संदर्भ को दृष्टिगत रखकर अपेक्षित निपुणताओं से सज्जित प्रभावी शिक्षकों का विकास हो सके।</p> <p>B. The activities undertaken during this programme of school attachment will comprise of : विद्यालय सम्बद्धता के कार्यक्रम में निम्नांकित कार्य पूरे करने हैं :</p> <ol style="list-style-type: none"> Observing teaching sessions of school teachers. विद्यालय के शिक्षकों के शिक्षण सत्रों का प्रेक्षण Teaching 40 lessons (Supervised by B.Ed. faculty). 40 पाठों का शिक्षण अभ्यास (बी0एड0 पर्यवेक्षकों के निर्देशन में) Participation in school chores such as prayers, assembly, organization of Co-Curricular activities. विद्यालयी क्रियाकलापों यथा प्रार्थना, दैनिक सभा एवं पाठ्यक्रम सहगामी क्रियाओं के आयोजन में प्रतिभाग 			

	<p>d. Library and lab management (in cases of trainees having to work with laboratories). पुस्तकालय एवं प्रयोगशाला प्रबंधन (केवल उन्हीं प्रशिक्षकों के लिए जिनमें प्रयोगशाला कार्य अपेक्षित है)</p> <p>e. Excursion, Study tours etc. as part of the school programme. विद्यालय कार्यक्रम के अन्तर्गत भ्रमण एवं अध्ययन-पर्यटन</p> <p>f. Community interactions including teacher-parent meetings and visits to specific community centres. समुदाय आधारित अन्तःक्रियाएँ जिसमें अध्यापक अभिभावक सम्मिलन तथा विशिष्ट सामुदायिक स्थलों का भ्रमण शामिल है</p>		
	Total	250	10

Pedagogy of School Subjects – Course Code 301 and 302

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

निम्नलिखित संवर्गों में से किन्हीं दो विषयों का चयन करना है जिसमें एक संवर्ग से एक ही विषय का चयन करना है :

Group A	Group B	Group C	Group D
1. Hindi teaching हिन्दी शिक्षण	1. History teaching इतिहास शिक्षण	1. Commerce teaching वणिज्य शिक्षण	1. Biology teaching जीव विज्ञान शिक्षण
2. Sanskrit teaching संस्कृत शिक्षण	2. Geography teaching भूगोल शिक्षण	2. Science teaching विज्ञान शिक्षण	2. Mathematics teaching गणित शिक्षण
3. English teaching अंग्रेजी शिक्षण	3. Civics teaching नागरिक शास्त्र शिक्षण	3. Home Science teaching गृह विज्ञान शिक्षण	
	4. Economics teaching अर्थशास्त्र शिक्षण		

Fourth Semester**चतुर्थ सेमेस्टर**

Course Code	Course Title	Marks	Credits
Theory Course			
401	Environmental Education in Indian perspective भारतीय परिप्रेक्ष्य में पर्यावरण शिक्षा	100	4
402	Gender, School and Society लिंग, विद्यालय तथा समाज	50	2
403 & 404	Any two of the following – a. Guidance and counselling in school b. School management c. Value education and moral ethics d. History of Indian Education.	निम्नलिखित में से कोई दो – विद्यालय में निर्देशन तथा उपबोधन विद्यालय प्रबंधन मूल्य शिक्षा एवं नैतिक आचार भारतीय शिक्षा का इतिहास	200 8
Total		350	14
Practicum (EPC)			
EPC 1	Scouting and Guiding – Under the guidance of an authorized trainer with certification. स्काउटिंग एवं गाइडिंग– प्राधिकृत प्रशिक्षक के निर्देशन में प्रमाण पत्र सहित		
EPC 2	Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution. योग शिक्षा – औपचारिक रूप में प्रशिक्षित योग विशेषज्ञ के निर्देशन में प्रमाण पत्र सहित		

B.Ed.
First Semester

Course 101 – Perspective in Sociological and Philosophical bases of Education

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

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

Unit-1-

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

Unit-2-

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

Unit- 3 -

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

Unit- 4 –

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

Transactional strategies

The course will be transacted through discussions based on cases, interactive lectures, group discussions, quizzes and at least four assignments on each of the four units.

Reference Books-

- Chaube, S.P. & Chaube, Akhilesh.: Philosophical and Sociological Foundation of Education, Vinod Publication, Agra.
- Pandey, K.P. : Perspectives in Social Foundations of Education. Vishwavidyalaya Prakashan, Varanasi.
- Pandey, R.S. : Education in emerging Indian Society, Vinod Publication, Agra.
- Sharma, R.N. : Philosophy and Sociology of Education, Surjeet Publication.
- Vazhayti, Joy : Reflections on the Philosophy of Education, N.C.E.R.T.

Course 102 - Perspectives in Psychology of Teaching, Learning and Development

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

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

Unit-1-

- A. Psychology of teaching: meaning, scope, Indian & Western concept and its relevance from the point of view of teachers, Stages in teaching: Preactive, Interactive & Postactive, Levels in teaching: memory level, understanding level and reflective level.
- B. Psychology of development: meaning of development, difference between development & growth, characteristics related to cognitive, social and emotional development during childhood & adolescence and their educational implications.

Unit-2-

- A. Psychology of learning: meaning, factors affecting learning, transfer of learning: meaning, types and its educational implications, Motivation: meaning, various techniques for motivating the students.
- B. Theories of learning: Classical, Operant, Gestalt and Cognitive theory of Piaget and Bruner, Main features and their educational implications.

Unit-3-

- A. Psychology of intelligence: meaning, concept, theories of intelligence: cognitive, associative and unitive. IQ, EQ and SQ: their implications for organizing teaching-learning processes. Use of intelligence tests and its limitations. Indian concept of intelligence.
- B. Psychology of Adjustment: meaning, process of adjustment, characteristics of a well adjusted person. Stress: concept, coping mechanism and its educational implications for teacher & learner. Ensuring wellness life style: determinants of wellness and scales to measure wellness life style.

Unit-4-

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

Practical work-

- A. Case study of an exceptional child and submission of a report thereon.
- B. Preparation of two write ups / presentation on any two recent developments in the field of psychology.

Transactional strategies

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

Reference Books–

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

Course 103 – Knowledge and Curriculum

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

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

Unit-1- Epistemological Concerns

- A. Knowledge and Information: Meaning and difference between knowledge and information and their implications for teaching and learning in schools.
- B. Process of knowledge creation: Western and Indian views- Inter disciplinary perspectives.

Unit-2- Approaches and Designs of Curriculum development

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

Unit-3- Curriculum transaction

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

Unit-4- Curriculum for catering Learner Diversity

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

Transactional strategies

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

- Interactive discussions including group discussions.
- Brainstorming sessions
- School visit based reflective discussions
- Projects – individual & group based.

Reference Books–

- Borich, Gary D. : Effective teaching methods–Research Based Practice: Pearson 7th edition, 2012
- Allan, Ornatein C. :Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Pandey, K.P. :Shikshan Bywahaar ki Technology : Vishwavidyalaya Prakashan, 2010 .
- Kumar, K. :What is worth Teaching ? (3rd edition) orient Blackswan (2004)
- Holt, J. :How children fail (Rev.ed.) Penguin, 1964.

Course 104 - Educational Technology and Computer Assisted Instruction

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

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

Unit-1-

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

Unit-2-

- A. Models of teaching: Basic teaching model; concept attainment model and the Indian model of development and learning.
- B. Behaviour modification techniques: Simulation, micro teaching and sensitivity training procedures: ensuring holistic development.

Unit-3-

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

Unit-4-

- A. Examples of ET Approach: Programmed Instructional Approach, Personalised systems of Instruction; Use of Televised teaching and learning.
- B. Use of Computer in teaching: computer assisted teaching and learning, computer literacy and computer programming, developing modules for computer-aided learning. Word processing, internet accessing and use of Edu-sat New developments in computer-assisted learning and teaching.

Transactional strategies

The course will be transacted with the help of diverse strategies/methods such as : modular presentations, power-point presentations involving intelligent use of ICT, programmed instructional material and projects prescribed individually and in groups.

Reference Books-

- Bhatnagar, R.P : Educational Technology and Management, Loyal Publication, Meerut.
- Chauhan, S.S. : Innovations in Teaching-Learning Process.
- Pandey, K.P. : Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A. : Technological Foundation of Education, R.Lal Publication, Meerut.
- Vanaja, M. : Educational Technology, Neel Kamal Publication, New Delhi.
- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).

First Semester

Practicum (EPC)

EPC 1 Practice in core teaching skills –

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

(At least eight skills are compulsory)

EPC 2 Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College.

- | | |
|------------------------|--------------------------|
| a. Swami Vivekanand | b. Mahatma Gandhi |
| c. Aurobindo | d. Rabindra Nath Tagore. |
| e. Gijju Bhai | f. Krishna Murti |
| g. Madan Mohan Malviya | h. Acharya Narendra Dev |

EPC 3 Drama and Art in Education

B.Ed.
Second Semester

Course 201 – Contemporary Indian Education

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

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

Unit-1- Scenario of Education

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

Unit-2- Feature of school level Education in India

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

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

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

Unit-4- Teacher preparation at the school level

- A. Teacher Education Institutions at the primary, elementary and secondary level education: Role of regulatory bodies like the NCTE and the function of Accreditation agencies.
- B. The Education Commissions & Committees in the post independence period: their salient recommendations & the extent of implementation:
 - Secondary Education Commission (1953)
 - Education Commission (1964)
 - New Education Policy (1986) and its revisions (1992)
 - The Curriculum Framework (2005)

Transactional strategies

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

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

Reference Books-

- Naik, J. P. : The Education Commission and after APH Publishing (1982).
- Kheva, De A. & Samson, M. & Kumar Shiva, A.K. : PROBE revisited : A report on elementary education in india, oxford university press, New Delhi GOI (2011).
- Mudaliar, L.S. : Report of the secondary education commission (1953).
- GOI : Report of the education commission : Education and National Development ministry of education, New Delhi (1966).
- GOI : National Policy of Education (1986).
- GOI : National Policy on Education (As modified in 1992) (1998).
- NCERT : National Curriculum Framework (2005).

Course 202 – Assessment of Learning

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

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

Unit-1-

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

Unit-2-

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

Unit-3-

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

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

- Measures of central tendency & variability.
- Measures of relative position: percentiles and percentile ranks.
- Measures of correlation.
- Graphical representation of data and normal distribution.

Transactional strategies –

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

Reference Books-

- Anastasi, A. : Psychological Testing, The Mc Millan Company, New York.
- Asthana, Bipin.: Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
- Bloom, B.S. : Taxonomy of Educational objectives, Hand Book I : Cognitive domain, David Mc Kay Company, New York.

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

Course 203 - Action Research in Education

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

1. Explain the meaning and importance of action research with reference to Indian schools.
2. Use various steps involved in action research in a school.
3. Design and implement school based action research project.
4. Use Action research strategy for improving school practices.

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

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

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

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

Transactional strategies –

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

Reference Books-

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

Course 204 – Inclusive Education

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

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

Unit-1- Inclusive education

- A. Meaning, Concept and need of inclusive education in the present context.
- B. Identifying the policies & practices which hinder inclusive approach.

Unit-2- Domains of Inclusive education

- A. Social, Economic and Gender discrimination.
- B. Ability and Disability domain based Educational practices and discrimination.

Unit-3- Instruments of Inclusive Education

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

Unit-4- Evaluation practices related to Inclusive Education

- A. Areas of evaluation and assessment policies which hinder inclusive education.
- B. Evolving a framework of policies for management of education at school level from the perspectives of inclusiveness in areas such as physical/mental/social handicaps and educational disabilities.

Transactional strategies –

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

Reference Books-

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

Second Semester

Practicum (EPC)

EPC 1 Personality development with emphasis on -- Understanding the self / Communication skill including Language Use and improvement of speech.

EPC 2 Designing of assessment tools for achievement in school related subject and administration of psychological tests with a brief report thereon.

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

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

B.Ed.
Third Semester

Pedagogy of School Subjects – Course Code 301 and 302

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

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

Third Semester

Group (A) 1. हिन्दी शिक्षण

उद्देश्य – इस प्रश्नपत्र के अध्ययन के उपरान्त विद्यार्थी :

1. शिक्षा में मातृ-भाषा शिक्षण के महत्व से अवगत हो सकेंगे।
2. हिन्दी भाषा शिक्षण के विभिन्न उद्देश्यों का निरूपण कर सकेंगे।
3. हिन्दी भाषा में उच्चारण, ध्वनि विज्ञान एवं उच्चारण संबंधी दोषों, कारणों एवं उनके निवारण से अवगत हो सकेंगे।
4. हिन्दी भाषा शिक्षण हेतु विभिन्न विधियों का उपयोग कर सकेंगे।
5. भाषा शिक्षण में दृश्य-श्रव्य साधनों का प्रभावी अनुप्रयोग कर सकेंगे।

इकाई 1अ. माध्यमिक स्तर पर उ0प्र0 बोर्ड द्वारा निर्धारित पाठ्यक्रम का समीक्षात्मक अध्ययन।

ब. निर्धारित पाठ्यक्रम का भाषिक पक्ष एवं शिक्षण हेतु निहितार्थ।

इकाई 2अ. मातृभाषा शिक्षण एवं उसका महत्व, राष्ट्रीय एकता के विकास में हिन्दी की भूमिका, हिन्दी शिक्षण के उद्देश्य: ज्ञानात्मक, कौशलपरक, रसात्मक एवं सर्जनात्मक।

ब. भाषा शिक्षण एवं भाषा विज्ञान: ध्वनि विज्ञान, पद विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान, भाषा शिक्षण एवं उच्चारण: शुद्ध उच्चारण का महत्व, उच्चारण में दोष, कारण एवं निदान।

इकाई 3अ. हिन्दी शिक्षण की विधियाँ – गद्य शिक्षण, पद्य शिक्षण एवं व्याकरण शिक्षण के सन्दर्भ में, पाठ्ययोजना : आवश्यकता, विभिन्न प्रकार, निर्माण के पद।

ब. भाषा शिक्षण में पाठ्य पुस्तकों का महत्व, उद्देश्य एवं उनके प्रकार।

इकाई 4अ. भाषा शिक्षण में दृश्य-श्रव्य साधनों की भूमिका: दृश्य उपकरण, श्रव्य उपकरण, दृश्य-श्रव्य उपकरण एवं कम्प्यूटर।

ब. हिन्दी शिक्षण एवं मूल्यांकन की नवीन प्रविधियाँ।

अध्ययन ग्रन्थ—

- गुप्त, मनोरमा : भाषा शिक्षण सिद्धान्त और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा।
- चतुर्वेदी, सीताराम : भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
- तिवारी, उदयनारायण : भाषा विज्ञान।
- तिवारी, भोलानाथ : भाषा विज्ञान, किताब महल, 22ए, सरोजनी नायडू मार्ग, इलाहाबाद।
- दूबे, मीरा : हिन्दी शिक्षण।
- पाण्डेय, रामशकल : हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- वर्मा, रामचन्द्र : हिन्दी प्रयोग।
- चतुर्वेदी, शिखा : हिन्दी शिक्षण, आर. लाल बुक डिपो, मेरठ।

Group (A) 2. संस्कृत शिक्षण

उद्देश्य — इस प्रश्नपत्र के अध्ययन के उपरान्त विद्यार्थी :

1. शिक्षा में संस्कृत शिक्षण के महत्व से अवगत हो सकेंगे।
2. संस्कृत भाषा शिक्षण के विभिन्न उद्देश्यों का उल्लेख कर सकेंगे।
3. संस्कृत भाषा में उच्चारण, ध्वनि विज्ञान एवं उच्चारण संबंधी दोषों, कारणों एवं उनके निवारण से अवगत हो सकेंगे।
4. संस्कृत भाषा शिक्षण हेतु विभिन्न विधियों का उपयोग कर सकेंगे।
5. भाषा शिक्षण में दृश्य-श्रव्य साधनों का प्रयोग कर सकेंगे।

इकाई 1अ. उ0प्र0 माध्यमिक बोर्ड द्वारा निर्धारित संस्कृत विषय का पाठ्यक्रम उसका भाषिक पक्ष एवं शिक्षण हेतु निहितार्थ।

ब. संस्कृत विषय का अन्य विषयों/भाषाओं से सम्बन्ध।

इकाई 2अ. संस्कृत भाषा में उच्चारण सम्बन्धी छात्रों की कठिनाइयाँ, ध्वनि विज्ञान, उच्चारण-दोष, कारण एवं निवारण।

ब. भाषा शिक्षण में पाठ्यपुस्तकों का महत्व उद्देश्य एवं उनके प्रकार।

इकाई 3अ. संस्कृत शिक्षण में शैक्षणिक उपकरण एवं सहायक सामग्री— भाषा प्रयोगशाला, दृश्य सामग्री, दृश्य एवं श्रव्य सामग्री, कम्प्यूटर समर्थित अनुदेशन।

ब. संस्कृत शिक्षण हेतु पाठयोजना निर्माण, अर्थ, प्रकार, विभिन्न पद एवं उपयोगिता।

इकाई 4अ. संस्कृत शिक्षण की विधियाँ— गद्य के सन्दर्भ में, पद्य के सन्दर्भ में, व्याकरण के सन्दर्भ में,

ब. संस्कृत में मूल्यांकन की नवीन प्रविधियाँ।

अध्ययन ग्रन्थ—

- गुप्त, मनोरमा : भाषा शिक्षण, सिद्धान्त और प्रविधि, केन्द्रीय हिन्दी संस्थान, आगरा।
- चान्फे, बी0 एन0 : संस्कृत शिक्षण विधि।
- चौबे, विजयनारायण : संस्कृत शिक्षण विधि, हिन्दी संस्थान, लखनऊ।
- पाण्डेय, रामशकल : संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- तिवारी, भोलानाथ : भाषा विज्ञान, किताब महल, 22 ए, सरोजनी नायडू मार्ग, इलाहाबाद।
- द्विवेदी वाचस्पति : संस्कृत शिक्षण विधि, सुशील प्रकाशन, चौक पटना।

Group (A) 3. English Teaching

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

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

Unit- 1-

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

Unit-2-

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

Unit-3-

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

Unit-4-

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

Reference Books-

- Bisht, Abha Rani : Teaching English in India, Vinod Pustak Mandir, Agra.
- Jain & Sharma : Essentials of English Teaching, RSA, International Publication, Agra.
- Nagaraj, G. : English Language teaching : Approaches methods Techniques, Orient Longman, Kolkata
- Pandey K.P. & Amita : Teaching English in India, Viswavidyalaya Prakashan, Varanasi.

Group (B) 1. History Teaching

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

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

Unit- 1 -

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

Unit- 2 –

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

Unit- 3 -

- A. Teaching material in History teaching and its importance, teaching chronology.
- B. Lesson planning in History Teaching: meaning, different types of lesson plans.

Unit- 4 -

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

Practical Work –

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

Reference Books-

- Tyagi, G.S. : Teaching History, Vinod Pustak Mandir, Agra (1990).
- Kochar, S.K. : Teaching of History, Sterling Publisher, Delhi (1967).
- Singh, Y.K. : Teaching of History : Modern Methods, Ashish books, Delhi (2010).
- Ghate V.D. : History Teaching, Hariyana Academy, Chandigarh (1989).
- Vajneswari, R. : A handbook for History Teaching, Allied Publisher, Bombay (1996).
- Choudhary K.P. : Audio visual aids in Teaching Indian History, Atma Ram and Sons, Delhi (1968).
- Sharma, R.A. : History Teaching (Hindi), International Publishing House, Meerut (2001).
- Hartwell, E.C. : The Teaching of History (History Teaching Resources), Create space Independent publishing Platform, U.K. (2013)
- Husband, C. : What is History Teaching, Open University Press, U.K. (1996)

Group (B) 2. Geography Teaching

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

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

Unit-1-

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

Unit-2-

- A. Aims and objectives of Geography teaching.
- B. Curriculum of Geography- Concept and Principles of curriculum construction.

Unit- 3 -

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

Unit- 4 -

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

Practical Work

- Making of a model and drawing maps related to the subject.
- A Critical analysis of the teaching methods used in geography teaching in any two schools of Varanasi.
- Writing an essay based on innovative practices and events related to geography.

References Books –

- Arora K.L. : The Teaching of Geography. R. Lal Pub. Meerut.
- Biswas Bhaskar Chandra : Learn and Teach Geography. Authors Press New Delhi.
- Cans, G.J. : Handbook for Geography Teacher, London, Mathur Educational Ltd. 1957.
- Hal, Devid : Geography and the Geography Teacher, Landon, Geography Hall, 1976.
- Long and Robertson : Teaching of Geography, , London, Honeman Educational Books, Ltd. 1958.
- Mesney, E.A. : Teaching of Geography, London, Oxford University Press, 1952.
- Rao, M.S. : Teaching of Geography, Anmol Pub. 1995.
- Singh, H.N. : Geography Teaching, Vinod pustak mandir, Agra, 1985.
- Song, M.L. : Handbook for Geography Teacher, London, Mathur Educational Ltd. 1974.
- Srivastava, K.M. : Teaching of Geography, Sahitya Prakashan, Agra.
- Verma, J.P. : Teaching of Geography, R.Lal book depot, meerut, 2012.
- Verma, O.V : Geography Teaching, Strling pub. 1991.
- Walford, R. Ed. : Directions in Geography Teaching, London, longman’s co. 1973.

Group (B) 3. Civics Teaching

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

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

Unit- 1 -

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

Unit- 2 –

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

Unit- 3 -

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

Unit- 4 -

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

Practical Works –

1. Constructing Unit- tests based on Civics curriculum at school level.
2. Writing an essay based on amendments in constitution.

Reference Books-

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

Group (B) 4. Economics Teaching

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

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

Unit-1-

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

Unit-2-

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

Unit-3-

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

Unit-4-

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

Practical Work –

1. Construction of Unit- test in subject of economics at school level.
2. Essay writing on new researches and events related to economics.

Reference Books-

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

Group (C) 1. Commerce Teaching

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

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

Unit-1-

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

Unit-2-

- A. Commerce curriculum: Concept, Principles of curriculum construction.
- B. Correlation of commerce with other subjects, Commerce book passed on CCE pattern.

Unit-3-

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

Unit-4-

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

Practical Work –

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

Reference Books-

- Agrawal, J.C. : Teaching of Commerce: A Practical Approach, Vikash Publishers.
- Rao, Seema : Teaching of Commerce, Anmol Publication PVT.Ltd. New Delhi.
- Singh, Satnam : Modern Methods of Teaching Commerce, Shrishti Books Distributors. New Delhi.
- Tomar, S. : Teaching of Commerce, Vinod Pustak Mandir, Agra.
- Tyagi, G.S. : Vanijya Shikshan, Vinod Pustak Mandir, Agra.

Group (C) 2. Science Teaching

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

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

Unit- 1 -

- A. A critical study of the content of science prescribed at school level and its pedagogic implications.
- B. Science Teaching: Nature, Need and Scope and Its correlation with other subjects, Value of science in present day living and its place in curriculum, Objectives of science teaching: objectives at different levels, Revised Bloom's taxonomy, methods of writing instructional objectives in behavioural terms viz, mager's method and RCEM.

Unit- 2 -

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

Unit- 3 -

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

Unit- 4 -

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

Practical work:-

1. Construction of low cost improvised apparatus.
2. Construction of a lesson plan based on constructivist approach.

References books –

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

Group (C) 3. Home Science Teaching

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

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

Unit- 1 -

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

Unit- 2 –

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

Unit- 3 -

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

Unit- 4 -

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

Practical –

1. Preparation of Unit- tests in home science.
2. Essay writing based on different researches related to interior decoration.

Reference Books –

- Bhargav, Priya : Teaching of Home Science, C.E. Publications.
- Roy, Binita : Fundamentals of Home Science, Sterling Publishers.
- Singh, Satnam : Modern Methods of teaching Home Science, Srishti Book Distributor New Delhi.

Group (D) 1. Biology Teaching

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

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

Unit- 1 -

- A. A critical study of the content of biology prescribed at school level and its pedagogic implications.
- B. Biology teaching: nature, need & scope its correlation with other subjects; Place of Biology in school curriculum, difference between curriculum and syllabus, Principles of curriculum constructions. Aims and objectives of biology teaching, methods and techniques of writing specific objectives in behavioural term. Revised bloom's taxonomy, difference between general & specific objectives.

Unit- 2 -

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

Unit- 3 -

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

Unit- 4 -

- A. Evaluation in Biology : Construction of achievement test based on objective type items and determination of its Reliability and Validity.
- B. Lesson plan- characteristics, different approaches, major steps involved in lesson planning, format of lesson plan. Importance of lesson plan and different types of lesson plan based on different models of teaching viz. BTM & Biological inquiry training model.

Practical work -

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

Reference Books-

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

Group (D) 2. Mathematics Teaching

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

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

Unit-1-

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

Unit-2-

- A. Aims and objectives of mathematics teaching.
- B. Curriculum of mathematics- concept and principles of curriculum construction.

Unit-3-

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

Unit-4-

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

Practical work -

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

Reference Books-

- Kumar, Sudhir & Ratnatikar, D.N. : Teaching of Mathematics, Anmol publication Pvt. Ltd., New Delhi.
- Sidhu, Kulbir Singh: The Teaching of Mathematics. Sterling Publishers, New Delhi
- .Vashista, S.R. : Curriculum Construction, Anmol publication Pvt. Ltd., New Delhi.

Third Semester

Practicum (EPC)

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

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

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

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

B.Ed.
Fourth Semester

Course 401 - Environmental Education in Indian Perspective

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

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

Unit-1-

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

Unit-2-

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

Unit-3-

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

Unit-4-

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

Practical work-

1. Collection of Statements and ideas related to Environment and its Conservation from Indian literature.
2. Construction of Project based on Environmental Education/ Pollution Control.

Transactional strategies –

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

Reference Books-

- Chitrabhanu, T.K. : Environmental Education, Authors Press, Delhi.
- Goyal, M.K. : Essential Environment, RSA International, Agra.
- Nagi, G.K. : et al. Noise Pollution, Common Wealth Publisher, New Delhi, 1999.
- Pandey, G.N. : Environment Management Vikas Publishing House Pvt, 1997.
- Raj, Shalini : Teaching of Environmental Education, I.V.Y Publication, New Delhi.

Course 402 – Gender, School and Society

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

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

Unit-1- Conceptual Concerns

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

Unit-2- Social System and the gender bias

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

Unit-3- School and gender bias

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

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

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

Transactional strategies –

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

Reference Books-

- Nirantar : Textbook regimes: A feminist Critique of nation and identity, New Delhi. (2010)
- Menon, N. : Seeing like a feminist India : Penguin (2012)
- Bhatt, H. : The diary of a school teacher, An Azim Premji University publication, New Delhi.
- Batra, P. : Voice & Agency of teachers.
- Pandey, K.P. : Perspectives in Social Foundation of Education. (2010)
- Kushwaha, Madhu : Gender aur Shiksha, Ganga Sharan & Grand Sons, Varanasi.

Course 403 & 404 – A - Guidance and Counselling in School

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

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

Unit-1-

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

Unit-2-

- A. Kinds of guidance: educational, vocational and personal.
- B. Needs of guidance for special children: ongoing efforts in this field.

Unit- 3 -

- A. Counselling: meaning, conceptual similarities and differences between guidance and counselling, relevance of counselling in present context, organization of guidance and counselling services in schools.
- B. Techniques of counselling: directive, non-directive and eclectic counselling: objectives, steps, characteristics and educational implications.

Unit- 4 -

- A. Evaluation techniques used in guidance: standardized and non-standardized tests, interview, observation, case study, autobiographical description, their merits and demerits.
- B. Formation of cumulative records - step and importance.

Transactional Strategies:

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

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

Reference Books-

- Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- David, A. : Guidance and Counselling. Com.W. Publication.
- Kochhar, S.K. : Educational and Vocational Guidance in secondary shells. Sterling Publication.
- Pandey, K.P. : Educational and Vocational Guidance in India. Vishvavidyalaya Prakashan
- Rao, S.N. : Counselling and Guidance, Tata Mcgraw hill, New Delhi.
- Traxler, A. E. & North, R. I. : Techniques of Guidance, Harper and Raw, New York.

Course 403 & 404 – B - School Managements

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

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

Unit-1- Conceptual basis of school management

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

Unit-2- Needed Competencies for better school managements

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

Unit- 3 – Total Quality Management approach for Schools

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

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

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

Transactional strategies –

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

Reference Books-

- Bhatia, K.K. & Singh, Jaswant : Principles and practice of school management, Tandan publications books market, Ludhiana.
- Bhatnagar, R.P. & Agrawal, Vidya : Educational administration, Supervision, Planning & financing, Surya Publication, Meerut.
- Koortz, Harold & Weihrich, Heinz : Essential of management an international perspective, Tata Mc Graw-Hill Publishing Company Limited, New Delhi
- Sindhu, Kulbir Singh :School organization and administration, Sterling Publishing Private Limited, New Delhi.
- Varshrey, G.K. : Organisation and Management, S. Chand and Company LTD., New Delhi.

Course 403 & 404 – C - Value education and moral ethics

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

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

Unit-1- Meaning and scope of value education

- A. Meaning of values: axiological basis of human values and their relevance for education.
- B. Classification of values in terms of individual and social need and their hierarchy.

Unit-2- Pedagogy of values

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

Unit- 3 – Ethical concerns in teaching profession

- A. Ethics of restraint, Ethics of virtue and Ethics of altruism: Context of education.
- B. Making moral and character education effective.

Unit- 4 – Morality and teacher

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

Transactional strategies –

- Presentation of Cases and organizing discussions based on them.
- Visits to selected institutions in the community which play distinct role in value inculcation.
- Interactive sessions based on readings and reflections.

Reference Books-

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

Course 403 & 404 - D - History of Indian Education

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

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

Unit-1-

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

Unit-2-

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

Unit-3-

- A. Primary Education: Problem of Wastage and Stagnation, The intervention in respect of the Universalisation of Primary Education. Yashpal committee.
- B. Effectiveness of Programs run by informal and open schools, Burden in learning, Minimum Learning level, improvement in examination system.

Unit-4-

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

Transactional Strategies:

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

- Preparation of educational quotes from Vedic and Buddhist literature.
- Collecting and writing down the information related to women of Vedic period.
- Collection of articles published in newspapers related to National Knowledge Commission and others.

Reference Books-

- Gupta Manju : Education in India. K.S.K.Publishers.
- Mukerji S.N. : Education in India: Today and Tomorrow. Vinod Pustak Mandir Agra.
- Ranga Rao, N.V.& Bhatia, K.K. : Teacher and Education in Emerging Indian Society. Vinod Publishers, Meerut.
- Mukherjee, R.K. : Education in Ancient India.
- Agnihotri, R.K. : Multilingualism as a classroom resource (1995)

Fourth Semester

Practicum (EPC)

EPC 1 Scouting and Guiding – Under the guidance of an authorized trainer with certification.

EPC 2 Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution.