

Update on 13/04/2013

**Dr. Ram Manohar Lohia Avadh University,
Faizabad
Faculty of Education
Ordinances, Regulations and Syllabus for
Two Years B. Ed. Programme
(w.e.f. 2015-16)**

July, 2015

The Dr. Ram Manohar Lohia Avadh University, Faizabad offers two years full-time Bachelor of Education course to Indian Nationals and the Foreign Nationals permitted by Government of India to pursue study in India, in its affiliated colleges as per ordinances, regulations and the syllabi given below:

Ordinances, Regulations and the Syllabi for Bachelor of Education programme leading to the Bachelor of Education (B.Ed.) Degree:

1. Preamble

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

2. Duration and Working Days

2.1 Duration

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

2.2 Working Days

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

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

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

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

3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.
- (c) During the study of B.Ed. course no student can avail the opportunity of any kind of full-time or part-time paid job. If any such case is reported, his/her admission will be treated as cancelled.

3.3 Admission Procedure

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

3.4 Fees

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

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

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

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

(i) Theory Courses: There will be EIGHT theory courses.

(ii). Engagement with the Field/Practicum

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

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

(iii) Microteaching and lesson Planning

- At least five lesson plans in each teaching subject based on microteaching approach will be prepared and practiced in the concerned institution in first year.
- Ten lesson plans (five in each subject) should be developed and practiced in the concerned institution in first year.
- Both such activities may be performed in a month.
- To prepared one soft Lesson plan (Power Point Presentation) for each of two school subjects in first year.

(iii). School Internship

School internship would be a part of the broad area of 'Engagement with the Field'.

Students will be actively engaged at teaching for 16 (sixteen) weeks in two years.

4.2 Programme Implementation

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

4. Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
5. Make an arrangement of schools for the internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact points for all the practicum/ assignment activities and related work during the course of the programme.
6. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
7. Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.

8. Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools.
9. School teachers shall be invited to teacher education institutions for feedback to student-teachers and for extension/guest lectures and organising colloquium.
10. There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redress.
11. For school internship, the school teachers and the participating schools set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.
12. Board of Studies may reconsider and communicate the number and format of assignments in every academic session.
13. Expenses of practical activities and school internship will be met by sessional fee realized by concerned institutions.

14. 4.3 Assessment (Theory and Practical)

All the theoretical courses shall be assigned maximum marks of 100 out of which 80 marks will be external and 20 will be internal based on different assignments mentioned in each of the theory paper. Practicum, teaching and sessional works shall be assessed internally in 50 marks and externally in 150 marks in both years. *In first year candidates will be assessed on the entire Practical Activities internally and externally through viva-voce on activity based records and in second year it will be done on basis of Practice Teaching (Teaching of two school subjects) and sessional works.* The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

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

FIRST YEAR

Paper No.	Title of Paper	Allocation of Marks	
		External	Internal
Course I:	Knowledge and Curriculum	80	20
Course II:	Psychology of Learning and Development	80	20
Course III:	Educational Technology and ICT	80	20
Course IV:	Pedagogy of School Subject- I*	80	20
Course V:	Pedagogy of School Subject- II*	80	20

Total		400	100

NOTE:

* Each candidate shall have to select two school subjects to be studied as Pedagogical papers from the following pedagogic subjects studied at UG level:

Hindi, Sanskrit, English, Mathematics, Physical Science, Biological Science, Home Science, Civics, History, Geography Economics, Commerce & Urdu.

COURSE VI : PRACTICAL ACTIVITIES

50

- | | | |
|-----|------------------------------------|----|
| (A) | Reading and Reflecting on Texts | 10 |
| (B) | Micro Teaching and Lesson Planning | 20 |

(C)	Personality Development and Yoga		10
(D)	Drama, Art and Music in Education		10
COURSE VII : VIVA-VOCE		150	

Total		150	50

SECOND YEAR

Course I:	Educational Administration, Management and Environmental Education	80	20
Course II:	Assessment of Learning and Action research	80	20
Course III:	Contemporary India and Education: Concerns and Issues	80	20

Total		240	60

PRACTICAL ACTIVITIES

Course IV:	School Internship/Practical Activities (including teaching two school subjects)	150	50

Total		150	50

Grand Total (1st and 2nd Year)

Theory	800
Practical	400

5-B: Practical Orientation:

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

1. Teaching of minimum 40 (fourty) supervised lessons (20 in each school subject taken up as pedagogy of school subject - I and II in actual classroom situation and prepare a record of their observation.
2. Observations of 20 peers teaching sessions in the actual classroom situation and prepare a record thereof.
3. Following activities will be done by the student-teachers in real school situation under the supervision of teacher educators:
 - Maintenance of Registers and Records.
 - School Assembly.
 - Conducting Socio metric test in the class room.
 - Administration of intelligence test/Personality test/ Aptitude test on the students and analysis of results.
 - Preparation of Cumulative records.
 - Preparation of School Time-Table.
 - Organization of Quiz Programme/ Debate/ PTA Meeting.
 - Planning and organization of field trip/Academic tour (minimum 3 days).
 - Preparation of school diary.

4. Action research in any one of the concerned pedagogic course

5-C: Activities of Rovers & Rangers

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

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

6. Rules Pertaining to Examinations:

- The marks of Theory Courses and Practical Activities will be mentioned in the relevant column of the mark sheet. Grades of Rovers and Rangers will be mentioned separately in the candidate's mark sheet. The grade however will not affect the division of the examinee.
- Marks of practical activities shall be submitted by the internal examiner to the Controller of Examinations.
- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the B.Ed. theory examination. In case of shortage of attendance the Principal of College will have the power to condone up to 5% of the attendance and the Vice-Chancellor on the recommendation of the Principal of the concerned College may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- It shall be mandatory for each student to participate in all practical activities and Rover Rangers activities. In case a student fails to complete, for whatsoever reason, these activities during the academic session, he/she shall be de-barred from taking the B.Ed. practice teaching examination as well as sitting in the final theory examination.
- In case student fulfills the above requirements and is eligible to sit in the B.Ed. theory and practice of teaching examinations and passes in practical but fails in theory examination then he/she shall be permitted to appear as an ex-student. The B. Ed. Course should be completed in a maximum of three years from the date of admission to the programme as per NCTE norms.
- It shall be mandatory to pass in the all practical examinations in order to be able to appear as an ex-student in the B.Ed. theory examinations.

6.1 Conduct of Examinations:

(A). In the examinations of theory courses a candidate shall be declared to have passed B.Ed. Examination in the divisions as detailed here under:-

- I- Division : 60% or above marks.
- II- Division : 48% or above but less than 60% marks.
- III- Division : 36% or above but less than 48% marks.

(B). In the Practical examinations of two pedagogic courses and Viva-Voce candidate shall be declared to have passed the B.Ed. Examination in the divisions as detailed here under:

- I- Division : 75% or above marks.
- II- Division : 60% or above but less than 75% marks.
- III- Division : 50% or above but less than 60% marks.

Separate division will be allotted for both theory and practical examinations on performance of both years. The final result will be declared on the basis of marks obtained in both years. A candidate will be declared passed in theory part if he/she obtains 36% marks in the aggregate and at least 30% in each of the theory papers. Minimum 50% marks are mandatory to pass in practical examination.

(C). A Candidate who fails in any compulsory or optional theory paper or practical activities will be treated as fail in the entire examination. However the candidate can appear in the improvement of the examination (Back Paper) as per University rules.

(D). In first year each candidates will be examined on Viva-Voce based on practical activities while in second year each candidate will also be required to teach two lesson (one in each subject) for their evaluation by panel of examiner appointed by the University.

Note: Any of issues not covered above shall be governed by the University rules and regulations.

6.1.1. Theory Examination

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

6.1.2. Practice Teaching/School Experience Examination:

- Final Practice Examination shall be of 200 marks. Each candidate will be required to teach two lessons and will be evaluated by a panel of two external examiners and one internal examiner appointed by the

appropriate authority of the University. It will be mandatory for the institution to place before the examiners' panel record of student's sessional work. The examiners' panel will have the power to moderate the internally awarded marks. The examiners shall submit the marks directly to the controller of examination of the University.

- In both years separate internal examiners will be appointed by the university on the basis of seniority and recommendation of principal of concerned college. And the external examiners will be appointed by university from the list provided by Board of Studies.
- In all such activities the Internal Examiners will take guidelines from the Head of Department/ Faculty for the smooth and proper running of the department/departmental activities.
- In panel of examiners to conduct B.Ed. practical examination one internal and two external examiners (one from same university and one from other university) will be appointed as per rules keeping in view the status of teaching subjects viz. language, science and social studies.
- Practical examination in both years for one unit will be conducted in at least two days and minimum three days for two units.

B. Ed. FIRST YEAR

COURSE-I: KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES: To enable student teachers to understand:

- Basic ideas of different Schools of Philosophy of Education.
- Relationship between Philosophy and Education and implications of Philosophy for Education.
- The Importance and Role of Education in the Progress of Indian Society.
- The Role of Education in Promoting National Integration and International Understanding.
- Understand the characteristics of good text books.

Unit-I: - Concept of Education

- Understanding meaning, nature and place of Education in life: Brief Introduction about the terms like Vidya, Avidya, Shiksha, Ilm, Talim and Education from Upanishadic, Buddhist, Islamic and Western Literature.
- Reflection on Indian heritage, Role of Philosophical, Social and Cultural Traditions and shaping of Human Values through various agencies of Education, Convocation message in Taitriya Upanishad.

Unit-II: Philosophical Bases of Education:

- Philosophy of Education-concept, scope and need;
- Relationship between Philosophy and Education;
- Major Philosophies of Education (Idealism, Naturalism, Realism and Pragmatism) with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline and its impact on Modern Education ;
- Major Indian philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline in Vedanta, Buddhism and Islamic tradition and its impact on Modern Education;
- Study about following Visionaries:
Gurudeo Tagore (Shantinekatan), Mahatma Gandhi (Basic education), Swami Vivekanand (Navya Vedant and Man Making Education) and Sri. Aurobindo (Integral education)

Unit-III: Sociological Bases of Education:

- Sociology of Education-concept, scope and need;
- Individual and social aims of Education;
- Education as promoter of Socialism, Secularism and Democratic Values
- Education as a Process of Socialization;
- Role of Education in process of Social Change and Modernization;
- Role of Education in Promoting National Integration, Emotional Integration and International Understanding and
- Religion, Culture and Education.

Unit-IV: Conceptual Framework of Curriculum:

- Curriculum: concept, aims and types;
- Principles of Curriculum Construction and
- Characteristics of a good text book

Unit-V: Curriculum and School:

- Relationship between aims of Education and Curriculum;
- Teacher's role in Curriculum Construction and
- Curriculum and Discipline

Assignment / Internal assessment

- A study of an educationist with a view to study his/her contributions to present educational practices.
- Survey of any some educational institution and submission of detailed report of it.
- Assignment extension work in community –Relateds to literacy, health and hygiene.

BOOKS RECOMMENDED:

- Aggarwal, J.C. : Handbook of Curriculum and Instruction, Doaba Book House, New Delhi, 2002
- Brubacher J.S. : Modern Philosophies of Education, Mc-Graw Hill, New York, 1939.
- Butler, J.D. : The Four Philosophies and their Practice in Education. Harper & Row Publishers, New York, 1968.
- Dewey, John : Reconstruction in Philosophy, University of London Press, London, 1921.
- Dewey, John : The child and the Curriculum, The University of Chicago Press, 1966.
- Gandhi, M.K. : Basic Education, Nav Jivan Publishing House, Ahmedabad, 1951
- Govt. Of India : Challenges of Education - A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi, Aug. 1985
- Govt. of India : Report of Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953
- Govt. of India : Reports of the Education Commission, Ministry of Education, Govt. Of India, New Delhi, 1964-66.
- Khan, M.S. : School Curriculum, APH Publishing Corporation, New Delhi, 2008
- Lal, Raman Behari : *SHIKSHA KE DARSHNIK AUR SAMAJ SHASTRIY SIDDHANT*, Rastogi Publication Meerut, 1993.
- Mathur, S.S. : A Sociological Approach To Indian Education, Vinod Pustak Mandir Agra. 1989
- NCERT : National Curriculum Framework-2000, NCERT, New Delhi
- NCERT : National Curriculum Framework-2005, NCERT, New Delhi
- NCERT : The Teacher And Education In Emerging Indian Society, NCERT, 1983
- Oad, L.K. : *SHIKSHA KE DARSHNIK PRISHTHBHUMI*, Rajsthan Hindi Granth Academy, Jaipur, 1979.
- Ruhela, S.P. : Sociological Foundations of Education in Contemporary India, Dhanpat Rai & Vyas, .K.C and Sons, Delhi, 1970
- Pandey, R.S. : *SHIKSHA KE DARSHANIK AVAM SAMAJ SHASTRIYA PRISHTHBHUMI*, Vinod Pustak Mandir, Agra, 1995.
- Radhakrishnan,S. *Hamari Virasat*, New Delhi, Hind Pocket Books., 2004.
- Radhakrishnan,S. *Upnishado Ka Sandesh*, New Delhi, Hind Pocket Books.,2004 .
- Singh, Satya Deo : *SHIKSHA SIDDHANT AVAM DARSHAN*, Vishwa Vidyalay Prakashan, Varanasi.
- Sharma, R.A. : PATHYKRAM VIKAS, Loyal Book Depot, Meerut.
- Srivastava, K.M. & Singh, Angad : Uddiyaman Bhartiya Samaj Men Shiksha, Sahitya Prakashan, Agra., 2015

- UNESCO : Curriculum and Lifelong Education, UNESCO, Paris, 1981
- *Upanishads*(nine major) : Gita Press, Gorakhpur

COURSE-II: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

COURSE OBJECTIVES: To enable student teachers to:

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

COURSE CONTENT

Unit-I: Psychology of Growth and Development:

- Meaning and methods of Educational Psychology
- Importance of Heredity and Environment in Child Development
- Developmental Stage wise characteristics of the Learners
- Emotional and Cognitive Development
- Theory of Cognitive Development-Jean Piaget

Unit-II: Learning and Motivation:

- Concept of Learning
- Learning Theories of Thorndike, Pavlov and Skinner
- Factors affecting Learning
- Motivation – meaning and techniques of Enhancing Learners' Motivation

Unit-III: Intelligence and Personality;

- Concept of Intelligence and its Measurement
- Factor Theory of Intelligence
- Use of Standardized Intelligence Tests
- Concept of Personality and its Measurement

Unit-IV: Mental Health and Adjustment

- Characteristics of Mentally Healthy Students
- Principles of Mental Health
- Threats of Adjustment
- Behaviour Problems of Learners
- Adjustment Mechanism

Unit-V: Understanding the Issues Related to Learners;

- Differences and Diversity among Learners (Individual Differences)
- Effect of Family and Community on Learners
- Exceptional Learners

ASSIGNMENTS: Students are required to do any two of the following assignments:

- Compare the learning abilities of Gifted Students and Low Achievers
- Study of a Family providing different Health and Educational Facilities to its Male and Female Children.
- Administration of one Standardized Intelligence Test.

BOOKS RECOMMENDED

- Chauhan, S.S. Advanced Educational Psychology, Vikas, New Delhi, 1978
- Gage, N.L. & D.C. Berliner Educational Psychology McNally College Publishing Co., Chicago.
- Gupta S. P (2004), *Uchchatar Shiksha Manovigyan*, 2nd edition, arada, Pustak Bhawan Allahabad
- Kulshreshth, Educational Psychology, International Publishing House, Meerut, 1979.
- Lovell, K. An Introduction to Human Development Scott, Foresman And Co. London
- Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D.Van Nostrand Co. New York

- Mangal, S.K. Shiksha Manovigyan, PHI Learning, Pvt. Ltd., New Delhi, 2012
- Oven, Steven et. Al. Educational Psychology: An Introduction. Little, Brown & Co. Boston
- Pandey, R.S. Shiksha Manovigyan, R. Lal Book Depot, Meerut, 1998
- Pandey, K.P. *Advanced Educational Psychology*, Second Edition, Vishwavidyalaya Prakashan, Varanasi, 1988
- Patel, R.N. Educational Psychology, Himalayan Publishing House, Mumbai
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman
- Saraswat, Malti Shiksha Manovigyan Ki Ruprekha, Aok Prakashan, Allahabad, 2008
- Vernon, P.E. Intelligence and Cultural Environment, Methuen, London, 1969
- Wadsworth, B. Piaget's Theory of Cognitive and Affective Development (5th ed.) White Plains, N.Y. :Longman, 1996

COURSE- III: EDUCATIONAL TECHNOLOGY AND ICT

COURSE OBJECTIVES: To enable student teacher to learn and understand

- 1 The concept of Educational Technology and its approaches
- 2 Classification and methods of writing instructional objectives
- 3 The importance of various skills in bringing effectiveness in teaching behaviour.
- 4 Use of various teaching skills in classroom situation and adopt effective classroom managerial skills.
- 5 Concept of classroom management- its characteristics and strategies

COURSE CONTENT

UNIT – I: Educational Technology - Origin, Meaning, Nature, Scope and Need

- Approaches of Educational Technology – Hardware, Software and System Approach
- Types of Educational Technology – Teaching Technology, Instructional Technology, Behavioural Technology and Instructional Design

UNIT – II : Teaching Technology –

- Concept and Principles of Teaching
- Theories of Teaching
- Stages of Teaching
- Levels of Teaching – Memory, Understanding and Reflective
- Bloom's Taxonomy of Instructional Objectives
- Communication in Teaching – Process, Classroom Approach, Basic Teaching Model, Auto-instructional Approach and Teaching Skills

UNIT – III : Methods of Teaching – Brain storming, Participatory method, Project Method,

Constructivist Method, Problem-Solving Method, Seminar, Programmed Instruction, Concept Attainment and Computer Assisted Instruction

UNIT- IV: Introduction to ICT (Information Communication Technology) –

- ICT and its Components
- Using Computers and Internet for Teaching and learning
- Teleconferencing and its Educational Implications

UNIT – V : Education and ICT in Indian Context –

- ICT to Improve the Quality of Education
- E-learning and Blended Learning
- Smart Class
- Challenges in integrating ICT in Education
- Use of Computers, CCTV, LCD Projector and OHP
- Language laboratory
- Role of CIET, UGC and IGNOU in Production of Educational Television Programmes and Software.

ASSIGNMENTS – Students are required to perform the following:

Session	Theme	Duration and Assignment
1	Functional knowledge of operating Computer System	2 Hours Write a brief report on various components of a computer system
2	Practice of MS Word	04 Hours

		Describe the essential features of MS Words
3	Practice of MS Power Point and Use Animation	08 Hours Develop 10 Slide presentation for teaching a topic of your subject
4	Practice of MS Excel	04 Hours Prepare salary of 10 teachers in different grades of your school. Prepare attendance register for one month of your class
5	Practice on Internet	06 Hours Describe the concept of surfing and browsing on internet.
6	Creating Blogs and Web page	04 Hours How do you create website of your school ?

BOOKS RECOMMENDED:

- Atkinson, C: Beyond Bullets Psoints : using Microsoft Office Power Point 2007 to Create Presentations That Infirm, Motivate and Inspire, Prentice hall of India, 2008
- Brooks – Young, 2010, teaching with the Tools Kids really use : Leaqrning with Web and Mobile Technologies, Published by Corwin, A Sage Company.
- Bonk, C.J., The World is Open. How Web Technology is Revolutionising Education, Jossey Bass, A wiley Imprint the World
- Brow, J.W. & Lewis, R.B. : Audio – Visual Instructional Technology, Annual for Independent Study, McGraw Hill Book Col. Inc., New York, 1977
- Castells, M. : The Rise of the Network Society: The Information Age: Economy, Society and Culture (Vol. I, II & III), John wiley & Sons. 2011
- Collins,A., Halverson, R., (2009) *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America* (Technology, Education-Connections, the TecSeries) Published by Teachers College Press, 1234 Amsterdam Avenue, New York.
- Dececco, JP, Educational Technology , New York, HRW
- Mangal , S. K., Mangal U.,: Essentials of Educational Technology, Prentice – Hall of India.
- MHRD, : National policy on Information and Communication Technology (ICT) in School Education, MHRD, Govt. of India, 2012.10
- Pandey, K. P., Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of Constructivism. *Educational Researcher*, 5–12.
- Pitler, H., Hubbell, E. and Kahn,M. (2012)*Using Technology with Classroom Instruction That Works*. ASCD Publications.
- Rajaraman, V. : Fundamental of Computers, Prentice Hall of India, 2003.
- Richardson : Blogs, Wikis, Podcasts and Other Powerful Web tools for Classrooms, Corwin, a Sage Company, 2010 .
- Sharma, R. A., Technology of Teaching, International Publishing House, Meerut
- Sampath, K. et al, Educational Technology, New Delhi.

**COURSE-IV / V: PEDAGOGY OF ANY TWO OF THE FOLLOWING SCHOOL
SUBJECTS AS OPTIONAL PAPERS –**

OPTIONAL – I : METHODS OF TEACHING HINDI

अध्ययन के उद्देश्य :

इस पाठ्यक्रम के अध्ययन से छात्रों में:

1. मातृभाषा की महत्ता का ज्ञान विकसित होगा।
2. मातृभाषा शिक्षण के उद्देश्यों का ज्ञान विकसित होगा।
3. हिन्दी के शिक्षण की विधियों की जानकारी विकसित होगी।
4. भाषा के मूल्यांकन की क्षमता का विकास होगा।

इकाई – 1 भाषा का अर्थ एवं स्वरूप

- भाषा का अर्थ, परिभाषाएं
- भाषा की विशेषतायें एवं प्रकृति
- अन्य विषयों के साथ सहसम्बन्ध
- मातृभाषा का उद्भव एवं विकास
- भाषा के विविध रूप
- विकास की विभिन्न अवस्थाओं में भाषायिक विकास-विशेषतायें एवं प्रकृति
- हिन्दी भाषा शिक्षक के गुण

इकाई – 2 मातृभाषा शिक्षण के उद्देश्य एवं लक्ष्य

- मातृभाषा के सामान्य उद्देश्य, विशिष्ट उद्देश्य
- शिक्षण उद्देश्यों का वर्गीकरण – ज्ञानात्मक, भावात्मक,
- उद्देश्यों को व्यवहारिक रूप में लिखने की विधियाँ, आवश्यकता
- विकास की विभिन्न अवस्थायें एवं मातृभाषा शिक्षण के उद्देश्य
- विभिन्न स्तर की शिक्षा में मातृभाषा की महत्ता
- विभिन्न स्तर की शिक्षा के पाठ्यक्रम में इसका स्थान
- त्रिभाषा सूत्र
- हिन्दी भाषा शिक्षण की समस्यायें एवं समाधान

इकाई – 3 हिन्दी भाषा का शिक्षण प्रविधि

- हिन्दी भाषा का शिक्षण सिद्धान्त एवं सूत्र
- भाषायिक कौशलों का शिक्षण (श्रवण, वाचन, पठन, लेखन रचना)
- सूक्ष्म शिक्षण द्वारा कौशलों का विकास
- मातृभाषा शिक्षण में सहायक सामग्री का अनुप्रयोग, प्रकार एवं महत्त्व
- हिन्दी भाषा शिक्षण – गुण, दक्षायें एवं विशेषतायें
- हिन्दी भाषा शिक्षण में मनोवैज्ञानिक प्रविधियाँ

इकाई – 4 हिन्दी भाषा की विविध विधाओं का शिक्षण एवं मूल्यांकन विधा

- गद्य शिक्षण – उद्देश्य, महत्त्व एवं पाठयोजना प्रारूप।
- पद्य शिक्षण – उद्देश्य, महत्त्व एवं पाठ्य योजना प्रारूप।
- रचना शिक्षण – उद्देश्य, महत्त्व एवं पाठ्य योजना प्रारूप।
- व्याकरण शिक्षण – उद्देश्य, महत्त्व एवं पाठ्य योजना प्रारूप।
- हिन्दी भाषा में मूल्यांकन की आवश्यकता, महत्त्व, प्रकार विधियाँ प्रश्नों का निर्माण, उपलब्धि परीक्षण का निर्माण।

इकाई – 5 हिन्दी भाषा शिक्षण में नवाचार

- भाषा शिक्षण में निदानात्मक शिक्षण एवं उपचारात्मक शिक्षण आवश्यकता एवं निर्माण, अनुप्रयोग
- हिन्दी भाषा में क्रियात्मक अनुसंधान – आवश्यकता एवं प्रविधि
- भाषा शिक्षण में शिक्षण साधनों का प्रयोग (दृश्य एवं भव्य साधन)
- भाषा कक्ष एवं प्रयोगशाला
- हिन्दी भाषा शिक्षण में पाठ्य सहभागी क्रियाकलाप
- इकाई परीक्षण निर्माण, अनुप्रयोग एवं मूल्यांकन

Assignment/Assessment

- निष्पत्ति परीक्षण की संरचना, प्रशासन एवं मूल्यांकन
- स्वनिर्मित शिक्षण सहायक सामग्री का निर्माण
- माध्यमिक स्तर पर प्रश्नपत्र का निर्माण
- क्रियात्मक अनुसंधान / परियोजना का काम या स्कूल विषय के इस शिक्षा शास्त्र में से किसी एक प्रासंगिक समस्या है।
- माध्यमिक स्तर की हिन्दी पाठ्यपुस्तक की समीक्षा

- भाषा विज्ञान : भोलानाथ तिवारी
- शुद्ध हिन्दी : डॉ० हरदेव बिहारी
- हिन्दी शिक्षण : डॉ० रामशकल पाण्डेय
- हिन्दी व्याकरण : डॉ० कामता प्रसाद गुरु
- हिन्दी भाषा शिक्षण विधि : भाई योगेन्द्र जीत
- हिन्दी व्याकरण रचना : डॉ० भोलाशंकर ब्यास, डॉ० भोलानाथ तिवारी, डॉ० रवीन्द्र नाथ श्रीवास्तव
- माध्यमिक विद्यालय में हिन्दी शिक्षण : डॉ० निरंजन कुमार सिंह
- हिन्दी शिक्षण विधि : डॉ० वैद्यनाथ प्रसाद वर्मा
- सुबोध हिन्दी व्याकरण एवं रचना : मानावत एवं जोशी
- मानक हिन्दी का ऐतिहासिक व्याकरण: :डॉ० माताबदल जायसवाल

OPTIONAL – II : METHODS OF TEACHING SANSKRIT

अध्ययन के उद्देश्य :

इस पाठ्यक्रम के अध्ययन से छात्रों में:

- संस्कृत भाषा की महत्ता का ज्ञान विकसित होगा।
- संस्कृत भाषा शिक्षण के उद्देश्यों का ज्ञान विकसित होगा।
- संस्कृत शिक्षण की विधियों की जानकारी विकसित होगी।
- संस्कृत भाषा के मूल्यांकन की क्षमता का विकास होगा।

पाठ्य विवरण

- संस्कृत भाषा की प्रकृति, विशेषतायें, सम्पन्नता, प्रयोग।
- पाठ्यक्रम में स्थान महत्त्व – संस्कृत की महत्ता, आवश्यकता।
- संस्कृत भाषा हेतु अपेक्षित योग्यतायें –
- सुनना, बोलना, पठन सम्बन्धी, लेखन एवं चिन्तन सम्बन्धी।
- संस्कृत भाषा शिक्षण के सामान्य एवं विशिष्ट उद्देश्य – प्राथमिक, माध्यमिक, उच्च शिक्षा स्तर पर संस्कृत भाषा, शिक्षण के उद्देश्य, व्यवहारपरक उद्देश्य लेखन।
- संस्कृत भाषा शिक्षण के सामान्य सिद्धान्त –
- स्वाभाविकता, प्रयत्न, लेखन से पूर्व मौखिक बोलने लिखने में सामन्जस्य, वैयक्तिक भिन्नता, बालकेन्द्रित, क्रियाशीलता, चयन, अनुकरण, अभ्यास, स्वयं संशोधन।
- संस्कृत भाषा शिक्षण हेतु वांछित कौशल –
- प्रस्तावना, प्रश्न पूछना, व्याख्या, श्यामपट्ट लेखन, पुनर्बलन।
- संस्कृत भाषा शिक्षण की विधियाँ –
- गद्य, पद्य, नाटक, कहानी व्याकरण रचना, मौखिक भाव प्रकाशन, उच्चारण, वर्तनी, वाचन शिक्षण।
- संस्कृत भाषा शिक्षक के गुण।
- संस्कृत भाषा शिक्षण हेतु आवश्यक सहायक सामग्री की जानकारी एवं निर्माण।
- पाठयोजना बनाना –
- गद्य, पद्य, व्याकरण, कहानी।
- संस्कृत भाषा में मूल्यांकन –
- परीक्षा प्रणाली के दोष, सुधार की आवश्यकता, उपाय, मूल्यांकन का अर्थ, उपयोगिता, विशेषतायें, प्रश्नों के प्रकार।

Assignment/Assessment

- निष्पत्ति परीक्षण की संरचना, प्रशासन एवं मूल्यांकन
- स्वनिर्मित शिक्षण सहायक सामग्री का निर्माण
- माध्यमिक स्तर पर प्रश्नपत्र का निर्माण
- क्रियात्मक अनुसंधान / परियोजना का काम या स्कूल विषय के इस शिक्षा शास्त्र में से किसी एक प्रासंगिक समस्या है।
- माध्यमिक स्तर की हिन्दी पाठ्यपुस्तक की समीक्षा

संदर्भ पुस्तकें

- Apte, D.G. & Dongre, P.K. : Teaching of Sanskrit in Secondary Schools.
- Report of the Sanskrit Commission Govt. of India, 1955.
- कुशवाहा, के०एस० : संस्कृत शिक्षण, गोविन्द प्रकाशन, लखीमपुर खीरी
- पाण्डेय, आर०एस० : संस्कृत शिक्षण, विनोद पुस्तक मंदिर आगरा
- चौबे, बी०एन० : संस्कृत शिक्षण, विधि, उ०प्र० हिन्दी संस्थान, लखनऊ
- मित्तल, संतोष : संस्कृत शिक्षण, आर० लाल बुक डिपो, मेरठ
- सिंह, त्रिवेणी. : संस्कृत शिक्षण, भवदीय प्रकाशन, फैजाबाद, 2009

OPTIONAL – III : METHODS OF TEACHING ENGLISH**COURSE OBJECTIVES: To enable the student teacher to understand:**

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language.
- The important teaching aids and other technological devices used for language teaching.
- Evaluation and testing techniques for obtaining feedback.

COURSE CONTENT**UNIT – I: Teaching of English as a Second Language:**

- General characteristics of a language.
- Principles of language teaching.
- Nature of English language.
- Qualities of an English Teacher.

UNIT – II: Role of English as Second Language in India:

- Its place in the school curriculum.
- Aims and objectives of teaching English as a second language.
- Teaching of English Vocabulary necessary for a second language learner.
- Developing skills of Aural Comprehension and Speaking.
- Teaching the mechanics of Reading and Writing.

UNIT –III: Methods of teaching English as a Second Language:

- Translation Method.
- Direct Method.
- Structural Approach.
- Bilingual Method.
- Communicative Approach.

UNIT – IV: Teaching and Lesson-Planning of various Aspects of English:

- Prose
- Poetry
- Grammar
- Composition
- Structures

UNIT – V: Audio - Visual and Technological Aids:

- Need and importance
- Types and purpose
- Technological aids as Language Laboratory, CAI

UNIT – VI: Testing and Evaluation:

- Concept of Teaching and Evaluation.
- Need and Importance of Testing in English.
- Types of Tests - Oral, Written and Skill Testing.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of an English Text Book at Secondary level.

BOOKS RECOMMENDED:

- Allen B. Harold Campbell N Russel : Teaching English as a second language, Tata-Mac-graw Hill publishing Co. Ltd, Bombay-New Delhi (1972)
- Bisht, Abha Rani : Teaching English in India, Shri Vinod Pustak Mandir, Agra, 2011
- Bright, G.A.& McGregor G.P. : Teaching English as a Second Language, Longmans (1972)
- Brumgit C.J., Johnson, K. : The Communicative Approach to Language Teaching: ELBS; Oxford University Press, Hong-Kong, 1979.
- O'Connor, J.D. : Better, English Pronunciation: ELBS, Cambridge University Press, Great Britain, 1977.
- Mullic,Ratna & Ghosh, Shefali : English Language Teaching : From Theory to Practice, Spectrum Ink., Calcutta, 1993
- French, F.G. : Teaching English as an International Language; Oxford University Press, London, 1975.
- Hornby, A.S. : The Teaching of structured words and Sentence Pattern, Stage I-IV: Oxford University Press, London, 1991.
- Jain, R.C. Sharma, C.K. : Essentials of English Teaching: Vinod Pustak Mandir, Agra.
- Kohli, A.L. : Techniques of Teaching English: Dhanpat Rai & Sons, Delhi, 1996.
- Lado, Robert : "Language Teaching: A Scientific Approach, McGraw Hill, Inc., New York (1964).
- Lado, Robert : Language Testing: The Construction and use of Foreign Language Test, Language, 1961.
- Pandey, K.P. & Amita :The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi, (1998).

OPTIONAL IV: METHODS OF TEACHING MATHEMATICS**COURSE OBJECTIVES: To enable the pupil teacher to:**

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

COURSE CONTENT

UNIT – I Nature and Concept of Mathematics; History of Mathematics; Place of Mathematics in Secondary School Curriculum, Correlation of Mathematics with other subject and contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelavathi, Ramanujan and contribution of Euclid, Pythagoras, Rene Descarte and Qualities of the Mathematics Teacher.

UNIT – II Objectives of teaching Mathematics in terms of instruction and behavior, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, Heuristic, project and laboratory, using various techniques for

teaching mathematics viz., oral, written, drill assignment, supervised study and programmed learning,

UNIT – III Meaning and importance/purpose of a lesson plan, Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan, purpose of an yearly plan, developing/preparing low cost improvised teaching aids relevant to local ethos, skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

UNIT – IV Principles and rationale of curriculum development; organizing the syllabi both logically and psychologically according to the age groups of children, Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.

UNIT – V Using Mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, magic squares, word search etc., developing a Math's laboratory; learning about the short cuts mentioned in Vedic Mathematics.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a Mathematics Text Book at Secondary level.

BOOKS RECOMMENDED

- Butler, C.H. and Wren, F.L. : Teaching of Secondary Maths.
- Durel : Teaching of Arithmetic.
- Godfry and Siddons : The Teaching of Mathematics.
- Kulshreshth, AK : Teaching of Mathematics, R. Lal Bokk Depot, Meerut, 2011
- Mangal, SK : Teaching of Mathematics, Arya Book Depot, New Delhi, 1993
- Schulze : Teaching of Mathematics in Secondary School.
- Siddhu, KS : Teaching of Mathematics, Sterling Publications, New Delhi, 1990
- Smith, B.E. : History of Elementary Mathematics, Vols I & II.
- Young, J.W.A. : The Teaching of Mathematics.
- रावत, एम०एस० एवं अग्रवाल, एम०एल० : गणित शिक्षण, विनोद पुस्तक मन्दिर, आगरा

OPTIONAL -V: METHOD OF TEACHING PHYSICAL SCIENCES

COURSE OBJECTIVES : To enable the student teacher to :

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

COURSE CONTENT

UNIT – I Structure and Nature of Physical Sciences-

- Structure of Physical Science, facts, Concepts, Hypothesis, Theory and Law.
- Nature of Physical Science (Process and Product) and Scope of Physical Science
- Impact of Physical Science on Modern Life
- Globalization and Physical Science
- Correlation of Physical Science with other subjects

- Place of Science in Secondary School Curriculum

UNIT – II Aims and Objectives of Teaching Physical Science

- Aims and Objectives of teaching Physical Science at Secondary Level
- Bloom's Taxonomy of Educational Objectives
- Writing Instructional Objectives

UNIT – III Strategies and Methods of Teaching Physical Science

- Physical Science teaching – concept and meaning of approaches, methods and techniques
- Approaches- Inductive and Deductive
- Methods – Lecture, Demonstration, Lecture cum Demonstration, Problem Solving, Heuristic, Laboratory and Project.
- Modern Techniques in Physical Science Teaching- Brain Storming, Quiz, Discussion and Seminar

UNIT – IV Strengthening Physical Science Teaching

- Science Clubs, Science Museums, Science Fairs, Science Exhibitions and Field trips.

UNIT – V Teaching Learning Material and Improvised Low Cost Teaching Aids

- Importance, Use and Classification of Teaching Aids
- Multi Media in Physical Science Teaching, Preparation and development of improvised apparatus and The use of computer in teaching Physical Sciences.
- Edgar Dale's Cone of Learning Experiences

UNIT – VI Planning for Instruction

- Planning for Teaching and Developing Annual Plans, Unit Plans, Lesson Planning and Content Analysis
- Lesson Planning- Definition, Characteristics and Significance of a good lesson plan
- Different types of Lesson Planning

UNIT – VII Evaluation in Physical Science Teaching

- Concept, Types and Importance of Evaluation
- Qualities of a good Tool of Evaluation
- Construction of an Unit Test in Physical Science
- Diagnostic Testing and Remedial Teaching

UNIT – VIII The Qualities of a Physical Science Teacher

- Qualities, Responsibility, Accountability and Professional Growth

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a Physical Science Text Book at Secondary level.

BOOKS RECOMMENDED:

- Sharma, RC and Shukla, CS : Modern Science Teaching , Dhanpat Rai Pub. Company, New Delhi 2002
- Sood, JK : New Direction in Science Teaching, Kohli Pblishers, Chandigarh, 1989
- Mohan, Radha : Innovative Science Teaching, Prentice hall of India, New Delhi, 2004
- Kulshreshth, AK & Kulshreshth NK : Teaching of Physical Science, R. Lal Book Depot, Meerut, 2012

- Dass G. : Teaching of Physics and Chemistry in India.
- John Brown : Teaching of Science in Schools.
- Joseph E.D. : Teaching of Science in Tropical Primary Schools.
- Science Master's Association : The Teaching of General Science.
- Summer : The Teaching of Science.
- Twiss : Textbook on the principles of Science Teaching.
- Tripathi, S.N. : Cognitive Development and Achievement Levels in Science, Chandra Prakashan, Gorakhpur, (1994)
- Vaidya, N : Science Teaching for the 21st Century, Deep and Deep Pub. New Delhi, 1996

OPTIONAL - VI: METHOD OF TEACHING BIOLOGICAL SCIENCES

COURSE OBJECTIVES: Student teacher shall be able to:

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

COURSE CONTENT

UNIT – I Nature of Biological Sciences – Thrust areas of Biology and their impact on modern life, globalization and Biology. Path tracking discoveries and land mark development in Biology; Professions in the area of Biological Sciences and qualities of the Biology teacher

UNIT – II Justification for including biology as a subject of study in the school curriculum. Objective of Teaching Biology at the secondary level of schooling. Taxonomy of educational objective

UNIT – III Major methods used for biology instruction: lecture, Discussion, Demonstration, Project, and Heuristic

UNIT – IV Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Biology teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work. Importance of organizing science fairs and excursions.

UNIT – V Planning for teaching Biology: developing year plans, unit plans, lesson plans, content analysis and pedagogical analysis..

15. Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching Biology.

UNIT – VI Curriculum and resource utilization: Principles for designing a Biology curriculum.

UNIT – VII Curricular accessories and support material –Journals, student's work books, display slides, laboratory materials, audio-video support material,

UNIT – VIII Evaluating outcomes of Biology teaching: Merits and limitations of different item formats for assessing learning outcomes of Biology teaching. formative and summative evaluation. Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a Biological Science Text Book at Secondary level.

BOOKS RECOMMENDED:

- Bally, I. II. : The Nature study Idea.
- Blough & Backwoods : Teaching of Elementary Science.
- Dass G. : Teaching of Physics and Chemistry in India.
- John Brown : Teaching of Science in Schools.
- Joseph E.D. : Teaching of Science in Tropical Primary Schools.
- Science Master's Association: The Teaching of General Science.
- Summer : The Teaching of Science.
- Tripathi, S.N. : Cognitive Development and Achievement Levels in Science, Chandra Prakashan, Gorakhpur, (1994)
- Twiss : Text-book on the principles of Science Teaching.
- Waste way : Science Teaching.

OPTIONAL - VII: METHODS OF TEACHING HOME SCIENCE

अध्ययन के उद्देश्य

- इस पाठ्यक्रम के अध्ययन से छात्र में:
- गृह विज्ञान के प्रति रुचि जागृत होगी।
- शरीर विज्ञान और स्वास्थ्य शिक्षा का ज्ञान उत्पन्न होगा।
- पाकविद्या की जानकारी होगी।
- शिक्षण सहायक सामग्री बनाने की क्षमता विकसित होगी।

पाठ्य विवरण

1. गृहविज्ञान शिक्षण का लक्ष्य एवं उद्देश्य उसके विभिन्न क्षेत्रों का महत्व तथा विद्यालय के विविध विषयों से उसका सह-सम्बन्ध। गृहविज्ञान के सैद्धान्तिक तथा व्यवहारिक पक्ष का महत्व। चार्ट, नमूने, यन्त्र तथा सहायक सामग्री का गृह विज्ञान शिक्षण में महत्व। गृहविज्ञान में प्रयोगशाला की आवश्यकता, उसका नियोजन, सामग्री तथा उसका संस्थान। गृहविज्ञान शिक्षण की विविध विधियां। गृहकार्यों के निपुणतापूर्ण निर्वाह की विभिन्न विधियाँ, गृह विज्ञान शिक्षक के गुणधं
 2. बीस पाठों का संयोजन निम्न विषयों पर किया जाय (अध्यापन हेतु)
 - क) शरीर विज्ञान, ख) स्वास्थ्य शिक्षा, ग) प्राथमिक चिकित्सा,
 - घ) पाकविद्या, ङ) धुलाई, च) शिल्पकला।
 3. मातृकला : अर्थ, मातृत्व के लिये योग्यतायें
 4. उपचारात्मक चिकित्सा : अतिसार, कब्ज, मोटापा, तथा आंत्रशोथ (टाइफाइड)
 5. व्यवस्थापन : समय, ऊर्जा, धन, बचत
 6. संक्रामक रोगों से बचाव
 7. गृह विज्ञान शिक्षण की विधियाँ—
- दस संक्षिप्त पाठ सूत्र विभिन्न व्यन्जनों को तैयार करने की विधि पर अथवा शिल्पकला से सम्बन्धित विभिन्न प्रकार के कपड़ों की सिलाई के ढंगों पर गठित किये जाय।
- स्वास्थ्य तथा स्वास्थ्यशिक्षा,
 - संतुलित आहार,
 - जल संग्रहालय तथा उनकी उपयोगिता,
 - रक्त और उसकी संरचना,
 - विभिन्न संस्थान रक्त परिभ्रमण संस्थान, पाचन तथा श्वसन संस्थान,
 - रोगों की रोकथाम,
 - रसोई घर का बगीचा,
 - धुलाई तथा सम्बन्धित सामग्री,
 - सजावट सम्बन्धि विविध प्रतिविधियां तथा घर की विभिन्न सामग्री एवं वस्तुओं की सफाई,

- बजट।
8. चार्ट नमूने दो केवल—
- शरीर में विभिन्न जोड़,
 - विशेष ज्ञानेन्द्रिया,
 - दांत और उनकी बनावत,
 - त्वचा,
 - मच्छर का जीवन चक्र, मक्खियां तथा खटमल,
 - विभिन्न संस्थान,
 - गुर्दा,
 - स्वास्थ्य सम्बन्धी चार्ट।
 - चित्र—पुस्तिका (एल्बम)

निम्न विषयों से सम्बन्धित चित्रों का संकलन करना आवश्यक होगा।

- आधुनिक ढंग का रहन—सहन,
- दर्शक गृह के प्रकार, शयन कक्ष तथा रसोईघर,
- विभिन्न प्रकार की वस्तुयें एवं सामग्री,
- विविध ढंग से भोजन का व्यवस्थापन,
- कला तथा हस्तकार्य, नमूने तथा खिलौने,
- विभिन्न प्रकार के टाकों एवं नमूनों को चित्र रूप में संकलित किया जाय।

Assignment/Assessment

- निष्पत्ति परीक्षण की संरचना, प्रशासन एवं मूल्यांकन
- स्वनिर्मित शिक्षण सहायक सामग्री का निर्माण
- माध्यमिक स्तर पर प्रश्नपत्र का निर्माण
- क्रियात्मक अनुसंधान / परियोजना का काम या स्कूल विषय के इस शिक्षा शास्त्र में से किसी एक प्रासंगिक समस्या है।
- माध्यमिक स्तर की हिन्दी पाठ्यपुस्तक की समीक्षा

BOOKS RECOMMENDED (संस्तुत ग्रंथ)

- अस्थाना, एस0आर0 : गृहविज्ञान का अध्ययन, लक्ष्मी नारायण अग्रवाल, आगरा।
- शैरी, जी0पी0 और सरन, डी0पी0 : गृहविज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- Dantyogi, S : Fundamentals of Textiles and their Care.
- Strong : Teaching of Domestic Science I & II.
- William & Lyle : Home Making Education in High School; Appleton Century Croft, Inc.

OPTIONAL - VIII: METHODS OF TEACHING CIVICS

COURSE OBJECTIVES: Student teacher will have the ability to:

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

UNIT – I Meaning, nature and scope of Civics, place and importance of Civics in school curriculum, Importance of Civics in the development of International Understanding correlation of Civics with other subjects, Qualities of Civics teacher.

UNIT – II Objectives of teaching Civics in democratic India, objectives of teaching the subject at different stages, Instructional objectives, Microteaching, lesson plans for developing the skills of introduction.

UNIT – III General principles and maxims of teaching Civics, Presentation of subject matter of Civics at different stages, Teaching techniques of Civics, Evaluation of text book of Civics.

UNIT – IV Considerations for the selection of methods of teaching, methods of teaching Civics: Lecture, Textbook, Project, Discussion Supervised study and Problem Solving.

UNIT – V Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.

16. Evaluation of attainment in Civics. Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test; Lesson planning in Civics.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a Civics Text Book at Secondary level.

BOOKS RECOMMENDED

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

OPTIONAL - IX: METHODS OF TEACHING HISTORY

COURSE OBJECTIVE:

To enable the pupil teacher to;

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

UNIT – I Need and Significance of Teaching History in Schools

- Concept of history.
- Correlation and differentiation of history with Geography, Political Science, Economics and Literature.
- Objectives of teaching history at secondary level.
- Qualities of History teacher.

UNIT – II: Principles of History curriculum construction

- Approaches to organize history curriculum in terms of Concentric, Spiral, Chronological and Correlation approaches.

UNIT – III: Importance of Instructional Strategies in Teaching History

- Methods of teaching history – Lecture, Lecture-cum-discussion, Source method, Project, Social Recitation, Supervised Study, Story Telling, Chronological and Team Teaching.

UNIT – IV Content Analysis and Formulation of Instruction Objectives

- Lesson plan and unit plan.
- Micro planning with reference to following skills: Introduction, Questioning, Explanation, Similes-variation, Black board, using of audio-visual aids. (Illustration).
- Arranging, organizing, planning, executing and reporting of
 - Field trips.
 - History room.
 - Role-playing.

UNIT – V Purpose of Evaluating History Learning.

- Salient features of summative and formative evaluation in history.
- Remedial teaching.
- Question preparation in objective and essay type tests.
- Preparation of Achievement test in History.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a History Text Book at Secondary level.

BOOKS RECOMMENDED

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

OPTIONAL - X: METHODS OF TEACHING GEOGRAPHY

COURSE OBJECTIVES: To enable the pupil teacher to:

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

UNIT – I The Modern Concepts of Geography.

- Scope of Geography.
- Importance of Geography in the school curriculum.
- Aims and objectives of teaching Geography at various levels.
- Qualities of Geography teacher.

UNIT – II Correlation of Geography with other School Subjects.

- Principles of curriculum construction.
- Presentation of subject matter of Geography at different stages.

UNIT – III Microteaching Concept, Steps, Skills, Advantages and Limitations.

- Microteaching: Lesson plans for developing the skills.

UNIT – IV Methods of Teaching Geography

- Lecture method.
- Discussion method.
- Regional method.
- Excursion method.
- Project method.

UNIT – V Need and Importance of Geography Room, Equipments and Museum

- Evaluation in Geography: Traditional and modern concepts of evaluation.
- Different types of tests-essay type, short answer type and objective type, their merits and demerits.
- Writing of lesson plans in Geography.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
 - Construction/Preparation of low cost/improvised material aids.
 - Preparation of a question paper at Secondary level
 - Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a Geography Text Book at Secondary level.

BOOKS RECOMMENDED

- Arora, K.L. : Teaching of Geography.
- Gopsil, G.H. : The Teaching of Geography.
- Grieve, J.S. : Geography in School.
- Kaul, A.K. : Teaching of Geography.
- Maenee, E.A. : The Teaching of Geography.
- Shaida, B.D. and J.C. Sharma : Teaching of Geography.
- Singh, H.N. : Teaching of Geography.
- Srivastava, K. M. : Bhoogole Shikshan.
- The rall, Z.A. : Teaching of Geography.
- Verma, J.P. : Teaching of Geography.

OPTIONAL - XI: METHODS OF TEACHING ECONOMICS

COURSE OBJECTIVES: To enable the pupil teacher to:

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

COURSE CONTENT

UNIT – I Need & Significance of Teaching Economics.

- Concept/Nature of teaching Economics.
- Correlation and differentiation of Economics with other Social Science subjects-Geography, History, Political science, Qualities of economics teachers

UNIT –II Principles of Economics Curriculum Construction.

- Approaches to organize Economics curriculum in terms of concentric, correlation, and integration approaches.

UNIT – III Importance of Instructional Strategies in teaching Economics.

- Strategies in teaching Economics.
- Methods of teaching Economics – Lecture, Lecture-cum-discussion, Projects, Source method & Team-teaching.

UNIT – IV Objectives of teaching Economics for:

- Lesson Planning
- Unit Planning
- Microteaching for developing the skills of Introduction, Explanation, questioning, Stimulus variation and providing illustrations with relevant examples.

UNIT – V Arranging, Organizing, Planning, Executing and Reporting of Field Trips.

- Organizing Economic clubs and thought provoking programmes like quizzes.

UNIT – VI Purpose of Evaluation in Economics.

- Salient features of summative and formative evaluation.
- Question preparation for objective and essay type examinations.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a Economics Text Book at Secondary level.

BOOKS RECOMMENDED:

- Chakravarty, Sakhomy : Teaching of Economics in India, Bombay, 1987.
- Kanwar, B.S. : Teaching of Economics, Ludhiyana, Prakash Educational Publishers, 1970.
- Norman, L.C. (Ed.) : Teaching of Economics, London Educational Books, 1975;
- N.C.E.R.T. : Teaching Units In Economics For High And Higher Secondary Stage, New Delhi, 1974.
- Siddiqui, M.H. : Teaching Of Economics, Delhi, Ashish Publishing House, Daryaganj.
- वर्मा, रामपाल सिंह : अर्थशास्त्र शिक्षण, मेरठ, आर० लाल बुक डिपो।
- त्यागी, गुरुसरन दास : अर्थशास्त्र शिक्षण, आगरा, विनोद पुस्तक मन्दिर।

OPTIONAL – XII : METHODS OF TEACHING COMMERCE

COURSE OBJECTIVES: To enable the pupil teacher to

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

COURSE CONTENT

UNIT – I Concept and Nature of Commerce Teaching.

- Need and significance of teaching Commerce.
- Correlation and differentiation of Commerce with other subjects like Economics, Statistics and Accountancy.
- Aims and objectives of teaching Commerce at different levels.
- Qualities of commerce teachers

UNIT – II Principles of Curriculum Construction in Commerce.

- Approaches to organize Commerce curriculum in terms of concentric correlation and integration approaches.

UNIT – III Importance of Instructional Strategies in Teaching Commerce.

- Strategies of teaching Commerce.
- Methods of teaching Commerce – Lecture, Lecture cum Discussion, Project method and Team teaching.

UNIT – IV Teaching Commerce with Reference to Lesson Planning.

- Lesson planning.
- Unit planning.
- Microteaching of developing the skills of Introduction, Explanation, Questioning, Stimulus variation and providing illustration with examples.

UNIT – V Arranging, Organizing, Planning, Executing and Reporting of Field Trips in Commerce teaching.

- Organizing commerce clubs and thought provoking programmes like quizzes.

UNIT – VI Purpose of Evaluation in Commerce.

- Salient feature of summative and formative evaluation.
- Question preparation and objectivity in essay type examinations of commerce.

- Preparation of unit tests.

Assignment/Assessment

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research/Project work or any one relevant problem of this pedagogy of school subject.
- Review of a Commerce Text Book at Secondary level.

BOOKS RECOMMENDED

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

PRACTICAL ACTIVITIES (FIRST YEAR)

(A). READING AND REFLECTING ON TEXTS

COURSE OBJECTS: To enable the pupil teachers to

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

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

- SHANTINIKETAN by Shivani. Radhakrishan Prakashan, 2007.
- AAPKA BUNTY by Mannu Bhandari, Radhakrishan Prakashan, 2006.
- **What is Worth Teaching** by Krishan Kumar, Hyderabad: Orient Blackswan Pvt. Ltd. 1992..
- BALKON MEIN BHASHA VIKAS by Krishan Kumar, National Book Trust, 2000.
- DIVA SWAPNA, by Gijju Bhai Badheka Translated into Hindi by Kashinath Trivedi, New Delhi: National Book Trust, 1991.
- SHIKSHA AUR VIDYA by Achary Shriram Sharma, Bramhavarchas Akhand Jyoti Sansthan, Mathura, 1998

(B). MICRO-TEACHING AND LESSON PLANNING

COURSE OBJECTS: To enable the pupil teachers to;

- Develop practical understanding of micro teaching.
- Develop practical understanding of lesson planning.
- Develop practical understanding of preparation of TLM.

COURSE CONTENT

Preparing the records/ reports on any all of the following;

- To prepare and practical skill based micro teaching lesson plans of five teaching skills in each of the two pedagogic subjects.
- To prepare objective based five macro lesson plans in each of the two pedagogic subjects.
- To prepare one soft lesson plan for each of the two pedagogic subjects.
- To prepare two TLM for each of the two school subjects.

(C) PERSONALITY DEVELOPMENT AND YOGA

COURSE OBJECTS: To enable the pupil teachers to;

- Project work based on any social problem.
- Develop a holistic and integrated understanding of the human self and personality.
- Develop the skills of personal growth.
- Develop social relational sensitivity and effective communication skills.

COURSE CONTENT : Performing and report writing on any two of the following;

- Interaction with minimum 10 children from class or community regarding his/ her dreams, educational aspirations and problems.
- Debate on important educational/ social/ local issues to understand the hidden beliefs and prejudices.
- Presentation/ narration of life stories of educationist/social reformer in your area.
- Organizing minimum ten activities of Yoga/ physical exercise/ warm up exercises/ cool down exercises.
- Self-composed poems/stories and anecdotes.
- Sharing of special events/experiences in peer group.

(D): DRAMA , ART AND MUSIC IN EDUCATION

COURSE OBJECTS: To enable the pupil teachers to;

- Role of SUPW (Socially useful productive work). In educational/vocational context.
- Give message to the society regarding educational and social problems
- Understand the functioning of informal agents of education.
- Organize different types of educational activities.

COURSE CONTENT

Performing and report writing on any two of the following;

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

B. Ed. SECOND YEAR

COURSE – VI: Educational Administration, Management and Environmental Education

COURSE OBJECTIVES:

- To acquaint the student teacher with the concept of Educational Administration and Management
- To enable the student teachers to understand the role of different bodies of central and state governments in Education.
- To enable the student teachers to understand the role of Principal in school management.
- To enable the student teachers to understand the importance of environmental Education.
- Concept of classroom management its characteristics and strategies

COURSE CONTENT:

UNIT – I Meaning and Nature of Educational Administration.

- Objectives and scope of Educational Administration.
- Function of Educational Administration.
- Principles of Educational Administration.
- Type of Educational Administration.
- Theories of Educational Administration.

UNIT – II Central Administrative Machinery of Education.

- Role of the Central Government in Education.
- Advisory bodies of the Union Government in the field of Education.

UNIT – III State Administrative machinery of Education in Uttar Pradesh.

- The functions of the State Department of Education.
- Role of the Local bodies and NGOs in Education.
- Role of the Head Master in School management.

UNIT – IV Meaning and nature of School Management

- Objectives and Scope of School Management
- Methods of School Management – Human Resource Power Method, Cost Method, Social demand Method and Social Justice method Discipline
- School Academic Calendar and Time Table
- Educational Supervision
- Managing Co-Curricular Activities
- School Budget
- Classroom Management
- Teacher as a Learning Manager

UNIT – V Environmental Education-

- Concept of Environment, Its Components and Scope
- Disaster Management
- Environmental education-Meaning, Scope and Nature
- Environmental Hazards and Educational Remedies
- Role of School in Environmental Conservation and Sustainable Development

UNIT –VI Health Education

- Concept of human Health and Hygiene
- Basic Health Services
- Understanding preventive Physical and Mental health Measures- Balanced Diet, Nutrition, Yoga, Stress Management
- Role of Teachers, School and Society to Understand Health and Safety Issues
- Common Diseases and their Prevention
- Health , Population Control and AIDS
- Educational Implications of Glands in Human Body

ASSIGNMENTS: Students are required do any two of the following assignments;

- Framing School time table: Teacher wise and Class wise.
- Developing Hygienic Environment in the Classroom and School
- Preparation of Charts regarding central and state machinery of educational administration at center and state level.

BOOKS RECOMMENDED:

- Bhatnagar, R.P. & V. Agrawal : Educational Administration, Surya Publications, Meerut, 1997.
- Gaiind, D.N. & R.P. Sharma : Educational & Secondary School Administration, Ram Prasad & Sons, Agra, 1966.
- Newman, William H. : Administrative Action, McGraw Hill London, 1963.
- Owen, R.G. : Organizational Behavior In Schools, Prentice Hall, Inclave, Englewood Cliffs, New Jersey, 1970.
- Reeser Clayton : Management: Functions & Modern Concepts Scott Freshman And Co., Illinois, 1973,
- Shukla P.D. : Administration of Education In India, Vikas Publishing House, New Delhi, 1983.
- Tead Ordway : The Art of Administration, McGraw Hill Co., New York, 1951
- Agarwala, S.N : India's - Population, Asia Publishing House, New Delhi.
- Ali, Syed Ashfaq : Population Problems in India and Abroad Jai Bharat Publishing House, Bhopal, 1983.
- Bandhu, D. & N.L. Ramanathan : Education for environmental Planning & conservation. Indian Environmental Society, New Delhi, 1982.
- (Ed.)
- Bose, Ashish (Ed) : Pattern of population Change in India, Allied publishers, New Delhi.
- Bose, Ashish (et. al.) : Population studies in India. Vikas Publishing House Pvt. Ltd. New Delhi.
- NCERT : Population Education for Teachers, NCERT, New Delhi, 1974.
- Pandey, K.P. & S. Pandey : Paryavaran shiksha avam Bhartiya Sandharbh, Bhartiya Paryavaran Siksha Parishad.
- Report : Our Common Future --- Report of the World Commission on Environment & Development, Oxford University Press, New Delhi.
- Sharma, R.A. : Environmental Education, R.Lall book Depot, Meerut.

COURSE-VII: ASSESSMENT OF LEARNING AND ACTION RESEARCH

COURSE OBJECTIVES To enable student teachers to;

- acquire knowledge of assessment and evaluation
- Develop understanding of process of summative and formative evaluation
- Understand the concept of continuous and comprehensive evaluation.
- Develop skills to use statistics in Educational Evaluation
- To help students prepare an action research proposal based on their understanding of the process of action research.

UNIT-I: Perspective in Assessment and Evaluation

- Meaning, Principles and Purposes of Assessment.
- Relationship between Measurement, Assessment and Evaluation.
- Continuous and comprehensive evaluation: concept and need
- Forms of assessment based on :
 - Purpose (prognostic, formative, diagnostic and summative),
 - Scope (teacher made, standardized),
 - Attribute measured (achievement, aptitude and attitude),
 - Nature of information gathered (qualitative, quantitative),
 - Mode of responses (oral and written; selection and supply),
 - Nature of interpretation (norm referenced, criterion referenced) and
 - Context (internal, external)

UNI- II: Tools and Techniques of Assessing Learning

- General principles of test construction, Construction of table of specifications and writing different type of test items- various forms of objective type, short answer type, essay type and interpretive exercises
- Construction of diagnostic test
- Assessment of Performance: tools and techniques for assessment of skills
- Existing Practices: Unit tests, half-yearly and annual examinations, semester system,
- Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity
- Role of feedback in improving learning

UNIT-III: Fundamentals of Statistics

- Data, Scores and Scales of measurement
- Meaning, nature and scope of educational statistics, Frequency distribution, tabulation and graphical representation of data (Histogram, Frequency Polygon, Ogives, Pie-Diagram)
- Measures of central tendency- computation and uses of mean, median and mode
- Standard Deviation
- Correlation- concept, types and interpretation; Rank difference and Product Moment Method of measuring correlation coefficient

UNIT-IV: Understanding Action Research

- Research: Definition, Meaning and Types
- Action Research: Meaning, Nature and Scope of Action Research; Types of
- Action Research (Individual and Collaborative)
- Action research as a means for professional development of teachers
- Limitations of Action Research
- Methods used in Action Research (Experimental, Diagnostic and Remedial and Case Study)

UNIT-V: Conducting Action Research

- Defining an Action Research Problem and creating a narrative explanation of the Problem
- Substantiating the potential causes of Problem through evidence (Data)
- Writing working Research Questions
- Reviewing Literature for Potential Context Specific Solutions to the problem
- Planning an intervention
- Preparing Action Research Proposal
- Data collection and Analysis (Different Tools and Analysis procedures)
- Expected Outcome from Intervention
- Preparing Action Research Report

ASSIGNMENTS: Students are required do any two of the following assignments;

- Construction of an Achievement Test in any school subject at Secondary Level.
- Development of a progress card for continuous and comprehensive evaluation of the students at the secondary level.
- Present an outline for an Action research Project that is relevant to addressing a problem in context of school.

BOOKS RECOMMENDED:

- Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
- Ebel,R.L and Frisbie (1979). *Educational Achievement*. Singapore: Pearson Education.
- Gronlund, N.E and Linn R.L.(2003). *Measurement and Assessment in Teaching*, Singapore: Pearson Education.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
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- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- NatrajanV.andKulshreshta S.P. (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*. New Delhi: Association of Indian Universities.
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Norris N.(1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Singh H.S.(1974). *Modern EducationalTesting*. New Delhi: Sterling Publication
- Stanley, J.C and K.D Hopkins(1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Thorndike, Rober, L and Hagen, Elizabeth, (1955).*Measurement and Evaluation in Psychology and Education*. New York: John Wiley and Sons. Inc
- Thorndike, R.L. & E.P. Hagan Measurement and Evaluation in Psychology and Education, (III ed) Wiley Eastern Ltd. New Delhi
- Carr, W. and S. Kemmis (1986). *Becoming Critical: Education, Knowledge and Action Research*. Geelong: Deakin University Press..
- Building Teacher-Researcher Collaboration: Dilemmas and strategies, *Educational Action Research*, Volume 2, No. 2 available online at <http://dx.doi.org/10.1080/0965079940020206>
- Newton, P., & Burgess, D. (2008). Exploring Types of Educational Action Research: Implications for Research Validity, *International Journal of Qualitative Methods*, available online at <http://creativecommons.org/licenses/by/2.0>

COURSE VIII : CONTEMPORARY INDIA AND EDUCATION: CONCERNS AND ISSUES

COURSE OBJECTIVES: To enable student teacher to;

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

COURSE CONTENT

Unit-I: Debate on Education in Pre Colonial Era;

- Concept, aims and characteristics of Education in Vedic, Buddhist and Islamic Era;

Unit-II: Debate on Education in Pre-independence Era;

- Main recommendations of :

Charter Act-1813,
Macaulay's Minute-1835
Woods Despatch-1854
National Education Movement

Gokhle's Bill and Wardha Scheme of Education

Unit-III: Debate on Education in independent Era;

- Recommendations on Teacher Education, Primary Education, Secondary Education, Higher Education and Vocational Education of the following:
 - University Education Commission
 - Secondary Education Commission
 - Education Commission
 - NPE and Revised NPE
 - Knowledge Commission

Unit-IV: Debate on Crucial Issues of Education

- Education to live together
- Peace Education
- Gender Issues
- Inclusive Education

Unit-V: Government Initiatives in 21st Century

- Sarva Shiksha Abhiyan
- Rastriya Madhyamik Shiksha Abhiyan
- Rastriya Uchchar Shiksha Abhiyan
- Right to Education Act-2009
- National Curriculum Framework

Unit-VI: Education in Indian Constitution;

- Constitutional provisions for education
- Role of education in promoting constitutional values (freedom, justice and democracy)
- Alternative experiments in Education-SNDT, Banasthali Vidyapeeth, EKLAVYA

ASSIGNMENTS: Students are required do any two of the following assignments;

- A study of a school in historical perspective.
- Study of MDM Programme being run at least in five schools.
- A comparative study of any two National Policies on Education.

BOOKS RECOMMENDED:

- Altekar, A.S. : Education in Ancient India, Varanasi: The Indian Book shop, 1934
- Ghosh, S.C. : Educational Policy in India since Warren Hastings, Calcutta: *Naya Prakashan*, 1989
- Jaffar, S.M. : Education in Muslim India, Lahore, 1936
- Mukherjee, R.K. : Ancient Indian Education, Delhi: Motilal Banarasi Das, 1960
- Nurrullah, S. and J.P. Naik: A Students History of Education in India, Bombay; Macmillam.
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- Saraswat, Malti et.al. : Bhartiya Shiksha ka Itihas Evam Samasyayen, New Kailash Prakashan, Allahabad, 2013
- Uppal, S. (Ed.). Basics in Education Textbook for B.Ed. Course, New Delhi: NCERT, 2014
- Varghese, A. : Education for the Third Millennium, Indore: Satprachar Press, 2000.

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