

# **Bachelor of Education (B.Ed) Two Year CBCS Program**



**Ordinance and regulations of course Bachelor of Education  
(B.Ed) Two Year CBCS Program**

**September-2021**

**DEPARTMENT OF EDUCATION  
DEEN DAYAL UPADHYAYA GORAKHPUR UNIVERSITY  
GORAKHPUR-273009**

# Ordinances for admission in Bachelor of Education (B.Ed) Two Year CBCS Program

## About the University:

Deen Dayal Upadhyaya Gorakhpur University, established in 1957 by the Uttar Pradesh State Universities Act, in its long eventful journey has constantly striven to live up to its motto, "आ नो भद्राः क्रतवो यन्तु विश्वतः" (Let noble thoughts come to me from all directions) by assimilating diverse ideas, people and beliefs into its academic life.

The geographical location of the University is 26.7480 degrees North (latitude), 83.3812 degrees East (longitude). The University, the first to be established in Uttar Pradesh after Independence and named after the great political thinker, Pandit Deen Dayal Upadhyaya is located in the holy city of Gorakhpur and inherits the spiritual and philosophical legacy of Buddha, Kabir and Guru Gorakshnath.

The University has neat and attractive campus spread over an area of 191.21 acres with well-planned teaching and residential campuses. In the beginning the University was housed in two buildings the Pant Block (inaugurated by late Pt. G.B. Pant) and the Majithia Block (named after Sir Surendra Singh Majithia, who made a significant donation to the building through his family trust). Several other buildings came up during the following decades: they include the Central Library, the Arts Block, the Administrative Block, the Law Faculty, a Student's Union Building, a Gymnasium hall, a Health Centre, a Computer Centre and Research Buildings for Chemistry, Zoology and Botany. Besides, there are separate Buildings for Biotechnology, Defense and Strategic Studies, Electronics, Commerce, Business Management, Education, Home Science, Geography, Psychology, Sociology, Hindi, Ancient History, Fine Arts and Music, Political Science and Adult and continuing Education. At present the University houses 06 faculties comprising of 29 departments that have been playing a significant role in imparting holistic education to the people of the Eastern region since its inception.

In the residential zone, the University have more than 125 quarters for teachers and officials of the University and about the same number of the non-teaching staff. There are several hostels- four boys' hostel, two girls' hostel and one International Students Hostel- which have facilities of mess, reading-cum-TV room, games, etc. The students living in the city are attached to the Delegacy which looks after their academic interests and provides facilities in extra-curricular activities.

As a residential-cum-affiliating State University it can boast of a rich academic legacy, illustrious alumni, experienced, qualified and dedicated faculty members, transparent, effective and responsive administrative set up, state-of-the art library, Wi-Fi campus, ample career growth opportunities for its students, advanced research facilities and a vibrant and safe campus.

With its cherished goal of nourishing creative talent and scientific temper among its students and sensitizing them to larger Education, socio-economic and political realities, the University aspires to contribute meaningfully to regional and national development.

## 1. Admission Ordinance:

1. Deen Dayal Upadhyaya Gorakhpur University Gorakhpur offers fulltime Two year B.Ed CBCS Program in Department of Education. The programme targets those Indian nationals as well as foreign nations who have been permitted by the Government of India. This Programme will run as per Deen Dayal Upadhyaya Gorakhpur University Gorakhpur Academic Program under Ordinance Based Credit System (CBCS) into effect from Academic Session 2021-2022 (and NCTE Rules and regulations as stipulated from time to time).

This programme intends to help in getting equipped with the skills and attitudes necessary to face the challenges usually emerging in schools B.Ed two year , thus, has several objectives like developing various skills and competencies and inculcating values that are essential for improving the performance of the school and school leaders as Teachers. B.Ed is a programme meant for the professional development of the prospective as well as In-service school heads/principals and other interested persons.

**2. General Introduction-** following are the general introduction of the course:

- I. The course shall be a full-time course.
- II. The course shall be divided into two semesters with a the internship and there shall be examination in each semester as per CBCS / Semester rules.
- III. This course shall have the status of vocational course.

### **3. Programme Objectives:**

- i) To develop essential skills, competencies and values needed for effective classroom teaching and school leadership.
- ii) To enable teachers to create an effective teaching learning enabling environment.
- iii) To improve the overall performance of the school teaching learning environment.
- iv) To develop a trained and competent cadre of teachers/ principals.

### **4. Duration and Working Days**

#### **4.1 Duration**

The B.Ed C.BC.S programme shall be of duration of two academic years, which can be completed in a maximum of four years from the date of the admission to the programme.

#### **4.2 Working Days**

There shall be at least two hundred working days each year exclusive of the period of examination and admission.

- (a) The institution shall work for a minimum of thirty six hours in a week (five or six days)] during which physical presence in the institution of all student teachers is necessary.
- (b) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

### **5. Intake, Eligibility, Admission Procedure and Fees**

#### **5.1 Intake**

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for method courses/ pedagogic courses and other practical activities of the programme to facilitate participatory teaching and learning.

#### **5.2 Eligibility**

- (a) Candidates with at least fifty per cent mark either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or

Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

### **5.3 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 any other selection process as per the policy of the State Government and the University.

### **5.4 Fees**

The institution shall charge only such fee as prescribed by the affiliating body/state government.

## **6. Curriculum, Programme Implementation and Assessment**

### **6.1 Curriculum**

The B.Ed. course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills. The programme comprises of three broad curricular areas: Foundations of Education, Curriculum and Pedagogic Studies and Engagement with the field.

The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

#### **(i) Theory Courses: There are fifteen theory courses.**

#### **(ii). Engagement with the Field/Practicum**

The B.Ed. programme shall provide for sustained engagement with the self and the child, Community and School, at different levels and through establishing close connections between different curricular areas. This curriculum area would serve as an important link between the above two board curricular areas through its three components viz.

- (a) Tasks and Assignments that run through all the courses,
- (b) School Internship and
- (c) Courses on Enhancing Professional Capacities as practical activities.

#### **(iii). School Internship**

School internship would be a part of the broad area of 'Engagement with the Field'. Students are to be actively engaged at teaching for 08 weeks.

## **7. Programme Implementation**

The institution shall meet the following specific demands of implementing this professional programme of study;

- i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- ii) Make an arrangement of schools for the internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact points for all the practicum/ assignment activities and related work during the course of the programme.
- iii) Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- iv) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- v) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research,

especially in schools.

- vi) School teachers shall be invited to teacher education institutions for feedback to student-teachers and for extension/guest lectures and organising colloquium.
- vii) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- viii) For school internship, the school teachers and the participating schools set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.
- ix) Board of Studies shall reconsider and communicate the number and format of assignments in every academic session.

## 8. Program Structure (Total Credit- 80)

### 8-A: STRUCTURE OF COURSES OF TWO YEAR B. Ed. PROGRAMME

#### B.Ed Two Year CBCS program

Course Code	Title of the course	Internal marks	External marks	Total Marks	Credit
<b>FIRST SEMESTER</b>					
<b>CORE COURSES</b>					
EDUBED-101	Fundamentals of Education	30	70	100	04
EDUBED-102	Knowledge and Curriculum	30	70	100	04
EDUBED-103	Childhood and Growing up	30	70	100	04
EDUBED-104	Contemporary India and Education	30	70	100	04
<b>OPEN ELECTIVE COURSES (Any one course)</b>					
EDUBED-105 (A AND B)	A) Environmental Education	30	70	100	04
	B) Value and Peace Education	30	70	100	04
<b>TOTAL MARKS</b>		<b>150</b>	<b>350</b>	<b>500</b>	<b>20</b>
<b>SECOND SEMESTER</b>					
<b>CORE COURSES</b>					
EDUBED-106	School Management and Leadership	30	70	100	04
EDUBED-107	Assessment of Teaching and Learning	30	70	100	04
EDUBED-108	<b>Compulsory Practical works and Report writing for enhancing professional capacities</b>				
	A) Reading and Reflecting on Text	15	35	50	02
	B) Microteaching and lesson planning	15	35	50	02
	C) Understanding the self	15	35	50	02
	D) Drama Art and Music in Education	15	35	50	02
<b>DISCIPLINE SPECIFIC ELECTIVE COURSES (Any one course)</b>					
EDUBED-109 (A and B)	A) Fundamentals of inclusive Education	30	70	100	04
	B) Fundamentals of Guidance and Counseling	30	70	100	04
<b>Total Marks-</b>		<b>150</b>	<b>350</b>	<b>500</b>	<b>20</b>
<b>THIRD SEMESTER</b>					
<b>CORE COURSES</b>					
EDUBED-110	Principles and Methods of Teaching	30	70	100	04
EDUBED-111	School Internship and Presentation of Teaching Practice	60	140	200	08

DISCIPLINE SPECIFIC ELECTIVE COURSES (Any two school subjects from two separate groups)					
EDUBED-112	<b>Pedagogy of teaching school subject-</b>				
	Subject Group-A	30	70	100	04
	Subject Group-B	30	70	100	04
	Subject Group-C	30	70	100	04
	Subject Group-D	30	70	100	04
	Subject Group-E	30	70	100	04
	<b>Total Marks</b>	<b>150</b>	<b>350</b>	<b>500</b>	<b>20</b>
FORTH SEMESTER					
CORE COURSES					
EDUBED-113	Educational Technology	30	70	100	04
EDUBED-114	Fundamentals of Teacher Education	30	70	100	04
EDUBED-115	Challenges and issues of education in India	30	70	100	04
EDUBED-116	Knowing your school and Society (School based activities)	50	50	100	04
DISCIPLINE SPECIFIC COURSES (Any one course)					
EUBED-117 (A and B)	A) Education for marginalized groups	30	70	100	04
	B) Population Education	30	70	100	04
	<b>Total Marks</b>	<b>170</b>	<b>330</b>	<b>500</b>	<b>20</b>
	<b>GRAND TOTAL</b>	<b>620</b>	<b>1380</b>	<b>2000</b>	<b>80</b>

**NOTE:**

\* Each candidate shall have to select two school subjects to be studied as method papers from the following groups and students will select two school subjects from two different groups of pedagogic subjects as grouped hereunder;

Group-A	Group-B	Group-C	Group-D	Group-E
Physical Science	Biological Science	Mathematics	Commerce	Hindi
Geography	Economics	History	Civics	English
Sanskrit	Art & Handicraft		Home Science	Agriculture

## 9. Assessment

All the theoretical courses shall be assigned 30% of maximum marks for internal assessment and remaining 70% for external examination. Practice teaching shall be assessed internally in 50 marks and externally in 150 marks. Candidates must be assessed on the entire Practical Activities. **Practical Activities will be assessed externally through viva-voce on activity records.** The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

### 9-B: Practical Orientation:

Each candidate shall have to compulsorily undergo the following learning experiences of school internship (practical activities) in second semester;

1.	Teaching of minimum 60 (sixty) supervised lessons (20 in each school subject taken up as pedagogy of school- I and II in actual classroom situation and prepare a record of their observation.	20 Marks
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2.	Observations of 20 peers teaching sessions in the actual classroom situation and prepare a record thereof.	10 Marks
3.	Action Research	05 Marks
4.	Reports of Other school activities	05 Marks

**(C)** Each candidate shall have to compulsorily undergo the following learning experiences of school and social activities in forth semester (practical activities);

S.No.	Activities to be done	Marks allocated
1	Preparing all type of school record	10
2	Educational Excursion and its report	10
3	Survey report of BRC and DIET	10
4	Survey report of Special School	10
5	Literacy and Cleanliness campaign Report	10

### 9-C: Activities of Rovers & Rangers

1. Activities of Rover and Rangers shall be internally evaluated under following grades;

Excellent	-	A
Very Good	-	B
Good	-	C
Satisfactory	-	D
Unsatisfactory	-	E

The marks of Theory Courses and Practical Activities will be mentioned in the relevant column of the mark sheet. Grades of Rovers and Rangers will be mentioned separately in the candidate's mark sheet. The grade however will not affect the division of the examinee. Marks of internal assessment of theory courses and grades of Rover Rangers Activities shall be submitted by the Head/ principal, concerned, to the Controller of Examinations.

### 10. Rules Pertaining to Examinations:

- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the B.Ed. theory examination. As per the provisions of the University ordinances the Head/Dean in the case of University Department of Education and Principal in the case of Degree College will have the power to condone up to 5% of the attendance and the Vice-Chancellor on the recommendation of the Principal/Head/Dean of Education may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- It shall be mandatory for each student to participate in all practical activities and Rover Rangers activities. In case a student fails to complete, for whatsoever reason, these activities during the academic session, he/she shall be de-barred from taking the B.Ed. practice teaching examination as well as sitting in the final theory examination.
- The students shall be promoted to the second year if he/she has completed all sessional, practical activities and obtained at least 30% marks in each paper.
- In case student fulfills the above requirements and is eligible to sit in the B.Ed. theory and practice of teaching examinations and passes in practical but fails in theory examination then he/she shall be permitted to appear as an ex-student. The B. Ed. Course should be completed in a maximum of four years from the date of admission to the programme as per NCTE norms. It shall be mandatory to pass

in the all practical examination in order to be able to appear as an ex-student in the B.Ed. theory examinations.

### **10-A Conduct of Examinations**

After completion of each semester, the student will appear at the examination conducted by the Deen Dayal Upadhyaya Gorakhpur University, Gorakhpur as per CBCS system in semester mode.

### **10-B Conduct of Examination and Moderation of Results:**

- i. All the two semesters end Examination shall be conducted by the University.
- ii. Answer sheets shall be coded before sending to the examiners and shall be decoded before tabulation of marks.
- iii. A candidate not securing the qualifying marks shall be declared as fail.

Final result of B.Ed two year C.B.C.S program shall be published on the basis of candidate's performance in all the paper spread over all the four semesters.

- iv. The final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the regulations.

### **10-C Promotion:**

- i. A student who fails in not more than two papers in first semester examination, such candidate may be promoted to next semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- ii. A candidate having completed the courses but have failed to appear at the examination may again be allowed to appear in the next examination on payment of prescribed examination fees without further attending the lecture.

### **10-D Result Improvement:**

A student can re-appear in maximum of two theory papers in the immediate succeeding examination of that semester to improve the candidate result. The better of two scores shall be considered for preparation of the final result.

### **10-E Credit System:**

The Credit System as adopted in different Indian Universities as per UGC guidelines/International Universities will be adopted. It may be as follows:

- (a) The credits shall be based on the number of credit hours per week. Normally 1 credit equals to 1 hour of teaching in theory and 1 credit(Practical) equals to 2 hours of practical/project work in a week.
- (b) Credits shall be in whole numbers.
- (c) Credit load through semester system in CBCS form will be implemented in following ways:

#### **Course A: 3 (2+1) Credits means**

**Theory: Two** lectures of one hour each in a week

**Practical: One** lectures of two hour each in a week

Two theory and one practical will be conducted throughout the semester. The total marks will be 100 and divided into following ways for theory and practical exams.

2+1 also explains  $100 \times \frac{2}{3} = 66.66$  theory marks

And  $100 \times \frac{1}{3} = 33.33$  practical marks

Theory Examination: 67 marks will be divided into 40% Mid-term and 60% Final exam as follow

Mid-Term= 40% of 67= 26.8(Mid of semester)

End-Term= 60% of 67= 40.2(End of semester)



Practical: 33 marks (before Full Term)  
 Of theory: 66.66 (say 67 marks)  
 26.8 (say 30 marks)  
 40.2 (40 marks)  
 So total 70 marks  
 Of practical: 33.33 (say 30 marks)

**Grading System:** The grading system, as detailed hereunder in shall be applicable:

**Award of Grades Based on Absolute Marks**

Marks-Range (Out of 100)	Grade	Grade Point
90-100	O	10
80-89	A	9
70-79	B	8
60-69	C	7
50-59	D	6
40-49	E	5
Passed with Grace	P	4
00-39	F	0
Absent examination (Incomplete)	I	-

**Explanation:**

Letter grades **O,A,B,C,D,E and P** in a course mean that the candidate has passed that course.

The “**F**” grade denotes poor performance, i.e., failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtains “F” grade, until a passing grade is obtained.

The “**I**” Grade: The “I” Grade is awarded, when a student does not appear in the examination of course/courses. This shall be treated as “F” Grade.

- **The Performance of a candidate in a semester or up to a semester shall be measured by SGPA and CGPA, details of which are given below:**

*SGPA: Semester Grade Point Average.*

*CGPA: Cumulative Grade Point Average.*

- **Computation of SGPA and CGPA**

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

1. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA (S_i) = \sum (C_i \times G_i) / \sum C_i$$

Where  $C_i$  is the number of credits of the  $i^{th}$  course and  $G_i$  is the grade point scored by the student in the  $i^{th}$  course.

2. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \sum (C_i \times S_i) / \sum C_i$$

Where  $S_i$  is the SGPA of the  $i^{th}$  semester and  $C_i$  is the total number of credits in that semester.

3. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

- **Illustration of Computation of SGPA and CGPA and Format for Transcripts**

1. Computation of SGPA and CGPA

**Illustration for SGPA**

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	3	B	8	3 * 8= 24
Course 2	4	C	7	7*4=28

Course 3	3	D	6	3*6=18
Course 4	3	O	10	3*10=30
Course 5	3	E	5	3*5=15
Course 6	4	P	4	4*4=16
	<b>20</b>			<b>130</b>

Thus, SGPA =  $130/20 = 6.95$

#### Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 20 SGPA: 6.9	Credit: 22 SGPA: 7.8	Credit: 25 SGPA: 5.6	Credit: 26 SGPA: 6.0	Credit: 26 SGPA: 6.3	Credit: 25 SGPA: 8.0

Thus, CGPA =  $20*6.9 + 22*7.8 + 25*5.6 + 26*6.0 + 26*6.3 + 25*8.0/144 = 6.73$

- To convert CGPA into percentage then  
Percentage = CGPA\*10 for example:  
from above table CGPA = 6.73 Therefore, in this case, the percentage is  $6.73*10 = 67.3\%$

### 11. Pattern of Examination System:

Each course shall be of 100 marks. For evaluation, the overall structure of the distribution of marks in a course shall be such that 30 marks are allotted to various assessments during the semester, while 70 marks shall be allotted for the end semester examinations:

#### A. The scheme of assessment during the semester (for 30 marks):

- The assessment (sessional) in theory courses shall comprise a class test of 1-hour duration for 20 marks and 10 marks for regularity/ assignment/ viva/ quiz/ or any other similar test.
- All Heads/Coordinators shall ensure that all internal assessment marks of sessional are sent to Controller of Examination prior to the commencement of End Semester examination.
- Sessional marks of a course shall be carried over for failed students in the course.

#### B. End Semester Examination and evaluation (for 70 marks):

- The question papers shall be set and the answer-scripts shall be evaluated by the teachers of the concerned courses. If there is more than one teacher teaching the course, the question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners.

#### C. Medium of Examination

Candidates will have the option of writing the examination either in Hindi or in English medium.

**D. Practical Examination in the form of Viva-Voce/Practice Teaching/School based activity Examination:** Second semester, Third Semester and fourth semester is having Practical examination. In teaching practice examination Each candidate will be required to teach two lessons and will be evaluated by a panel of two external examiners and one internal examiner appointed by the appropriate authority of the University. It will be mandatory for the institution to place before the examiners' panel Required record of student's sessional work in each practical examination. The examiners' panel will have the power to moderate the internally awarded marks. The examiners shall submit the marks directly to the controller of examination of the University.

## 12. Course Structure

### COURSE- EDUBED-101 Fundamentals of Education

**COURSE OBJECTIVES:** To enable student teachers to understand;

- Basic ideas of education.

2. Role and impact of education.
3. The importance and role of education in the progress of Indian society.
4. The role of education in promoting national integration and international understanding.

UNIT	CONTENT
I	<b>INTRODUCTION TO EDUCATION</b> <ul style="list-style-type: none"> <li>• Education; Concept and meaning.</li> <li>• Education: Its nature ,Definitions</li> <li>• Meaning in broader and narrow sense</li> <li>• Aims for education for democratic life</li> </ul>
II	<b>FUNCTIONS OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Education for human life</li> <li>• Education for society.</li> <li>• Education for national life</li> <li>• Education in world context</li> </ul>
III	<b>AGENCIES OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Formal agencies, Non formal and Informal Agencies</li> <li>• Home as an active and Informal agency</li> <li>• Community as an active Informal agency</li> <li>• State as active informal Agency</li> </ul>
IV	<b>SCHOOL AS AN LEARNING ORGANIZATION</b> <ul style="list-style-type: none"> <li>• The Learning Organization (Vision, Mission and Objectives)</li> <li>• Characteristics of an Effective School</li> <li>• Emerging Role of School in the Changing Context-of Education</li> <li>• Professional Values and Ethics</li> </ul>
V	<b>STATUS AND PROBLEMS OF EDUCATION IN INDIA</b> <ul style="list-style-type: none"> <li>• Primary Education</li> <li>• Secondary Education</li> <li>• Higher Education</li> <li>• Vocational Education</li> <li>• Teacher Education</li> </ul>

**BOOKS RECOMMENDED:**

Jaiswal .S (1980): Sociological foundations of education,Prakashan Kendra, Sitapur Road  
 Pal,Gupta,Mohan (1998): Philosophical and sociological bases of education,,Kailash Prakashan, Allahabad  
 Pandey, R.S. (1995): SHIKSHA DARSHAN, VinodPustakMandir, Agra.  
 RadhaKrishanan, S. (2000): Indian Philosophy, Vol.-i&ii, Oxford University Press, New Delhi

**COURSE- EDUBED-102 Knowledge and Curriculum**

**COURSE OBJECTIVES:** The course aims to;

1. Develop understanding of nature and functions of philosophy of education.
2. Develop understanding of various philosophical concepts implacable in education.
3. Develop understanding of idea of education in different western schools of thought.
4. Develop understanding of idea of education in different Indian schools of thought.
5. Critical appraisal of the contributions of prominent educational thinkers to education.

UNIT	CONTENT
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I	<b>PHILOSOPHICAL BASES OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Philosophy of education-concept, scope and need</li> <li>• Relationship between philosophy and education</li> <li>• Major philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline</li> <li>• Idealism,</li> <li>• Naturalism</li> <li>• Pragmatism</li> <li>• Realism</li> </ul>
II	<b>MAJOR INDIAN PHILOSOPHY OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Major Indian philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline in</li> <li>• Vedanta,</li> <li>• Buddhism</li> <li>• Islamic tradition</li> </ul>
III	<b>SOCIOLOGY OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Sociology of education-concept, scope and need</li> <li>• Individual and social aims of education</li> <li>• Education as an agent of socialization</li> <li>• Role of education in promoting national integration</li> <li>• international understanding and education</li> </ul>
IV	<b>SOCIALIZATION AND EDUCATION</b> <ul style="list-style-type: none"> <li>• Culture and education</li> <li>• Social change and education</li> <li>• Group Dynamics</li> <li>• Social order and education</li> <li>• Industrialization and education</li> <li>• Modernization and education</li> </ul>
V	<b>CONCEPTUAL FRAMEWORK OF CURRICULUM</b> <ul style="list-style-type: none"> <li>• Curriculum: concept, aims and types</li> <li>• Principles of curriculum construction</li> <li>• Characteristics of a good text book</li> <li>• Relationship between aims of education and curriculum</li> </ul>

### BOOKS RECOMMENDED:

- Bayles, E.E. (1971): Pragmatism in Education, Philosophy of Education Series Harper Row New York.
- Brubacher, J.S.: Modern Philosophies of Education.
- Butler, J. Donald (1971): Idealism in Education, Philosophy of Education Series Harper Row, New York.
- Dewey, John (1974): Democracy and Education, An Introduction.
- Durrant, Will: The Story of Philosophy.
- Garulla, Vachaspati: *BhartiyaDarshan*.
- Martin, Owlin, (1971): Realism in Education Philosophy, Education Series Harper Row, New York.
- Max Wingo (1974): Philosophy of Education, an Introduction.
- Morris, Van Cleve (1969): Modern Movements in Educational Philosophy.
- Morris, Van Cleve (1971): Existentialism in Education, Philosophy of Education Series Harper Row.
- Pandey, R.S. (1995): SHIKSHA DARSHAN, VinodPustakMandir, Agra.
- RadhaKrishanan, S. (2000): Indian Philosophy, Vol.-i&ii, Oxford University Press, New Delhi
- Tengri, Shreedattopant : DeenDayalUpadhyayaVicharDarshan Part-1. (Translated by MoreshwarTapaswi).
- Tripathi, LalJi (2013): Arsh chintan main shiksha ki parampara, New Delhi; Radha PublicationTripathi,
- LalJi (2005): Being and Becoming, Gorakhpur; BasundharaPrakashan

## **COURSE- EDUBED-103 Childhood and Growing up**

COURSE OBJECTIVES: The course aims to;

1. Understand the psychology of learners.
2. Acquire knowledge and understanding of adolescent's learners.
3. Understanding of process and theories of learning & motivation.
4. Understand the techniques of teaching exceptional children.
5. Understand the basic concept of measurement and evaluation.
6. Understanding the issues of development of learners in different genders, castes and poverty etc.

<b>UNIT</b>	<b>CONTENT</b>
I	<b>PSYCHOLOGY OF GROWTH AND DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Meaning and methods of Educational Psychology</li> <li>• Need of Educational Psychology</li> <li>• Methods of Educational psychology</li> <li>• Need of Educational psychology for teachers</li> </ul>
II	<b>STAGewise DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Heredity and environment and its impact on learners</li> <li>• Developmental Stage wise characteristics of the learners</li> <li>• Emotional and Cognitive Development</li> <li>• Theory of cognitive development-Jean Pieget</li> </ul>
III	<b>LEARNING AND MOTIVATION</b> <ul style="list-style-type: none"> <li>• Concept of learning</li> <li>• Learning theories of Thorndike, Pavlov and Skinner</li> <li>• Factors affecting learning</li> <li>• Motivation – meaning and techniques of enhancing learners’ motivation</li> </ul>
IV	<b>INTELLIGENCE AND PERSONALITY</b> <ul style="list-style-type: none"> <li>• Concept of intelligence and its measurement</li> <li>• Factor theory of intelligence</li> <li>• Use of standardizes intelligence tests</li> <li>• Concept of personality and its type</li> <li>• personality and its measurement</li> </ul>
V	<b>UNDERSTANDING LEARNERS IN DIVERSE CONDITIONS</b> <ul style="list-style-type: none"> <li>• Differences and Diversity among Learners</li> <li>• Effect of family and community on learners</li> <li>• Growing up as girl child</li> <li>• Growing up in a Dalit Household</li> <li>• Sensitivity to Gender, class and poverty</li> </ul>

### **BOOKS RECOMMENDED:**

1. Atkinson, R.L.: Introduction to Psychology (8<sup>th</sup> Ed.) HBT, New York, 1983.
2. De Cecco, J.P.: The Psychology of Learning of Instruction Prentice Hall of India, Pvt. Ltd. New Delhi.
3. Gage, N.L. & D.C. Berliner: Educational Psychology McNally College Publishing Co., Chicago.
4. Lovel, K: An Introduction to Human Development Scott, Foreman And Co. London.
5. Loran, J.W. & B.L. Walley: Introduction to Early Childhood Education D. VanNor Stand Co. New York. Skinner, C.E. (ed): Elementary Educational Psychology, Revised Ed., New York, Prentice Hall

## **COURSE- EDUBED-104 Contemporary Education and India**

### **COURSE OBJECTIVES: The course aims to-**

1. Understand the influenced of socio-political forces of the time education.
2. Understand the characteristic features, strengths and weaknesses of ancient, medieval, British and contemporary system of education in India.
3. Understand the contribution of various major committees and commissions on education set up from time to time;
4. Appreciate the development of Indian education in the post-independence era.
5. Understand the critical issues of contemporary system of education in India.

<b>UNIT</b>	<b>CONTENT</b>
I	<b>STATUS OF EDUCATION IN PRE-COLONAL ERA</b> <ul style="list-style-type: none"> <li>• Concept, aims and characteristics of Education in;</li> <li>• Vedic era</li> <li>• Buddhist era</li> <li>• Islamic Era</li> </ul>
II	<b>EDUCATION IN PRE-INDEPENDENT INDIA</b> <ul style="list-style-type: none"> <li>• Macaulay's Minute-1835</li> <li>• Woods Dispatch-1854</li> <li>• National Education Movement</li> <li>• Gokhle's Bill and Wardha Scheme of Education</li> </ul>
III	<b>EDUCATION IN INDEPENDENT INDIA</b> Recommendations on Teacher Education, Secondary Education, Higher Education and Vocational Education of the following; <ul style="list-style-type: none"> <li>• University Education commission</li> <li>• Secondary Education commission</li> <li>• Education Commission</li> <li>• NPE 1986</li> <li>• NPE 2020</li> </ul>
IV	<b>CRUCIAL ISSUES IN INDIAN EDUCATION</b> <ul style="list-style-type: none"> <li>• Education to live together</li> <li>• Women Education</li> <li>• Education for citizenship</li> <li>• Education and National integration</li> </ul>
V	<b>EDUCATION IN INDIAN CONSTITUTION</b> <ul style="list-style-type: none"> <li>• Constitutional provisions for education</li> <li>• Role of education in promoting constitutional values (freedom, justice and democracy)</li> <li>• Alternative experiments in education-SNDT, Banasthali Vidyapeeth, EKLAVYA</li> </ul>

**BOOKS RECOMMENDED:**

- 1 Altekar, A.S. (1934): Education in Ancient India, Varanasi: The Indian Book shop
- 2 Ghosh, S.C. (1989): Educational Policy in India since Warren Hastings, Calcutta: *Naya Prakashan*
- 3 Jaffar, S.M. (1936): Education in Muslim India, Lahore
- 4 Kumar, Krishna (1991): The Political Agenda of education, Delhi: Sage
- 5 Law, N.N. (1916): Promotion of Learning in India, London
- 6 Mukherjee, R.K. (1960): Ancient Indian Education, Delhi: Motilal Banarasi Das
- 7 Nurrullah, S. and J.P. Naik : A Students History of Education in India, Bombay; Macmill

**EDUBED-105 (A) Environmental Education****COURSE OBJECTIVES:-**

- To make student teachers understand about the concept, important scope and aims of environmental education.
- To acquaint the student teachers with possible environmental hazards enabling them to combat with negative effects of the Programmes of environmental erosion and pollution at various stages of education.
- To orient student teachers with various components of environment for preparing a curriculum for environmental education.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
- To enable the student teachers to understand about various projects in the area of Environmental studies in different countries .

UNIT	COURSE CONTENT
I	INTRODUCTION <ul style="list-style-type: none"><li>• Concept, Importance and Scope.</li><li>• Aims and Objectives.</li><li>• Guiding Principles and foundations.</li><li>• Relationship between man and Environment.</li><li>• Ecological and Psychological Perspective.</li></ul>
II	CONCEPT OF ENVIRONMENTAL COMPONENTS <ul style="list-style-type: none"><li>• Natural System earth and biosphere, abiotic and biotic components.</li><li>• Natural resources, abiotic resources.</li><li>• Human system-Human being as part of environment, human adaptations to environment, population and its effect on environmental resources.</li><li>• Technological system- industrial growth, scientific and technological inventions and their impact on the environmental system.</li></ul>
III	ENVIRONMENTAL HAZARDS <ul style="list-style-type: none"><li>• Environmental pollution, physical, air, water, noise, chemical.</li><li>• Extinction of flora and fauna, deforestation, soil erosion, global warming.</li><li>• Need and efforts for conservation, preservation and protection of rich</li></ul>

	<p>environmental heritage</p> <ul style="list-style-type: none"> <li>• Environment and Sustainable Development..</li> </ul>
<b>IV</b>	<p>ENVIRONMENTAL EDUCATION AND ITS CURRICULUM</p> <ul style="list-style-type: none"> <li>• Methods and approaches of environmental education.</li> <li>• Strategies and approaches, treating environmental education as a separate subject, topical units, integration and interdisciplinary approaches.</li> <li>• Method- Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.</li> <li>• Programme of environmental education for primary, secondary and higher education institutions.</li> </ul>
<b>V</b>	<ul style="list-style-type: none"> <li>• ENVIRONMENTAL CONSERVATION MOVEMENT</li> <li>• Environmental Movements in India &amp; Abroad.</li> <li>• Global / Conferences on environmental issues.</li> <li>• National and International Policy / resolution on Environment.</li> <li>• Environmental as New Social movement.</li> <li>• Role of Media, Print, Films and TV.</li> </ul>

BOOKS RECOMMENDED:

1. Agarwal S.K. : "Environmental issues and themes", APH Publishing Corporation, New Delhi, 1997
2. B.P. Chaurasia : "Environmental Pollution Perception and Awareness"- Chugh Publications, 1992
3. Dahiwal G.S., Sangha G.S., Ralhan P.K. : "Fundamentals of Environmental Science", Kalyani Publishers, 1996
4. Dash, M.C. : Fundamentals of Ecology, Tata Mc GrawHills pub. Company Ltd. New Delhi, 2006
5. Dr. Nasrin : "Environmental Education", APH Publishing Corporation, New Delhi, 1999
6. Embertin J.C. : "Introduction to Ecology", M & E Handbooks, 1983
7. Joseph, Benny, : Environmental Studies, Tata Mc GrawHills Pub. Company Ltd. New Delhi, 2006
8. Joseph, Kurian & Nagendran : Essentials of Environmental Studies, Pearson Education, 2004
9. Kumar, Khagendra (2002) : Understanding A People's Science Movement in India, Janaki ,Patna
10. Odum : Fundamental of Ecology.
11. Sharma, P.D., : Ecology & Environmental, Rastogi Publication, Meerut, 2004
12. Sharma, R.C., : "Environmental Education", Metropolitan, 1986
13. S.K. Kochhar : "Methods and Techniques of Teaching", Sterling Publishers Private



Ltd. New Delhi, 1981

14. Vijandra Kumar : "Modern Methods of Teaching Environmental Education", Sanap & Sons, New Delhi, 2000

## **EDUBED-105 (B) Value and Peace Education**

### **COURSE OBJECTIVES:-**

1. To enable the students to understand the Concept, Need and Importance of Value-Education and Education for Peace.
2. To enable them to understand the relationship between Culture and Human Values with special reference to India.
3. To make them able to understand the Approaches and Methodologies of Value-Education and peace education.
4. To orient them with the basic Concept of Human Rights and Rights of Children with reference to International & National Provisions.
5. To make them realize the role of different Governmental and Non-Governmental Organizations, Teacher Training Institutions and Teacher Education in Value-Education and Education for peace and value.

<b>UNIT</b>	<b>CONTENT</b>
I	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• Value -Meaning and definition</li><li>• Concept of Value in Indian and western concept</li><li>• Need and objective of Values</li><li>• Types of Value</li><li>• Need and Importance of Value Education in the existing social scenario</li></ul>
II	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• Peace Education -Meaning and definition</li><li>• Concept of peace in Indian and western concept</li><li>• Need and objective</li><li>• Importance of peace education in modern world</li></ul>
III	<b>AIMS AND OBJECTIVES</b> <ul style="list-style-type: none"><li>• Vedic concept of peace</li><li>• Indian philosophy and peace</li><li>• Western philosophy and peace</li></ul> Indian culture and life and concept of peace
IV	<b>APPROACHES TO VALUE AND PEACE EDUCATION</b> <ul style="list-style-type: none"><li>• Methods and Strategies of Values AND peace Inculcation.</li><li>• Role of Educational Institution, Teachers, Parents, Religious, Heads, Administrators and Mass Media in the Inculcation of Values.</li><li>• Value Orientation in Teacher education.</li></ul>

	<ul style="list-style-type: none"> <li>• Role of Teacher Education in Promoting Value Education in the society.</li> <li>• Evaluation Strategies for the Assessment of Values Inculcation.</li> </ul>
V	<p>INCULCATION OF VALUE AND PEACE</p> <ul style="list-style-type: none"> <li>• Recommendations on Value Education by various Education Commissions: University Education Commission 1984, Secondary Education Commission 1952, Indian Education Commission 1964, NPE 1986 and 1992.</li> <li>• Religion as Source of Human Values: Contribution of Hinduism, Christianity, Buddhism and Islam to the Education of Human Values.</li> <li>• Values as enshrined in the Constitution of India.</li> </ul>

#### BOOKS RECOMMENDED:

1. Begum, S.M. : Human Right in Indian, New Delhi: A.P.H. Publishing Corporation
2. D.Kumar (2006), : Childhood Right - Promoting Education, Bhopal: Intellectual Book.
3. Diwan, Paras & Diwan, Peeyush (1996) : Human Rights & the Law, Universal and Indian, New Delhi: Deep Publications.
4. Gupta N.L. (1986), : Value Education: Theory and Practice, Ajmer: Krishna Brother.
5. Jois, M. Rana (1998), : Human Rights and Indian Values. New Delhi: NCTE
6. Kulkarni, R.A. (2000), : Value Education, Kolhapur: Phadke Prakashan.
7. Madhu, Kapani (2002), : Education in Human Values. New Delhi: Sterling Publisher.
8. Mani, Jacob (Ed.)(2002), : Resource Book for Value Education, New Delhi: Institute of Value Education.

## B.ED SECOND SEMESTER

### EDUBED-106 School Management and Leadership

#### COURSE OBJECTIVES:-

1. To acquaint the student teachers with the concept of educational administration & Management.
2. To develop an understanding of Educational Administration & management.
3. To enable the students to understand the administration of education at different levels.
4. To enable the students to understand the role of Headmaster in school management.

UNIT	COURSE CONTENT
I	<p>INTRODUCTION</p> <ul style="list-style-type: none"> <li>• Meaning Definition and Nature of Educational Administration.</li> <li>• Objectives, scope and type of Educational Administration.</li> <li>• Principles and functions of Educational Administration.</li> <li>• Theories of Educational Administration.</li> <li>• School Management- concept, characteristics, need, scope and problems</li> <li>• Difference between Educational Administration and Management</li> </ul>

II	<p><b>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</b></p> <ul style="list-style-type: none"> <li>• Recommendations of Indian Education Commission (1882), Secondary Education Commission (1952-53), Education Commission (1964), National Policy on Education (1986) regarding Educational Administration and Management.</li> <li>• School as an organization.</li> <li>• Educational Planning; Meaning, nature, Objectives, qualities principles and Types</li> <li>• Educational supervision: Meaning, nature, Objectives, Types scope importance and functions</li> <li>• Decision making; characteristics, type, techniques and methods.</li> </ul>
III	<p><b>MACHINERY OF EDUCATIONAL ADMINISTRATION IN INDIA</b></p> <ul style="list-style-type: none"> <li>• Central Administrative Machinery of Education and its role</li> <li>• state Administrative Machinery of Education and its role</li> <li>• Local Educational Administrative structure and its functions</li> <li>• Functions of UGC, NCERT, NUEPA, NCTE, SIEMAT and DIET</li> </ul>
IV	<p><b>SCHOOL MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Qualities and duties of head of institution as manager and administrator</li> <li>• Qualities and duties of teachers as manager, facilitator, counselor and community leader.</li> <li>• Classroom Management; concept, principles, techniques and factors influencing it.</li> <li>• Time table; Concept, types, need, qualities and practical problems in framing it.</li> <li>• School discipline; concept, need, types and strategies of maintaining discipline, reward and punishment.</li> </ul>
V	<p><b>MANAGEMENT OF SCHOOL ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Co-curricular Activities- meaning, need, importance, type and principles of organizing co- curricular activities.</li> <li>• Guidance programs in schools—concept, nature principles, importance, type and organizing programme in schools.</li> <li>• School Records and Register- meaning need, importance, use, type and maintaining these records.</li> <li>• Parent Teachers Association- need and functions..</li> <li>• Role of students in school administration.</li> </ul>

**BOOKS RECOMMENDED:**

- 1 Bhatnagar, R.P. & V. Agrawal : Educational Administration, Surya Publications, Meerut, 1997.
- 2 Gaiind, D.N. & R.P. Sharma : Educational & Secondary School Administration, Ram Prasad & Sons, Agra, 1966.
- 3 Newman, William H. : Administrative Action, McGraw Hill London, 1963.
- 4 Owen, R.G. : Organizational Behavior In Schools, Prentice Hall, Inclave, Englewood Cliffs, New Jersey, 1970.
- 5 Reeser Clayton : Management: Functions & Modern Concepts Scott Freshman And Co., Illinois, 1973,
- 6 Shukla P.D. : Administration Of Education In India, Vikas Publishing House, New Delhi, 1983.
- 7 Tead Ordway : The Art of Administration, McGraw Hill Co., New York, 1951.

## COURSE OBJECTIVES:-

1. To acquaint the student teachers with the concept of Evaluation and measurement.
2. To develop an understanding of Educational Evaluation and measurement
3. To enable the students to understand the a Evaluation and measurement of education at different levels.
4. To enable the students to understand the role of Evaluation and measurement in school teaching learning environment

UNIT	COURSE CONTENT
I	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• Meaning Definition and Nature of Assessment and Evaluation</li><li>• Objectives, scope and type of Assessment and Evaluation.</li><li>• Principles and functions of Assessment and Evaluation</li><li>• Present examination system at secondary level-its strength and weaknesses,</li></ul>
II	<b>FUNCTIONS OF EVALUATION AND MEASUREMENT</b> <ul style="list-style-type: none"><li>• Recommendations of Indian Education Commission (1882), Secondary Education Commission (1952-53), Education Commission (1964), National Policy on Education (1986) regarding Examination System</li><li>• Examination reforms,</li><li>• Characteristics of a good measuring tool-Objectivity, usability, reliability, validity and norms.</li></ul>
III	<b>EVALUATION AND TEACHING LEARNING PROCESS</b> <ul style="list-style-type: none"><li>• Need of Evaluation for teachers and students</li><li>• Testing Achievement: Process of evaluation,</li><li>• Characteristics of a good achievement test,</li><li>• Type of achievement tests-criterion referenced vs norm referenced, teacher made vs. standardized, Types of test items-Objective type, essay type and short answer type, Construction of achievement test.</li></ul>
IV	<b>METHODS AND TOOLS FOR EVALUATION</b> <ul style="list-style-type: none"><li>• Tools for measuring intelligence,</li><li>• creativity, aptitude, interest and personality of learners,</li><li>• Non testing techniques for evaluation-observation, Rating scale, interview, Sociometry, Projective Technique.</li></ul>
V	<b>USE OF STATISTICS IN EVALUATION</b> <ul style="list-style-type: none"><li>• Statistics: Meaning of Statistics,</li><li>• Graphical presentation of data-Histogram, frequency polygon, bar graph, pie graph</li><li>• Measures of Central Tendency-Mean, Median, mode; their use and computation,</li><li>• Measures of Variability: Computation of Standard deviation and percentiles, Correlation:</li><li>• Meaning, Nature and computation of rank order correlation,</li><li>• Properties and use of normal probability curve, Calculation of T, Z and scores, Grading system</li></ul>

## **EDUBED-108 Compulsory Practical works and Report writing for enhancing professional capacities**

### **EDUBED-108 A). READING AND REFLECTING ON TEXTS**

**COURSE OBJECTS:** To enable the pupil teachers to;

1. Read and respond to a variety of texts in different ways.
2. Enhance their capacity as readers and writers.
3. Learn to think together.

**COURSE CONTENT:** Reading and reflecting on any two of the following texts;

1. SHANTINIKETAN by Shivani. Radhakrishan Prakashan, 2007.
2. AAPKA BUNTY by Mannu Bhandari, Radhakrishan Prakashan, 2006.
3. What is Worth Teaching by Krishan Kumar, Hyderabad: Orient Blackswan Pvt. Ltd. 1992..
4. BALKON MEIN BHASHA VIKAS by Krishan Kumar, National Book Trust, 2000.
5. DIVA SWAPNA, by Gijju Bhai Badheka Translated into Hindi by Kashinath Trivedi, New Delhi: National Book Trust, 1991.
6. Emile OR On Education by Rousseau, Navision Publications LLC, 2007, <https://books.google.co.in/books?id=U2dbYNVDpY8C&printsec=frontcover&dq=emile&hl=en&sa=X&ei=6HtYVdb8HNGQuASI54HACw&ved=0CB4Q6wEwAA#v=onepage&q&f=false>
7. RTE Act- 2009

### **PRACTICAL ACTIVITIES**

#### **(EDUBED-108 (B). MICRO-TEACHING AND ICT IN CLASSROOM**

**COURSE OBJECTS:** To enable the pupil teachers to;

1. Develop practical understanding of various skills of Micro Teaching.
2. Adapt ICTs in line with principles of classroom activities of teaching and learning.
3. Learn integrating technologies in teaching - learning process.

### **COURSE CONTENT**

Complete any two of the following activities and prepare report/ maintain record;

1. Preparation of skill based micro teaching lesson plans on five teaching skills in each of the two pedagogic subjects.
2. Preparation of five soft macro lesson plans in each of the two pedagogic subjects.
3. Preparation of two educational Power Point Presentations from among the topics related to your compulsory papers.
4. Preparation of class wise, teacher wise and period wise soft time tables and discussion on significance of these time tables.
5. Joining any two educational groups on social media and interacting and maintaining record of total interaction for at least one week.

### **PRACTICAL ACTIVITIES**

#### **EDUBED-108 (C): UNDERSTANDING THE SELF**

**COURSE OBJECTS:** To enable the pupil teachers to;

1. Develop a holistic and integrated understanding of the human self and personality.
2. Develop the skills of personal growth.
3. Develop social relational sensitivity and effective communication skills.

### **COURSE CONTENT**

Performing and report writing on any two of the following;

1. Interaction with minimum 10 children from class or community regarding his/ her educational aspirations and problems.
2. Dreams, problems and aspirations of a group.
3. Debate on important educational/ social/ local issues to understand the hidden beliefs and prejudices.
4. Presentation/ narration of life stories of the students/ children in group
5. Organizing minimum five activities of Yoga/ physical exercise/ warm up exercises/ cool down exercises.
6. Self-written poems/stories and anecdotes.
7. Sharing of childhood experiences in peer group.

## PRACTICAL ACTIVITIES

### EDUBED-108 (D): DRAMA, ART AND MUSIC IN EDUCATION

**COURSE OBJECTS:** To enable the pupil teachers to;

1. Give message to the society regarding educational and social problems
2. Understand the functioning of informal agents of education.
3. Organize different types of educational activities.

## COURSE CONTENT

Performing and report writing on any two of the following;

1. Dramatization on educational/ social problems
2. Street Play on educational/ social problems
3. Organizing Quiz / Educational Exhibitions
4. Visit to places of Arts/ Crafts and educational importance
5. Role of Movies and Media in addressing on educational/ social problems
6. Understanding the Development of child in diverse social contexts like caste, religion etc.
7. Study of regional Art, Music, Dance and Theatre
8. Understanding of self, peers and surrounding

## EDUBED-109 (A) Fundamentals of inclusive Education

**COURSE OBJECTIVE:** This course aims to---

1. Understand the Concept, Meaning and Scope of Inclusive and Special Education.
2. Understand the recommendations of commissions on education of children with special needs.
3. Understand the meaning, specific characteristics and modalities of identification of various types of (students who are different then majority of are) exceptional learners.
4. Understand various educational interventions for meeting the needs of exceptional learners.

I	<b>INTRODUCTION TO INCLUSION</b> <ul style="list-style-type: none"><li>• Definition, Scope, Importance and Aims of Inclusive Education.</li><li>• Concept of Handicap, Impaired and Disability.</li><li>• Growth and Development of Special Education in India &amp; Abroad.</li><li>• Concept and Significance of Early Identification</li><li>• Concept and Significance of Least Restrictive Environment.</li><li>• Concept, Significance and Educational Intervention.</li><li>• Concept, Significance and techniques of Mainstreaming.</li><li>• Concept, Significance and techniques of Remedial Teaching.</li><li>• Concept and Significance Universalization of Education and Special Education.</li><li>• Concept, uses and organization of Resource Room.</li><li>• Concept and Role of Resource and Itinerant Teacher..</li></ul>
II	<b>LEGISLATIVE BACKGROUND</b> NPE-1986 & POA-1992. <ul style="list-style-type: none"><li>• PWD Act-1995 (People with Disability Act)</li><li>• Constitutional Provisions for special need learners.</li><li>• Rehabilitation Council of India and its Role.</li><li>• Right to Education Act-2009</li></ul>

III	<b>MENTALLY RETARDED CHILDREN</b> <ul style="list-style-type: none"> <li>• Concept, Definition and Types.</li> <li>• Etiology of Mental Retardation.</li> <li>• Characteristics of Educable and Trainable Mentally Retarded Children.</li> <li>• Programme of Education of Educable Mentally Retarded Children.</li> <li>• Programme of Education for Trainable Mentally Retarded Children</li> </ul>
IV	<b>VISUALLY IMPAIRED CHILDREN</b> <ul style="list-style-type: none"> <li>• Concept and Classification.</li> <li>• Etiology and General Characteristics.</li> <li>• Educational Programme</li> <li>• Good Counselor.</li> <li>• Role of Peer Group, Family and Community in education of Specialneed Children</li> </ul>
V	<b>VARIOUS TYPES OF SPECIAL LEARNERS:</b> Concept, Etiology, Characteristics and brief Outlines of Education; <ul style="list-style-type: none"> <li>• Juvenile Delinquent Children.</li> <li>• Emotionally Disturbed Children.</li> <li>• Gifted Children</li> <li>• Slow Learners</li> </ul>

**BOOKS RECOMMENDED:**

Blair, A (2003). Special Educational Needs and Disability Discrimination: New Departures in Education Law in England and Wales: Rights of Children with Disabilities in UK. In Groof, J.D. and Lauwers, G (Eds.). Special Education: Yearbook of the European Association for Education Law and Policy. Vol. V. Kluwer Academic Publishers: The Netherlands.

Boehner, J (2004). Strengthening and Renewing Special Education, Bill Summary: The Individuals with Disabilities Education Improvement Act. Available on: [http://edworkforce.house.gov/issues/108th/education/idea/1350\\_confsummary.htm](http://edworkforce.house.gov/issues/108th/education/idea/1350_confsummary.htm), accessed on 23 November, 2004.

Booth, T., and Mel Ainscow (eds.) (1998). From Them to Us: An International Study of Inclusion in Education, Routledge, London.

CABE (1944). Post-war Educational Development in India. New Delhi: Ministry of Education.

Education Commission, (1966). Education and National Development. New Delhi: Ministry of Education.

Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T.

Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88100). London: Continuum.

Jha, M.M (2002). School Without Walls. Inclusive Education for All. New Delhi: Madhuban Educational Books.

**EDUBED-109 (B) Fundamentals of Guidance and Counseling**

**COURSE OBJECTIVES:-**

- To help student understand concept, need and view point of guidance.
- To help student understand principles and problem of different type of guidance.
- To help student understand concept, need and guidance for the children with special needs.
- To help student understand concept, and process of counseling.
- To acquaint the student about the aims and principles of guidance programme.
- To develop in students an understanding of various procedures of organizing various Guidance services.

UNIT	COURSE CONTENT
I	<ul style="list-style-type: none"> <li>• Concept, Principles and Nature of Guidance Programme.</li> <li>• Needs scope and significance of guidance.</li> <li>• Types of guidance (Educational, vocational, personal and social).</li> </ul>

	<ul style="list-style-type: none"> <li>• Role of the teacher in guidance.</li> <li>• Agencies of guidance - National &amp; State level.</li> </ul>
II	<ul style="list-style-type: none"> <li>• Vocational Guidance concept and Nature of Vocational Guidance.</li> <li>• Nature of work.</li> <li>• Career development - Super's Theory about guidance.</li> <li>• Approaches to career guidance, Vocationalisation of secondary education and career development.</li> </ul>
III	<ul style="list-style-type: none"> <li>• Organization of a Guidance Programme. <ul style="list-style-type: none"> <li>a) Principles of organization,</li> <li>b) Various type of service - Counselling.</li> </ul> </li> <li>• Counselling Process.</li> <li>• Concept, nature, principles of counseling.</li> <li>• Counselling approaches - directive, non - directive.</li> <li>• Group counseling vs. individual counselling, Counselling for adjustment.</li> <li>• Characteristics of good counselling. <ul style="list-style-type: none"> <li>a) Group guidance, individual inventory service and information orientation service, placement service and follow up service.</li> <li>b) Evaluation of guidance programme.</li> </ul> </li> </ul>
IV	<ul style="list-style-type: none"> <li>• Guidance of Children with special needs. <ul style="list-style-type: none"> <li>a) Problems and needs.</li> <li>b) Guidance of the gifted and creative students.</li> <li>c) Guidance of under - achiever and first generation learners.</li> <li>d) Role of the teacher in helping children with special needs.</li> </ul> </li> </ul>
V	<ul style="list-style-type: none"> <li>• Human Adjustment and Mental Health. <ul style="list-style-type: none"> <li>a) Psychological foundation of adjustment.</li> <li>b) Role of motivation and perception in adjustment.</li> <li>c) Principles of mental hygiene and their implication of effective adjustment.</li> <li>d) Mental health and development of integrated personality.</li> </ul> </li> </ul>

BOOKS RECOMMENDED:

1. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Sarak, Delhi.
2. Anatsi Anne : Psychological Testing, New York, Mac Millan 1982
3. Bengalee, M. (1984) : "Guidance and Counselling, Kalyani Publishers.
4. Bhatia, K.K. : Principles of Guidance and Counselling, Kalyani Publishers.



5. Crow and Crow : "Introduction to Guidance", 2<sup>nd</sup> ed. Eunasia Publishing Co., New Delhi.
6. David, A. : Guidance and Counselling; Com. W
7. Dave, Indu (1984) : The basic Essentials of Couselling, sterling Publishers Pvt. Ltd, New Helhi.
8. Gupta Manoj : Effective Guidance and Counsellin of mangaldeep Publication, Jaipur.
9. Gupta Sk: : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
10. Jayswal, Monica (1968) : "Guidance and Counselling", Prakashan Kendra, Lucknow.
11. Jones A.J. : Principles of Guidance, Mc Graw Hill Book Co., New York.

## **B.Ed THIRD SEMESTER**

### **EDUBED-110- Principles and Methods of Teaching**

**COURSE OBJECTIVES:** To enable student teachers to;

1. Acquire the knowledge of principles and stages of teaching.
2. Develop understanding of process of communication and micro teaching.
3. Understand the learner and teacher centered approaches of classroom teaching.
4. Identify exceptional children and understand different techniques of teaching.
5. Understand the teaching as a profession.
6. Develop understanding of various approaches of teaching.

<b>UNIT</b>	<b>COURSE CONTENT</b>
<b>I</b>	<b>TEACHING AS A COMPLEX ACTIVITY</b> <ul style="list-style-type: none"> <li>• Concept and Principles of Teaching</li> <li>• Theories of teaching,</li> <li>• Stages of teaching</li> <li>• Levels of teaching- Memory, Understanding and Reflective</li> <li>• Challenges of teaching</li> </ul>
<b>II</b>	<b>TEACHING AS A COMMUNICATION PROCESS</b> <ul style="list-style-type: none"> <li>• Process of communication</li> <li>• Lesson Planning- concept, need and steps</li> <li>• Basic Teaching Model</li> <li>• Auto instructional approach: Programmed Instruction, Linear and Branching.</li> <li>• Basic Teaching Model: Feedback, Devices of Teaching, FIACS, Micro teaching, SSST.</li> </ul>
<b>III</b>	<b>METHODS OF TEACHING AND PLANNING:</b> <ul style="list-style-type: none"> <li>• Brain Storming,</li> <li>• Dialogue Method,</li> <li>• Participatory Method, Project Method,</li> <li>• Problem Solving, Team Teaching and Multimedia Approach.</li> </ul>
<b>IV</b>	<b>TEACHING IN A DIVERSE CLASS</b> Teaching learning relationship Learner centered approaches of teaching Teacher centered approaches of teaching Monitorial system of teaching and training, Distance Education, Open Learning System
<b>V</b>	<b>TEACHING AS PROFESSION</b> <ul style="list-style-type: none"> <li>• Concept of teaching profession.</li> <li>• Qualities of a good teacher.</li> <li>• Professional growth of teachers.</li> <li>• Professional commitment and ethics</li> <li>• Action Research –concept need important and steps</li> </ul>

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**BOOKS RECOMMENDED:**

1. Morse, W.C. & G.M. Wingo Psychological & Teaching (3rd ed.) P.B. Tarporewal Sons & Co. Pvt. Ltd. Bombay
2. Dececco, J.P.: The Psychology of Learning and Instruction Prentice Hall of India, Pvt. Ltd. New Delhi. 1977
3. Gage, N.L. & D.C. Berliner Educational Psychology McNally College Publishing Co., Chicago.
4. Lortan, J.W. & B.L. Walley Introduction To Early Childhood Education D.Van Nor stand Co. New York.
5. Mortuza, V.R. Appling Norm- And Criterion Referenced Measurement In Education Allyn And Bacon, Inc, London
6. Oven, Steven Etal Educational Psychology: An Introduction. Little, Brown & Co. Boston
7. Thorndike, R.L. & E.P. Hagan Measurement and Evaluation In Psychology. And Education, (III ed) Wiley Eastern Ltd. New Delhi
8. Tripathi, S.N. Cognitive Development,
9. Yelon, Stephen, L. et al. A Teachers World- Psychological In The Classroom McGraw Hill Kogakusha Ltd, Tokyo

**EDUBED-112**

**1--PEDAGOGY OF TEACHING SCIENCES**

**PEDAGOGY OF TEACHING PHYSICAL SCIENCES**

**COURSE OBJECTIVES-** This course aims to

- Develop a broad understanding of the principles and procedures used in modern science education.
- Develop their essential skills for practicing modern Science Education.
- Develop their skills necessary for preparing instructional accessories.
- Prepare models; select teaching strategies essential for preparing designs of lessons.
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

UNIT	COURSE CONTENT
I	NATURE OF PHYSICAL SCIENCE Thrust areas of physics and chemistry – Impact of science on modern life, globalization and science. Path tracking discoveries and land mark development in science; Professions in the area of sciences.
II	OBJECTIVES AND ROLE <ul style="list-style-type: none"> <li>• Justification for including physical sciences as a subject of study in the school curriculum. Objective of Teaching Physical Sciences at the secondary level of schooling. Taxonomy of educational objective – Process outcomes, product outcomes, concept attainments, behavioral developers of education. Concept of</li> </ul>

	<p>entering and terminal behavior. Organization of learning experiences for achieving specified behavioral outcomes.</p> <ul style="list-style-type: none"> <li>• .</li> </ul>
III	<p><b>METHODS OF TEACHING AND PLANNING:</b></p> <ul style="list-style-type: none"> <li>• Major methods used for physical science instruction: Lecture, Discussion, Demonstration, Project, Heuristic etc.</li> <li>• Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.</li> <li>• Planning for teaching and developing year plans, unit plans, lesson plans, content analysis, and pedagogical analysis. Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan.</li> </ul>
IV	<p><b>TEACHING IN A DIVERSE SITUATION</b></p> <ul style="list-style-type: none"> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of physical science teaching such as: field trip, science clubs, visits to science museums, original science projects etc. Importance of organizing science fairs and excursions.</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching physical sciences</li> </ul>
V	<p><b>TEACHING AND ITS EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Evaluating outcomes of physical science teaching: Merits and limitations of different item formats for assessing learning outcomes of science teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation.</li> <li>• Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning</li> <li>• Curriculum accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio – video support material, etc. – their critical evaluation from the point of view of teaching physical science</li> <li>• Action Research –concept need important and steps</li> </ul>

### BOOKS RECOMMENDED:

1. Bally, I. II. : The Nature study Idea.
2. Blough & Back wood : Teaching of Elementary Science.
3. Dass G. : Teaching of Physics and chemistry in India.
4. Jaimal Sajid and Ansarul Hasan : Modern Science Teaching, Lucknow, Alok Prakashan
5. John Brown: Teaching of Science in Schools.
6. Joseph E.D.: Teaching of Science in Tropical Primary Schools.
7. Kulshresth Dr. A.K. and Kulshresth N.K. : Teaching of Physical Science, Meerut, R. Lal Book Depot.
8. Kulshresth Dr. S.P. and Miss Harpal Parricha : Teaching of Science, Meetur, R.Lal Book Depot.
9. Mangal Dr. S.K. and : Teaching of PHysical Science, International Publication.
10. Science Master's : The Teaching of General Science.
11. Association
12. Summer : The Teaching of Science.
13. Twiss : Textbook on the principles of Science Teaching.

14. Teipathi, S.N. : Cognitive Development and Achievement Levels in Science, Chandra Prakashan, Gorakhpur, (1994)
10. Vanaja, M. : Method of teaching Physical Science, New Delhi and Hyderabad, Neekamal Publications, Pvt. Ltd.
- 11- Waste way : Science Teaching
- 12- dqyJs"B MkW0 ,0ds0 %foKku f'k{k.k] esjB vkj0 yky cq d fMiks ,oa dqyJs"B ,u0ds0
- 13- HkVukxj MkW0 ,0ch0 ,o%fQftdy lkbal f'k{k.k] esjB. vkj0 yky cq d fMiksa HkVukxj MkW0 vuqjxk
- 14- eaxy ,l0ds0 %HkkSfrd foKku f'k{k.k] ubZ fnYyh] vk;Z cq d fMiks
- 15- JhokLro] MkW0 jhrk %foKku f'k{k.k] bykgkckn] vkyksd izdk'ku

## II--PEDAGOGY OF TEACHING SCIENCES

### METHOD OF TEACHING BIOLOGICAL SCIENCES:

#### COURSE OBJECTIVES: This course aims to---

- Develop a broad understanding of the principles and procedures used in modern biology education.
- Develop their essential skills for practicing modern Biology Education.
- Develop their skills necessary for preparing instructional accessories.
- Prepare models; select teaching strategies essential for preparing designs of lessons.
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

UNIT	COURSE CONTENT
I	<p>NATURE OF BIOLOGICAL SCIENCE</p> <ul style="list-style-type: none"> <li>• Thrust areas of biology and their impact on modern life, globalization and biology. Path tracking discoveries and land mark development in biology; Professions in the area of biological sciences.</li> <li>• Justification for including biology as a subject of study in the school curriculum. Objective of Teaching Biology at the secondary level of schooling. Taxonomy of educational objective – Process outcomes, product outcomes, concept attainments, behavioral developers of education. Concept of entering and terminal behavior. Organization of learning experiences for achieving specified behavioral outcomes</li> </ul>
II	<p>METHODS OF TEACHING</p> <ul style="list-style-type: none"> <li>• Major methods used for biology instruction: lecture, Discussion, Demonstration, Project, and Heuristic etc.</li> <li>• Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Biology teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work. Importance of organizing science fairs and excursions.</li> </ul>

III	<p><b>PLANNING FOR BETTER TEACHING</b></p> <ul style="list-style-type: none"> <li>• Planning for teaching Biology: developing year plans, unit plans, lesson plans, content analysis and pedagogical analysis. Use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan.</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching biology.</li> <li>• Curriculum and resource utilization: Principles for designing a Biology curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Biology; record writing for Biology projects.</li> <li>•</li> </ul>
IV	<p><b>TEACHING IN A DIVERSE SITUATION</b></p> <ul style="list-style-type: none"> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of physical science teaching such as: field trip, science clubs, visits to science museums, original science projects etc. Importance of organizing science fairs and excursions.</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching Biology sciences</li> </ul>
V	<p><b>TEACHING AND ITS EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Evaluating outcomes of Biological science teaching: Merits and limitations of different item formats for assessing learning outcomes of science teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation.</li> <li>• Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning</li> <li>• Curriculum accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio – video support material, etc. – their critical evaluation from the point of view of teaching physical science</li> <li>• Action Research –concept need important and steps</li> </ul>

**BOOKS RECOMMENDED:**

- 1 Bally. I. II. : The Nature study Idea.
- 2 Blough & Backwoods : Teaching of Elementary Science.
- 3 Dass G. : Teaching of Physics and Chemistry in India.
- 4 John Brown : Teaching of Science in Schools.
- 5 Joseph E.D. : Teaching of Science in Tropical Primary Schools.
- 6 P. Ameeta : Teachinques of Teaching Biological Science, New Delhi and Hyderabad Neel Kamal Publications, Pvt. Ltd.
- 7 Science Master's Association : The Teaching of General Science.
- 8 Summer : The Teaching of Science.
- 9 Tripathi, S.N. : Cognitive Development and Achievement Levels in Science, Chandra Prakashan, Gorakhpur, (1994)
- 10 Twiss : Text-book on the principles of Science Teaching.
- 11 Waste way : Science Teaching.
- 12 ----- lq/kk %tSfod foKku f'k{k.k] esjB vkj0 yky cq d fMiks
- 13- HkVukxj] ,0ch0 ,oa %Vhfpax vkQ ck;ksyksftdy lkbaj] esjB vkj0 yky cq d fMiks  
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- 14- eaxy] ,l0ds0 %thofoKku f'k{k.k] ubZ fnYyh] vk;Z cq d fMiksA
- 15- fldjckj eqDrk %thofoKku f'k{k.k] vkxjk] vxzoky ifCyds'kuA

## **METHODS OF TEACHING SCIENCES:**

### **III-METHODS OF TEACHING AGRICULTURAL SCIENCE**

#### **COURSE OBJECTIVES**

##### **To enable the pupil teachers to;**

1. Acquire the ability to develop instructional Support material.
2. Develop the classroom skills needed for teaching of Agricultural Science using modern methodology.
3. Develop knowledge about the basic principles governing the construction of Agricultural Science curriculum.
4. Develop the ability to organize co-curricular activities and community resource for Promoting Agricultural Science learning.
5. Acquire the ability to complete the plan for instruction.

<b>UNIT</b>	<b>COURSE CONTENT</b>
<b>I</b>	<b>MEANING AND NATURE OF AGRICULTURAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Concept/Nature of Agricultural Science.</li> <li>• Correlation of Agricultural Science with other Subjects.</li> <li>• Objectives of teaching Agricultural Science at Secondary level</li> <li>• Principles of Agriculture Curriculum construction.</li> </ul>
<b>II</b>	<b>METHODS OF TEACHING</b> <ul style="list-style-type: none"> <li>• Major methods used for Agricultural instruction: lecture, Discussion, Demonstration, Project, and Heuristic etc.</li> <li>• Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Agriculture teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work. Importance of organizing science fairs and excursions.</li> </ul>
<b>III</b>	<b>PLANNING FOR BETTER TEACHING</b> <ul style="list-style-type: none"> <li>• Planning for teaching Agriculture: developing year plans, unit plans, lesson plans, content analysis and pedagogical analysis. Use of Piagetian, Bruneian, Gagnesian principles in developing lesson plan.</li> <li>• Curriculum and resource utilization: Principles for designing a Biology curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Agriculture; record writing for Agriculture projects.</li> <li>•</li> </ul>
<b>IV</b>	<b>TEACHING IN A DIVERSE SITUATION</b> <ul style="list-style-type: none"> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of physical science teaching such as: field trip, science clubs, visits to science museums, original science projects etc. Importance of organizing science fairs and excursions.</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching agriculture sciences</li> </ul>

V	<p>TEACHING AND ITS EVALUATION</p> <ul style="list-style-type: none"> <li>Evaluating outcomes of Agriculture science teaching: Merits and limitations of different item formats for assessing learning outcomes of science teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation.</li> <li>Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning</li> <li>Curriculum accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio – video support material, etc. – their critical evaluation from the point of view of teaching physical science</li> </ul>

#### BOOKS RECOMMENDED

- 1 Summer : The Teaching of Science.
- 2 Singh, Kedar Nath : Horticulture Science Teaching.

### IV--METHODS OF TEACHING SCIENCES: METHODS OF TEACHING HOME SCIENCE

#### COURSE OBJECTIVES: To enable the pupil teacher to:

1. Acquire the ability to develop instructional Support material.
2. Develop the classroom skills needed for teaching of Home Science using modern methodology.
3. Develop knowledge about the basic principles governing the construction of Home Science curriculum.
4. Develop the ability to organize co-curricular activities and community resource for Promoting Home Science learning.
5. Acquire the ability to complete the plan for instruction.

UNIT	COURSE CONTENT
I	<p>MEANING AND NATURE OF AGRICULTURAL SCIENCE</p> <ul style="list-style-type: none"> <li>Concept/Nature of Home Science.</li> <li>Correlation of Home Science with other Subjects.</li> <li>Objectives of teaching Home Science at Secondary level</li> <li>Principles of Home Science Curriculum construction.</li> </ul>
II	<p>METHODS OF TEACHING</p> <ul style="list-style-type: none"> <li>Major methods used for Home Science instruction: lecture, Discussion, Demonstration, Project, and Heuristic etc.</li> <li>Major models of instruction useful for science education such as Basic Teaching Model and Concept Attainment Model.</li> <li>Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Home Science teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work. Importance of organizing science fairs and excursions.</li> </ul>

III	<p><b>PLANNING FOR BETTER TEACHING</b></p> <ul style="list-style-type: none"> <li>• Planning for teaching Home Science developing year plans, unit plans, lesson plans, content analysis and pedagogical analysis. Use of Piagetian, Brunerian, Gagneian principles in developing lesson plan.</li> <li>• Curriculum and resource utilization: Principles for designing a Home Science curriculum. Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Home Science; record writing for Home Science projects.</li> </ul>
IV	<p><b>TEACHING IN A DIVERSE SITUATION</b></p> <ul style="list-style-type: none"> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Home Science teaching such as: field trip, Home Science clubs, visits to science museums, original Home Science projects etc. Importance of organizing science fairs and excursions.</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching Home Science.</li> </ul>
V	<p><b>TEACHING AND ITS EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Evaluating outcomes of Home science teaching: Merits and limitations of different item formats for assessing learning outcomes of science teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation.</li> <li>• Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning</li> <li>• Curriculum accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio – video support material, etc. – their critical evaluation from the point of view of teaching Home science.</li> <li>• Action Research –concept need important and steps</li> </ul>

**BOOKS RECOMMENDED-**

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| 1 | vLFkkuk] ,lOvkj0                                                            | % x`gfoKku dk v/;u] y{eh ukjk;.k vxzoky] vkxjKA                      |
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| 3 | Dantiyogi, S                                                                | : Fundamentals of Textiles and their Care.                           |
| 4 | Strong                                                                      | : Teaching of Domestic Science I & II.                               |
| 5 | William & Lyle                                                              | : Home Making Education in High School; Appleton Century Croft, Inc. |

**EDUBED-112**

**METHODS OF TEACHING MATHEMATICS**

**COURSE OBJECTIVES: To enable the pupil teacher to:**

1. Understand and appreciate the uses and significance of mathematics in daily life.
2. Learn successfully various approaches to mathematics and to use them judiciously.
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library in it as per the needs.
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

UNIT	COURSE CONTENT
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I	<p><b>MEANING AND NATURE OF MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>• Concept/Nature of Mathematics</li> <li>• Objectives of teaching Meaning of mathematics; History of Mathematics; contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelavathi, Ramanujam and contribution of Euclid, Pythagoras, Rene Descarteome Science at Secondary level</li> <li>• Objectives of teaching mathematics in terms of instruction and behavior, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory, using various techniques for teaching mathematics viz., oral, written, drill assignment, supervised study and programmed learning,</li> <li>• Principles of Mathematics Curriculum construction.</li> </ul>
II	<p><b>METHODS OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• Meaning and importance/purpose of a lesson plan, Preformat of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan, purpose of an yearly plan, developing/preparing low cost improvised teaching aids relevant to local ethos, skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR..</li> </ul>
III	<p><b>PLANNING FOR BETTER TEACHING</b></p> <ul style="list-style-type: none"> <li>• Principles and rationale of curriculum development; organizing the syllabi both logically and psychologically according to the age groups of children, Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.</li> <li>• Approaches to curriculum organization using procedures like concentric, topical, process and integrated approaches. Adapting the curriculum to local needs and requirements and the availability of local resource. Practical work in Home Science; record writing for Home Science projects.</li> </ul>
IV	<p><b>TEACHING IN A DIVERSE SITUATION</b></p> <ul style="list-style-type: none"> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Mathematics teaching such as: Using mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, magic squares, word search etc., developing a math's laboratory; learning about the short cuts mentioned in Vedic mathematics.</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. Computer assisted teaching in Mathematics</li> </ul>
V	<p><b>TEACHING AND ITS EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Evaluating outcomes of Mathematics teaching: Merits and limitations of different item formats for assessing learning outcomes of Mathematics teaching. Writing items in different formats for evaluating learning outcomes at various levels of cognitive, affective and psychomotor domain. Try out, item analysis and selection of items suitable for formative and summative evaluation.</li> <li>• Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning</li> <li>• Curriculum accessories and support material – Textbooks, Journals, Handbooks, student's work books, display slides, laboratory materials, audio – video support material, etc. – their critical evaluation from the point of view of teaching Mathematics.</li> <li>• Action Research –concept need important and steps</li> </ul>

**BOOKS RECOMMENDED**

- 1 Aggarwal, S.M. : A course in Teaching of Modern Mathematics.
- 2 Bell : Men of Mathematics.
- 3 Butler, C.H. and Wren, F.L. : Teaching of Secondary Math.
- 4 Durel : Teaching of Arithmetic.
- 5 Godfry and Siddons : The Teaching of Mathematics.
- 6 kuppuswami Ailanger, N.K. : Teaching of Mathematics in the New Education.
- 7 Schulze : Teaching of Mathematics in Secondary School.
- 8 Smith, B.E. : History of Elementary Mathematics, Vols I & II.
- 9 Young, J.W.A. : The Teaching of Mathematics.
- 11 nUr] ch0 ,oa flag ,0,u0 % fgUnw xf.kr dk bfrgkl
- 12 jkor] ,e0,l0 ,oa vxzoky] % xf.kr f'k{k.k] fouksn iqLrd efUnj] vkxjk ,e0,y0

## **EDUBED-112**

### **PEDAGOGY OF TEACHING SOCIAL STUDIES:**

#### **1- METHOD OF TEACHING CIVICS**

**COURSE OBJECTIVES: Student teacher will have the ability to:**

1. Know the concept and significance of civics.
2. Propagate the social ideals through teaching of civics.
3. Know the methods of planning instruction for the classroom.
4. Know the principles and maxims of teaching the subject.
5. Learn successfully various methods of teaching civics.
6. Develop instructional support materials.

UNIT	COURSE CONTENT
I	<p>MEANING AND NATURE OF MATHEMATICS</p> <ul style="list-style-type: none"> <li>• Meaning, nature and scope of civics, place and importance of civics in school curriculum,</li> <li>• Importance of civics in the development of International Understanding correlation of civics with other subjects.</li> <li>• Objectives of teaching civics in democratic India, objectives of teaching the subject at different stages, Instructional objectives,</li> </ul>
II	<p>PRINCIPLES AND METHODS OF TEACHING</p> <ul style="list-style-type: none"> <li>• General principles and maxims of teaching civics,</li> <li>• Presentation of subject matter of civics at different stages, Teaching techniques of civics</li> <li>• Considerations for the selection of methods of teaching, methods of teaching civics: Lecture, Textbook, Project, Discussion Supervised study and Problem solving and modern teaching method</li> </ul>
III	<p>PLANNING FOR BETTER TEACHING</p> <ul style="list-style-type: none"> <li>• Microteaching-Concepts, Need, Importance, and other teaching skills</li> <li>• Lesson plans for developing the skills of teaching.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Civics teaching such as: field trip, Importance of organizing fairs and excursions</li> <li>• Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.</li> </ul>
IV	<p>TEACHING AND ITS EVALUATION</p> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Need of evaluation in civics teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Importance Evaluation in civics for teacher and students</li> <li>• Types of examinations</li> <li>• Evaluation of attainment in civics. Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test.</li> </ul>
<b>V</b>	<b>OTHER ASPECTS OF TEACHING</b> <ul style="list-style-type: none"> <li>• Evaluation of text book of civics</li> <li>• Qualities of civics teacher</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids.</li> <li>• ICT assisted education in Civics</li> <li>• Preparation of Achievement test in Civics.</li> <li>• Action Research –concept need important and steps</li> </ul>

### BOOKS RECOMMENDED

- 1 Bining, A.C. and D.H. Bining : Teaching of Social Studies In Secondary Schools, New York: McGraw Hill Book Company, 1952
- 2 Forrester, J.F. : Introducing Social Studies, Bombay: Orient Longmans, 1956
- 3 Kochar, S.K. : The Teaching of Social Studies, Delhi: University Publisher, 1963
- 4 Nasiali, K. : Social Studies in The School, Madras: Oxford University Press, 1964
- 5 Samford, C.D. : Social Studies in The Secondary School, New York: McGraw Hill, 1952
- 6 Taneja, V.R. : Teaching of Social Studies, Chadigarh: Mohindra Capital Publisher, 1958.

## **PEDAGOGY OF TEACHING SOCIAL STUDIES: II-METHOD OF TEACHING HISTORY**

**COURSE OBJECTIVE:** This course aims to-

1. Appreciate the need for learning history.
2. Develop knowledge about the basic principles governing the construction of history curriculum.
3. Develop the classroom skills needed for teaching history using modern methodologies.
4. Acquire the ability to complete the plan for institution.
5. Develop the ability to organize co-curricular activities and community resource for promoting history learning.
6. Acquire the ability to develop instructional support materials.

UNIT	COURSE CONTENT
<b>I</b>	<b>MEANING AND NATURE OF HISTORY</b> <ul style="list-style-type: none"> <li>• Concept of history.</li> <li>• Correlation and differentiation of History with Geography, Political Science, Economics and Literature.</li> <li>• Need and significance of teaching history in schools</li> <li>• Objectives of teaching history at secondary level</li> </ul>
<b>II</b>	<b>PRINCIPLES AND METHODS OF TEACHING</b> <ul style="list-style-type: none"> <li>• General principles and maxims of teaching History</li> <li>• Presentation of subject matter of civics at different stages, Teaching techniques of History</li> <li>• Considerations for the selection of methods of teaching,</li> <li>• methods of teaching civics: Lecture, Textbook, Project, Discussion Supervised study and Problem solving and modern teaching method</li> </ul>

<b>III</b>	<b>PLANNING FOR BETTER TEACHING</b> <ul style="list-style-type: none"> <li>• Microteaching-Concepts, Need, Importance, and other teaching skills</li> <li>• Lesson plans for developing the skills of teaching.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of History teaching such as: field trip, Importance of organizing fairs and excursions</li> <li>• Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.</li> <li>• Arranging, organizing, planning, executing and reporting of Field trips. History room. Role-playing.</li> </ul>
<b>IV</b>	<b>TEACHING AND ITS EVALUATION</b> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Importance Evaluation in History for teacher and students</li> <li>• Types of examinations</li> <li>• Evaluation of attainment in History Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test</li> </ul>
<b>V</b>	<b>OTHER ASPECTS OF TEACHING</b> <ul style="list-style-type: none"> <li>• Evaluation of text book of History</li> <li>• Qualities of History teacher</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids.</li> <li>• ICT assisted education in History</li> <li>• Preparation of Achievement test in History.</li> <li>• Action Research –concept need important and steps</li> </ul>

**BOOKS RECOMMENDED**

- 1 Ghate, V.D. (1989) : history Teaching, Chandigarh, Haryana Hindi Granth Acadey.
- 2 Tyagi, Gursaran Das (1995) : Teaching of History, Agra, Vinod Pustak Mandir
- 3 Sharma, R.A., (1994) : ITIHAS SHIKSHAN, Meerut, Loyal Book Depot.
- 4 Dixit, Upendranath And Hestingh Baghela, (1990) : ITIHAS SHIKSHAN, Jaipur, Rajsthan Hindi Granth Academy.
- 5 Kochar, S.K., (1994) : The Teaching Of History, Delhi, Vikas Publishing House.
- 6 Carr, E.H., (1952) : What Is History, Oxford University, Press.

**PEDAGOGY OF TEACHING SOCIAL STUDIES:  
III-METHOD OF TEACHING GEOGRAPHY**

**COURSE OBJECTIVES:** This course aims to-

1. Develop an understanding of teaching Geography.
2. Develop the classroom skills needed for teaching Geography.
3. Develop geographical sense, critical thinking and scientific outlook.
4. Acquire the ability to develop instructional support materials.

UNIT	COURSE CONTENT
<b>I</b>	<b>MEANING AND NATURE OF GEOGRAPHY</b> <ul style="list-style-type: none"> <li>• Concept of Geography.</li> <li>• Correlation and differentiation of Geography, History with Political Science, Economics and Literature.</li> <li>• Need and significance of teaching Geography in schools</li> <li>• Objectives of teaching Geography at secondary level</li> </ul>

II	<p><b>PRINCIPLES AND METHODS OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• General principles and maxims of teaching Geography Presentation of subject matter of civics at different stages, Teaching techniques of History</li> <li>• Considerations for the selection of methods of teaching,</li> <li>• methods of teaching Geography: Lecture, Textbook, Project, Discussion Supervised study and Problem solving and modern teaching method</li> </ul>
III	<p><b>PLANNING FOR BETTER TEACHING</b></p> <ul style="list-style-type: none"> <li>• Microteaching-Concepts, Need, Importance, and other teaching skills</li> <li>• Lesson plans for developing the skills of teaching.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Geography teaching such as: field trip, Importance of organizing fairs and excursions</li> <li>• Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.</li> <li>• Arranging, organizing, planning, executing and reporting of <ul style="list-style-type: none"> <li>Field trips.</li> <li>Geography Laboratory</li> <li>Role-playing.</li> <li>Regional method.</li> <li>Excursion method.</li> <li>Project method</li> </ul> </li> </ul>
IV	<p><b>TEACHING AND ITS EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Importance Evaluation in Geography for teacher and students</li> <li>• Types of examinations</li> <li>• Evaluation of attainment in Geography Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test</li> </ul>
V	<p><b>OTHER ASPECTS OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• Evaluation of text book of Geography</li> <li>• Qualities of Geography teacher</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids.</li> <li>• ICT assisted education in Geography</li> <li>• Preparation of Achievement test in Geography.</li> <li>• Action Research –concept need important and steps</li> </ul>

#### BOOKS RECOMMENDED

- 1 Arora, K.L. : Teaching of Geography.
- 2 Gopsil, G.H. : The Teaching of Geography.
- 3 Grieve, J.S. : Geography in School.
- 4 Kaul, A.K. : Teaching of Geography.
- 5 Maenee, E.A. : The Teaching of Geography.
- 6 Shaida, B.D. and J.C. Sharma : Teaching of Geography.
- 7 Singh, H.N. : Teaching of Geography.
- 8 The rall, Z.A. : Teaching of Geography.
- 9 Verma, J.P. : Teaching of Geography.

## **PEDAGOGY OF TEACHING SOCIAL STUDIES: IV-METHOD OF TEACHING ECONOMICS**

**COURSE OBJECTIVES:** This course aims to-

1. Develop knowledge about the basic principles governing the construction of economics curriculum.
2. Develop the classroom skills needed for teaching of economics using modern methodologies.
3. Acquire the ability to complete the plan for instruction.
4. Develop the ability to organize co-curricular activities and community for promoting economics learning.
5. Acquire the ability to develop instructional support materials.

UNIT	COURSE CONTENT
I	<p>MEANING AND NATURE OF ECONOMICS</p> <ul style="list-style-type: none"> <li>• Concept of Economics</li> <li>• Correlation and differentiation of Economics with Geography, Political Science and Literature.</li> <li>• Need and significance of teaching Economics in schools</li> <li>• Objectives of teaching Economics at secondary level</li> </ul>
II	<p>PRINCIPLES AND METHODS OF TEACHING</p> <ul style="list-style-type: none"> <li>• General principles and maxims of teaching Economics Presentation of subject matter of Economics at different stages, Teaching techniques of Economics</li> <li>• Considerations for the selection of methods of teaching,</li> <li>• Methods of teaching Economics- Lecture, Textbook, Project, Discussion Supervised study and Problem solving and modern teaching method</li> </ul>
III	<p>PLANNING FOR BETTER TEACHING</p> <ul style="list-style-type: none"> <li>• Microteaching-Concepts, Need, Importance, and other teaching skills</li> <li>• Lesson plans for developing the skills of teaching.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Economics teaching such as: field trip, Importance of organizing fairs and excursions</li> <li>• Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.</li> <li>• Arranging, organizing, planning, executing and reporting of <ul style="list-style-type: none"> <li>Field trips.</li> <li>Role-playing.</li> <li>Regional method.</li> <li>Excursion method.</li> <li>Project method</li> </ul> </li> </ul>
IV	<p>TEACHING AND ITS EVALUATION</p> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Importance Evaluation in Economics for teacher and students</li> <li>• Types of examinations</li> <li>• Evaluation of attainment in Economics Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test</li> </ul>
V	<p>OTHER ASPECTS OF TEACHING</p> <ul style="list-style-type: none"> <li>• Evaluation of text book of Economics</li> <li>• Qualities of Economics teacher</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids.</li> <li>• ICT assisted education in Economics</li> <li>• Preparation of Achievement test in Economics.</li> <li>• Action Research –concept need important and steps</li> </ul>

**BOOKS RECOMMENDED:**

- 1 Chakravarty, Sakhomy : Teaching of Economics in India, Bombay, 1987.
- 2 Kanwar, B.S. : Teaching of Economics, Ludhiyana, Prakash Educational Publishers, 1970.

- 3 Norman, L.C. (Ed.) : Teaching of Economics, London Educational Books, 1975;  
 4 N.C.E.R.T. : Teaching Units In Economics For High And Higher Secondary Stage, New Delhi, 1974.  
 5 Siddiqui, M.H. : Teaching Of Economics, Delhi, Ashish Publishing House, Daryaganj.  
 6 oekZ] jkeiky flag % vFkZ'kkL= f'k{k.k] esjB] vkj0 yky cq d fMiksA  
 7 R;kxh] xq:lju nkl % vFkZ'kkL= f'k{k.k] vkxjk] fouksn iqLrd efUnjA

## **PEDAGOGY OF TEACHING SOCIAL STUDIES: V-METHOD OF TEACHING COMMERCE**

### **COURSE OBJECTIVES: This course aims to-**

1. Appreciate the need for learning Commerce.
2. Develop the understanding of principles of developing commerce curriculum.
3. Develop the skills needed for classroom teaching of commerce and using its teaching methodology.
4. Acquire the ability to prepare and teach the lesson plans for classroom instructions.
5. Develop the ability to organize co-curricular activities and use community resources for promoting commerce learning.
6. Acquire the ability to develop instructional support material for commerce teaching.

<b>UNIT</b>	<b>COURSE CONTENT</b>
<b>I</b>	<b>MEANING AND NATURE OF COMMERCE</b> <ul style="list-style-type: none"> <li>• Concept of Commerce</li> <li>• Correlation and differentiation of Commerce with Geography, Political Science and Literature.</li> <li>• Need and significance of teaching Commerce in schools</li> <li>• Objectives of teaching Commerce at secondary level</li> </ul>
<b>II</b>	<b>PRINCIPLES AND METHODS OF TEACHING</b> <ul style="list-style-type: none"> <li>• General principles and maxims of teaching Commerce Presentation of subject matter of Economics at different stages, Teaching techniques of Economics</li> <li>• Considerations for the selection of methods of teaching,</li> <li>• Methods of teaching Commerce- Lecture, Textbook, Project, Discussion Supervised study and Problem solving and modern teaching method</li> </ul>
<b>III</b>	<b>PLANNING FOR BETTER TEACHING</b> <ul style="list-style-type: none"> <li>• Microteaching-Concepts, Need, Importance, and other teaching skills</li> <li>• Lesson plans for developing the skills of teaching.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Economics teaching such as: field trip, Importance of organizing fairs and excursions</li> <li>• Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.</li> <li>• Arranging, organizing, planning, executing and reporting of               <ul style="list-style-type: none"> <li>Field trips.</li> <li>Role-playing.</li> <li>Regional method.</li> <li>Excursion method.</li> <li>Project method</li> </ul> </li> </ul>
<b>IV</b>	<b>TEACHING AND ITS EVALUATION</b> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Importance Evaluation in Economics for teacher and students</li> <li>• Types of examinations</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluation of attainment in Commerce Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test</li> </ul>
<b>V</b>	<p><b>OTHER ASPECTS OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• Evaluation of text book of Economics</li> <li>• Qualities of Commerce teacher</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids.</li> <li>• ICT assisted education in Commerce</li> <li>• Preparation of Achievement test in Commerce.</li> <li>• Action Research –concept need important and steps</li> </ul>

**BOOKS RECOMMENDED**

- 1 Dame, J.F. & A.R. Brinknan : Guidance in Business Education, South Western Pub. Co.
- 2 NCERT : Teacher's Guide in Book Keeping and Accounting, New Delhi.
- 3 Rai, B.C. : Commerce Teaching, Lucknow Prakashan Kendra.
- 4 Singh, Rampal & Prithvi Singh : Vanijya Shikshan, Agra: Vinod Pustak Mandir.

**PEDAGOGY OF TEACHING SOCIAL STUDIES:  
VI-METHOD OF TEACHING ART/HANDICRAFTS TEACHING**

**COURSE OBJECTIVES:** This content will help-

1. To know the historical development to Art/handicraft in India.
2. To understand the problems of Art/handicraft in various sections
3. To understand the principles, maxims and methods of teaching Art and Handicraft.

<b>UNIT</b>	<b>COURSE CONTENT</b>
<b>I</b>	<p><b>MEANING AND NATURE OF ART/HANDICRAFTS</b></p> <ul style="list-style-type: none"> <li>• Concept of Arts and Handicraft</li> <li>• Correlation and differentiation of Arts and Handicraft with Commerce, Geography, Political Science and Literature.</li> <li>• Need and significance of teaching Arts and Handicraft</li> <li>• in schools</li> <li>• Objectives of teaching Arts and Handicraft at secondary level</li> </ul>
<b>II</b>	<p><b>PRINCIPLES AND METHODS OF TEACHING</b></p> <ul style="list-style-type: none"> <li>• General principles and maxims of teaching Arts and Handicraft</li> <li>• Presentation of subject matter of Arts and Handicraft at different stages,</li> <li>• Teaching techniques of Arts and Handicraft- Colour study and its educational importance,</li> <li>• Type of Design,</li> <li>• Basic Elements of Paper - Decoration,</li> <li>• Self - Expression,</li> <li>• Object - Drawing,</li> <li>• Memory - Drawing,</li> <li>• Natural - Drawing,</li> <li>• Stencil - Work,</li> <li>• Letter - Writing,</li> <li>• Spray - Work.</li> <li>• Considerations for the selection of methods of teaching,</li> <li>• Methods of teaching Arts and Handicraft- Classical and modern teaching method</li> </ul>



<b>III</b>	<b>PLANNING FOR BETTER TEACHING</b> <ul style="list-style-type: none"> <li>• Microteaching-Concepts, Need, Importance, and other teaching skills</li> <li>• Lesson plans for developing the skills of teaching.</li> <li>• Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Economics teaching such as: field trip, Importance of organizing fairs and excursions</li> <li>• Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.</li> <li>• Arranging, organizing, planning, executing and reporting of <ul style="list-style-type: none"> <li>Field trips.</li> <li>Role-playing.</li> <li>Regional method.</li> <li>Excursion method.</li> <li>Project method</li> </ul> </li> </ul>
<b>IV</b>	<b>TEACHING AND ITS EVALUATION</b> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Importance Evaluation in Arts and Handicraft for teacher and students</li> <li>• Types of examinations</li> <li>• Evaluation of attainment in Arts and Handicraft - Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test</li> </ul>
<b>V</b>	<b>OTHER ASPECTS OF TEACHING</b> <ul style="list-style-type: none"> <li>• Evaluation of text book of Arts and Handicraft</li> <li>• Qualities of Arts and Handicraft teacher</li> <li>• Preparation and development of improvised apparatus; preparation, selection and use of teaching aids.</li> <li>• ICT assisted education in Arts and Handicraft</li> <li>• Preparation of Achievement test in Arts and Handicraft.</li> <li>• Action Research –concept need important and steps</li> </ul>

**BOOKS RECOMMENDED**

- 1 Archer, W.G. : India and Modern Art, London, 1959.
- 2 Arnoson, H.H. : History of Modern Art, London, 1969.
- 3 Barr, A.H. : Masters of Modern Art, New York, 1954.
- 4 Brown Percy : Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta.
- 5 vk;Z] t;nso %f'kYi dk v;/kiu] izdk'kd y{eh ukjk;.k vxzoky] vkxjk]1969-
- 6 vk;] t;nso %dyk f'k{k.k] fctukSj] 1974-
- 7 vfer dqekj gkYnkj %Hkkjr; fp=dyk] pUnzyksd izdk'kd] bykgkckn] 1969-
- 8 ikyhoky] cztHkw" k.k %dyk ds fl)kUr] izdk'kd jktLFkku fgUnh xzaFk vdkneh] t;iqj] 1972-
- 9 lkjoydj] j0fo0 %vk/kqfud fp=dyk dk bfrgkl] jktLFkku fgUnh vdkneh] t;iqj] 1971-

**PEDAGOGY OF TEACHING LANGUAGES:  
I-METHOD OF TEACHING ENGLISH**

**COURSE OBJECTIVES: This course aims to-**

1. The nature and characteristics of a language and its use.
2. The required skills for mastering a language.
3. The various approaches to successful language teaching.
4. Approaches/Methods of teaching different aspects of language.
5. The importance teaching aids and other technological devices used for language teaching.

Evaluation and testing techniques for obtaining feedback

<b>UNIT</b>	<b>COURSE CONTENT</b>
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I	<p>MEANING AND NATURE OF ENGLISH AS SECOND LANGUAGE</p> <ul style="list-style-type: none"> <li>• Concept, Meaning and nature of languages</li> <li>• Correlation and differentiation of English with Geography, Political Science and Literature.</li> <li>• Need and significance of teaching English in schools</li> <li>• Objectives of teaching English at secondary level</li> <li>• General characteristics of a language.</li> <li>• Principles of language teaching.</li> <li>• Nature of English language.</li> </ul>
II	<p>PRINCIPLES AND METHODS OF TEACHING</p> <ul style="list-style-type: none"> <li>• General principles and maxims of teaching English Presentation of subject matter of Economics at different stages, Teaching techniques of English</li> <li>• Its place in the school curriculum.</li> <li>• Teaching of English Vocabulary necessary for a second language learner.</li> <li>• Developing skills of Aural Comprehension and Speaking.</li> <li>• Teaching the mechanics of Reading and Writing.</li> </ul>
III	<p>PLANNING FOR BETTER TEACHING</p> <ul style="list-style-type: none"> <li>• Microteaching-Concepts, Need, Importance, and other teaching skills</li> <li>• Lesson plans for developing the skills of teaching</li> <li>• Methods of teaching English as a second language-Classical and modern methods</li> <li>• Translation Method.</li> <li>• Direct Method.</li> <li>• Structural Approach.</li> <li>• Bilingual Method.</li> <li>• Communicative Approach.</li> <li>• Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.</li> </ul>
IV	<p>TEACHING AND LESSON PLANNING OF OTHER ASPECTS OF TEACHING</p> <ul style="list-style-type: none"> <li>• Prose</li> <li>• Poetry</li> <li>• Grammar</li> <li>• Composition</li> <li>• Structures</li> <li>• Action Research –concept need important and steps</li> </ul>
V	<p>LANGUAGE TEACHING AND ITS EVALUATION</p> <ul style="list-style-type: none"> <li>• Concept of assessment and evaluation</li> <li>• Importance Evaluation in Economics for teacher and students</li> <li>• Types of examinations</li> <li>• Evaluation of attainment in Economics Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test</li> </ul>

### BOOKS RECOMMENDED:

- 1 Allen B. Harold Campbell N : Teaching English as a second language, Tata-Mac-graw Russel Hill publishing Co. Ltd, Bombay-New Delhi (1972)
- 2 Bright, G.A.& McGregor G.P. : Teaching English as a Second Language, Longmans (1972)
- 3 Brumgit C.J., Johnson, K. : The Communicative Approach to Language Teaching: ELBS; Oxford University Press, Hong-Kong, 1979.
- 4 O'Connor, J.D. : Better, English Pronunciation: ELBS, Cambridge University Press, Great Britain, 1977.
- 5 French, F.G. : Teaching English as an International Language; Oxford University Press, London, 1975.
- 6 Hornby, A.S. : The Teaching of structured words and Sentence Pattern, Stage I-IV: Oxford University Press, London, 1991.
- 7 Jain, R.C. Sharma, C.K. : Essentials of English Teaching: Vinod Pustak Mandir, Agra.
- 8 Kohli, A.L. : Techniques of Teaching English: Dhanpat Rai & Sons, Delhi, 1996.
- 9 Lado, Robert : "Language Teaching: A Scientific Approach, McGraw Hill, Inc., New York (1964).

- 10 Lado, Robert : Language Testing: The Construction and use of Foreign Language Test, Language, 1961.  
 11 Pandey, K.P. & Amita : The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi, (1998).

## PEDAGOGY OF TEACHING LANGUAGES: II-METHOD OF TEACHING HINDI

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- 1- ekr`Hkk"kk dh egÛkk dk Kku fodflr gksxkA
- 2- ekr`Hkk"kk f'k{k.k ds mîs';ksa dk Kku fodflr gksxkA
- 3- fgUnh ds f'k{k.k dh fof/k;ksa dh tkudkj dh fodflr gksxhA
- 4- Hkk"kk ds eqY;kadu dh {kerk dh fodkl gksxkA

UNIT	COURSE CONTENT
I	<p><b>Hkk"kk dk vFkZ ,oa Lo:i</b></p> <ul style="list-style-type: none"> <li>• Hkk"kk dk vFkZ] ifjHkk"kk,a</li> <li>• Hkk"kk dh fo'ks"krk;sa ,oa izd`fr</li> <li>• vU; fo'k;ksa ds lkFk lglEcU/k</li> <li>• ekr`Hkk"kk dk mn~Hko ,oa fodkl</li> <li>• Hkk"kk ds fofo/k :i</li> <li>• fodkl dh fofHkUu voLFkksa esa Hkk"kkf;d fodkl&amp;fo'ks"krk;sa ,oa izd`fr</li> </ul>
II	<p><b>ekr`Hkk"kk f'k{k.k ds mîs'; ,oa y{:</b></p> <ul style="list-style-type: none"> <li>• ekr`Hkk"kk ds lkekU; mîs';] fof'k"V mîs';</li> <li>• f'k{k.k mîs';ksa dk oxhZdj.k &amp; KkukRed] HkkokRed]</li> <li>• mîs';ksa dks O;ogkfjd :i esa fy[kus dh fof/k;kj] vko';drk</li> <li>• fodkl dh fofHkUu voLFkks;sa ,oa ekr`Hkk"kk f'k{k.k ds mîs';</li> <li>• fofHkUu Lrj dh f'k{k.k esa ekr`Hkk"kk dh egÛkk</li> <li>• fofHkUu Lrj dh f'k{k.k ds ikB~;øe esa bldk LFkku</li> <li>• f=Hkk"kk lw=</li> <li>• fgUnh Hkk"kk f'k{k.k dh leL;k;sa ,oa lek/kku.</li> </ul>
III	<p><b>fgUnh Hkk"kk dk f'k{k.k izfof/k</b></p> <ul style="list-style-type: none"> <li>• fgUnh Hkk"kk dk f'k{k.k fl)kUr ,oa lw=</li> <li>• Hkk"kkf;d dks"kyksa dk f'k{k.k ¼Jo.k] okpu] iBu] ys[ku jpu]½</li> <li>• Lkw{e f'k{k.k }kjk dks"kyksa dk fodkl</li> <li>• Ekr`Hkk"kk f'k{k.k esa lgk;d lkexzh dk vuqiz;ksx] izdkj ,oa egÛk</li> <li>• fgUnh Hkk"kk f'k{k.k &amp; xq.k] n{kk;sa ,oa fo'ks"krk;sa</li> <li>• fgUnh Hkk"kk f'k{k.k esa euksoSKkfud izfof/k;kj</li> </ul>
IV	<p><b>fgUnh Hkk"kk dh fofo/k fo/kkksa dk f'k{k.k ,oa ewY;kadu fo/kk</b></p> <ul style="list-style-type: none"> <li>• x  f'k{k.k &amp; mîs';] egRo ,oa ikB;kstuk izk:iA</li> <li>• i  f'k{k.k &amp; mîs';] egRo ,oa ikB~; ;kstuk izk:iA</li> <li>• jpu f'k{k.k &amp; mîs';] egRo ,oa ikB~; ;kstuk izk:iA</li> <li>• O;kdj.k f'k{k.k &amp; mîs';] egRo ,oa ikB~; ;kstuk izk:iA</li> <li>• fgUnh Hkk"kk esa ewY;kadu dh vko';drk] egRo] izdkj fof/k;kj iz'uksa dk fuekZ.k] miyfC/k ijh{k.k dk fuekZ.k]</li> </ul>

<b>V</b>	<p><b>fgUnh Hkk"kk f'k{k.k esa uokpkj</b></p> <ul style="list-style-type: none"> <li>Hkk"kk f'k{k.k esa funkukRed f'k{k.k ,oa mipjkRed f'k{k.k vko';drk ,oa fuekZ.k] vuqiz;ksx</li> <li>fgUnh Hkk"kk esa fØ;kRed vuqla/kku &amp; vko';drk ,oa izfof/k</li> <li>Hkk"kk f'k{k.k esa f'k{k.k lk/kuksa dk iz;ksx ¼n`'; ,oa HkO; lk/ku½</li> <li>Hkk"kk d{k ,oa iz;ksx'kkyk</li> <li>fgUnh Hkk"kk f'k{k.k esa ikB~; lgHkkxh fØ;kdyki</li> <li>bdkbZ ijh{k.k fuekZ.k] vuqiz;ksx ,oa ewY;kadu</li> <li>fØ;kRed vuqlaèkkku dk laçR;; vko';drk fo'ks"krk,a ,oa dk;Z ç.kkyh</li> </ul>
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IUnHkZ iqLrdsa

1	Hkk"kk foKku	% HkksykukFk frokjh
2	'kq) fgUnh	% MkW0 gjnso fcgkjh
3	fgUnh f'k{k.k	% MkW0 jke'kdy ik.Ms;
4	fgUnh O;kdj.k	% MkW0 dkerk izlkn xq:
5	fgUnh Hkk"kk f'k{k.k fof/k	% HkkbZ ;ksxsUnz thr
6	fgUnh O;kdj.k jpuk	% MkW0 Hkksyk'kadj C;kl] MkW0 HkksykukFk frokjh] MkW0 johUnz ukFk JhokLro
7	ek;/fed fo ky; esa fgUnh f'k{k.k	% MkW0 fujatu dqekj flag
8	fgUnh f'k{k.k fof/k	% MkW0 oS ukFk izlkn oekZ
9	lqcks/k fgUnh O;kdj.k ,oa jpuk	% ekukor ,oa tks'kh
10	ekud fgUnh dk ,sfrgkfld O;kdj.k%	% MkW0 ekrkcny tk;loky

## PEDAGOGY OF TEACHING LANGUAGES: III-METHOD OF TEACHING SANSKRIT

**v/;;u ds mîs';** - bl ikB~;Øe ds v/;;u ls Nk=ksa esa%

- 1- laL—rHkk"kk dh egÙkk dk Kku fodflr gksxkA
- 2- laL—r`Hkk"kk f'k{k.k ds mîs';ksa dk Kku fodflr gksxkA
- 3- laL—r ds f'k{k.k dh fof/k;ksa dh tkudkjh fodflr gksxhA
- 4- Hkk"kk ds eqY;kadu dh {kerk dh fodkl gksxkA

UNIT	COURSE CONTENT
<b>I</b>	<p><b>Hkk"kk dk vFkZ ,oa Lo:i</b></p> <ul style="list-style-type: none"> <li>Hkk"kk dk vFkZ] ifjHkk"kk,a</li> <li>Hkk"kk dh fo'ks"krk;sa ,oa izd`fr</li> <li>vU; fo'k;ksa ds lkFk lglEcU/k</li> <li>laL—r Hkk"kk dk mn~Hko ,oa fodkl</li> <li>Hkk"kk ds fofo/k :i</li> <li>fodkl dh fofHkUu voLFkkvksa esa Hkk"kkf;d fodkl&amp;fo'ks"krk;sa ,oa izd`fr</li> </ul>
<b>II</b>	<p><b>laL—r Hkk"kk f'k{k.k ds mîs'; ,oa vY;</b></p> <p>laL—rHkk"kk ds lkekU; mîs';] fof'k"V mîs';</p> <ul style="list-style-type: none"> <li>laL—rHkk"kk f'k{k.k mîs';ksa dk oxhZdj.k &amp; KkukRed] HkkokRed]</li> <li>mîs';ksa dks O;ogkfjd :i esa fy[kus dh fof/k;ki] vko';drk</li> <li>fodkl dh fofHkUu voLFkk;sa ,oa ekr`Hkk"kk f'k{k.k ds mîs';</li> <li>fofHkUu Lrj dh f'k{k.k esa ekr`Hkk"kk dh egÙkk</li> <li>fofHkUu Lrj dh f'k{k.k ds ikB~;Øe esa bldk LFkku</li> <li>laL—rHkk"kk f'k{k.k dh leL;k;sa ,oa lek/kku.</li> </ul>

III	<p><b>laL—r Hkk"kk dk f'k{k.k izfof/k</b></p> <ul style="list-style-type: none"> <li>• laL—rHkk"kk dk f'k{k.k fl)kUr ,oa lw=</li> <li>• Hkk"kkf;d dkS"kyksa dk f'k{k.k ¼Jo.k] okpu] iBu] ys[ku jpuk½</li> <li>• Lkw{e f'k{k.k }kjk dkS"kyksa dk fodkl</li> <li>• laL—r Hkk"kk f'k{k.k esa lgk;d lkexzh dk vuqiz;ksx] izdkj ,oa egÙk</li> <li>• laL—r Hkk"kk f'k{k.k &amp; xq.k] n{kk;sa ,oa fo'ks"krk;sa</li> <li>• laL—r Hkk"kk f'k{k.k esa euksoSKkfud izfof/k;kj</li> </ul>
IV	<p><b>laL—r Hkk"kk dh fofo/k fo/kkvksa dk f'k{k.k ,oa ewY;kadu fo/kk</b></p> <ul style="list-style-type: none"> <li>• x  f'k{k.k &amp; mís';] egRo ,oa ikB;kstuk izk:iA</li> <li>• i  f'k{k.k &amp; mís';] egRo ,oa ikB~; ;kstuk izk:iA</li> <li>• jpuk f'k{k.k &amp; mís';] egRo ,oa ikB~; ;kstuk izk:iA</li> <li>• O;kdj.k f'k{k.k &amp; mís';] egRo ,oa ikB~; ;kstuk izk:iA</li> <li>• fgUnh Hkk"kk esa ewY;kadu dh vko';drk] egRo] izdkj fofo/k;kj iz'uksa dk fuekZ.k] miyfC/k ijh{k.k dk fuekZ.k]</li> </ul>
V	<p><b>laL—r Hkk"kk f'k{k.k esa uokpkj</b></p> <ul style="list-style-type: none"> <li>• Hkk"kk f'k{k.k esa funkukRed f'k{k.k ,oa mipkjkRed f'k{k.k vko';drk ,oa fuekZ.k] vuqiz;ksx</li> <li>• laL—r Hkk"kk esa fØ;kRed vuqla/kku &amp; vko';drk ,oa izfof/k</li> <li>• Hkk"kk f'k{k.k esa f'k{k.k lk/kuksa dk iz;ksx ¼n`' ; ,oa HkO; lk/ku½</li> <li>• Hkk"kk d{k ,oa iz;ksx'kkyk</li> <li>• laL—r Hkk"kk f'k{k.k esa ikB~; lgHkkxh fØ;kdyki</li> <li>• bdkbZ ijh{k.k fuekZ.k] vuqiz;ksx ,oa ewY;kadu</li> <li>• fØ;kRed vuqlaèkkku dk laçR;; vko';drk fo'ks"krk,a ,oa dk;Z ç.kkyh</li> </ul>

### lanHkZ iqLrdsa

- 1 Apte, D.G. & Dongre, P.K. : Teaching of Sanskrit in Secondary Schools.
- 2 Report of the Sanskrit Commission : Govt. of India, 1955.
- 3 dq'kokgk] ds0,I0 %laLd`r f'k{k.k] xksfoUn izdk'ku] y[kheiqj [khjh
- 4 ik.Ms;] vkj0,I0 %laLd`r f'k{k.k] fouksn iqLrd eafnj vkxj
- 5 pkScs] ch0,u0 %laLd`r f'k{k.k] fofof/k] m0iz0 fgUnh laLFkku] y[kuÅ
- 6 feÙky] larks" %laLd`r f'k{k.k] vkj0 yky cqđ fMiks] esjB

## EDUBED-113 Educational Technology

**COURSE OBJECTIVES:** To enable the teacher educators;

1. Enable the students to understand significance of E.T. and its important components approaches.
2. Enable the students to understand communication and to design instructional system.
3. Acquaint students with levels, strategies and models of teaching for future improvement.
4. Enable the students to understand the importance of programmed instructions and researches in E.T.
5. Acquaint the students with emerging trends in Educational Technology

UNIT	CONTENT
I	<p>CONCEPT OF EDUCATIONAL TECHNOLOGY</p> <ul style="list-style-type: none"> <li>• Meaning, Scope and Significance and Definition</li> <li>• Components of ET: Software, Hardware and Systems approach.</li> <li>• Educational Technology and instructional technology - bases: Science of learning, five learning types (Gagne) and conditions of learning.</li> </ul>

II	<b>DESIGNING INSTRUCTIONAL TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Communication and Teaching, Teaching and Instruction, Teaching and Training, Conditioning &amp; Training.</li> <li>• Components of communication, Classroom communication and Mass media approach in Educational Technology.</li> <li>• Competency based teacher education</li> <li>• Analysis of teacher behaviour</li> </ul>
III	<b>NEW TRENDS OF TEACHING</b> <ul style="list-style-type: none"> <li>• Problem solving method, Project method, Supervised method, Discovery approach</li> <li>• Models of Teaching: Concept, need and families</li> <li>• Psychological model of teaching; Glaser's BTM, Bruner's - CAM, Ausubel's -AOM, Flanders-Social Interaction Model</li> </ul>
IV	<b>PROGRAMMED INSTRUCTION</b> <ul style="list-style-type: none"> <li>• Origin and types - linear, branching and Mathetic.</li> <li>• Computer Assisted Instruction (CAI)</li> <li>• Problems of using ICT in Classroom Interaction process</li> <li>• Distance and open learning-concept need and quality</li> </ul>
V	<b>EMERGING TECHNOLOGIES IN EDUCATION</b> <ul style="list-style-type: none"> <li>• Blended learning, Mobile learning, Flipped Learning</li> <li>• Concept of Open Educational Resources (OER) &amp; various usage, Massive Open Online Course(MOOC)</li> <li>• Resource Centers of E.T., CIET, UGC, IGNOU, NOS, SIET, AVRC and EMRC</li> </ul>

**BOOKS RECOMMENDED:**

Benard, H.W. (1965) : Psychology of Learning and Teaching, McGraw Hill, BookCom. New

Gage, N.L. (1964) : Theories of Teaching, NSSE University Press, 63<sup>rd</sup> Year Book, Chicago.

Gagne, Robert M. (1982) : The Condition of Learning, Holt, Rinehart and Winston Inc. New York.

Galloway, Charles (1976) : Psychology for Learning Teaching.

Mager, R.F. (1972) : Preparing Objectives for Programmed Instruction.

Markle, Susan (1964) : Good Frames and Bad - A Grammar of Programme Writing.

Pipe, Peter (1966) : Practical Programming.

Sharma, R.A. (1977) : Technology of Teaching, Modern Pub. Meerut.

Sharma, R.A. (1981) : Programmed Instruction, An Instructional Technology, International Pub. House, Meerut.

Skinner, B.F. (1953) : Science and Human Behaviour.

Skinner, B.F. (1968) : Technology of Teaching, Maredeth Co-operative, New York.

Mangal, SK : Educational Technology.

Kumar, K. L. (1996) : Educational Technology. New Age International (p) Ltd, :New Delhi.

**EDUBED-114 Fundamentals of Teacher Education**

**COURSE OBJECTIVES:-**

- To enable the students to understand the concept of teacher education and its development in India.

- To develop an understanding in the students about various modalities used for teachers, teacher educators, and educational administrators for different level of education.
- To acquaint the students with the various aspects of student - teaching programmes prevailing in the country.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies.
- To enable the student to develop insight in the major problems of teacher education.
- To develop in the students an understanding about the important research findings in teacher education.

UNIT	COURSE CONTENT
I	INTRODUCTION <ul style="list-style-type: none"> <li>• Meaning &amp; Scope of teacher education.</li> <li>• Objectives of teacher education at different levels.</li> <li>• Development of teacher education in India.</li> <li>• Brief history of teacher education in India</li> <li>• Teacher Training and Teacher Education</li> </ul>
II	• INSERVICE AND PRESERVICE TEACHER EDUCATION <ul style="list-style-type: none"> <li>• Pre-Primary education level</li> <li>• Primary level Teacher Education</li> <li>• Secondary level Education</li> <li>• Higher Education level teacher Education</li> <li>• .Orientation and refresher courses</li> </ul>
III	• STUDENT TEACHING PROGRAMME. <ul style="list-style-type: none"> <li>• Pattern of student - teaching (internship, block teaching practice, off-campus teaching programme).</li> <li>• Techniques of teacher training-core teaching, microteaching and interaction analysis</li> <li>• Evaluation of students teaching</li> </ul>
IV	INNOVATIONS IN TEACHER EDUCATION <ul style="list-style-type: none"> <li>• Distance education &amp; Teacher education.</li> <li>• Innovations in teacher education.</li> <li>• Integrated teacher education programmes</li> <li>• Role Of NCTE,DIET,HRDC and Department of Education</li> </ul>
V	• OTHER ISSUES OF TEACHER EDUCATION IN INDIA <ul style="list-style-type: none"> <li>• Quality vs Quantity</li> <li>• Need of Professional ethics and Dedication</li> <li>• Demand vs Supply</li> <li>• Curriculum related issues</li> </ul>

#### BOOKS RECOMMENDED:

1. AIU, Teacher Education in India, New Delhi, 2000
2. Anand, C.L., Aspects of Education, S. Chand & Co. New Delhi, 1987
3. Chaurasia, G. New Era in Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984.
4. Gupta, Arun K. Teacher, Current & Prospects, Sterling Publishers (P) Ltd. Delhi, 1984
5. Kaddad, G.M., Secondary Teachers Education, Himalaya Publishing House, New Delhi, 1988
6. Mukerjee, S.N. (Ed.), Education of Teachers in India Vol-1, S. Chand & Co., 1968
7. NCERT, Sociology of the Teaching Profession, NCERT, New Delhi, 1970
8. NCERT, Status of Teachers in India, NCERT, Delhi, 1993
9. NCTE, Policy Perspectives in Teacher Education Critique & Documentation, New Delhi, 1998
10. Paliwal, M.R. Teacher Education on More, Uppal Publishing House, New Delhi 1985

## **EDUBED-115 Challenges and issues of Education in India**

### **Course Objectives**

#### **To enable the student to:**

1. Understand the major problems of Indian education.
2. Appreciate the difficulties involved in the improvement of educational facilities.
3. Visualize and seek solutions to these problems.

<b>UNIT</b>	<b>CONTENT</b>
I	<b>CHALLENGES RELATED TO CONVENTIONAL EDUCATION</b> <ul style="list-style-type: none"><li>• Problems of Pre-Primary Education.</li><li>• Problems of Primary Education.-Universalization of Primary Education</li><li>• Problems of Secondary Education-.</li><li>• Problems of Higher Education.</li></ul>
II	<b>CHALLENGES RELATED TO POLICY INITIATIVES IN EDUCATION</b> Sarva Shiksha Abhiyaan <ul style="list-style-type: none"><li>• Right of Children for Free and Compulsory Education Act 2009,</li><li>• Minimum Levels of Learning (MLL),</li><li>• Millennium Development Goals (MDGs)..</li></ul>
III	<b>NEW TREND IN EDUCATION AND CHALLENGES</b> <ul style="list-style-type: none"><li>• Problem of Women Education.</li><li>• Problems of Students Unrest.</li><li>• Inculcation of Values through Education.</li><li>• Issues related to Education and National Integration.</li><li>• Education for Emotional integration</li></ul>
IV	<b>OTHER ASPECTS</b> <ul style="list-style-type: none"><li>• Language Problem in Education.</li><li>• Problems of Distance and opening Learning.</li><li>• Problems of Examination system in Education.</li><li>• Problems of teacher Education system</li></ul>



v	<p><b>ISSUES IN EDUCATION AND TEACHER</b></p> <ul style="list-style-type: none"> <li>• Role and strategies ----</li> <li>• Role of teacher in maintaining quality</li> <li>• Role of teacher in national integration</li> <li>• Teachers role in inculcating all types of values</li> <li>• Teaching in diverse classes and maintaining harmony</li> </ul>
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## Books Recommended

- Rabinder Adhunik Bhartiya, Shiksha ki Samsyan avam Samadhan, Jaipur, Rajasthan Hindi Granth Academy, 1987.
- Bhatnager, Suresh : Problems of Modern Indian Education R. Book Depot. Meerut 2002.
- Govind Roger : Problems of Sociology in education : Sterling Publishers Pvt. Ltd. 1990.
- Husen : The School in Question, oxford University, Press, 1979.
- Kochar S.K. : Pivotal Issues in Indian Education, Sterling Pub. Pvt. Ltd. 1989.
- Lal Raman Bihari : Bhartiya Shiksha Ka ithas avam Samsyan, Meerut, Rastogi Publication 2003.
- Sataya R.N. : Development planning & Problem of Indian Education, Delhi, Dhanpat Rai & Sons 1993.
- Singhat, Mahesh : Bhartiya Shiksha Ki Vartman Samsyan, Jaipur, Rajasthan Chandra Hindi Granth Academy

## **EUBED-117 (A) Education for marginalized groups**

**COURSE OBJECTIVES:** Following shall be the course objectives;

1. To sensitize students towards the marginalized sections of society.
2. To enable the students to understand the constitutional provisions for Socio-educational up gradation of masses on margins.
3. To enable the students to understand the importance of education for marginalized masses.
4. To enable the students to take educational measures for various marginalized sections.
5. To understand the relevance of education as a tool for social empowerment

UNIT	CONTENT
I	<p><b>SOCIAL STRATIFICATION AND EDUCATION IN INDIA</b></p> <ul style="list-style-type: none"> <li>• Social Stratification and Mobility; concept and types</li> <li>• Social Unity; concept and factors</li> <li>• Concept and need to Education and Social Equity and Social Justice</li> <li>• Concept, significance and constraints of Equality of Educational Opportunity</li> <li>• Caste, class and gender disparities in education in India</li> </ul>
II	<p><b>MARGINALIZATION IN INDIAN CONTEXT</b></p> <ul style="list-style-type: none"> <li>• Marginalization; Concept, Definitions and Educational status</li> <li>• Types of Marginalization; Social, Political, Economic and Educational</li> <li>• Reasons of Marginalization; Socio-cultural, Religious, Disadvantage, Deprivation, Economic and Political</li> <li>• Impacts of Marginalization; Discrimination, Disadvantage, Social Exclusion,</li> </ul>
III	<p><b>EDUCATION OF SCHEDULED CASTE AND SCHEDULED TRIBES</b></p> <ul style="list-style-type: none"> <li>• State Policy and Educational Disparity</li> <li>• Educational problems of SC and ST Sections; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality</li> <li>• Issues of Scheduled Caste and Scheduled Tribe Sections; Social security</li> <li>• Educational development and Vocational courses and Opportunities</li> </ul>
IV	<p><b>EDUCATION OF WOMEN AND GIRLS</b></p> <ul style="list-style-type: none"> <li>• State Policy and Educational Disparity</li> <li>• Educational problems of Women and Girls; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality</li> <li>• Issues of Women and Girls Sections; Social security</li> </ul> <p>Educational development Vocational courses and Opportunities Contextualization of education, Partnership in governance and decision making process</p>
V	<p><b>EDUCATION OF MINORITIES</b></p> <ul style="list-style-type: none"> <li>• State Policy and Educational Disparity</li> <li>• Educational problems of Minorities; Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality</li> <li>• Issues of Minorities Sections; Social security</li> </ul> <p>Educational development and Vocational courses and Opportunities Contextualization of education</p>

**BOOKS RECOMMENDED:**

1. Ambedkar, B.R. (1948) The Untouchables: Who are They and Why They Became Untouchables. Kaushalya Prakashan Bhatta, Kiran Educational Deprivation in India: A, Survey of Field Investigations. Economic and Political Weekly, July 4, 1998.
2. Dube, S.C. (1996) Indian society, National Book Trust, New Delhi
3. Gupta, Dipankar (1991), Social Stratification, New Delhi, Oxford University, Press. Kumar, Krishna (1992) What is Worth Teaching? Orient Longman, New Delhi
4. D.B. Rao, The School and Community Relations: 2004, Discovery Publishing House Pvt. Ltd., New Delhi Sharma, CB Equalizing Education in Unequal Society

5. SusheelaKoushik (ed.): Women's oppression: Patterns and Perspectives, New Delhi: Ajantha. 1984 UNESCO, Wasted Opportunities: When Schools Fail. Education for All, Status and Trends, Paris, UNESCO, 1998
6. Velaskar, Padma. 1990. Unequal Schooling as a factor in the Reproduction of Social Inequality in India.

## **EDUBED-117 (B) Population Education**

### **COURSE OBJECTIVES:-**

- To make student teachers understand about the concept, important scope and aims of Population education..
- To orient student teachers with various components of population for preparing a curriculum for population education.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of population education.
- To enable the student teachers to understand about various projects in the area of population studies in different countries.

UNIT	COURSE CONTENT
<b>I</b>	INTRODUCTION <ul style="list-style-type: none"> <li>• Concept, Importance and Scope.</li> <li>• Aims and Objectives.</li> <li>• Guiding Principles and foundations.</li> <li>• Relationship between Population and Nature</li> <li>• Ecological and Psychological Perspective.</li> </ul>
<b>II</b>	CONCEPT OF POPULATION COMPONENTS <ul style="list-style-type: none"> <li>• Policy level objectives emphasize</li> <li>• .Understanding population Education</li> <li>• Understanding of Demography</li> <li>• Understanding different causes</li> </ul>
<b>III</b>	IMPORTANCE OF POPULATION STUDIES <ul style="list-style-type: none"> <li>• Population Growth and Quality of life:</li> <li>• Appreciation of family size programme:</li> <li>• Appreciation of Govt Policies:</li> <li>• Population and Sustainable Development..</li> </ul>
<b>IV</b>	POPULATION EDUCATION AND ITS CURRICULUM <ul style="list-style-type: none"> <li>• Methods and approaches of Population education.</li> <li>• Strategies and approaches, treating Population education as a separate subject, topical units, integration and interdisciplinary approaches.</li> <li>• Method- Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.</li> <li>• Programme of Population education for primary, secondary and higher</li> </ul>

	education institutions.
<b>V</b>	<ul style="list-style-type: none"> <li>• POPULATION CONTROL INITIATIVES MOVEMENT Population control Movements in India &amp; Abroad.</li> <li>• Global / Conferences on population issues.</li> <li>• National and International Policy / resolution on Population.</li> <li>• Population control as New Social movement.</li> <li>• Role of Media, Print, Films and TV.</li> </ul>

**BOOKS RECOMMENDED:**

1. UNIT 1 POPULATION EDUCATION - eGyanKosh<https://egyankosh.ac.in> › bitstream › Unit-1
2. जनसंख्या शिक्षा के उद्देश्य | Aims of Population Education<https://sarkariguider.in> › ..
3. डी एन श्रीवास्तव Population Education - Hindi book by - पाठ्य <https://academic.pustak.org> › books