# B.ED TWO-YEARS CURRICULUM STRUCTURE OF LUCKNOW UNIVERSITY

(w.e.f. 2017)

## Semester I

<table>
<thead>
<tr>
<th>A-Compulsory Papers</th>
<th>Marks</th>
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<tbody>
<tr>
<td><strong>PAPER I:</strong> Philosophical and Sociological Perspective of Education</td>
<td>80+20</td>
</tr>
<tr>
<td><strong>PAPER II:</strong> Psychological Perspective of Education</td>
<td>80+20</td>
</tr>
<tr>
<td><strong>PAPER III:</strong> Technological Perspective of Education</td>
<td>80+20</td>
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<table>
<thead>
<tr>
<th>B-OPTIONAL PAPER (Student has to choose one paper): <strong>PAPER IV</strong></th>
<th>Marks</th>
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</thead>
<tbody>
<tr>
<td>a) Value and Peace Education</td>
<td>40+10</td>
</tr>
<tr>
<td>b) Innovations in Education</td>
<td></td>
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<tr>
<td>c) Understanding disciplines</td>
<td></td>
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<tr>
<td>d) Reading and Reflecting on Texts</td>
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<tr>
<td>e) Education for Well-Being</td>
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<tr>
<td>f) Understanding Self</td>
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## Semester II

<table>
<thead>
<tr>
<th>A-Compulsory Papers</th>
<th>Marks</th>
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<tbody>
<tr>
<td><strong>PAPER I:</strong> Subject Knowledge and Pedagogy of School Subject-1</td>
<td>80+20</td>
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<tr>
<td><strong>PAPER II:</strong> Subject Knowledge and Pedagogy of School Subject-2</td>
<td>80+20</td>
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<tr>
<td><strong>PAPER III:</strong> Inclusive Education</td>
<td>80+20</td>
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<tr>
<td><strong>PAPER IV:</strong> School Management and Hygiene</td>
<td>80+20</td>
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<tr>
<th>B-OPTIONAL PAPERS (Student has to choose one paper): <strong>PAPER V</strong></th>
<th>Marks</th>
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<tbody>
<tr>
<td>a) Environmental Education</td>
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<tr>
<td>b) Computer Education</td>
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<tr>
<td>c) Gender Issues and Human Rights Education</td>
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<td>d) Education for Happiness</td>
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<td>e) Comparative Education</td>
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<td>f) Life Long Learning</td>
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## C-Practicum

1. Educational Psychology Practical.
2. Community Engagement.
3. One week Observation of teaching of regular teachers, school and report writing (at least 24 lessons).
4. Library visit of school and report writing.

Grade A to D

## D-Professional Development

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

Grade A to D

## TOTAL

400

## TOTAL

500
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<thead>
<tr>
<th>Semester III</th>
<th>Semester IV</th>
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<tr>
<td><strong>A-Compulsory Paper</strong></td>
<td><strong>A-Compulsory Paper</strong></td>
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<tr>
<td><strong>PAPER I:</strong> Measurement and</td>
<td><strong>PAPER I:</strong> Contemporary India and</td>
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<tr>
<td>Evaluation in Education</td>
<td>Education</td>
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<tr>
<td><strong>PAPER II:</strong> Theoretical</td>
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<tr>
<td>Foundations of Curriculum</td>
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<tr>
<td><strong>PAPER III:</strong> Guidance and</td>
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<td>Counselling</td>
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<td><strong>Marks</strong></td>
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<tr>
<td><strong>B-Internship – 16 weeks</strong></td>
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<tr>
<td>1. Morning Assembly</td>
<td>200</td>
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<td>2. Attendance Register</td>
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<td>3. Teachers Diary</td>
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<td>4. Continuous and</td>
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<td>Comprehensive Evaluation</td>
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<td>5. School infrastructure</td>
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<td>6. Any other duty assigned by</td>
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<td>the Principal</td>
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<td>7. Reflections and consolidation</td>
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<tr>
<td>of internship report writing</td>
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<td>8. Report Writing</td>
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<td><strong>C-Field Work</strong></td>
<td><strong>C-Field Work</strong></td>
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<tr>
<td>1. Four weeks practice – in –</td>
<td>100</td>
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<tr>
<td>teaching</td>
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<tr>
<td>2. Community Engagement</td>
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<tr>
<td>3. Action Research and its</td>
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<tr>
<td>Report Writing</td>
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<tr>
<td><strong>Marks</strong></td>
<td><strong>Grade</strong></td>
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<tr>
<td>200</td>
<td>A to D</td>
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<tr>
<td><strong>D-Professional Development</strong></td>
<td><strong>D-Professional Development</strong></td>
</tr>
<tr>
<td>1. Classes on Personality</td>
<td>Grade A to D</td>
</tr>
<tr>
<td>Development.</td>
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<tr>
<td>2. Classes in Music / Drama /</td>
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<tr>
<td>Craft / Physical Education /</td>
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<tr>
<td>Yoga / Disaster Management /</td>
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<tr>
<td>Gardening.</td>
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<td><strong>Grade</strong></td>
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<td>A to D</td>
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<td><strong>TOTAL</strong></td>
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<td>500</td>
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**Notes:**
- Grade A to D is the grading system used for the respective courses.
- B.Ed. refers to Bachelor of Education.
- This table outlines the course structure and marks distribution for Semesters III and IV of the B.Ed. program.
B.Ed. Semester-I

Paper I: Philosophical and Sociological Perspective of Education

Objectives:

The pupil-teacher will be able:

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

Unit I

- Issues & Challenges in Education – National integration, Internationalism, Liberalization, Privatization and Globalization, Social Media and Education, Distance Learning, Inclusive Education.

Unit II

- Educational thoughts of Gandhi, Tagore, Dewey, Plato, Rousseau, Vivekananda, Paulo Freire; Comparison of Eastern and Western Philosophy, Characteristics of Indian philosophy and Education.

Unit III


Unit IV

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

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

Suggested Readings:

B.Ed. Semester-I

Paper II: Psychological Perspective of Education

Objectives:

The pupil-teacher will be able:

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

Paper II: Psychological Perspective of Education

Unit I: Educational Psychology and Human Development

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

Unit II: Learning

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

Unit III: Intelligence and Creativity

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

Unit IV: Personality and Mental Health

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

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

Suggested Readings:

18. Kuppuswamy, B.: Advanced Educational Psychology, New Delhi: Delhi University Published.

Books Recommended (Hindi):
- ;kno] fl;kk] ¼2008½]vf/kxedrkZ dk fodkl ,oa f'k[kk kf kxe izfØ;k] 'kkjnk iqLrd Hkou] bykgkckn
- JhokLro] izfeyk] ¼2008½} cky fodkl ,oa f'k[kk lanf'k Zdk] dfu"d ifCy'kl Z] ubZ fnYyh

B.Ed. Semester- I

Paper III: Technological Perspective of Education
Objectives:

The teacher will be able:

- To enable the learner to become effective user of technology in Education.
- To develop in students an understanding of the nature and scope of educational technology and also about the various forms of technology.
- To develop an understanding of the system approach to Education and communication theories and modes of communication.
- To develop basic skills in the production of different types of instructional material.
- To develop an awareness in students about the recent innovations and future perspectives of Educational Technology.
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To make the student familiar with new trends, techniques in education along with E-learning.

Paper III: Technological Perspective of Education

Unit I

- Various Forms of Educational Technology: Meaning, Characteristics, and Difference between Teaching Technology, Instructional Technology, Behavioural Technology.
- Computer Assisted Instruction: Meaning, Definition, Basic Assumption, Types or Modes.

Unit II

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

Unit III

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

**Unit IV**

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

**Practicum:**

1. Class attendance (5marks)
2. Mid Term Test (5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
   • To develop an indigenous teaching aid for mass education appeal.
   • To prepare any multimedia instruction model.
   • To prepare a report on Flanders Interaction Analysis.
   • To prepare a report on teaching model.

**Suggested Readings:**


Useful Websites


B

Semester I
Optional papers (any one)
Paper IV (a): Value and Peace Education

Objectives:
The Pupil-teacher will be able:

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

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

Unit II
- Classification of values: Material, Social, Moral and Spiritual; Inculcation of values through education, Theories of value, Positive and negative values. Role of education to overcome negative values.
- Ethical values- Professional ethics, Mass media ethics, advertising ethics; Influence of ethics on family life; Psychology of children and youth- Leadership qualities, Personality development.
- Family values- Components, structure and responsibilities of family, Neutralization of anger, Adjustability, Threats of family life, Status of women in family and society, Caring for needy and elderly, Time allotment for sharing ideas and concerns.

Unit III
- Levels of values realization, value conflict and their resolution development of values as a personal and life long process.
- Social awareness, Consumer awareness, Consumer rights and responsibilities, Redressal mechanisms.

Unit IV
- Concept of world Peace in Indian Perspective- Vasudhaiv Kutubakam, Sarv Dharm Sambhav. Definition, Need and Importance of World Peace.
• Some Important Organizations in the world for world peace: viz. United Nations Educational Scientific and Cultural Organization (UNESCO), UNO (year of establishment, Motto, Member countries, Head Quarters) Theosophical Movement and Communal Harmony for peace.

Practicum:
1. Class attendance (2.5 marks)
2. Mid Term Test (2.5 marks)
3. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.
   - To study one local organization working for World peace and Communal harmony.
   - To conduct a survey on residents of any riot – prone area.
   - To collect the data of students and teachers about accommodating diverse religious views
   - To prepare a case study of any Noble Prize winner for peace, their life and work.
   - To prepare a case study of any incidence of riot and study the examples of communal harmony and peace.

Suggested Readings:
B.Ed. Semester-I

Paper IV (b): Innovations in Education

Objectives:
The Pupil-teacher will be able:
- To develop awareness of various innovative practices and experiments in education.
- To develop awareness in contemporary modern issues and inspiring Innovations around the Globe.
- To enable students to develop innovative trends for growth and healthy living.
- To develop understanding of technical devices for inspiring innovations around the Globe.

Paper IV (b): Innovations in Education

Unit I: Innovation & Innovative classroom

- Innovation– Meaning, concept, need and scope in view of technological, social change & scientific temper. Obstacles in innovation, role of Education in overcoming obstacles and in bringing innovations.
- Innovative Classroom: Musical & Theatrical, Classroom without four walls, Drama in Education, Understanding social & environmental issues and local culture, Self realization, Creative expression by drama.

Unit II: Innovative Experiment

- Case Studies of Innovations in reference to Educational Institutions (CASE Baroda, Shantiniketan, Vidya Bhawan Udaipur), Innovative approach of Inclusive Education.

Unit III: Innovative trends


Unit IV: Inspiring Innovations around the Globe
• Some Inspiring Innovations in Education around the Globe: Robert Teacher, Forest Kindergarten, Free University Education, 3D Learning, Literacy Brigades, Teacher Autonomy, the Paperless Classroom.

• Changing face of School and University in the age of information and communication technology, E-learning in Education, Interactive Radio, EDUSET, Internet, Tele-conferencing, Virtual reality, Swayam.

Practicum:

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

Suggested Readings:


B.Ed. Semester-I
Paper IV(c): Understanding Disciplines

Objectives:

The Pupil teacher will be able:

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

Unit I

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

Unit II

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

Unit III

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

Unit IV

- Present status of academic world, relation of various subjects and disciplines with social, academic, professional and industrial world, controversy of supremacy of art and science, their relative status and social support.

Practicum:

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

Suggested Readings:


Recommended Books (Hindi):

1 अगार्वल, एसएनकेखो : शिक्षा के तात्त्विक सिद्धांत, मेलेक: रोजेष पवित्रविंद हाउस संदर्भ सदन।
2 पाण्डे, रामकुल, शिक्षा के मूल सिद्धांत आगरा : विनोद पुस्तक मंदिर, आगरा।
3 पाण्डे, रामकुल, शिक्षा के तात्त्विक सिद्धांत, आगरा पुस्तक भार, विनोद पुस्तक मंदिर।
4 पाल, एसकेनी, गुप्ता लक्ष्मीनारायण : शिक्षा के सिद्धांत और आचार इलाहाबाद मोहन, गदन कैलाश प्रकाशन इलाहाबाद।
5 भाल, बाजपेयी एवं सुरला : शिक्षा के आधारभूत तत्त्व, लखनऊ आलोक प्रकाशन।

B.Ed. Semester-I
Paper IV (d): Reading and Reflecting on Texts

Objectives: The pupil-teacher will be able:

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

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

Unit II
- Diwa Swapn: With special reference to the story and the message drawn, Child, Teacher, curriculum, language, discipline, School values as reflected in Diwa Swapn.
- The content, significant concepts & their educational implications as highlighted in the texts.

Unit III
- Toto Chan: With special reference to the story and the message drawn, Concept of a teacher school, learning environment in class, leaning resourcefulness.
- The content, significant concepts & their educational implications as highlighted in the texts.

Unit IV
- Amader Shantiniketan: With special reference to the structure of University, its components, Institutional Environment, Caring by Teachers, Co-operative environment
https://www.med.umich.edu/diversity/pdffiles/1%20January/January%20I%20have%20a%20dream.pdf

- The content, significant concepts & their educational implications as highlighted in the texts.

**Practicum:**

7. Class attendance (2.5 marks)
8. Mid Term Test (2.5 marks)
9. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (5 marks), e.g.
   - Participating in tasks and activities to improve proficiency in the receptive
   - Productive skills of English.
   - Text analysis of school textbooks to improve skills in critical literacy.
   - Reflecting on one’s own learning to make connections with pedagogy.

**Suggested Readings:**


**Advanced Readings:**


**B. Ed. Semester-I**

**Paper IV (e): Education for Well Being**

**Objectives:**

The teacher will be able:

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

Paper IV (e): Education for Well Being

Unit I

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

Unit II

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

Unit III

• Sociological and Economical Well-being: Happiness and well being across time and culture, Eco-diversity and emotional ecosystem, Wealth and Happiness, Money and Social expression with reference to well-being.

Unit IV

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

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

**Suggested Readings:**
Online reference links:

- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1403595/
- http://www.roadtowellbeing.ca/

Reference Books:


B.Ed. Semester-I

Paper VI (f): Understanding the Self

Objectives:

The pupil-teacher will be able:

- To gain an understanding of the central concepts in defining ‘self’ and ‘identity’
- To reflect critically on factors that shape the understanding of ‘self’
- To build an understanding about themselves i.e. the development of self as a person as well as a teacher
To reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher.

To develop effective communication skills including the ability to listen, observe etc.

To build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one’s surroundings.

To appreciate the critical role of teachers in promoting ‘self’ and students ‘well-being’.

**Paper IV (f): Understanding the Self**

**Unit I: Understanding of Self & Identity**

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

**Unit II: Development of Self and Yoga**

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

**Unit III: Development of Self and Ego**

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

**Unit IV: Development of Self and Emotion**

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

**Practicum:**

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

Suggested Readings:


C-Practicum

Educational Psychology Practical.

Objectives
The Pupil teacher will be able to-
• To use the test and experiment in school condition
• To know the procedure of administration and interpretation of the results of different types of Test and Experiment.

Course-
A. Tests  
1. Intelligence Test - Raven’s Progressive matrices/any other verbal or nonverbal intelligence test.  
2. Personality Test - High School Personality Questionnaire.  
3. Test of Study habit - Palsane and Sharma Study Habit inventory.  

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

D-Professional Development

COURSE CONTENT FOR PROFESSIONAL DEVELOPMENT  

NOTE: - Select any one activity from each category in every semester  

Objectives;  

Pupil – Teacher will be able;  

- To enhance self confidence, self esteem and improve overall personality  
- To sensitize themselves about proper behaviour, socially and professionally in formal and informal situations  
- To understand to contribute themselves as a responsible member and citizen of their local, national and international community  
- To develop skills and techniques for effective communication and public speaking  
- To acquaint, groom, train and prepare themselves for job requirement  
- To understand the importance of Aestheticism in human life.  
- To develop interest in the Leisure time activities.  
- To understand the use of Drama as pedagogy.  
- To understand the use of Role Play technique in the teaching-learning process.  
- To understand to integrate singing method in teaching-learning process.  
- To understand the various Dance forms and then integrate in educational practices.  
- To use drawing, painting, sketches, cartoon making etc in teaching learning process.  
- To develop creativity through different creative Art & Craft forms.  
- To understand the efficacy of different Art forms in education.  
- To understand the Well Being and Total Physical Fitness in one’s life.  
- To understand & develop the attitude towards Yoga practices for healthy life.  
- To understand & develop attitude towards neutrality service to all sections of society irrespective of their categories for Disaster Management & its Preparedness.  
- To understand and develop interest in gardening as a leisure time activity  

I. Personality Development:
• **Strengthening Language Proficiency**
  - हिन्दी भाषा (1) वर्ण-स्वर व ज्ञान वचन, मात्राएं (2) शब्द – पर्यायवाची व विलोम शब्द (3) शब्द रचना—संज्ञा, समार, उपसर्ग, प्रत्यय (4) रूप विवरण— संख्या, सर्वनाम, विकृति, क्रिया क्रियाविपरित्यगण, आदि (5) वाक्य विवरण—विलोम विन्ह, आदि (6) रचना—पत्र, प्रारंभिक पत्र, निबन्ध कहानी आदि।
  - English Language – (i) Alphabet-Vowel & Consonant sounds (ii) word-synonym & Antonym (iii) Word Formation (iv) Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. (v) Sentence – Punctuation & Analysis (vi) Composition-Letter, Application, Essays, Story, etc.
  - Urdu Language
    - Communication Skills: Reading, Writing, Listening and speaking
    - Verbal Communication: Structuring communication: Introduction, Main body, Summary, Keeping it short and simple
    - Important Components of a dialogue: Pitch, Inflection, Courtesy, Tone, Understanding, Rate of speech, Enunciation. Improving voice and speech.
    - Non Verbal Communication: i) Expression, Posture, gait, Body language, Eye Contact and Hand shake.
    - Listening Skills i) Importance of Listening for Effective Communication ii) Active, Passive and Reflective Listening Class Activity: Developing reading habits

• **Scouting and Guiding / Life Skills**
  - Professional Etiquettes: How to present yourself to people: seniors, co-workers, parents, subordinates and students i) Greetings, Introductions, Announcements ii) The art of Conversation- How to make proper introductions, Paying and receiving compliments, small talk and networking. Joining and Leaving a Conversation.
  - Professional ethics

• **The Personality**: Personal grooming & Hygiene ii) The do’s and don’ts in dressing iii) Positive attitude and zest for the future b) E-Mail etiquette i) Sending effective messages ii) Responding to messages iii) Organizing the different parts of an email.

• **Skills for Job:**
  - Preparing your curriculum vitae (C.V.) and précis ii) Writing SOPs (Statements of purpose) iii) Writing applications for various purposes
  - Prior preparations for Interview: i) Pre Interview Checklist: What you need to carry to the interview. ii) Common interview questions and interview mistakes iii) From C.V. to shoes; from entry to retreat, iv) Negotiating and Marketing what you have. d) Presenting your-self at the job interview. Introducing oneself at the interview.

II. **Music/ Drama/ Craft/ Physical Education/ Yoga/ Disaster Management/ Gardening**

• **Music:**
  - Understanding of Sur, Taal, Laya, Sargam.
• **Drama & Its Fundamentals:**
  - Drama as a tool of learning. Different forms of drama, Use of Drama for Educational & Social Change
  - (Street –Plays, Dramatization of a lesson, Mime, Mono Acting, One Act Play) etc
  - Use of Drama Techniques in Classroom, Voice & Speech, imitation, Improvisation and Presentation.

• **Disaster Management:**
  - Preparedness for Disaster Management in Schools, Hospitals and other highly vulnerable places with large number of population. To Train Professionalism to follow the skills, methods & to know the Standards as per Requirement. Accountability for what to do and what not to do.

• **Craft & Creative Art:** Choose any two activities:
  - Pot Decoration
  - Puppet Making
  - Wall hanging
  - Paper cutting
  - Flower making
  - Candle Making
  - Stitching
  - Knitting
  - Embroidery
  - Soft toys making
  - Paper framing
  - Weaving or printing of textiles
  - Making of poster
  - Making of Rangoli
  - Making of Puppets etc.

• **Gardening:**
  - Tree Plantations, Kitchen Gardening, Herbal & Medicinal Plants, Bonsai, Growing of Nursery.

• **Yoga:**
  - Meaning and initiation.
  - Yogic principles of healthy living
  - Stress management through Yoga

**Mode of Transaction and Activities:**

• Lecture cum Demonstration, Workshops, Slide / Film Shows, Project Work, Exhibitions, Presentations, Pictorial Monographs, Demonstrations, **Cultural Programs**, Literary Fest etc
B.Ed. Semester- II
A- Compulsory papers

Paper I & II

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

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

Group I

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

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

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

Unit I: Understanding the Nature of Subject & Discipline

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

Unit II: Subject Content

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

Unit III: Pedagogical Issues-I

Methods and Approaches of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method, Heuristic method, Inductive and Deductive approach, Cooperative learning, and inquiry based approach.

Planning and Designing for Effective Instructions in Science: Lesson planning design, approaches & writing the lesson plan.

Unit IV: Pedagogical Issues-II

Instructional Media- Need and importance. Edgar Dales’ Classification , principles of selection and integration of media ( use of chalk board, models, edusat computers)

Co-curricular activities in Science- Science clubs, science museum, and science fair, field trips, wall magazines.


Construction and administration of theory and practical tests, Monitoring of learners’ progress, Diagnostic tests and remedial measures in science, Unit test preparation.

Practicum:

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

Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.


Preparation of a blue print and construction of test items for Achievement test in science.

Visit to Regional Science Centre/ Planetarium and Writing Report.

Making of two working models and organizing science exhibition.

Suggested Readings


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

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

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

**Unit II: Subject Content**

• Nature of Business- Meaning, scope of Business, Evolution of Business, different stages involved in business.

• Business ethics; meaning and importance of large scale business organizations; Forms of Business ownership- Meaning and kinds

• Partnership Firms – Meaning, features, Types, Advantages & limitations, Applicability; contemporary issues in Business (concepts only); Banking-Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts.

**Unit III: Pedagogical Issues-I**

• Methods and Approaches of Teaching Commerce : Lecture Method, Question- Answer technique, Discussion method, Problem-Solving method, teaching through games, computer Assisted Instruction, Case Study method.

• Recent trends in commerce teaching: Team teaching, Co-operative learning, Peer learning.

• Skills required by professional Commerce teacher. Avenues available for Professional growth.

• A critical appraisal of the syllabus and textbooks of commerce of higher secondary class.

**Unit IV: Pedagogical Issues-II**

• Instructional Media: Meaning and types of instructional media, Scope of using instructional media in teaching of Commerce. Audio-Visual aids, Use of Software and hardware in teaching of Commerce. Use of workbooks, Practice sets and Worksheets, Textbooks, Reference Books and Journals.

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

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

4. Class attendance (5 marks)
5. Mid Term Test (5 marks)
6. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
   • Use of community resources (visit to factory and offices)
   • Conducting commercial activities in schools
   • Use of spreadsheets in commerce (Accounting), Working knowledge of the prevalent
   • Accounting software (Tally, Busy, etc)
   • Lesson planning- Meaning, nature, need and importance of lesson planning. Various approaches to lesson planning (Herbert and bloom).

Suggested Readings:


**Group II**

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

**Objectives:**

The pupil teachers will be able to

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

**Unit I: Understanding the Nature of Subject & Discipline**

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

**Unit II: Subject Content**

- Nutrition- Autotrophic and Heterotrophic.
- Respiration- Aerobic and Anaerobic.
- Control and Co-ordination- Endocrine System and Hormones.
• Environmental Problems such as Green House effect, Acid Rain, Global Warming and Ozone layer depletion, Biodiversity Loss and deforestation.

• Heredity and Development- Structure of DNA and Gene, Sex Determination.

**Unit III: Pedagogical Issues-I**


• Planning and Designing for Effective Instructions in biology: Lesson planning – design, approaches & writing objectives in behavioral term. Teaching aids and its types. Role of computer assisted learning in teaching Biology.

**Unit IV: Pedagogical Issues-II**

• Learning Resources in Life Science.
  
  i.    Textbooks, Teacher Manuals, Reference Books and Journals.
  
  ii.   Aquarium, Museum, Botanical Garden and Biology laboratory.

• Instructional Media- Need and Importance of Chalk Board, Flannel Board, Dissecting and Compound Microscope and Models, Specimen and Computers.

• Co-curricular activities in biology- Field Trips, Excursions, Nature Club,

• Evaluation and assessment- Concept, Types and new trends.

• Construction of Biology Achievement test- Design and blue print, Item Construction and marking scoring.

• Lesson Planning.
  
  i.    Preparation of model lesson plan
  
  ii.   Micro teaching skills with special reference to introducing lesson, probing questions, stimulus variation, skill of explaining, illustrating with examples

**Practicum:**

7. Class attendance (5marks)
8. Mid Term Test (5 marks)

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

**Suggested Readings**

5. Schools Prentice Hall.
8. Book Society and University of London Press Ltd.

B.Ed. Semester-II

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

Objectives:
After completion of course the students will be able to:
- Understand the nature, aims, objectives and scope and Mathematics
- Appreciate the historical perspective and contribution of Indian Mathematicians.
- Understand the principles, process relationships to design appropriate strategies for teaching them.
- Identify and use various web-based resources for teaching and learning of Mathematics.

Unit I: Understanding the Nature of Subject & Discipline

- Meaning, Definition, Nature and importance of mathematics among various subjects & disciplines
- Historical perspective with development of mathematics as subject & discipline.
- Aims and Objective of mathematics & mathematics teaching.

Unit II: Subject Content

- Number system, Ratio and proportion, Set, relationship, Functions.
- Data Handling- Introduction, Recording data, Organization of data, Pictography, Interpretation of a bar graph, drawing a bar graph.
- Mensuration: Volume and surface area of a cube, cone cylinder, and sphere
Unit III: Pedagogical Issues-I

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

Unit IV: Pedagogical Issues-II

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

Practicum:

10. Class attendance (5marks)
11. Mid Term Test (5 marks)
12. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
- Designing of mathematics kits for target group.
- Preparation and analysis of teacher made achievement test on a unit.

Suggested Readings:


Websites:
- http://www.ncert.nic.in
- http://rse.sagepub.com
- http://www.edfac.unimelb.edu.au
- http://www.merga.net.au
- http://ling.Springerimages.com
- http://www.ibe.unesco.org

B.Ed. Semester-II

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

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

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

Unit II: Subject Content
• Concept of balanced Diet and its Nutrients.
• Concept of common disease and its prevention.
• Concept of Health and Hygiene and its importance in our daily life.
• Concept of child growth and development and basic saving practices.
• Concept about basic fibres and its maintenance.
• Concept of basic stitches, used in different embroideries.
• Concept of interior decoration and its role in our life to be peaceful and healthy.

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

Unit IV: Pedagogical Issues-II
• Concept of Home Science Laboratory, having various defined areas for different activities.
• Project Field trip etc. and role of practical in Home Science
• Type of teaching aids used in Home Science and its impact on teaching learning.
• Evaluation devices for Home Science.
• Diagnostic and remedial teaching.
Practicum:

10. Class attendance (5 marks)
11. Mid Term Test (5 marks)
12. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper e.g. (10 marks)
   - Developing different types of teaching aids.
   - Project work based on demonstration.

Suggested Readings:


B.Ed. Semester- II

Group III

Compulsory Paper- I & II Subject Knowledge & Pedagogy

(हिंदी)

उद्देश्य:

छात्र व्यापक इस विषय के अध्ययन के उद्देश्य योग्य हो जायेगें:

- हिंदी शिक्षण के सामान्य एवं अनुदेशात्मक उद्देश्यों को समझना।
- हिंदी साहित्य के इतिहास से परिचित करना।
- हिंदी व्याकरण का ज्ञान करना।
प्रारंभिक जीवन से समन्वित करके ज्ञान प्राप्त करना।
शिक्षा के विभिन्न उपायों एवं विधियों को जानना।

इकाई प्रथम: हिंदी भाषा के स्वरूप का बोध

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

इकाई द्वितीय: विषय--वस्तु

- हिंदी साहित्य के इतिहास का अध्ययन :आदिकाल, पश्चिमकाल, रीतिकाल, आधुनिकाल।
- गद्य साहित्य के विभिन्न विधानों - निकंब, गछा साहित्य-उपन्यास एवं कहानी, नाटक, एकांकी, संस्करण, शीर्षक।
- व्यक्तिक एवं रचना: हिंदी की प्रत्येकी, संधि, समास, हिंग, कारक, विसम, हिंदी के प्रयोग, पर्यायवाची, विलोम, वायुवाच् के लिए एक शब्द, मुहावरा, लोकोक्ति, उपसर्ग, ग्रंथ।
- प्रस, छन्द, अलंकार, काव्यसूचना, माधुर्य, ओज
- शब्द शक्तियाँ-भेदिता, लक्षणा, व्याकरणा

इकाई तृतीय: पाठ्यक्रम एवं अध्यापन विज्ञान

- मातृ भाषा शिक्षण।
- हिंदी शिक्षण के उद्देश्य-नानात्मक, कौशलत्मक, रसात्मक एवं सशस्त्रत्मक। भाषा प्रयोग के रूपमें प्रकाशन होने वाले सूत्र और हिंदी शिक्षण के गुण एवं विशेषताएं।
- भाषाशिक्षण के मुख्य सिद्धांत एवं उद्धव उच्च्वारण का महत्व, उच्च्वारण में दोष, कारण एवं निदान।

इकाई चौथ: अधिगम के स्रोत एवं मूल्यांकन

- हिंदी शिक्षण के सन्दर्भ में गद्य शिक्षण, पद्ध शिक्षण और व्याकरण शिक्षण एवं उत्पादन का निर्माण।
- भाषा शिक्षण में पाठ्य पुस्तकों का महत्व, प्रकार, गुण, निर्माण एवं उनका मूल्यांकन।
- भाषा शिक्षण में दृष्टि बन्ध साधनों की भूमिका।
- हिंदी शिक्षण व मूल्यांकन की नवीन प्रविष्टियों, निदानात्मक एवं उपचारात्मक शिक्षण।

Practicum:

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

- काव्य गोड़ी 2--लघुनाटिका 3--सामान्य ज्ञान प्रस्तुतियाँ
- काव्य पाठवाद--विवाद प्रतियोगिता
- पुस्तकालय भ्रमण एवं रिपोर्ट तैयार करना
- विभिन्न महत्त्वपूर्ण तथ्यों पर हिंदी से समानांतर कार्यक्रम आयोजित करना।
- भाषा प्रयोगशाला का गठन करना।

संदर्भ ग्रन्थ सूची:
1. छ. सेलेक्ट 10 तक की किताबें
2. सामान्य पुस्तक--हिंदी साहित्य का इतिहास
3. श. एन. पाण्डेय--हिंदी साहित्य का इतिहास
4. हरदेवबहादुर--हिंदी व्याकरण
5. लूसेन्ट--हिंदी व्याकरण

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

Objectives:
The pupil-teachers will be able:

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

Unit I: Understanding the Nature of Subject & Discipline

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

**Unit II: Subject Content**

• Description of vowels and consonants (with special reference to organs of speech)
• Understanding of English Literature (classified as prose, poetry, stories, novels, dramas, essays, articles, biographies & autobiographies).
• Acquisition of English (Grammar– Composition; Parts of Speech, Active Passive voice, Direct –Indirect Speech, Tenses Synonyms, Antonyms, Translation, Types of Sentences, Idioms, Phrases, Proverbs, Letter & story writing, essay & dialogue Writing, Picture Composition, Comprehension, Figures of Speech, Précis & Paraphrasing, text-book analysis.

**Unit III: Pedagogical Issues-I**

• Meaning and concept of curriculum, general principles of curriculum framing in English; English curriculum at secondary stage: features, issues and recommendations of NCF 2005.
• Meaning, Importance & Functions of Four major Language Skills –Listening, speaking, reading writing.
• Aspects, Forms & Systems of English Language- Spoken & Written Language, Phonology, Morphology, Semantics & Syntax.
• Teaching of Pronunciation, Vocabulary, Spelling, Reading & Writing.

**Unit IV: Pedagogical Issues-II**

• Lesson Planning for Teaching of Prose, Poetry, Grammar, Composition.
• Importance, Preparation & uses of different Audio Visual Teaching Aids, Language Laboratory.

• Evaluation of English Teaching– Concept, Importance and types: Subjective, Objective & Diagnostic testing and Remedial teaching; Continuous and comprehensive evaluation (CCE), preparing blue prints writing objectives based test items.

**Practicum:**

16. Class attendance (5 marks)
17. Mid Term Test (5 marks)
18. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
   - Composition and creative writing: picture composition, story writing, dialogue writing, précis and paraphrasing
   - Preparation of teaching learning material with ICT support: phonetic- deals with sounds, spellings and pronunciation (speaking); semantic- related to understanding (listening); phonetic-cum-graphic related to reading skill, graphic related to writing skill
   - Project work on the status of English in schools related with different boards.
   - Test based on language skills.
   - To develop a dictionary for each class based on school subject.

**Suggested Readings:**

2. Geetha Nagaraj, English Language Teaching: Approaches, Methods, Techniques, Orient Longman.
6. R.A. Sharma, Fundamentals of Teaching English, Meerut: Surya Publication

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

विषय—संस्कृत

उद्देश्य:
- छात्र ध्यान दें कि इस विषय के अध्ययन के उपरान्त योज्य हो जाएगा:
- हिंदी शिक्षण के सामान्य एवं अनुदेशनात्मक उद्देश्यों को समझना।
- हिंदी साहित्य के इतिहास से परिचित करना।
- हिंदी व्याकरण का ज्ञान करना।
- छात्रों के वास्तविक जीवन से सम्बन्धित करके ज्ञान प्राप्त करना।
- शिक्षण के विभिन्न उपायों एवं विधियों को जानना।

इकाई प्रथम: संस्कृत भाषा के स्वरूप का बोध

- संस्कृत भाषा एक अनुशासन: सम्प्रतिगत, प्राकृति, एवं संस्कृत भाषा के विविध रूप
- संस्कृत भाषा का आधुनिक जीवन में महत्व
- त्रिभाषासूत्र एवं संस्कृत भाषा का विभिन्न स्तरों पर पाद्यक्रम में स्थान
- संस्कृत भाषा के अन्य भाषाओं के साथ संबंध

इकाई द्वितीय: विषय—वस्तु

- संस्कृत साहित्य परिचय —संस्कृत साहित्य पर आधारित साहित्य का परिचय, भाषा शैली, सम्प्रतिगत साहित्य
- रस, छन्द एवं अलंकार परिवारक क्रस्तु
- व्याकरण—संज्ञाप्रकरण, माहेस्वरसूत्र, उच्चारण स्थान प्रयोग तथा संज्ञादि परिचय
- शब्द रूप—अकाराण, इकाराण, उकाराण—पुलिंग, स्रीलिंग तथा नपुंसकलिंग
- धातु रूप—अमद, युमद, एवम्, पद, पूर्व, धातुओंकांपचलकार
- संधि परिचय : पंचतंत्र संधि का परिचय तथा प्रयोग
- समास : पंक्तिपरिचय

इकाई तृतीय: पाद्यक्रम एवं अध्ययन विज्ञान

- भारत में संस्कृत शिक्षण की महत्ता, एवं प्राचीन, मा०ध्यमिक तथा उच्च स्तर पर संस्कृत शिक्षण के उद्देश्य।
• व्याख्यारिक रूप में उद्देश्य लेखन, गद्य, पद्य, व्याकरण एवं अनुवाद शिक्षण, गद्य एवं पद्य शिक्षण में अन्तर।
• संस्कृत शिक्षण में शुद्ध लेखन तथा शुद्ध वाचन का महत्व।
• अच्छे पाठ्य पुस्तक की शिक्षणार्थी, अच्छे संस्कृत शिक्षक के गुण, भाषा प्रयोगशाला, मूल्यांकन प्रक्रिया, उद्देश्य, प्रकार—वर्तुनिष्ट तथा निर्देशक द्वारा सम्बन्धित सुधार

इकाई चतुर्थ: अधिगम के स्तंभ एवं मूल्यांकन

• संस्कृत शिक्षण की विधियाँ (प्रत्यक्ष विधि के विशेष सन्दर्भ में ), उपयोगिता एवं सीमाएं। पारम्परिक शिक्षण की विधियाँ ,
• पाठ्यपुस्तक का निर्माण, आवश्यकता एवं महत्व, पाठ्यपुस्तक के विभिन्न रूप—हर्षता एवं ब्लूम |
• शिक्षण सहायक सामग्री एवं मल्टीमीडिया का संस्कृत शिक्षण में प्रयोग, निदानात्मक तथा उपचारात्मक शिक्षण ,
क्रियात्मक अनुसंधान।

Practicum:

13. Class attendance (5marks)

14. Mid Term Test (5 marks)

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

• Three short stories to be written or reproduced

• Three different types of letters to be written as models for different classes

• Preparation of model lesson plans

Suggested Readings:

1. V.P. Bokil and N.R. Pararasnis : A New Approach to Sanskrit (V.G. Kelkar, Poona)

2. RaghunathSafaya : The teaching of Sanskrit


4. MicaelWeak : The teaching of Sanskrit

5. D.G. Apte : The Teaching of Sanskrit
6. A.B. Keith : Classical Sanskrit Grammar
8. Jahangirdar : Introduction to Comparative Philology

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

Objectives:
The pupil-teacher will be able:

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

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

Unit II: Subject Content

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

Unit III: Pedagogical Issues-I

• Meaning and concept of curriculum, general principles of curriculum framing in civics; Civics curriculum at secondary stage: features, issues and recommendations of NCF 2005.

• Lesson plan – Annual plan, unit plan and daily lesson plan of teaching civics.

• General Principles and Maxims of Teaching Civics

• Qualities of a good Civics teacher

Unit IV: Pedagogical Issues-II

• Various Methods and strategies of teaching civics- project, problem solving, observation method, Role play methods, Lecture, Discussion, Source Method, Cooperative learning Method.

• Innovative Practice in Civics teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Description, Brain-Storming and Field Trip.

• Teaching Aids for Civics: Audio Visual aids, Blackboard, Real Objects, Model, Chart, Pictures, Radio, T.V., Tape Recorder, Films, Power Point Presentation.

• Evaluation of Civics Teaching – Concept, Importance and types: Subjective, Objective & Diagnostic testing and Remedial teaching; preparing blue print, writing objectives based test items.

Practicum:
19. Class attendance (5 marks)
20. Mid Term Test (5 marks)
21. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
   - To prepare an Election manifesto.
   - To prepare a report on a local Election awareness program.
   - To prepare any one device of Teaching Political Science: Questioning, Illustration, Exposition, Narration and Description.
   - To prepare a blue print of civics achievement at secondary level.
   - To prepare a lesson plan of civics at secondary level.

**Suggested Readings:**


B.Ed. Semester-II

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

Objectives:
The Pupil-Teacher will be able to:

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

Unit I: Understanding the Nature of Subject & Discipline

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

Unit II: Subject Content

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

Unit III: Pedagogical Issues-I

- Importance of Economics as a discipline at secondary level and its correlation with
other subjects.
- Aims and objectives of teaching Economics, Writing objectives in behavioural terms.
- Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom).
- Importance of Teaching Aids.
- Qualities of Economics teacher, role of the teacher in the content society.
- Textbook of Economics - Criteria of a good textbook.
- Evaluation techniques and construction of model question paper.

**Unit IV: Pedagogical Issues-II**

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

**Practicum:**

22. Class attendance (5 marks)
23. Mid Term Test (5 marks)
24. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
- Comparison between Economic Development of India with any other country.
- Case study of functioning of a particular branch of any nationalized bank.
- Visit a factory and prepare a report on its financial functioning.

**Suggested Readings**


Magazines / Journals
1. Yojana, A Development Journal, Published by the Ministry of Information and Broadcasting (Available in 13 Languages).
3. The Hindu: Survey of the Environment and others. (Published Annually).
4. The Hindu: Survey of Indian Agriculture' (Published Annually).
5. The Hindu: Survey of Indian Industry (Published Annually).
6. Tahalka, June 2012, Special issue on 'Earth Aid’ – Environment Day Special.
8. Seminar : A bimonthly. Magazine..
9. 'Down to Earth': Published by Centre for Science and Environment.

Websites
1. Janchetna.blogspot.com (Hindi)
2. Janchetna.blogspot.com (English).

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

Objectives:
The course will enable student teachers -
✓ To reflect on the nature and ‘disciplinary role’ in the school curriculum.
✓ To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual contexts.
✓ To study the relationship between academic disciplines and school subjects.
✓ To acquire conceptual understanding of the processes of teaching and learning geography
To acquire basic knowledge and skills to analyze and transact the geography curriculum effectively following wide-ranging teaching learning strategies.

Gain insight into the general aims and specific objectives of teaching geography.

Plan lessons based on different approaches to facilitate learning of geography.

Realize her/his role as facilitator in enhancing geography learning in the real classroom situation.

Unit I: Understanding the Nature of Subject & Discipline

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

Unit II: Subject Content

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

Unit III: Pedagogical Issues-I

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

**Unit IV: Pedagogical Issues-II**

- Concept and importance of evaluation. Reforms in evaluation: grading system, continuous and comprehensive evaluation in geography.

**Practicum:**

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

- Analysis of geography text book of a school.
- Measure of daily temperature of local place and keep a date-wise record for one week every month.
- Prepare a map of a state and show important features with proper symbols/signs.
- Preparation of written report on comparative analysis of any two disciplines and their branches (like natural sciences, humanities, social sciences, earth science, bio sciences, and their branches etc.).

**Suggested Readings:**


**B.Ed. Semester-II**

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

The Pupil teacher will be able:
- To develop interest in student for history.
- To develop historical imagination among students.
- To make the student aware of the influence of their present life.
- To develop spirit of Patriotism and Brotherhood of men among student.

Unit I: Understanding the Nature of Subject & Discipline

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

Unit II: Subject Content

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

Unit III: Pedagogical Issues-I

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

**Unit IV: Pedagogical Issues-II**

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

**Practicum:**

16. Class attendance (5 marks)
17. Mid Term Test (5 marks)
18. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper e.g. (10 marks)
- Visit to a local place of historical importance and report writing
- Identify the causes of war

**Suggested Readings:**

B.Ed. Semester- II

Paper III: Inclusive Education

Objectives:
The Pupil-teacher will be able:

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

Unit I

- Inclusive Education: Concept, Meaning and Importance of Inclusive Education. Difference between Special Education and Inclusive Education. Historical perspective of inclusive Education for children with special needs.

Unit II

- Discrimination based on gender, caste and minority, Form of disadvantage,
Problems of socially disadvantaged children.

Unit III

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

Unit IV

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

Practicum: Practicum:

25. Class attendance (5 marks)
26. Mid Term Test (5 marks)
27. Practicum / Paper based activity designed by the teacher / Assignment and Presentation of any topic related with the paper (10 marks), e.g.
   - The students shall undertake field work to in understanding how structures in school create barriers for inclusionary practices
   - Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as :Administrative functionaries, teachers, parents, community
   - Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted and presented.
   - Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom.( The inclusive classroom should have at least 2 students with disability)

Suggested Readings:

1. 20
5. Blackurst & Berdine (1981), Introduction to Special Education
8. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.

**B.Ed. Semester- II**

**Paper IV: School Management and Hygiene**

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

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

Unit II: Elements of School Management

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

Unit III: Concept of Educational Administration

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

Unit IV: School Health and Hygiene

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

Practicum:

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

- Formation of class timetable (subject wise), school time table and teacher timetable
- Class attendance on M/S Excel.
- Designing of an ideal school building.
- Presentation, prevention and cure of any infectious disease through effective teaching aids

**Suggested Readings:**


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

Paper V (a): Environmental Education

Objectives:
The Pupil teacher will be able to:
- Understand the concept of environment and its various aspects.
- Become aware and sensitive towards environment and its allied problems.
- Realize the need of environment protection and sustainable development.
- Acquire knowledge about the different methods of teaching in environmental education.
- Acquire knowledge of the tools and techniques for the evaluation of environmental education.

Unit I

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

Unit II

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

Unit III

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

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

Practicum:

1. Class attendance (2.5 marks)
2. Class Test or Assignment or Presentation on given topic (2.5 marks)
3. Any one Task (5 marks)
   • Environment Based Action Research Project.
   • Participation in Activities like Plantation, Swach Bharat Abhiyan etc.
   • Organization of Environmental Awareness Programmes
   • Celebrating Days & Weeks Related with Environment (For e.g. Wild Life Week, World Environment Day, Earth Day, World Water Day Etc) in Schools.

Suggested Readings:

12. Website: www.unep.org

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

**Objectives:**

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

**Unit -1: Computer Hardware for Educational Computing**
- Introduction to Computer, Meaning, Characteristics, Classification
- Computer as Data Processing Machine
- Hardware Components of Computer
- Input Devises, Processing Device, Output Devices
- Educational Applications of Computer Hardware

**Unit- II: Software for Educational Computing**
- Computer Software Meaning, Characteristics, Classification

**Unit –III: Computer Assisted Teaching and Learning**
- Origin of Computer Assisted Instruction ,Meaning and Definition of CAI, Modes of CAI, Advantages of CAI, Delimitations of CAI, Components for designing CAI material, Steps for developing CAI material and digital lesson plan

**Unit – IV: Web Resources for Educational Computing**
• Various communication devices
• Open Educational Resources (OER)
• Internet: History, Working, Characteristics, Tools and Services of Internet
• Educational Implication of various web Technologies: Email, Messenger, Social Networking

PRACTICUM
1. Class attendance (2.5 marks)
2. Class Test or Assignment or Presentation on given topic (2.5 marks)
3. Any one Task (5 marks)
   • Creating Folders & Shortcuts
   • Customizing Desktop Environments
   • Working with windows Explorer
   • Working with Control Panel
   • Writing notes and letters with the help of a word processor.
   • Making spread sheet
   • Preparing a lesson plan by using the following:
     Text, images, sound, video, graphs, drawing, tables, clip art and effects.
   • Opening internet account.
   • Accessing desired web sites.
   • Downloading from net.
   • Sending and receiving electronic messages.
   • Collection of required information from net.

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

Suggested Readings
research And Training: New Delhi.

B.Ed. Semester II

Paper V(c): Gender Issues and Human Rights Education

Objectives:

The Pupil teacher will be able to:

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

Unit I

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

Unit II

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

- Human Rights- Definition, nature, need and Importance of Human Rights
- Historical Background of Human Rights and Provisions for Human Rights in India.
- Constitution, Difference between Human Rights and Fundamental Rights
- Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender

Unit- IV

- Consumer Rights and Structure of Consumer Courts in India, R.T.I. Act in India
- Some vital issues and prominent Judgments regarding Human Rights, Human Rights Commission in India
- Agencies for Human Right Education viz. Family, School, State and NGOs

Practicum:

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

1. Human Rights Education : Selection from University News
2. Human Rights in India : Chiranjiri J. Nirmal
3. Human Rights and Peace : Ujjawal kumar Singh
4. Human Rights Education : Jagannath Mohanthy
5. मानवाधिकार एवं मूलिकता तत्त्व : डॉ. दीपा सिंह एवं के. पी. सिंह
6 मानवाधिकार दशा एवं दिशा : समेत चंद्र दीक्षित
7 मानवाधिकार राजनीति : चंद्रेश जैन

B.Ed. Semester II

Paper V(d): Education for Happiness

Objectives:

The pupil teacher will be able to:

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

Unit- I

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

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

Unit-III

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

Unit –IV

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

Practicum:

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

Suggested Reading

B.Ed. Semester II

Paper V (c): Comparative Education

Objectives:

The pupil-teacher will be able to:

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

Unit-I: Comparative Education as an Emerging Discipline

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

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

Unit-II: Contemporary Trends in World Education

Contemporary Trends in Education – National and International, Roles and programs of UNO in association with its various official organisation in improving the quality of education among the member countries.

Problems prevailing in developing countries with special reference to India, their causes and solutions through education – Poverty, Unemployment, Population explosion, Hunger, Terrorism, Illiteracy, Political instability and HDI &EDI.

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

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

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

Among the following countries with special reference to India –

a. Higher Education – USA, UK and France;

b. Teacher Education – USA, UK and Germany;

c. Adult Education – China, Cuba and Brazil.

d. Distance and continuing education-Australia, UK.

Practicum:

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

References:


B.Ed. Semester II

Paper V(f): Lifelong Learning

Objectives:

Pupil teacher will be able -

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

Unit –I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Practicum:

1. Class attendance (5 marks)
2. Class Test or Presentation or Assignment on Given Topic (15 marks)
3. Any one Task (10 marks)

• To prepare a survey report on old age and their geriatric counselling.
• To prepare a report on learners and community attitude towards lifelong learning.
• Preparing Maps; Charts, Games and other Audio-visual aids for rapid learning including preparation of different teaching materials.
• Games, songs and pictorial materials for ECCE groups. Preparation of Monitoring & Evaluation tools. (For different stages of programmes and for the functionaries and learners)

References:

• Lloyd, Peter (2002). The Empowerment of the elderly people. London: School of Social Sciences, University of Sussex.


B.Ed. Semester-III

Paper I: Measurement and Evaluation in Education
Objectives:

The Pupil-teacher will be able to:

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

Unit I

- Measurement and Evaluation: concept, need, purpose and importance.
- Levels of Measurement.
- Relationship between measurement and evaluation
- Evaluation: Functions of evaluation and the basic principles of evaluation.

Unit II

- Tools of evaluation: Observation, Socio-metric, Projective, Questionnaire, Interview, Tests, Inventories, Check-list, Rating Scales.

Unit III

- Intelligence, Personality and Creativity: Concept and Measurement (study at least one tool of each)
- Examination systems in India at Elementary, Secondary and University levels.
Unit IV

- Measures of Central Tendency: Mean, Median and Mode (Meaning, Computation and its Uses).
- Measures of Dispersion: Inter-quartile Range, Quartile Deviation, Mean Deviation and Standard Deviation (Meaning, Computation and its Uses).
- Measures of Position: Percentile, Decile.
- Correlation: Concept, Uses and Methods of Computing Correlation Coefficient By Spearman’s Rank-Difference Method

Practicum:

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

Suggested Readings:

B.Ed. Semester-III

Paper II: Theoretical Foundations of Curriculum

Objectives:

The teacher will be able:

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

Unit I

- Curriculum: Concept, Meaning and Nature, Difference between Curriculum, Syllabus and Textbooks
- Types of curriculum: Learner centered, Teacher centered, Subject centered, Correlation, Core, Fusion, Accelerated, Enriched, Sandwitch, Crash, Disciplinary, Integrated, Interdisciplinary, Transdisciplinary, Mutidisciplinary.

Unit II

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

Unit III

- Steps of curriculum Designing: Setting of objectives and learning experiences, Selection and organization of learning content and learning material, assessment and evaluation of learning, Modification and resetting of objectives.
- Various evaluation strategies: Formative and Summative evaluation, Semester & Trimester System, CCE(Continuous and Comprehensive Evaluation), CRT (criterion-referenced test), NRT(Norm-referenced tests), CGPA(Cumulative Grade Point Average), GGPA(Graduate Grade Point Average)

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

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

Suggested Readings:

B.Ed. Semester-III

Paper III: Guidance and Counseling

Objectives:
The pupil-teacher will be able

- To understand the concept, need and meaning of guidance and counseling.
To get acquainted with the principles, various areas and procedure of guidance.

To develop understanding about the role of school in guidance.

To get acquainted with the principles and process of counseling.

To realize the qualities and role of a school counselor.

To acquire an idea about the need of counseling for children with special needs.

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

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

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

Unit IV
- Qualities and role of a counselor, Counselor-Counselee relationship
- Guidance and counseling centers: need, objectives and functions.
- Counseling for children with special needs.
- Tools and techniques of guidance and counseling

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

Suggested Readings:

B.Ed. Semester-IV

Paper I: Contemporary India and Education

Objectives:

The pupil-teacher will be able:

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

Unit I: Educational Policies in Pre-Independent India

- Brief review of nature and provisions of education during the Vedic age, Buddhist period and Muslim period, Introduction of modern (European) education in India, Efforts for promotion of education from 1813 to 1854
- Education policy of the British (Indian) government between 1857 and 1947 with implications for socio-economic development and national conscience. Movement for compulsory education in India-Gokhale Bill 1910, Sadler commission 1917, Hartog committee and Basic Education 1937. (Brief Summary and outline only)

Unit II: Educational Policies in Post-Independence India


Unit III: The Constitutional Context

• Education as a means of social justice in the Indian Constitution, Constitutional values and education (Preamble, Fundamental rights and duties), Right to Free and Compulsory Education 2010 (RTE) and inclusion, Education in the concurrent list and its implications.

• Initiatives of Govt. of India: SSA (Sarva Shiksha Abhiyan), RMSA (Rashtriya Madhyamik Siksha Abhiyan), Educational Provisions for minorities, SC, ST and Girls.

Unit IV: The System and Its Structures

• Schools in India: Types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.), schools run by the State Governments, private schools, international schools, looking at institutional structures and stratification within the context of concerns for ‘quality’ and equity, management and public participation

• Role of key institutions in shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc; Role of Directorates of Education and local bodies e.g. Panchayati Raj institutions, municipal bodies.

Practicum:

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

Suggested Readings:


13. National policy on Education (1986). Available at www.ncert.ac.in


15. NCF-2005 available on www.ncert.ac.in


18. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
