

SYLLABUS
FOR
THREE YEAR INTEGRATED (SIX SEMESTER)

B ED – M ED COURSE

(AS PER NCTE REGULATION 2014)

Prepared by
Institute of Advance Studies in Education (IASE)
JIWAJI UNIVERSITY, GWALIOR,
MADHYA PRADESH

SESSION

2020 -23

Approved by
Coordination Committee of Madhya Pradesh Universities
Department of Higher Education, M.P.



Dr. Vivek Bapat



Dr. Vinod Singh Bhadoria

Course Structure and Scheme of Instruction and Examination

First Year

Semester-I

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-I								
Learner Studies	T-1 Childhood & Growing up				100	80	20	04
Learner Studies	T-2 Philosophy of Education				100	80	20	04
Pedagogy of Subject* (Any Two according to the your steem)	Understanding Disciplines and School subject							
	T-3A. Pedagogy of Teaching Subject First				50	40	10	02
	T-3B. Pedagogy of Teaching Subject Second				50	40	10	02
	Total				300	240	60	12
Practicum :- Sem -I								
Teaching Enrichment	P-1 Self Development				50		50	01
	P-2 Reading & Reflecting on Text				50	50		02
Teaching Enrichment	P-3 Micro Teaching				50		50	02
Teaching Enrichment	P-4.1 Book Review				100		30	03
	P-4.2 Community Work						15	
	P-4.3 Participation in Co-Curricular Activity						15	
	P-4.4 Content Test						40	
	Total				250	50	200	08
	Grand Total			100 Working Days	550	290	260	20

Practical Exam of P-2 by external examiner appointed by university

Table T-3(a): Select Any one Subject in a Selected Group

Art Group & Others	Science Groups
T-3.2Hindi	T-3.7 Mathamatics
T-3.1 English	T-3.8 Life Science
T-3.3Sanskrit	T-3.9 General Science
T-3.4 Urdu	

Table T-3(b): Select Any one Subject in a Selected Group

Art Group	Science Groups
T-3.11Civics	T-3.5 Physics
T-3.10 History	T-3.6 Chemistry
T-3.13 Economics	
T-3.12 Geography	
T-3.14 Social Science	
T-3.15 Commerce	



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B. Ed.-M. Ed. I Sem

Examination December 2020 Scheme

S. No.	O/C	Paper	Type	External Marks		Internal Marks		Total	
				Max.	Min.	Max.	Min.	Maxi.	Min.
101	C	T-1 Childhood & Growing up	TH	80	32	20	8	100	40
102	C	T-2 Philosophy of Education	TH	80	32	20	8	100	40
103	O (Any One)	T-3A. Pedagogy of Teaching Subject - I	TH	40	16	10	4	50	20
		Hindi							
		English							
		Sanskrit							
		Urdu							
		Mathematics							
		Life Science							
General Science									
104	O (Any One)	T-3B. Pedagogy of Teaching Subject - II	TH	40	16	10	4	50	20
		Civics							
		History							
		Economics							
		Geography							
		Social Science							
		Commerce							
		Physics							
Chemistry									
105	C	P-1 Self Development	PR	-	-	50	25	50	25
106	C	P-3 Micro Teaching	PR	-	-	50	25	50	25
107	C	P-4.1 Book Review	PR	-	-	30	15	30	15
108	C	P-4.2 Community Work	PR	-	-	15	8	15	8
109	C	P-4.3 Participation in Co-Curricular Activity	PR	-	-	15	8	15	8
110	C	P-4.4 Content Test	PR	-	-	40	20	40	20
111	C	P-2 Reading & Reflecting on Text	PR	50	25	-	-	50	25
		Total		290	121	260	133	550	254



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Course Structure and Scheme of Instruction and Examination

First Year

Semester-II

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-II								
Learner Studies	T-4 Sociology of Education				100	80	20	04
Learner Studies	T-5 Assesment of Learning				100	80	20	04
Learner Studies	T-6 Futurology in Education				100	80	20	04
	Total				300	240	60	12
Practicum :- Sem-II								
Teaching Enrichment	P-5 Art & Drama In Education				50	50		02
Teaching Enrichment	P-6.1 Shadowing of Subject Teacher Teacher and Observing minimum 10-10 lessons in Pedagogy I & II				75		25	06
	P-6.2 Observation of School Activity						25	
	P-6.3 Observation of Micro Lesson minimum 5 given by peer group						25	
Teaching Enrichment	P-7.1 Participation in co-curricular Activity in college				25		10	02
	P-7.2 Critical Analysis of an Educational Film						15	
	Total				150	50	100	10
	Grand Total			100 Working Days	450	290	160	22

Practical Exam of P-5 by External examiner appointed by University



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B. Ed.-M. Ed. II Sem

Examination June 2021 Scheme

S. No.	O/C	Paper	Type	External Marks		Internal Marks		Total	
				Max.	Min.	Max.	Min.	Max.	Min.
201	C	T-4 Sociology of Education	TH	80	32	20	8	100	40
202	C	T-5 Assesment of Learning	TH	80	32	20	8	100	40
203	C	T-6 Futurology in Education	TH	80	32	20	8	100	40
204	C	P-5 Art & Drama In Education	PR	50	25	-	-	50	25
205	C	P-6.1 Shadowing of Subject Teacher Teacher and Observing minimum 10-10 lessons in Pedagogy I & II	PR	-	-	25	13	25	13
206	C	P-6.2 Observation of School Activity	PR	-	-	25	13	25	13
207	C	P-6.3 Observation of Micro Lesson minimum 5 given by peer group	PR	-	-	25	13	25	13
208	C	P-7.1 Participation in co-curricular Activity in college	PR	-	-	10	5	10	5
209	C	P-7.2 Critical Analysis of an Educational Film	PR	-	-	15	8	15	8
		Total		290	121	160	76	450	197

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest



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Course Structure and Scheme of Instruction and Examination

Second Year

Semester-III

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-III								
Learner Studies	T-7 Teacher Education –I				100	80	20	04
Learner Studies	T-8 Intriduction to Research Methodology				100	80	20	04
Learner Studies	T-9 Specialisation course (any one)*				100	80	20	04
	Total				300	240	60	12
Practicum :- Sem –III								
Teaching Enrichment	P-8 Psychology Practicum** (External+Internal)				50	50		02
Teaching Enrichment	P-9 School Internship Programme (SIP)				--	--	--	--
	Lesson Plans- 20 Weeks				260	160	100	30
	Theme based Learning (2 × 10)				20		20	
	Co-teaching lesson with school teachers (2 × 10)				20		20	
	Reports on records maintained in the school				15		15	
	Blue print & administration of test				20		20	
	Reflective journalns on intership activity				15		15	
		Total				400	210	190
	Grand Total			100 working days	700	450	250	44

Practical Exam of P-8 & P-9 (lesson Plan) by External examiner appointed by University

** Optional paper (Select any one)*

T-9.1 Comparative Education

T-9.2 Educational Technology

T-9.3 Environment Education

T-9.4 Guidance & Counseling

**** SUGGESTED PSYCHOLOGY PRACTICUM AREAS**

Group A -Tests	Group B-Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer of Learning
Achievement Motivation	Trial and Error
Personality	Personality


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B. Ed.-M. Ed. III Sem

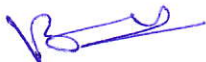
Examination December 2021 Scheme

S. No.	O/C	Paper	Type	External Marks		Internal Marks		Total	
				Max.	Min.	Max.	Min.	Max.	Min.
301	C	T-7 Teacher Education –I	TH	80	32	20	8	100	40
302	C	T-8 Inroduction to Research Methodology	TH	80	32	20	8	100	40
303	O (ANY ONE)	T-9.1 Comparative Education	TH	80	32	20	8	100	40
		T-9.2 Educational Technology							
		T-9.3 Environment Education							
		T-9.4 Guidance & Counseling							
304	C	P-8 Psychology Practicum** (External+Internal)	PR	50	25	-	-	50	25
		P-9 School Internship Programme (SIP)	PR	-	-	-	--	--	--
305	C	Lesson Plans- 20 Weeks	PR	160	80	100	50	260	130
306	C	Theme based Learning (2 × 10)	PR	-	-	20	10	20	10
306	C	Co-teaching lesson with school teachers (2 × 10)	PR	-	-	20	10	20	10
307	C	Reports on records maintained in the school	PR	-	-	15	8	15	8
308	C	Blue print & administration of test	PR	-	-	20	10	20	10
309	C	Reflective journalrns on intership activity	PR	-	-	15	8	15	8
		Total		450	201	250	120	700	321

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest



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Course Structure and Scheme of Instruction and Examination

Second Year

Semester-IV

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-IV								
Learner Studies	T-10 Psychology of Learning & Development				100	80	20	04
Learner Studies	T-11 Educational Studies				100	80	20	04
Learner Studies	T-12 Advance Research Methodology				100	80	20	04
	T-13 Teacher Educationa-II				100	80	20	04
	Total				400	320	80	16
Practicum :- Sem -IV								
Teaching Enrichment	P-10 Academic Writing				50		50	02
	P-11 Dissertation Preposal				50	50		02
	Total				100	50	50	04
	Grand Total	100 working days			500	370	130	20

Practical Exam of P-11 by External examiner appointed by University

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B. Ed.-M. Ed. IV Sem

Examination June 2022 Scheme

S. No.	O/C	Paper	Type	External Marks		Internal Marks		Total	
				Max.	Min.	Max.	Min.	Max.	Min.
401	C	T-10 Psychology of Learning & Development	TH	80	32	20	8	100	40
402	C	T-11 Educational Studies	TH	80	32	20	8	100	40
403	C	T-12 Advance Research Methodology	TH	80	32	20	8	100	40
404	C	T-13 Teacher Educationa-II	TH	80	32	20	8	100	40
405	C	P-10 Academic Writing	PR	-	-	50	25	50	25
406	C	P-11 Dissertation Preposal	PR	50	25	-	-	50	25
		Grand Total		370	153	130	57	500	210

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest



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Course Structure and Scheme of Instruction and Examination

Third Year

Semester-V

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-V								
Learner Studies	T-14 Issues and Concern of Elementary Education				100	80	20	04
Learner Studies	T-15 Secondary Educationa & Teacher Function				100	80	20	04
	Total				200	160	40	08
Practicum :- Sem -V								
Teaching Enrichment	P-12ICT for Education				50	50		02
	P-13 Internship related to field work for Research work Dissertation (8 weeks)				50		50	24
	Total				100	50	50	26
	Grand Total	100 working days			300	210	90	34

Practical Exam of P-12 by External examiner appointed by University

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B. Ed.-M. Ed. V Sem

Examination December 2022 Scheme

S. No.	O/C	Paper	Type	External Marks		Internal Marks		Total	
				Max.	Min.	Max.	Min.	Max.	Min.
501	C	T-14 Issues and Concern of Elementary Education	TH	80	32	20	8	100	40
502	C	T-15 Secondary Educationa & Teacher Function	TH	80	32	20	8	100	40
503	C	P-12 ICT for Education	PR	50	25	-	-	50	25
504	C	P-13 Internship related to field work for Research work Dissertation (8 weeks)	PR	-	-	50	25	50	25
		Grand Total		210	89	90	41	300	130

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest



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Course Structure and Scheme of Instruction and Examination
Third Year
Semester-VI

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int	
Theory :-Sem-VI								
Learner Studies	T-16Curriculum Studies				100	80	20	04
Learner Studies	T-17History and Economics of Education				100	80	20	04
Learner Studies	T-18 Specialization Course-2 (Any One)*				100	80	20	04
Learner Studies	T-19 Specialization Course-3 (Any One)*				100	80	20	04
	Total				400	320	80	16
Practicum :- Sem -VI								
Teaching Enrichment	P-14Dissertation				200	150	50	24
	Total				200	150	50	24
	Grand Total	100 working days			600	470	130	40

Practical Exam of P-14by External examiner appointed by University

** Student have to choose two subject for T-18 & T-19*

T-18.1/19.1 Inclusive Education

T-18.2/19.2 Management of Education

T-18.3/19.3 Assessment & Evaluation

T-18.4/19.4 Women Education

JIWAJI UNIVERSITY,GWALIOR

B. Ed.-M. Ed. VI Sem


Examination June2023 Scheme

S. No.	O/C	Paper	Type	External Marks		Internal Marks		Total	
				Max.	Min.	Max.	Min.	Max.	Min.
601	C	T-16 Curriculum Studies	TH	80	32	20	8	100	40
602	C	T-17 History and Economics of Education	TH	80	32	20	8	100	40
603	O (ANY ONE)	T-18.1 Inclusive Education	TH	80	32	20	8	100	40
		T-18.2 Management of Education							
		T-18.3 Assessment & Evaluation							
		T-18.4 Women Education							
604	O (ANY ONE)	T-19.1 Inclusive Education	TH	80	32	20	8	100	40
		T-19.2 Management of Education							
		T-19.3 Assessment & Evaluation							
		T-19.4 Women Education							
605	C	P-14 Dissertation	PR	150	75	50	25	200	100
Grand Total				470	203	130	57	600	260

Passing Marks: Th 40% And Pr 50%

C - Stand for Compulsory Paper

O - Stand For Optional Paper Select as per Subject Guidline or Your Interest



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Course Structure and Scheme of Examination

Three Year B.Ed.-M. Ed. Programme

Final Marks and Credit Division of Six Semesters

Semester	External Marks	Practical Marks	Total Marks	Credit
I	290	260	550	20
II	290	160	450	22
III	450	250	700	44
IV	370	130	500	20
V	210	90	300	34
VI	470	130	600	40
Total Marks Credit	2080	1020	3100	180

Rules & Regulations

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities will get credit to attendance for that period this will be allowed on production of a certificate from concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practical and 50% semester internship in teaching separately.
4. A candidate who fails only in one subject in first year semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/Internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.
8. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to year he/she has not completed at the time of change.
 - Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's degree examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's Degree.
 - Only such candidate shall be allowed to offer Social Studies for B.Ed. examination as have taken their Bachelor's Degree with any two subjects of history, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
 - A person having Bachelor's degree in Agriculture will be allowed to offer General science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject life Sciences i.e. Biology or Botany or Zoology.
 - A candidate who has offered Political Science or Public Administration at his Bachelors or Masters Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

(A) Evaluation of Examination:

- The Degree will be awarded to a student who completes a total of 60 Credits in a minimum of two years taking four courses per Semester.
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if she/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall, have grade points average and total percentage of marks (up to two decimal points).
- Choice Based Credit System (CBCS) : The CBCS provides choice for students to select from the prescribed courses
- Paper/Subjects: Usually referred to, as 'course' a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/tutorials/laboratory work/ field work/outreach activities /project work/vocational training/viva/seminars/term papers /assignments/ presentation s/ self-study etc. or a combination of some of these.
- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- Credit Point: It is the product of grade point and number of credits for-a course.
- Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

Scheme of Examinations

Scheme of Theory

Courses carrying	100 marks	80 External + 20 internal
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Scheme of School Internship Programme

School internship	100 marks	Internal
Final Teaching	100 marks	Internal

Scheme of Practicum

P-2, P-5, P-11	External Exam	Each 50 marks
	Record	30 marks
	Viva Voce	20 marks

Psychology Practicum (50 Marks)

	External
Record File	10 marks
Two Tests/Experiments	20(10+10) marks
Viva Voce	20

Scheme of Dissertation

External (150 marks) Internal (50 marks)	Total 200 Marks
Power point presentation	50 marks
Dissertation	50 marks



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code: T-1 (Learner Studies)

Course Name – Childhood and Growing up

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Course Objectives:

The learners will be able:

- To acquire knowledge and understanding of stages of human development and development and developmental tasks with special reference to childhood and adolescence.
- To understand the theories and principles of human development.
- To understand the physical, motor and physiological development at childhood and adolescent stages.
- To understand the cognitive, social emotional and moral development at childhood as well as at adolescent stage and the related theories.
- To understand the meaning of self in wider perspective and the related ideologies.
- To understand the concept of personality determinants of personality and theories of personality and various methods of assessment of personality.
- To understand the concept of integrated personality.
- To understand and decide their role as a teacher to help the students at childhood and adolescent stages for the development of integrated personality.

Content:

Unit-1: Foundation of Human Development (Bharateey and Western Approach)

1. Concept of Human Growth and Development meaning and principles.
2. Difference between growth and development
3. Stages of Development
4. Stages of Development
5. Dimensions of physical, Motor and Physiological Development
6. Idea of 'Lalyet Panchvarshani...' (लालयेत् पंचवर्षाणि)

Unit-2: Cognitive Process and Development

(i) (a) Piaget's Theory (b) Vyogotsky's Theory

(ii) Language Development:

- a) Prelinguistic Development
- b) Phonological Development
- c) Semantic Development
- d) Grammatical Development



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Unit-3: Socioemotional and Moral Development

1. Social Development-socialization and Theory of Physiological Development by Erikson
2. Emotions-Temperament and Regulating Emotions
3. Moral Development-Concept, Theory of Kohlberg for Moral Development. Values, Religion, Spirituality and their meaning in life.

Unit-4: Self-identity and Personality

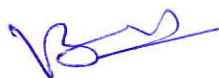
- (i) Understanding of 'Self-concept of 'self in Bhartey 'ideology' with reference to Geeta.
- (ii) Personality-Concept-Meaning and definition
- (iii) Determinants of Personality
- (iv) Brief introduction of Type and Trait Theory of Personality and Big five factors. Integrated Personality
- (v) Assessment of Personality

Unit-5: Teacher Functions and Role

- Role of teacher in nurturing childhood learners with reference to their development characteristics especially in designing academic activities
- Role of teacher in nurturing and guidance to adolescent learners with reference to developmental characteristics especially in creating suitable academic, social and emotional environment.

Essential Readings:

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H.(2007). Theories of Human Development London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The study of Human Development. Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T. S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publication. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. (2), 5-29, 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965), Centuries of Childhood-A social history of the family life, Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion – The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: A student's handbook. New York: Taylor & Francis. Chapter 1: Brief History of Developmental Psychology.



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-2 (Learner Studies)

Course Name – Philosophy of Education

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Objectives:

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

Content:

Unit-I: Philosophy of Education

- Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy
- Metaphysics, Axiology and Epistemology in Philosophy. Components of Identity

Unit-II: Theory Building

- a) Concept, Process, characteristics, types and importance of Definition
- b) Concept, types and characteristics of Proposition and Assumption
- c) Concept, Types and Structure of Inference
- d) Process of Theory building

Unit-III: Schools of Indian Philosophy

Study of traditional Indian schools of Philosophy: Samkhya, Sankhya Vendanta, Nyaya, vaishikshik, Mimamsa and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.


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Unit-IV: Schools of Western Philosophy

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

Unit-V: Educational Thoughts of Prominent Phillosophers

Indian Philosophers: Chanakya, Maitreyi, Adi Sankracharya, Bhartrhari, Nagarjuna, S S Radhakrishna, Tagore, and Aurobindo.

Western Philosophers: Aristotle, Plato, Socrates, Rousseau, Russell and Dewey.

Activities:

- Book Reviews of original readings of Rabindranath Tagore / Sri Aurobindo/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)
- Presentation on Fallacies of Inference:
- Reviews of two Doctoral Level Research Works of Standard
- Analysis of Education Policy / Major policy Documents for their philosophical underpinnings.

REFERENCES

- Agrawal, S.K.: Shiksha ke Darshnic Evam Samaj Shastriya Siddant , Modern Publishers, Meerut, 1981. Belford. T.O.: Toward a Philosophy of Education, New York: Holt Rinehart, 1969.
- Aurobindo Society: Teaching of Aurobindo. Aurobindo Society, Pondicherry 1952
- Brubacher, L.S.: Modern Philosophies of Education McGraw Hill Co. New York 1962 Butler, L.D.: Four Philosophies, Harper, New York, 195J.
- Butler, J.D. Four Philosophies and their practice in Education and Religion, Third Edition, New York, Harper and Row co., 1968 .
- Brubacher, J.S. Modern Philosophies of Education, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd., 1950.
- Canker, W.: Hindu Personality of Education .Tagore, Gandhi, Aurbindo, Manohar Book Service, New Delhi: 1976.
- Cohen, Brenda: Educational Thought: An Introduction London: MacMillan Co., London 1969.
- Cohen, M.R. & Nagle, E.: Introduction to Logic and Scientific Method Delhi: Allied Publishers, 1984.
- Connor, D.J.: Introduction to Philosophy of Education, London, Rutledge and Kegan Paul. Copi, I.M.: Introduction to Logic London: Macmillan Co., 1968.
- Dutt, R.P.; India today and Tomorrow. People Publishing House, Delhi, 1955.
- Elmhrst, L.K.: Rabindra Nath Tagore, John Murrey, London ,1961.
- Gaind, D.N. arid Sharma, R.P.: Shiksha ke Siddhant, Universal Publishers, Agra, 1964.
- Gokhale, B.G.: Indian Thought Through the Ages, Asia Publishing Hou se, Bombay, 1961.

B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.1 (Pedagogy of Subject)

Course Name – Understating Discipline of English

Max. Marks - 50
External Marks - 40
Internal Marks - 10

Objectives:

The teacher trainees will be able -


- To understand the development of language.
- To realize the importance of philosophy of language.
- To master the different techniques and devices of the second language structure, sounds and vocabulary.
- To distinguish between different approaches and methods of teaching English and their uses in classroom.
- To acquire the basic skills of language learning
- To plan and execute of different types of lessons in literature, grammar and composition according to classroom situations.
- To execute the principles of curriculum construction.
- To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
- To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
- To guide the students to use the language correctly
- To feel enthusiastic about making use of innovative techniques.
- Prepare review of text books (State Board and CBSE)

Unit-I: Historical and Philosophical Investigation of Language Development

- a. Meaning and definition of language.
- b. Process of language development
- c. Theories of language development - Chemistry and vigatsky.
- d. Philosopher's concern with language: Metaphysics and epistemology.
- e. Importance of language in human life and society.
- f. Language as discipline.
- g. History of English language teaching.

Unit-II: Care Elements in Teaching Learning of English

- a. Aims and objectives of teaching and learning English at secondary level.
- b. Importance of English as second language learning.
- c. Place of English in the school curriculum.
- d. Correlation of English with other subjects of curriculum.
- e. Principles of curriculum construction in English subject.


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Unit-III: Approaches, Methods and Techniques of Teaching English

- 3.1 Approaches of Teaching English - Structural and Communicative.
- 3.2 Methods of Teaching English - Grammar cum Translation, Direct and Bilingual.
- 3.3 Methods of Teaching Basic Skills - Listening, Speaking Reading and writing.
- 3.4 Technique of Teaching English (a) Pair work/Group work (b) Language/communication games
- 3.5 Special Methods of content teaching in English Teaching of Prose, Poetry, Grammar and Composition.
- 3.6 Models of Teaching - Concept attainment, Synectics, Brainstorming.

Unit-IV: Innovation in English Teaching and Role of English Teacher

- a) Collaborative teaching and learning.
- b) Activity oriented learning
- c) Edutainment - Language Quiz, Puzzles, Riddles, Wele tools
- d) Language Lab
- e) Role of English teacher in English language teaching.
- f) Qualities and Responsibilities of English teacher in Teaching English Language
- g) Audio-Visual Aids-Importance, Types, Production and Usage.

Unit-V: Evaluation Procedure

- a) Nature and Procedure of Evolution of auditory comprehension, speaking, reading, writing and composition.
- b) Diagnostic testing and remedial teaching.
- c) Continuous and comprehensive evaluation.
- d) Formative and summative assessment.
- e) Tool s for evaluation.

Activities for Internal Assessment'

- Prepare a listening audio especially meant for critical listening.
- Prepare task based activities to develop English speaking skills.
- Prepare literature to enhance and sharpen the reading skills.
- Prepare a critical analysis of English curriculum at secondary level.

References:

- Alston, William P. (2012) Philosophy of Language. New Delhi: PHI Learning Private Limited.
- Brown, H.D. (1993). Principles of Language Learning and Teaching. Englewood Cliffs, New Jersey: Prentice Hall.
- Brown, H.D. (1994). Teaching by Principles: An Interactive Approach to Language Pedagogy. Englewood cliffs, New Jersey: Printice Hall.
- Jain, R.K and Sharma, C.K. (2011). Essentials of English. Vinod Pustak Mandir, Agra UP
- Krashen, Stephen D. (1 987). Principles and Practice in Second Language Acquisition. New York : Prentice Hall International.
- Mackay, W.F. (1967). Language teaching Analysis. Indiana. Indiana University Press.
- Mukabl, Joseph C. (1998). Approaches to English Language Teaching. New Delhi: Discovery Publishing House.



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code: T-3.2 (Pedagogy of Subject)

Course Name – Understating discipline of Hindi

Max. Marks - 50

External Marks - 40

Internal Marks - 10

उद्देश्य:

1. हिन्दी भाषा के अध्ययन अध्यापन में भाषायी क्षमताओं तथा प्रभावशीलता का विकास करना।
2. हिन्दी शिक्षण के प्रति एवं प्रतिबद्धता का विकास करना।
3. भाषायी कौशल में पारंगत करना।
4. हिन्दी शिक्षण की विभिन्न विधियों में अध्यापन की कुशलता का विकास करना।
5. हिन्दी शिक्षण में निदानात्मक एवं उपचारात्मक कौशल विकसित करना।

इकाई-1: भाषा का वैज्ञानिक स्वरूप

1. वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि
2. देवनागरी लिपि और उसका मानक स्वरूप
3. भाषा के रूप-बोली एवं भाषा मातृभाषा, राष्ट्रभाषा, सम्पर्क भाषा अर्थ, स्वरूप महत्व।

इकाई-2: भाषायी कौशल का सामान्य ज्ञान

1. श्रवण कौशल
2. वाचन कौशल
3. पठन कौशल
4. लेखन कौशल
5. उच्चतर माध्यमिक स्तर पर तथा माध्यमिक स्तर पर भाषा शिक्षण के उद्देश्य।
6. पाठ योजना का अर्थ, महत्व, रूपरेखा, सक्रिय अधिगम प्रविधि पर आधारित पाठ योजना, सूक्ष्म शिक्षण के कौशलों पर आधारित पाठ योजना।

इकाई-3: हिन्दी की विभिन्न विधाओं का शिक्षण

1. गद्य शिक्षण
2. पद्य शिक्षण
3. व्याकरण शिक्षण
4. रचना शिक्षण
5. अन्य शिक्षण (यथा व्यंग्य, रिपोर्टेज संस्करण)

इकाई-4: हिन्दी शिक्षण के गुण एवं दायित्व

1. हिन्दी शिक्षण के गुण, भूमिका तथा वर्तमान के दायित्व
2. हिन्दी शिक्षण सूत्र
3. हिन्दी शिक्षण सिद्धान्त
4. सुलेख अनुलेख श्रुतलेख
5. मूल्य की आवधारण

इकाई-5: मूल्यांकन

1. हिन्दी शिक्षण में मूल्यांकन
2. सत्त व्यापक मूल्यांकन का अर्थ विशेषताएँ
3. पाठान्तर्गत, पाठोपरान्त मूल्यांकन
4. निदानात्मक एवं उपचारात्मक शिक्षण
5. प्रश्न-पत्र निर्माण एवं नील पत्र

प्रदत्त कार्य:

- पाठ्यपुस्तक हिन्दी का समीक्षात्मक अध्ययन (कक्षा कोई एक)
- आकाशवाणी पर प्रसारण हेतु रेडियों पाठ की रचना।
- हिन्दी शिक्षण हेतु पाठ पर आधारित दो खेल का निर्माण।
- कविता रचना प्रकृति, समाज पर आधारित।
- कहानी लेखन – समसामयिक स्थितियों पर।

संदर्भ पुस्तकें:

1. भाटिया एम. एम. और नारंग सी. एल. 1987, आधुनिक हिंदी शिक्षण विधियां, लुधियाना: प्रकाश ब्रदर्स
2. लाल रमन बिहारी, 1993 हिंदी शिक्षण, मेरठ, रस्तोगी पब्लिकेशन्स
3. तिवारी, भोलानाथ : भाषा विज्ञान : इलाहाबाद: किताब महल
4. वर्मा, रामचंद्र, 1976 अच्छी : इलाहाबाद: लोकभारती प्रकाश
5. जायसवाल, माता बदल, 1997 मानक हिंदी का ऐतिहासिक व्याकरण, इलाहाबाद, महामति प्रकाशन
6. सिंह, निरंजन कुमार, 1994 माध्यमिक विद्यालयों में हिंदी शिक्षण, जयपुर: राजस्थानी हिंदी ग्रंथ अकादमी।



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.3 (Pedagogy of Subject)

Course Name – Understating Discipline of Sanskrit

Max. Marks - 50
External Marks - 40
Internal Marks - 10

उद्देश्य – शिक्षण प्रशिक्षणार्थियों की योग्यता के विकास के लिये

1. भाषा शिक्षण की आवश्यकता एवं विविध भूमिकाओं से परिचित करना।
2. संस्कृत शिक्षण के कार्य, महत्व एवं उसकी सांस्कृतिक पृष्ठभूमि से परिचित कराना।
3. प्राथमिक, माध्यमिक एवं उच्चतर माध्यमिक स्तरों पर संस्कृत शिक्षण के स्वरूप, लक्ष्य एवं उद्देश्यों से परिचित कराना।
4. संस्कृत शिक्षण की विधियों से परिचित कराना।
5. संस्कृत शिक्षण के लिए प्रभावी शिक्षण सामग्री की तैयारी तथा उपयोग करने का कौशल विकसित करना।
6. संस्कृत भाषा सीखने व अभ्यास की विभिन्न विधियों से परिचित कराना।
7. संस्कृत शिक्षण के निदानात्मक एवं उपचारात्मक कौशल विकसित करना।

इकाई-1: संस्कृत भाषा एव साहित्य का महत्व एवं वर्तमान स्थिति

1. संस्कृत शिक्षण के लक्ष्य एवं उद्देश्य
2. अनुदेशात्मक उद्देश्यों का ब्लूम टेक्सोनोमी के अनुसार ज्ञानात्मक, भावात्मक एवं क्रियात्मक रूप में वर्गीकरण रूप में वर्गीकरण एवं लेखन।

इकाई-2: संस्कृत में 4 भाषायी कौशलों का सामान्य ज्ञान व अभ्यास संस्कृत श्रवण, भाषण (मौखिक अभिव्यक्ति) पठन एवं लेख।

1. संस्कृत पाठ्यक्रम निर्माण एवं समीक्षा
2. सक्रिय अधिगम प्रविधि एवं न्यूनतम अधिगत स्तर

इकाई-3: संस्कृत शिक्षण की पद्धति

1. प्रत्यक्ष पद्धति
2. व्याकरण पद्धति
3. पाठ्यपुस्तक पद्धति
4. संयुक्त पद्धति

इकाई-4: संस्कृत में विधाओं की शिक्षण

1. संस्कृत व्याकरण शिक्षण – महत्व प्रक्रिया एवं पाठ योजना
2. संस्कृत पद्य शिक्षण – महत्व प्रक्रिया एवं पाठ योजना
3. संस्कृत गद्य शिक्षण – महत्व प्रक्रिया एवं पाठ योजना
4. संस्कृत रचना शिक्षण – महत्व प्रक्रिया एवं पाठ योजना
5. सूक्ष्म शिक्षण – महत्व प्रक्रिया एवं पाठ योजना (सूक्ष्म शिक्षण कौशल के अनुसार)



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इकाई-5: संस्कृत शिक्षण में मूल्यांकन एवं स्वरूप।

1. संस्कृत में मूल्यांकन की प्राचीन एवं अर्वाचीन विधियाँ।
2. संस्कृत शिक्षण में गृहकार्य नियोजन एवं संशोधन प्रक्रिया।
3. संस्कृत भाषा की सहपाठ्य क्रियायें।
4. संस्कृत द्वारा नैतिक मूल्यों का संवर्द्धन।
5. सुभाषित संग्रह, लोकोव्यारण, भाषण, अभिनयीकरण, एवं रचना प्रतियोगिता।

संस्कृत शिक्षण हेतु अनुगोदित पुस्तकें

- शर्मा, डॉ. उषा: "संस्कृत शिक्षण, स्वाति पब्लिकेशन्स, जयपुर।
- डॉ. कम्भम्पारि साम्बशिवमूर्ति : संस्कृत शिक्षणम्, दिपशिखा प्रकाशन, जयपुर।
- शर्मा, डॉ० माता प्रसाद : संस्कृत शिक्षणम् श्री कविता प्रकाशन, जयपुर।
- पाण्डेय, डॉ. रामशकल : संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- शर्मा, डॉ. संतशरण "संत" : संस्कृत व्याकरण, (2009), अमर प्रकाशन, मथुरा।
- वर्मा, डॉ. पूर्ण सिंह: संस्कृत शिक्षण, लक्ष्मी बुक डिपो, जयपुर।
- मितल, डॉ. सन्तोष : संस्कृत शिक्षण, आर. लाल बुक डिपो, मेरठ।
- नारंग, वैषना: "सम्प्रेषणात्मक भाषा शिक्षण,", नई दिल्ली प्रकाशन संस्थान दयानन्द मार्ग।
- मिश्रा, डॉ. महेन्द्र कुमार: संस्कृत व्याकरण, विवके पब्लिशिंग हाऊस, जयपुर।
- सिंह, डॉ.एस.डी.संस्कृत शिक्षणम्, इण्टरनेशनल पब्लिशिंग हाऊस, जयपुर।



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code: T-3.4 (Pedagogy of Subject)

Course Name – Understating Discipline of Urdu

Max. Marks - 50
External Marks- 40
Internal Marks - 10

Objectives:

- Understand the importance and role of Urdu language in our country.
- Understand the aims of teaching of Urdu at elementary and secondary level.
- Be familiar with various methods of teaching Urdu.
- Understand the concept of curriculum in teaching Urdu, qualities of good textbook and cocurricular activities in teaching Urdu.
- Acquaint them with different teaching skills associated with teaching of Urdu.

Course Contents

Unit-1: Curriculum Aims and Objectives

Meaning, importance and principals of preparing good Urdu

Curriculum at secondary level

Principles and rationale of curriculum development

Text book: Meaning and importance of Urdu text book, qualities of a good textbook in the subject of Urdu .Qualities of language teacher

Co-curricular activities: Meaning, importance of co-curricular activities for teaching Urdu through:

- Literary Club.
- School Magazine.
- Debates.
- Quiz Programme.
- Dramatics.
- Mushiarah

Unit-2: Skills of Urdu Teaching

1. Development of the following linguistic skills:

- Listening.
- Speaking.
- Reading.
- Writing.

Unit-3: Reading and Writing

Concept, meaning and importance of reading.

Types of reading: silent/low, extensive and intensive.

Unit-IV: Methods of Teaching Urdu

- Aims of teaching prose, poetry, drama and composition at various levels.
- Methods of teaching prose, poetry, composition and grammar.

Unit-V: Audio Visual Aids

Importance, types, production and usage

- Traditional Aids: Black Board, Text Books.
- Verbal Aids: Story Telling, Example
- Audio Aids: Radio, Tape recorder.
- Audio-Visual Aids: Film and Film Strips, T.V.

Activity:

1. Origin and development of Urdu Imla, Arrab and punctuation.
2. Defects in writing skills and their improvement, elaboration and summarization, essay and letter writing.
3. Critical study of any one Urdu text book prescribed for classes (1 to 8).
4. Preparation of a lesson plan for teaching Urdu.

References:

- James Abidi-Ibtidayee School main Taleen Ki Tariqey.
- Rafiqua Kareen-Urdu Zaban Ke Tarequ-e-Tadrees.
- Salamat Ulla-Buniyadi Ustad Ke Liye
- Salamat Ulla-Hum Kaise Parhayen.
- Saleem Abdullah-Urdu Kaise Parahayeen.



Dr. Vivek Bapat



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.5 (Pedagogy of Subject)

Course Name – Understanding Discipline of Physics

Max. Marks - 50

External Marks - 40

Internal Marks - 10

Objectives:

Student will be able to:

- Develop an understanding of the nature and structure of physics and its interface with society.
- Acquire a conceptual understanding of the process of learning physics and assessment of the learners.
- Develop competencies and skills to transact critically analyse and appraise the curriculum.
- Develop the ability of constructing improvised apparatus and of repairing maintaining scientific equipments.
- Apply appropriate evaluation techniques to assess the progress achievement of pupils.
- Develop the basic skills of demonstration experiments and of using different teaching aid.

Unit-I: Nature of Physics

- The nature of Physics; focus on the major turning points.
- Science technology society interface and the role of Physics.
- A historical perspective. The development of physics as a discipline.
- Development of scientific temper. Public understanding of physics in the context of developing country.
- Role of language its contribution towards expression articulation and the understanding of Physics.
- Contribution of Indian scientists in the field of Physics.

Unit-II: Objectives of Teaching

- Aims of teaching physics at the upper primary and secondary level (and its linkage with the primary level)
- Taxonomy of educational objectives, significance of writing behavioural objectives.
- Objectives of teaching physics with special reference to the development of curiosity critical thinking and process skills (experimenting, observing, classifying, inferring, hypothesizing, predicting etc.)
- Interface of Physics with other subjects.



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Unit-III: The Curriculum

- Principles of planning physics curriculum at school level.
- Process of physics curriculum construction.
- New trends in curriculum construction.
- Curriculum construction in physics by NCERT at secondary level.

Unit-IV: Classroom process in Physics

- Necessity of planning of instruction in teaching physics. Unit plan, lesson plan.
- Visual and A.V. Aid. Educational Broad casts, Educational Television, Charts, Powerpoint, Presentation, Modds, Static and Working, Teleconfrencing low cost aid improvised appavatus.
- Methods and approaches of teaching physics: Lecture cum demonstration method, Discovery method, problem solving method, project method, discussion method, programmed instruction.

Unit-V: Organization of Physics Laboratory

- Layout and design of the physics laboratory.
- Maintenance of apparatus.
- Maintenance of laboratory records.
- Maintenance arrangement for the conduct of experiments.

Unit-VI: Evaluation

- Need and importance of evaluation in physics teaching.
- Concept of continuous comprehensive and cumulative evaluation process.
- Formative and summative evaluation
- Using various tools and techniques for Assessing, Cognitive, Affective and Psychomotor outcomes.
- Diagnostic test and remedial teaching.

Activities:

- Laboratory work management of laboratory activities and project work.
- Review of physics sumilelum.
- Development of self instructional material on any one topic of physics at secondary

References:

1. Arons, Teaching of Physics.
2. D. Sang. Teaching Secondary Physics, ASE (John Murray)
3. Gupta, S.K. Teaching of Physical Science.
4. Nair CPS Teaching Science in our School.
5. Vidya N & Rajpoot J.S. Reshapping our schools, Sciences Education.



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.6 (Pedagogy of Subject)

Course Name – Understating Discipline of Chemistry

Max Marks - 50

External Marks - 40

Internal Marks - 10

Objectives:

The student will be able to:

- Develop a broad understanding of the principles and procedure used in teaching of chemistry.
- Understand and adopt proper methods to teaching various topics of chemistry.
- Appreciate the usefulness of various co-curricular activities for fostering interest of pupils in Chemistry.
- Prepare and use different types of instructional material for teaching chemistry.
- Understand the difficulties faced in teaching and learning chemistry and suggest remedial measures.

Unit-I: The Nature of Chemistry

- Meaning and nature of Chemistry.
- Scientific method, scientific literacy with suitable examples from Chemistry.
- A historical perspective the development of chemistry as a discipline
- Developing remedial or enrichment programme.
- Preparing Blue Print for teacher made achievement test.

Unit-II: Aims and Objectives of Teaching Chemistry

- Aims and objectives of teaching Chemistry at the senior secondary level linkages with the upper primary and secondary levels.
- Objectives of teaching chemistry with special reference to the development of inductive and deductive thinking, process skill (experimenting, bserving classfying, inferring hypothesizing predicting etc.)
- Interface of Chemistry with Biology, Physics and Earth Sciences.
- Forward linkages chemistry as a. pure and applied scienc e an expoure to possible course options after school.

Unit-III: The Curriculum

- Concept and principles in curriculum.
- Major developments and current trends in chemistry education - an international perspective.
- Critical review of chemistry curricula / programmes - Nuffield chemistry programme
- Organization of co-curricular activities

Unit-IV: Classroom Process

- A repertoire of teaching learning processes lecture cum demonstration, discussion, projects, problem solving, peer learning.
- Developing unit plans, lesson plans using combinations of various processes.
- Instructional aids, computer aided instructions in chemistry, multimedia packages.

Unit-V: Organization of the Chemistry Laboratory

- Layout and design of the chemistry laboratory.
- Storage of apparatus and chemical.
- Maintenance of laboratory records.

Unit-VI: Evaluation

- Meaning and significance of evaluation in chemistry continuous and comprehensive evaluation.
- Qualitative and quantitative techniques to assess the learners understanding of Chemistry.

Activity:

- Criticals analysis of Chemistry Textbook.
- Students teachers observes Chemistry lab and discuss the challenges a teacher faces in developing a good Chemistry lab.
- Constructing and administering achievement tests for Chemistry.
- Preparation of two lesson plan by using two different methods.
- Science technology society (STS) education; dealing with controversial issues in Chemistry; issues related to industrialization.
- Role of experiment in science with particular reference to Chemistry.

References:

1. Daviels D.J. New Movements in the Study and teaching of Chemistry.
2. Duggal, S.P. Methods of teaching Chemistry.
3. Kherwadkar, Anjali (2003) Teaching of Chemistry by modem method sarup and sons, New Delhi.
4. Kolasani, Sunil Kumar Krishna K. Rama Vao digunarti bhaskava (2010) Methods of teaching Chemistry Discovery Publishing House New Delhi.
5. Mangal Menu Sharma Renu (2008) रसायन विज्ञान शिक्षण आस्था प्रकाशन, जयपुर।
6. मेंमर, एस. रसायन विज्ञान शिक्षण, श्री कविता प्रकाशन, जयपुर।
7. Rathore Mudit (2005) आधुनिक रसायन विज्ञान शिक्षण, शिक्षा प्रकाशन, जयपुर।
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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.7 (Pedagogy of Subject)

Course Name – Understanding Discipline of Mathematics

Max. Marks - 50

External Marks - 40

Internal Marks - 10

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

1. Develop insight into the meaning, nature, scope and objective of mathematics education.
2. Know the objectives of mathematics, able to construct the objective before teaching in class room.
3. Appreciate the importance of mathematics laboratory in learning in ICT & teaching.
4. Develop competencies in ICT & teaching learning mathematics through various measures.
5. Stimulate curiosity creativity and inventiveness in mathematics.

Unit- I: Nature and History of Mathematics

- History of mathematics in Indian context Life Sketch of Indian Mathematicians. Concept of Vedic Mathematics.
- Culture of mathematics class room. (Socio-mathematical norms, communication and use of language, Nature of tasks and choice of examples)
- The nature of mathematical-propositions, truth-values, compound proposition, truth tables, open sentences, truth sets, Venn diagram, logical valid conclusion & use of quantifiers.

Unit-II: Objectives of School Mathematics

- Need for establishment of general objectives of teaching mathematics. Bloom's classification of educational objectives.
- Writing specific and general objectives and teaching points of various content areas in mathematics like, algebra, geometry, trigonometry, etc.
- Objectives of Mathematics education-Inductive-Deductive Approach, Analytical Synthetic, Construction of Knowledge & Experimental Co-relation.

Unit-III: Curriculum & Mathematics

- Modern trends in Mathematics, principles & objectives of Mathematics curriculum.
- Mathematics Text Book: Characteristics of ideal Text book. Review of text book of 9th & 10th standard.
- Math lab importance, Activities and limitations.

Unit- IV: ICT & Materials in Teaching Mathematics

- Planning, Preparation & Presentation of Instructional materials.
- Use of ICT in Maths Teaching-Video clips, Power point Presentation, films etc.
- Type of teaching learning materials & use of TLM upto 10th standard.
- Micro teaching & Lesson plan of different methodology of Maths.

Unit-V: Assessment and Evaluation

- Meaning, concept & Construction of achievement test, diagnostic test, remedial test.
- Blue Print-Meaning, Concept, need and construction.
- Construction of an ideal question paper-Steps & importance.
- Characteristics of an ideal teacher of mathematics.

Activities:

- Prepare a life sketch of any one mathematician.
- Prepare a list of general and Specific objectives of any one chapter of class 9th & 10th Standard.
- Review a text book of Mathematics of 9th & 10th standard.
- Prepare power point presentation on prepared lesson plan of mathematics.
- Construct achievement, or diagnostic or remedial test.

Reference:

- धाकड़, परशुराम त्रिवेदी, शिल्पा (2009) "गणित शिक्षण विधियों" साहित्यागार चोड़ा रास्ता, जयपुर
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- शर्मा, एच.एस. (2005) "गणित शिक्षण" राधा प्रकाशन मन्दिर, आगरा
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- कुल्श्रेष्ठ, अरुण कुमार (2013) "गणित शिक्षण" आर.लाल.बुक डिपो, मेरठ:-001
- Sarna, C.S gupta,R.G gary P.K (2003) "Textbook of Mathematics arya book depot, New Delhi
- Siddiqui,musibul haseen (2009) "Teaching of mathematics" A.P.H. publishing corporation New Delhi
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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code: T-3.8 (Pedagogy of Subject)

Course Name – Understanding Discipline of Life Science

Max. Marks - 50

External Marks - 40

Internal Marks - 10

Objectives:

To student teacher will be able to

- Understand the nature, scope and importance of biological sciences and get acquainted with ancient as well as modern developments in the field of life science.
- Understand the Aims, objectives of teaching life science and will be able to state the objectives in behavioural terms.
- Acquaint with the resources for teaching life science and their effective utilisation.
- Plan and execute various curricular and co-curricular activities related to teaching of life science.
- Acquire the ability to and transact the biology curriculum through a wide repertoire of teaching learning approaches.
- Organize and conduct laboratory work and to devise innovative experiments and projects.
- Realize the importance of various tools of evaluation in life science.

Unit-I: Nature and Significance of Life Science

- Meaning of science, Nature of life science
- Importance and scope of life science.
- A historical perspective of the evolution of life science.
- Understanding contemporary issues in relation to life science (e.g. Environment, gender etc.) in a development context.
- Correlation of life science with other subjects.
- Duties and Responsibilities of Life Science teacher.

Unit-II: Aims and objectives of Teaching Biology

- General aims of teaching Biology at upper primary and secondary level.
- Need of aims and objectives of life science teaching.
- Taxonomy of educational objectives cognitive, affective and psychomotor domain.

Unit- III: The Curriculum

- Meaning, importance and principles of designing a good curriculum for biology.
- The basis of curriculum construction. Integrated approach to science (e.g. the role of Biology in teaching of integrated science. EVS Health Education etc.)
- A critical analysis of the existing biology curriculum at primary and secondary level.



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Unit-IV: Classroom Process

- Teaching learning processes such as lecture cum demonstration method observation method, laboratory method, heuristic method, programme learning, team teaching, concept attainment modal. Inquiry Training Modal.
- Necessity of Planning of instruction in lesson plan for teaching biology.
- Use of resources for teaching biology including teaching aid, improvisation and multimedia resources.
- Organization of Biology, activities, experiments and laboratory.
- Learning beyond the class room science club science fairs, excursions, herbarium, field trip, appreciation of community resources etc,

Unit-V: Evaluation

- Difference in measurement assessment and evaluation characteristics of good test.
- Diagnostic test and remedial teaching.
- Criterion referenced test and norm referenced test.
- Different types of items, Multiple Discrimination type items. Development and standardization of achievement test in Biology standardization of achievement test in Biology

Activities:

- Strident teachers document observations related to local flora and fauna including local uses and any stories the community may have about them.
- Practicing at least ten experiments to be demonstrated / conducted in secondary classes.
- Using keys for identification of various plants and animals.
- Preparation of Herbarium.
- Development of self instructional material on any one topic of Biology.
- Preparing Blue point for teacher made Achievement test.

References:

1. Bhushan B. (1980) Teaching of Biology Agra Vinod Pustak Mandir.
2. Eklavya Balvigyanik Class 6,7,8 Madhya Pradesh Pathya Pustak Nigam
3. Green, T.L. (1963) The teaching of Biology in tropical secondary schools London Oxford University.
4. Kulshrestha, S.P. (1977) Teaching of Biology (Hindi) Meerut Loyal Book Depo.
5. Pahuja Sudha (2007) Teaching of Biological Science R & all book depot.
6. Shawab L.M. (1982) Teaching of Science and Life Science Dhanpat Rai and Sons. Delhi.
7. Sood J.K. (2012) जैविक विज्ञान शिक्षण (तृतीय संस्करण) राजस्थान ग्रंथ अकादमी, जयपुर।
8. Teaching of Life Science (1998) : Delhi C.M. Publication.



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.9 (Pedagogy of Subject)

Course Name – Understanding Discipline of General Science

Max. Marks - 50
External Marks - 40
Internal Marks - 10

Objectives:

- Understand science its nature its process and epistemic criteria.
- Understand the aims and objectives of teaching science at various school levels.
- Develop the ability to design, manage and assess appropriate teaching learning experiences in the context of school science.
- To create an understanding of difficulties faced in teaching and learning of science and suggest remedial measure.
- Prepare a sketch to present the contribution of Indian scientists in the development of science.
- To design different types of tests to evaluate understanding of students in science.

Unit-I: Nature of Science and its Knowledge

- Concept of science. Need and place of general science in school curriculum.
- Nature of Science.
- Paradigmatic changes in scientific knowledge. Path breaking discoveries and land mark development in science. Eminent world scientists and Eminent Indian Scientists.
- Ethics and Science - values associated with science current debates on the ethics of scientific endeavours globalisation and science.

Unit-II: Aims and Objectives of Science

- General aims of teaching of science at upper primary and secondary stages.
- Taxonomy of educational objectives organizing learning experiences of achieving specified learning outcomes.
- Development of scientific temper.

Unit-III: The Curriculum

- Curriculum meaning, importance and principles of designing a good curriculum for general science. Adapting the curriculum to local needs and requirements and the availability of local resources.
- Exploring different ways of creating different learning situations for different content areas (e.g. lecture cum demonstration method, project method, problem solving method, investigation, discovery method, team teaching method and inquiry training model).



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Unit- IV: Classroom Planning and Management

- Concept-importance and process of planning.
- Planning for teaching (yearly plan, unit plan) planning a single lesson, documenting objectives, developing rapport, absesing previous knowledge, transaction of content, assessment of reflecting on transaction.
- Develop ing resource materials tor teachmg science - Learner knowledge, real objects, models, charts, local materials, case studies, journals, hand outs, science, magazine, hand books etc. science laboratory, science fair, science exhibition excursion science museums, science clubs aquarium.

Unit-V: Evaluation in Science

- Meaning and importance of evaluation in science.
- Continuous and comprehensive evaluation.
- Evaluation according to areas cognitive, affective, psychomoter.
- Use of tools and techniques of evaluation
 - Achievement test
 - Diagnostic test
 - Check list
 - A remedial teaching
 - On line evaluation
- Blue Print

Activities:

1. Student teachers develop an interview schedule to interact with family and friends to get an understanding of how they view science and its relevance to their lives; they analyse the data and present it in the form of a report along with their own views.-
2. Preparation of two lesson plans for different standard to teach the same unit.
3. Preparation of a detailed assessment report of learners continuous and periodic assessment.
4. Critical analysis of existing science syllabus and text books.
5. Student teachers develop resource material related to local context.
6. Action research / research project for solving problems in science teaching.

References:

1. Bhat, B.D. and Sharma S.R. Methods of Science Teaching - New Delhi - Kanishka Publishing House 1993.
2. Bhatnagar A B. Bhatnagar S.S. (2005) Teaching of Science, Meerut R. Lali Book Depot.
3. Gupta S.K. Teaching of Science Education New Delhi, Vikas Publishers 1983.
4. Rawat D.S. Teaching of Science Vinod Pustak Mandir 1981.
5. K C. (1985) Science Teaching in Schools New Delhi Sterling Publishers Pvt. Ltd.
6. Sharma H.L. (1989) School Science Education in India, Common Wealth Publisher New Delhi.
7. Vidya Narendra (1999) Science Teaching in School for the 21st Century Deep and Deep Publishers New Delhi.
8. Science and Human Life (1933) Harper arid Broters Ayer Co. Reprint (J.B.S. Haldon)
9. Teaching of Science, Malhotra Bros. Jammu
10. How to torch Science, Vivek Publishers Ambalacity.
11. Teaching of Science, Wilson Publication New Delhi.



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.10 (Pedagogy of Subject)

Course Name – Understanding Discipline of History

Max. Marks - 50

External Marks - 40

Internal Marks - 10

शिक्षण उद्देश्य:

- इकाई योजना, पाठ योजना तथा संबंधित सहायक सामग्री का निर्माण करना।
- किसी एक ऐतिहासिक पुस्तक की समीक्षा करना।
- किसी ऐतिहासिक स्थल का भ्रमण प्रतिवेदन तैयार करना।
- किसी गाँव अथवा कस्बों का ऐतिहासिक सर्वेक्षण कर स्थानीय इतिहास लिखना।
- इतिहास के किहीं तीन प्रकरणों के निहित नैतिक मूल्यों एवं राष्ट्रीभावों को रेखांकित कर विवरण प्रस्तुत करना।
- किसी प्राचीन प्रतिमा मुद्रा स्मारक अथवा पुरावशेष की प्रस्तावना ज्ञान करने की एक वैज्ञानिक विधि का प्रयोग विवरण प्रस्तुत करना।

पाठ्यक्रम:

1. इतिहास शिक्षण – एक परिचयात्मक दृष्टि

- अर्थ, क्षेत्र इतिहास का गरिमामय पक्ष।
- इतिहास वर्गीकरण के आधार युग, सामाजिक, आर्थिक राजनैतिक आध्यात्मिक एवं क्षेत्र।
- उद्देश्य एवं मूल्यपरक इतिहास शिक्षण।
- अन्य विषयों में सहसंबंध।
- इतिहास पाठ्यक्रम का संगठन।
- पाठ्यपुस्तकों की समीक्षा।

2. इतिहास शिक्षण के सार्थक उपाय

- इतिहास शिक्षण की विधियाँ।
- इतिहास शिक्षण की प्रविधियाँ।
- इतिहास शिक्षण में सहायक सामग्री – निर्माण एवं प्रयोग।
- इतिहास कक्ष
- शालेय संग्रहालय एवं पुस्तकालय

3. इतिहास शिक्षण की नवीन प्रवृत्तियाँ एवं तकनीकी

- सूक्ष्म शिक्षण कौशल का प्रयोग
- अभिक्रमित अनुदेशन
- दल शिक्षण
- सामयिक घटनाओं के ऐतिहासिक संदर्भ



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4. इतिहास शिक्षण के विभिन्न उपक्रम

- पाठ योजना निर्माण एवं प्रदर्शन हरबर्ट पंचपदी और सक्रिय अधिगम प्रविधि
- वार्षिक योजना
- इकाई योजना निर्माण एवं अनुवर्तन
- ऐतिहासिक पाठ्यसहभागी क्रियाएँ, समीनार, संगोष्ठी, आलेख, नाट्यमंचन, पात्र अभिनय
- पाठ्यपुस्तक – आदर्श पाठ्यपुस्तक चयन प्रक्रिया, आवश्यकता, महत्व, विशेषता, प्रभाव।
- इतिहास शिक्षक – व्यक्तित्व, वृत्तिक, कुशलता, व्यावसायिक नैतिकता

5. मूल्यांकन

- अर्थ, आवश्यकता, विशेषता
- प्रकार एवं प्रविधियाँ
- प्रश्न-पत्र निर्माण (ब्लूप्रिंट)
- उपलब्धि परीक्षण, निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण
- शिक्षक की गुणत्मकता का मूल्यांकन

प्रदत्त कार्य :

- इकाई योजना, पाठ योजना तथा संबंधित सहायक सामग्री का निर्माण करना।
- किसी एक ऐतिहासिक पुस्तक की समीक्षा करना।
- किसी ऐतिहासिक स्थल का भ्रमण प्रतिवेदन तैयार करना।
- किसी गाँव अथवा कस्बों का ऐतिहासिक सर्वेक्षण कर स्थानीय इतिहास लिखना।
- इतिहास के किहीं तीन प्रकरणों के निहित नैतिक मूल्यों एवं राष्ट्रीभावों को रेखांकित कर विवरण प्रस्तुत करना।
- किसी प्राचीन प्रतिमा मुद्रा स्मारक अथवा पुरावशेष की प्रस्तावना ज्ञान करने की एक वैज्ञानिक विधि का प्रयोग विवरण प्रस्तुत करना।

संदर्भ पुस्तकें:

1. इतिहास शिक्षण – गुरुसरनदास त्यागी
2. इतिहास शिक्षण – बी. डी. घाटे
3. इतिहास के सिद्धान्त एवं पद्धतियाँ – डॉ. पांचाल एच एवं डॉ. बाघेला
4. इतिहास लेखन की अवधारण – डॉ. एस. के माथुर
5. इतिहास शिक्षण – डॉ. मधुरेश्वर पारीक
6. इतिहास शिक्षण – भाई योगेन्द्रजीत
7. इतिहास शिक्षण – रामपालसिंह वर्मा?
8. इतिहास और इतिहास लेखन – प्रो. राधेशरण
9. संस्कृति के चार अध्याय – रामधारी सिंह दिनकर
10. प्राचीन भारतीय इतिहास – वी. सी. पांडे



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.11 (Pedagogy of Subject)

Course Name – Understanding Discipline of Civics

Max. Marks - 50

External Marks - 40

Internal Marks - 10

Objectives: To enable the pupil teachers to:

- Develop a critical understanding about the nature of civics and its interface with society.
- Develop the ability to organize curricular activities and community resources for promoting civics learning and better understanding of society.
- Understand the nature of civics curriculum and its pedagogical issues.
- Appreciate the need for teaching learning civics at the secondary school level.
- Understand and adopt proper methods and techniques of teaching various topics of civics.
- Analyse and evaluate civics syllabus.
- Become a reflective practitioner capable of translating theoretical perspectives into pedagogical practices through processes of innovative action.

Unit-I: Nature, Objectives and Scope of Civics

- Nature scope and purpose of teaching civics at the Higher Secondary level. Aims and objectives of teaching civics and its place in the school curriculum
- Correlation of civics with other social sciences.
- Philosophical, Theoretical and psychological basis of civics.

Unit-II: Content Organization in Civics

- Content structure at secondary level.
- Content analysis of civics syllabus at middle and secondary level.

Unit- III: Curriculum: Principles and Practices

- General principles of curriculum framing principles of selection and organization of content.
- Presentation of the subject matter of civics at secondary level.
- Importance and need of text book, review of one text book prescribed at different stages.

Unit- IV: Methods and Techniques

- Methods - Lecturer method, story telling method, problem, solving method; discussion method, project method, community survey, excursion, value inculcation.
- Techniques - (Questioning Drili Dramat
- Teaching Aids - Black Board, Story, Example, Real objects, Models, Pictures, Radio, Tape Recorder, Film and Film strips T.V.
- The Civic Teacher - Knowledge outlook, Personality.

Unit-V: Lesson Planning Evaluation in Civics

- Lesson Planning - Fulfilling the requirements of different methods, steps for preparing lesson plans ALM based lesson plans microteaching based plans. Evaluation - Importance and purpose of evaluation, selecting appropriate.
- Evaluation procedure: Oral and Written tests Evaluation Techniques, continuous evaluation and feedback.
- Setting question paper: Blue print

Internal Assessment:

- Attendance - 05 marks
- Review of one civics school text - Book 05 marks.
- Preparation and administration of achievement test - 05 marks
- One test - 05 marks

Book Recommended:

1. Agrawal, (1993), Teaching of political science - A practical approach, Vikas Publishing house, New Delhi.
2. Asiryatham, Political Theory, Upper Indian Publishing House Ltd., Lucknow.
3. Arora & Awasthy (2003), Political theory; Haranand Publication Pvt. Ltd. New Delhi.
4. Balkrishna, Principles of civics, Kitab Mahal, Allahabad.
5. Bining, A.C. & Bining, D.H. (1952), Teaching of Political Science in Secondary Schools, Tata McGraw Hill Publishing Co. Ltd., Bombay.
6. Kochhar, S.K. (1985), Methods and Techniques for Teaching, Sterling Publishers Pvt. Ltd., New Delhi.
7. Verma, L.S. (1988), Research Methodology in Political Science, Rajasthan Growth Academy, Jaipur



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.12 (Pedagogy of Subject)

Course Name – Understanding Discipline of Geography

Max. Marks - 50
External Marks - 40
Internal Marks - 10

Objectives:

1. To understand the techniques of teaching Geography.
2. To develop the skills of using various methods of teaching Geography.
3. To evaluate Geography Textbooks of Higher Secondary level.
4. To develop skills of using instructional materials.
5. To develop teaching skills in teaching of Geography.

Unit-I: Nature, Scope, Aims and Objectives of Teaching Geography

- Nature and Scope of Geography subject
- Concepts of Geography
- Objectives of teaching Geography
- Place of Geography in school curriculum.
- Correlation within the subject and with other subjects.

UNIT-II: Context Analysis and Core Values

- Need and Importance of context analysis
- Analysis of Geography curriculum (Std. 6th to 12th)
- Characteristics of good Geography textbook, core values.
- National Integrity
- Equality of gender
- Observance of small family norms

UNIT-III: Methods / Techniques of Teaching Geography

1. General Principle and Maxim of Teaching Geography.
2. Methods and Techniques of teaching Geography
3. Lecture Methods.
4. Discussion Methods.
5. Problem solving Methods.
6. Active Learning Method.
7. Inductive and Deductive Techniques
8. Simulation technique
9. Project methods
10. Seminar methods.



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Unit-IV: Planning in Teaching of Geography

- Needs and Importance Lesson Plan: Steps- exponents of Lesson Plan
- Principles of lesson planning
- Characteristics of lesson planning
- Unit plan and unit test
- Resource Unit
- Prepare lesson plan According to active learning strategies.

Unit-V: Importance and Need of Teaching Aids for Geography

- Teaching aids for Geography
- Traditional Aids: Black Board, Textbooks
- Verbal Aids: Story Telling, example.
- Visual Aids: Real Objects, Models, Pictures.
- Audio Aids : Radio, Tape Recorder
- Audio-Visual Aids: Film and Film Strips, T.V., excursion and field works.

Activity / Assignments:

- Critical study of any one Economics Book Prescribed for classes IX and XI, XII
- Preparation of Teaching aids

References:

- वर्मा, डॉ.एल.एन. (2009) 'भूगोल शिक्षण: सैद्धान्तिक एवं प्रायोगिक', राजस्थान हिन्दी ग्रन्थ अकादमी प्लाट न. 1, झालाना सांस्थानिक क्षेत्र, जयपुर 302004
- सिंह, डॉ. एच. एन. (2008) 'भूगोल शिक्षण: विनोद पुस्तक मंदिर डॉ. रागेय राधव मार्ग, आगरा – 2
- वर्मा डॉ. जगदीश प्रसाद (2008-09), 'भूगोल अध्यापन', अग्रवाल पब्लिकेशन्स, 28/115, ज्याति ब्लॉक, संजय प्लेस आगरा –2
- सिंह, डॉ. हरपाल (2008) 'भूगोल शिक्षण के आयाम', राधा प्रकाशन मन्दिर, दीनदयाल उपाध्यायपुरम, निकट केन्द्रीय कारागार, नगला अजीता, परशुरामपुरी, आगरा
- यादव, प्रो. हीरालाल (2000) 'प्रयोगात्मक भूगोल के आधार' राधा पब्लिकेशन्स, 4378/4ठ अंसारी रोड़ , दरियागंज, नई दिल्ली
- गोयल, मंजू (2007), 'भूगोल शिक्षण', विजय प्रकाशन मन्दिर सी.के. 15/53 सुड़िया, वाराणसी
- Shaida, B.D. (2009), "Teaching of Geography" Dhanpat Rai Publishing Company (P) Ltd. 4779/23, Ansari Road Dariya Ganj. New Delhi.
- Sharma , Dr. Mata Prasad, "Geography Teaching" Shri Kavita Prakashan, Shop-7 Sgm House, Nataniyon Ka Rasty, Chowra Rasta, Jaipur
- मध्य प्रदेश शिक्षा मण्डल भोपाल द्वारा प्रकाशित भूगोल पुस्तकें कक्षा 9 से 12 तक के लिये।



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FIRST YEAR

SEMESTER-I

Course Code : T-3.13 (Pedagogy of Subject)

Course Name – Understanding Discipline of Economics

Max. Marks - 50

External Marks - 40

Internal Marks - 10

Objectives:

1. To understand the techniques of teaching economics.
2. To develop the skills of using various methods of teaching Economics.
3. To evaluate Economics Textbooks of Higher Secondary level.
4. To develop skills of using instructional materials.
5. To develop teaching skills in teaching of Economics.

Unit-1: Nature, Scope, Aims and Objectives of Teaching Economics

- Nature and Scope of Economics subject
- Concepts of Economics
- Objectives of teaching Economics
- Place of Economics in school curriculum.
- Correlation within the subject and with other subjects

Unit-2: Context Analysis and Core Values

- Need and Importance of context analysis
- Analysis of Economics curriculum (Std. 6th to 12th)
- Characteristics of good Economics textbook, core values.
- National Integrity
- Equality of gender
- Observance of small family norms

Unit-3: Methods/Techniques of Teaching Economics

1. General Principle and Maxim of Teaching Economics.
2. Methods and Techniques of teaching Economics.
3. Lecture Methods.
4. Discussion Methods.
5. Problem solving Methods.
6. Active Learning Method.
7. Inductive and Deductive Techniques-
8. Simulation technique
9. Project methods
10. Seminar methods.



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Unit-4: Planning in Teaching of Economics

- Needs and Importance: Lesson Plan: Steps, exponents of Lesson Plan
- Principals of lesson planning
- Characteristics of lesson planning
- Unit plan and unit test
- Resource Unit
- Prepare lesson plan According to active learning strategies

Unit-5: Importance and Need of Teaching Aids for Economics

- Teaching aids for Economics
- Traditional Aids : Black Board, Textbooks
- Verbal Aids - Story Telling, example.
- Visual Aids: Real Objects, Models, Pictures.
- Audio Aids : Radio, Tape Recorder
- Audio-Visual Aids:-Film and Film Strips, T.V., excursion and field works.

Activity /Assignments:

- Critical study of any one Economics Book Prescribed for classes IX and XI, XII.
- Preparation of Teaching aids.
- प्राकृतिक आपदा अतिवर्षा होने से उज्जैन शहर के प्रभावित इलाकों का विवरण एवं निपटने के सुझाव देना।
- Development of self-instructional material on any one topic of Economics.

References:

- आक. प्रो. सुलेमान, करीम अब्दुल (2005) अर्थशास्त्र शिक्षण, जैन प्रकाशन मंदिर चौड़ा रास्ता जयपुर।
- सिंह, योगेश कुमार (2008) अर्थशास्त्र शिक्षण ए.पी.एच. पब्लिशिंग कॉरपोरेशन दरियागंज न्यू दिल्ली
- सिंह रामपाल (1999) अर्थशास्त्र शिक्षण आर.लाल.बुक डिपो मेरठ
- त्यागी गुरसरनदास (2011) अर्थशास्त्र शिक्षण अग्रवाल पब्लिकेशन्स आगरा
- महन्तो: एस.के. नवीनतम संस्करण अर्थशास्त्र शिक्षण के आधार राधा प्रकाशन मन्दिर आगरा
- झा. कृष्णा नेन्द (2010) अर्थशास्त्र शिक्षण ए.पी.एच. पब्लिशिंग कारपोरेशन दरियागंज नई दिल्ली
- गौड़ अश्वनी कुमार (2006) अर्थशास्त्र शिक्षण लायल बुक डिपो मेरठ
- राव जी कामेश (2007), अर्थशास्त्र शिक्षण राधा प्रकाशन मन्दिर आगरा
- Gupta, Rainu, saxsena, R.G. (2003) Teaching of Economics Jagdamba Book Centra, New Delhi
- Aggarwal J.C. (2007) Teaching of Economics; A Practical Approach, Vinod Pustak Mandir, Agra.



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3.14 (Pedagogy of Subject)

Course Name – Understanding Discipline of Social Science

Max. Marks - 50
External Marks - 40
Internal Marks - 10

Objectives: To enable the student teachers to:

- Understand the need for learning History, Geography, Civics and Economics either as separate disciplines or as an integrated discipline.
- Develop understanding of the nature, structure and scope of Social Sciences.
- Develop knowledge about the basic principles governing Social Science.
- Develop the teaching skill needed for teaching of Social Science.
- Acquire competency to prepare lesson plan for teaching Social Science.
- Equip the student trainees with the skills for teaching gifted and under average students.
- Know the methods and approaches for organizing Social Sciences curriculum.
- Critically examine the Social Sciences syllabus and develop skills to periodically modify and update the text-books.

Course: Contents

Unit-I: Social as an Area of Study

- Meaning, scope and importance of social science in secondary schools.
- Concept of social science and social studies.
- Philosophical, Theoretical and Psychological Basis of Social Science.
- Integration of Different Subjects of Social Sciences - History Civics, Economics, Geography and Sociology.
- Objectives and values of teaching social science in secondary schools.
- Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of social science.

Unit-II: Content organization in Social Science

- Content analysis of class VI to X So. Science Books.
- Content Structure - Different views.

Unit-III: Co-curricular Activities and Text books

- Curriculum: Meaning importance and principles of designing a good curriculum for social science.
- Co-curricular activities: Meaning, importance of co-curricular activities, role and organization of the following in teaching of social science.
- Text-Books: Meaning and importance of Text-Books in teaching of Social Science. Role of library and reference books in teaching of social science.


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Unit-IV: Methods and Techniques

- Methods: Lecture method Lecture cum discussion method discussion method, problem solving method, project method, source method, field method, value inculcation method.
- Techniques: Skills of questioning, Dramatisation role playing story telling.
- Aids-Audio-Visual aids and Electronic media in teaching social science. Preparation of Low Cost Teaching Aids.

Unit-V: Microteaching, Lesson planning and Evaluation

- Microteaching: Concept, components and preparation of any microteaching lesson plans for developing the skills.
- Lesson Planning: Meaning and importance of lesson plan, steps for preparing lesson plans for teaching social science using.
- Evaluation: Meaning need and objectives of evaluation in social science formative and summative evaluation, evaluation techniques.

Internal Assessment:

- a) Attendance - 05 marks
- b) Two Tests - 10 marks
- c) One Assignment - 05 marks

Every student will be required to write one assignment on any one of the following topic or any other related topic not included in the concerned paper to be prepared within ten pages:

- Factors affecting Indian Society
- History of freedom movement.
- Major issues facing Indian today.

References:

1. Agrawal, J.C. Teaching of Social Studies, New Delhi : Vikas Publishing House
2. Bhattacharya, S., and Darji, D.R. (1966) Teaching of Social Studies in Indian Schools, Baroda: Acharya Book Depot.
3. George, A.M. and Madan, A., Teaching Social Science in School NCERT's new text book initiative, New Delhi : Sage Publications India Pvt. Ltd.
4. Greene, H.A., Joygessen, A.N., and Garber, J.R: (1959). Measurement and Evaluation in the secondary school. New York: Mongmams, Green and Co.
5. Bining A.C. and Bining, D.H. (1952): Teaching the social studies in secondary school, McGraw Hill Book Company New York.
6. Dhamija, Neelam (1993): Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi.
7. NCERT (1988) : Guidelines and syllabi for secondary stage (class IX, X), NCERT, New Delhi.
8. Rubela, S.P. & Khan, R.S. Samajik Vigyan Shikshan, Lata Open University, BE-5.
9. Clark, L.H, Stare, I.S. (1982): Secondary School Teaching Methods, University Tutorial Press, London.

B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER I

Course Code : T-3.15 (Pedagogy of Subject)

Course Name – Understanding Discipline of Commerce

Max. Marks - 50

External Marks - 40

Internal Marks - 10

Objectives:

1. To introduce student teachers with the methodology of teaching used in teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of Commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

Course Content:

Unit-I:

1. Meaning nature, scope and concept of Commerce.
2. Place of Commerce in secondary school curriculum and its critical appraisal.
3. Commerce and its relationship with other Social Sciences.

Unit-II:

1. Different methods of teaching Commerce, uses and critical analysis.

- (a) Lecture Method
- (b) Discussion Method
- (c) Problem-Solving Method
- (d) Project Method
- (e) Survey Method
- (f) Demonstration Method

2. Commerce Text-books and Supplementary Materials.

Techniques of teaching Commerce subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.



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Unit-III:

1. Analysis and Discussion on Skills of teaching Commerce (practice for developing at least 5 micro skills).
 - (a) Skill of introducing the lesson
 - (b) Skill of questioning
 - (c) Skill of explanation
 - (d) Skill of stimulus variation
 - (e) Skill of black board writing
2. Lesson planning in Commerce, Meaning, Need and Importance construction of composite Lesson Plan. Lesson Plan according to Active Learning Strategies.
3. Development and Utilization of teaching aids (Projects, Non-projected and Performing arts) required for Commerce programme.

Unit – IV

1. Qualification, Qualities and Professional growth of Commerce Teacher.
2. Role of Co-curricular activities in Commerce.
3. Types and Techniques of Evaluation.

Practicals:

1. Evaluation of Commerce text-book at Secondary level.
2. Writing objectives and specifications on any one topic from Commerce and Discussions amongst the group regarding decision making while selecting objectives and difficulties faced.

Reference:

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New Delhi, Vikas Public House.
- Natraj S. (2006) Learning of teach, V.V. Nagar CVM
- Tewari S.A. (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication.
- Tomar S. (2005) Teaching of Commerce Agra, Vinod Pustak Mandir.
- Venkat E.T. (2004) Method of Teaching of Commerce, New-Delhi, Discovery Public House.



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FIRST YEAR

SEMESTER-II

Course Code : T-4 (Learner Studies)

Course Name – Sociology of Education

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Objectives:

- To enable the students to understand the sociological perspective in education.
- To equip students with the basic terms and concepts of the subject of sociology of education.
- To make students aware about the relationship of society, economy, polity/politics , religion and culture and education.
- To help students appreciate the role of agencies like family, community, politics and economy in education/schools in India.
- To make sensitive the students about the ramifications of the constitutional ideal of protective discrimination and social justice for education.
- To enable the students to understand the impact of education on social change and mobility.

Content:

Unit-I: Introduction

- Definition and scope of Sociology of Education
- Interrelationship between sociology and education
- Conceptualizing Education: Society, Culture, Socialization and Education
- Education as a Social Institution; its Historical Evolution and Contemporary Forms.

Unit-II: Sociological Perspectives in Education:

- Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education
- Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey K. Mannheim, Karl Marx and T. Parsons)
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in India.

Unit-III: Agencies of Education in India

- Education and the Family, Education and the Community, Concept of the Community schools.
- Politics and Education; Economy and Education.



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Unit-IV: Education and Social Processes

- Education and Social Stratification
- Modernization and Social Processes
- Education and Social Change
- Education and Social Mobility

Unit-V: Protective Discrimination and Education

- Constitutional Ideals- Social equity and equality of educational opportunities - Addressing education deprivation of SC/ST/OBC/women/ Rural Population.

Activities:

- Review of any original work of a sociologist.
- Survey of educational status in a particular community or village.
- Identifying trends in research in sociology of education.

References:

1. Anderson, W.A. and Parker, F.B.: Society-Its Organisation and Operation. New Delhi: Affiliated East West Press Pvt. Ltd. 1966
2. Bell Robert R. (Ed.): The Sociology of Education; A Source Book. Dossey Press, Harewood, Illinois, 1962.
3. Bernbanum, Gerald: Knowledge and Ideology in Sociology of Education. London: McMillan Press, 1977.
4. Blackledge, David and Hunt Barry: Sociological Interpretations of Education. London: Croom Helm, 1985
5. Brown, F.J.: Educational Sociology New York: Prentice Hall Inc. 1961.
6. Bruner, J.S.: The Process of Education. Delhi: Atmaram and Sons, 1964.
7. Cook, L. A. and Cool, E.E.A.: sociological Approach to Education. New York: McGraw Hill, 1960.
8. Gore, Desai and Chitnis (Eds.): Papers in the Sociology of Education in India . New Delhi: NCERT, 1967.
9. Mannheim, K. and Steward, W.A.C.: An Introduction to Sociology of Education London: Routledge and Kegan Paul, 1962
10. Ottaway, K.C.: Education and Society London: Routledge and Kegan Paul, 1955
11. Parsons, T.: The Social System. New York: Free Press, 1951.
12. Ruhela, S.P. (Ed.): Social Development of Educability in India. Delhi: Jain Brothers, 1969
13. Burgess: Sociology, Education and Schools: An Introduction to the Sociology of Education. London B.T. Bastford Ltd., 1986 .
14. Shukla, S. and Kumar, K. (Eds.): Sociological Perspectives in Education: A Reader Delhi: Chanakya Publications, 1985
15. Singh Yogendra : Social Stratification and Change in India New

B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Course Code : T-5 (Learner Studies)

Course Name – Assesment of Learning

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives:

- To acquaint students about various concerns and methods of psychology
- To develop insight into various theories of learning.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.
- To develop an understanding to theories of personality and its Assessment.

Content:

Unit-I: Psychological Orientation to Education

- Concerns of Education Psychology.
- The methods used in educational psychology

Unit-II: Human Development and Its Theories

- Concept and aspects of Human development, Implications for teaching learning process.
- Stages of Human development.
- Development task theory
- Cognitive development theory
- Moral development theory
- Language development theories- Behaviouristic, Nativist and Interactionist

Unit-III: Theoretical Approaches to Learning

- Bandura's Social Learning, Cognitive and Social cognitive Theories
- Constructivist Theories of Bruner and Vygotsky
- Experiential learning of Kolb
- Information processing of Norman, Hull's reinforcement theory, Tolman's theory of learning and Levin's field theory.

Unit-IV: Personality Theories

- Concept, nature, dynamics and structure of personality.
- Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck) Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretschmer, Sheldon, Spranger Trait Theories Allport, Cattell, Eysenck and Educational Implications of these Theories.

- **Assessment of Personality:** Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories

Unit-V: Mental Health and Hygiene

- Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.
- Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.
- Frustration, Conflict, and anxiety- meaning and management.

Activities:

The Students would perform Experiments and Tests Related to:

1. Adjustment
2. Personality
3. Cognitive Development
4. Transfer of Learning
5. Creativity

References:

1. Allport, G. W.: Personality. New York: Half, Rinehart and Winston, 1937.
2. Arkoff, Abe: Adjustment and Mental Health New York: McGraw Hill book Company, 1968.
3. Asubel, D.P: Educational Psychology, A Cognitive View New York: Holt, Rinehart and Winston, 1968.
4. Boring, E. G.: A History of Experimental Psychology Bombay: The Times of India Press, 1969.
5. Brown, C. W-and Ghise Ili , E.E.: Scientific Method in Psychology. N.Y.: McGraw Holt Co, Inc, 1951.
6. Cattell, R.B .: Description and Measurement of Pcsonality Yonkers: Word Book Company, 1946 .
7. Chauhan, S.S.: Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd., 1998.
8. Dandpani, S.: A Textbook of Advanced Educational Psychology, New Delhi: Anmol Pvt. Ltd., 2000
9. Dash, M .: Educational Psychology New Delhi, 1991 Flaherty, Charles, E. et al.: Learning and Memory, Chicago: Rand, McNally College Publishing Company, 1977
10. Frestner, C. B. & Skinner, B.F.: Schedules of Reinforcement New York: Appleton Century-Crofts, 1957
11. Game, R.M.: The conditions of Leaning. New York : Holt Rine hart and Winston, 1965
12. Guilford, J. P. and Hoepfner, R: The Analysis of Intelligence. New Delhi: McGraw Hill Book Co, 1971
13. Guilford, J. P.: The Nature of Human Intelligence. New York: McGraw hill Book Co, 1937
14. Guthrie, E. R.: The Psychology of Leaming. New York: Harper, 1935
15. Hilgard E. R. and Marquis, D. G.: Conditioning and Learning. New York: Appleton Century, 1940



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Course Code : T-6 (Learner Studies)

Course Name – Futurology of Education

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Objectives:

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.
- To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.
- To develop critical thinking of students about the problem and prospects of school education in future.

Content:

Unit-I: Concept of future and Future studies; Needs, Scope and Significance of Futures Studies in General.

Unit-II: Concepts of Futurology in Education and Futuristic Education. Needs and relevance of study of futurology in Education at Teacher Education stage and School stage.

Unit-III: Parameters of Forecasting Educational Futures. Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.

Unit-IV: Futures of Educational System: Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students.

Unit-V: Futures of Primary and Secondary Education in the Context of Social and Technological Change.

Activity:

- Group Activity (ONE): Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit 3.
- Individual Activity (ONE):
 1. Designing futuristic course content of own subject at school level on the basis of study of Literature.
 2. Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
 3. Using Future Wheel Exercise.

References:

1. Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Manda!, Bhopal, Jan., 1990.
2. NIEPA Report: Education in the 2001 New Delhi, 1986.
3. Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
4. Reddy, N.: Problems of Futurology Sterling Publishing Co., New Delhi, 1985.
5. Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges National Book, New Delhi, 1986.
6. Seth, S.C.: India- The Next 7000 days Wiley Eastern Ltd.; New Delhi, 1986
7. Seth, S.C.: Future Scan and anticipatory Management Centre for Anticipatory Management, New Delhi



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SECOND YEAR

SEMESTER-III

Course Code : T-7 (Learner Studies)

Course Name – Teacher Education - I

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives:

- To acquaint students with the pre-service and in-service Teacher Education in India.
- To familiarize students with the evolution of Teacher Education in India.
- To make students understand the nature and perspectives of the Teacher Education.
- To develop an understanding of needs and problems of Teacher Education .
- To develop an understanding of different modalities of transacting Teacher Education curriculum.

Contents:

Unit-I: Genesis of Teacher Education

Evolution and development of Teacher Education in India, before and after independence, Recommendations of various commissions established after independence for Teacher Education.

Unit-II: Pre-Service Teacher Education

Teacher Education: Concept & objectives of Teacher Education at secondary level, Curriculum of Teacher Education at different levels.

Different phases of Teacher Education: Pre-Service Teacher Education- Concept, Objectives, Different agencies of pre-service education, Induction-concept, objectives and characteristics of effective induction programs

Unit-III: In-Service Teacher Education

In-Service Teacher Education- concept objectives different agencies of in-service education, Different techniques for providing in-service education such as seminars, symposium, panel discussion, group discussion, quiz etc.

Different models of in-service education, winter schools, summer school, short term programs.

Unit-IV: Perspectives on Teacher Education

- (a) Nature of teacher education as a profession, as a supervision, as administration, as counseling, as curriculum development, as science, as clinical interaction and as teacher development.
- (b) Competency based teacher education,
- (c) Accountability in teacher education



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Unit-V: Problems Of Teacher Education

Changing needs and problems of teacher education- teacher education and practicing schools, Preparing teachers for special schools, Isolation of teacher education institutions from schools and TEI is working at different levels, commercialization of teacher education, low social esteem of teaching profession, Role of professional associations.

Activity (Any Two)

- To develop check list of competency based teacher-education.
- To prepare a list for accountability of teachers.
- To evaluate/survey the curriculum of teachers training program.
- To evaluate/survey the innovative programs of teacher education.

References:

- Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation, 2012
- Chatterji and Desuja, A.: Training for Teacher in India and England New Delhi: Orient Longman, 1959
- Chaurasia, G.: New Era in Teacher-Education New Delhi: Sterling Publishers Pvt. Ltd., 1967.
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- Gage, N. L (Ed.): Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1967
- Gupta , A.K.: Teacher Education: Curriculum and prospects. New Delhi : Sterling Publishing Private Ltd., 1984
- Mc Nergney, R. F. and Carrier. C.A.: Teacher Development, New York; McMillan Publishing Co., 1981
- Miman, J. (Ed.): Handbook of Teacher Evaluation. London: Sage Publications, 1981
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- Mukerjee, S. N. (Ed.): Education of Teachers in India (Vol. I & II) . Delhi: S. Chand and Co., 1968
- NCERT: National-C urreiculum Framework New Delhi: NCERT, 2005. C
- NCTE: Curriculum Framework for Teacher Education New Delhi: NCTE, 1998
- NCTE; Policy Perspectives in Teacher Education. New Delhi : NCTE, 1998
- Nikose; R. L: Teacher Education -Issues & Challenges New Delhi: APH Publishing Corporation, 2012
- Pal. H. R. & Passi, B. K.: Clas s room Interaction. Agra: Har Prasad Bhargava Publication
- Shukla, R. S.: Emerging Trends in Teacher Education. New Delhi: Sterling, 1984
- Pal, H. R.: Curriculum- Yesterday, Today & Tomorrow Shipra Publisher, New, Delhi, 2006.
- Pal, H. R.: Methodologies of Teaching & Training in Higher Education(Hind i) Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2004
- Panda, B. N. and Tiwari, A. D.: Teacher Education New Delhi: APH Publishing Corporation, 1997
- Singh,L.C.: Experimentation and Innovation in Schools: A Hand book. New Delhi: NCERT, 1979
- S ingh, L. C.: Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990
- Smith, B. O .: Research in Teacher Education : Symposium. New Jersey: Prentice Hall Inc., 1971
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- Rusk, R.R. and Scot, The Macmillaness Ltd. 1979



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SECOND YEAR

SEMESTER-III

Course Code : T-8 (Learner Studies)

Course Name – Introduction to Research Methodology

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Objectives:

- To make students aware of importance and need of research in education.
- To make them Familiar with the nature of research in education.
- To impart them concepts of Scientific Method, Scientific Inquiry , Paradigm, Theory and their implications for educational research.
- To help students to understand the characteristics of positivist and non-positivist research paradigms as they apply to educational research.
- To make students learn the reasoning and its use in educational research.
- To train students in selecting the suitable problem.
- To make students familiarize with the steps of research proposal and train them in formulating research proposal.

Content

UNIT-I: Scientific Method – Educational Research

- a) Definition, Characteristics, Steps, Types: Basic/ Fundamental Research, Applied Research & Action Research.
- b) Meaning and Definition of Qualitative and Quantitative Research.
- c) Variable - Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

Unit-II: Formulation of Research Problem

- a) Criteria and sources for identifying the research problem.
- b) Characteristics of a good research problem.
- c) Reviewing Literature and Writing the rationale for any research problem based on review.
- d) Stating objectives of the study: primary, secondary and concomitant

Unit-III: Hypothesis

- a) Definition, Characteristics, Statement of the Hypothesis.
- b) Types: Research Hypothesis, Statistical Hypothesis (Null and Directional) and Operational Hypothesis.



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Unit-IV: Population, Sample and Research Design

Definition of Population and Sample Importance of Sampling

- a) Sampling Techniques: Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage, Sampling:
- b) Size of Sample, Sample Error and Avoidance of Sampling Bias.
- c) Research Design: Concept of Experimental Design

Unit-V: Research Proposal Writing

- a) Formats, style and essential elements of research -proposal.
- b) Writing References in research Proposal

Activities: Writing abstracts of Any Two Dissertations

- Evaluation of two dissertations on the basis of Title, objectives, hypotheses, Design and Sampling techniques.
- Review of a qualitative/ quantitative research study.
- Solution of UGC-NET question papers on prescribed contents.

References:

- Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972. .
- Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M. S. University of Baroda, 1974.
- Buch, M.B. (Ed.): Second Survey of Research in Education (1972 -1978) Baroda: Society for Educational Research and Development, 1979.
- Buch, M.B. (Ed.): Third Survey of Research in Education (1978- 1983) New Delhi: NCERT, 1986.
- Ebel, R. L.: A Guide to Educational Research Boston: Allyn and Bacer Inc., 1965.
- Fox, D.J.: The Research Process in Education. New York: Holt Rinehart and Winston Inc., 1969
- Furlong, Nancy E. and Others: Research Methods and Statistics an Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.
- Gay, L.R.: Educational Research - Competencies for Analysis and Application. New Jersey: Prentice - Hall, Inc., 1996.
- Gage, N.L.: Handbook of Research on Teaching Chicago: Rand McNelly and Co., 1963.
- Ghosh, B. B.: Scientific Method and Social Research. New Delhi: Sterling Publishers Pvt. Ltd., 1982.
- Good; C.V.: Essential of Educational : Methodology and Design New York: Appleton Century Crofts, 1941.



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SECOND YEAR

SEMESTER-III

Course Code : T-9.1 (Learner Studies)(Specialization Course)

Course Name – Comparative Education

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Unit-I: Understanding Comparative Education

- Meaning, Origin and Scope of Comparative Education
- Comparative Education and International Studies
- Factors Affecting National Systems of Education
- Approaches to compare
- ative Education

Unit-II: Educational Scenario: Indian Context

- Overview of the Major Educational Development in India
- Structure and Organization in Education in India
- Educational Policy-Oriented Organization in India.
- Future Development o Indian Education

Unit-III: Education in Selected Countries

- Overview of School Education, Higher Education and Teacher Training System in UK
- Overview of School Education, Higher Education and Teacher Training System in USA
- Overview of School Education and Technology Education in Japan
- Overview of School Education and Teacher Education in China
- Implications for Education in India

Unit-IV: International Agencies and Organizations: Roles and Functions

- Polity-Oriented International Agencies of Education
- Country Specific International Agencies
- International Academic Organizations
- Role of International Organizations in Educational Solutions of Problems

Unit-V: Methods in Comparative Education

(a) Description (b) Interpretation (c) Juxtaposition (d) Comparison

Suggested Readings:

A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA), T.S Sodhi, ISBN-13: 978-0706922257.

Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi. Altbach, P.G.Trends in Comparative Education. In: Comparative Education• Review, 35(3)

Bereday, George Z. F. Comparative method in education. New York. Holt, 1964• Reinhart & Winston, 1964.



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SECOND YEAR

SEMESTER-III

Course Code : T-9.2 (Learner Studies) (Specialization Course)

Course Name – Educational Technology

Max. Marks - 100

External marks - 80

Internal Marks - 20

Unit-I: Introduction of Educational Technology

- Concept and Scope of Educational Technology
- ET : Historical Development
- ET for Teaching learning and Evaluation
- Training Technology

Unit-II: Instructional Design

- Models of teaching-I
- Models of teaching-II
- Instructional Design Process
- Instructional Design for Training

Unit-III: Applications of Educational Technology

- Formal System
- Open Learning system
- Teacher Empowerment

Unit-IV: Development of Teaching Learning Materials

- Self-Learning Materials and their Use
- Audio and Video Materials and their Use
- Interactive Multimedia Materials and their Use

Unit-V: Agencies, Policies and the Future of Educational Technology

- National Policies and Agencies
- Networking
- International Trends
- Future' of ET in India

Reference:

- Allen Dwight and Kevin, Ryan (1969) Micro Teaching, Addison Wesley Pub Co. London
- Austin, F.M. (1961) Art of Questioning in the Classroom, University of London Press Ltd. London
- Barle Davide (1960) The Process of Communication, Holt, New York.
- Bhatta B.D. and Sharma, S.R. (1992) Educational Technology – concept and techniques, Kanishka Pub House, New Delhi.



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SECOND YEAR

SEMESTER-III

Course Code : T-9.3 (Learner Studies) (Specialization Course)

Course Name – Environmental Education

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives: At the end of the course the student teachers will be able

- To understand the causes for environmental hazards and pollution.
- To make student teachers understand about the concept importance, scope and aims of environmental education.
- To acquaint the students will be possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- To orient student teachers with various competes of environmental for preparing a curriculum for environmental education.
- To enable the students teacher to develop various strategies for realizing the objectives of environmental education.
- To understand the need for remedial ways protect the environmental in daily life and its applications.
- To acquire knowledge of environmental issues and polices in India.
- To acquire knowledge of the tools and techniques for environmental education.

Unit-I: Objective, Scope and Nature of Environmental Education

- Meaning, definition and characteristics of environmental education content.
- Importance , objectives, scope and guiding principles of environmental education
- Factors of degradation of environment adverse socio-economics impacts of degradation of environment.

Unit-II: Environmental Hazards

- Environmental pollution, physical air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion.
- Need for conservation, preservation and protection of rich environmental heritage:
- Programme of environmental education for primary, secondary and higher education institutions.

Unit-III: Features of Curriculum for Environmental Education

- Special nature of curriculum on environmental education.
- Concept of environmental and ecosystem.
- Natural system earth and biosphere abiotic and biotic components.
- Human systems, Human beings as a part of environment, human adaptations to environment, population and its effect on environment resources:



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Unit-IV: Environmental Education & Educational Technology

- Impact of science and technology on environment degradation of resource.
- Role of individual in conservation of natural resource
- Role of Information technology in environmental and human health.

Unit-V: Methods and Approaches of Environmental Education:

- Strategies and approaches, treating environment education as a separate subject, topical, units, integration and interdisciplinary approaches.
- Methods: Discussion, seminar, workshop, dialogue, problem, solving, field surveys, project and exhibitions.
- Role of Media, print films and T.V.

Unit-VI: International Efforts for Environmental Protection

- The stockholm conference 1972
- Brundtland.Commission 1983
- Nairobi conference 1982
- The Rio Summit-1992 the Rio Declaration at the earth character - Major achievements of the Rio Summit
- Main features of the Rio Declaration Kyoto conference and part on Global Warming 1997.

Activity:

1. Global and Environmental Issues Discussion class.
2. Study, any one of the environmental awareness programme conducted by state or NGO.
3. Survey the solid waste management techniques adopted by municipal corporation of your locality covering the aspects like solid wastes generation and characteristic, storage and collection and treatment, processing and disposal.
4. Visit places of ecological importance (Botanical, Zoological, Safariparks or Jakes) of your locality.
5. Review of slides or films related to environment.

Suggested Reference Books:

1. Sharma, R.A. (2008) Environmental education, Meerut : R. Lall Book Depot.
2. Reddy, P.K., & Reddy, N.D. (2001) Environmental Education Hyderabad Neelkamal Public ation.
3. Bo'ard of Education Foundation (1999) Peace Education UNICEF NY UNICEF.
4. Sharma, R.C. Environmental Education, Metropolitan Book Pvt. Ltd.
5. Sharma, P.D., Ecology and Environmental, Meerut; Rastogi Publication.
6. Sharma, R.C. & others, Sources book in Environmental Education for secondary school teachers, UNESCO Principal Regional Office for Asia and the Pacific Bangkok.
7. Desai, H.G., Effective methods of Teaching as University Level, Rajkal, Sauroshtra University.

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SECOND YEAR

SEMESTER-III

Course Code : T-9.4 (Learner Studies)(Specialization course)

Course Name – Guidance & Counselling

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives: To enable to teacher trainee

- To understand the concept of guidance and counselling.
- To access the strength and learning difficulties of students.
- To sensitize student teacher to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance and counselling for school level students.
- To understand and apply the techniques of guidance and counselling.

Unit-I: Introduction to Guidance and Counselling

- Meaning, nature, concept, functions and principles of guidance.
- Meaning, nature, concept, function and theories of counselling.
(a) Theory of self (Rogers) (b) Theory of Rational Emotive Behavioural (Alber Ellis)
- Need of guidance and counselling for students.

Unit-II: Types of Guidance and Counselling

- Types of Guidance: (a) Educational (b) Vocational (c) Personal
Meaning and need at secondary and higher secondary level.
- Types of Counselling: (a) Directive (b) Non directive (c) Elective
Meaning and need for students.
- Guidance and counselling for CWSN (Children and with special need), Children with disabilities, disadvantage group children.

Unit-III: Tools & Techniques in Guidance & Counselling

- Techniques of guidance and counselling.
- Test-Aptitude, Attitude, Interest, Achievement, Personality, IQ, EQ, Mentalability.
- Techniques: Questionnaire, Interview, Schedule, Case Study, Daily Diary and Autobiography, Career talk, pupil appraisal.

Unit-IV: Vocational Development



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- Skill in counselling (Listening, Questioning, Responding, Communicating etc.).
- Career counselling, Dissemination of occupational information.
- Career Awareness skills career decision skill - selection of school subject . future training courses and career, career patterns

Unit-V: Contemporary Issues

- Role of teacher as counsellor with professional ethics.
- Dealing with depression and academic stress of student.
- Guidance implication in current Indian context Education and guidance individual difference and guidance parents guidance and counselling guidance cell in school.

Activity:

- Development of any one test or technique item.
- Collection of newspaper cutting of news related to student who achieved better in difficult conditions.
- Make a report on academic stress of student.
- Organize a guidance workshop for 10th class student on selection of school subject for future career or any related theme and make a report. (Student teacher prepare any one for their internal exam)

Suggested Activities:

- Projects on Women's Issues.
- Visits to places of significance Rural schools, Voluntary and Government Organization ect.

References:

- Aggarwal, J y: Philosophical and Sociological Bases of Education.
- Aggarwal . C.: Theory and Principles of Education.
- Anan , C. L.: The Teacher and Education Emerging Indian Society.
- Batia & Narang: Philosophical and Sociological Bases of Education.
- Gupta, S.: Education in Emering India.
- Murty, S .K.: Philosophic and Sociological Base of Education.
- Dutta, S.: Teacher Education in the Emerging Indian Society.
- Mathur, S .: A Sociological Appach to Indian Education.
- Ram Ahuja: Social Problem an India.
- Singh, Y. M.: Sociological Foundations of Education.



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SECOND YEAR

SEMESTER-IV

Course Code : T-10 (Learner Studies)

Course Name – Psychology of Learning & Development

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives:

- To develop an understanding of the nature, concept and factors affecting Learning
- To develop an understanding of the processes of Learning through various theoretical perspectives..
- To acquaint the learners with the concept and process of Group
- To evolve effective strategies for creating a conducive socio-emotional climate in the classroom.
- To gain an insight into the mental processes through Psychological Experimentation.

Unit-I: Learning

- (a) (i) Concept of Learning: Meaning, Definition & characteristics
(ii) Process / Steps of Learning.
(iii) Typical Learning Curve with Educational Implications.
- (b) Factors affecting Learning:
(i) Maturation: Concept & Educational Implications.
(ii) Attention: Concept Types & Educational Implications.
(iii) Motivation: Concept and Theories (Maslow's Theory of Self- Actualization)

Unit-II: Theories of Learning

- (a) Concept & Educational Implications of Behaviorist Theories .with reference to Pavlov & Skinner.
(b) Cognitive Theory: Ausubell's Theory of Meaningful Verbal Learning.
(c) Social Learning Theory: Vygotsky's Social Development Theory.

Unit-III: Mental Processes of Learning (8 Lectures)

- (a) Thinking Process: Concept & Tools.
(b) Types of Thinking: Divergent, Convergent, Reflective thinking
(c) Mental Processes:
(i) Memory: Concept; Types & Strategies to develop Memory.
(ii) Forgetting: Nature, Causes.
(iii) Imagination: Meaning, Types and Educational Implications.



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Unit-IV: Group Dynamics / Group Learning Strategies

- (a) Meaning & Characteristics of a Social Group.
- (b) Group Dynamics: Process and its Importance in Learning.
- (c) Importance of developing Group Mind (Group Cohesiveness).
- (d) Sociometry: Use and Importance.
- (e) Psychological Perspectives: Constructivist Learning.

Unit-V: Experiments: With reference to Concept, Process/ Laws/ Types etc.

- (a) Fatigue (b) Perception (c) Concept Formation (d) Association (e) Transfer of Learning
- (e) Suggestion (Questions to be asked on Educational Implications only)

Suggested Activities:

In addition to the above, students should carry out any two of the following activities and record their observations and findings in their Psychology Journal. A rubric may be attached to assist the recording of experiences.

- Perform any one activity using Sociometry in a class and record the results to prepare a Sociogram / Social. Distance Scale.
- Prepare a Lesson Plan based on Constructivist Learning.

References:

1. Agarwal. J.C- Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd,1995
2. Bhatnagar Stiresh & Sanna Anamika - Advanced Educational Psychology, R Lall Book Depot Meerut, 2007.
3. Ehatoghar , R P.- Educational Psychology, Meenakshi Publications Kanpur
4. Cascio, Wayne F. & Aguinis Henna - Applied Psychology in Human Resource Management - Prentice-Hall of India, New Delhi.
5. Charles Skinner - Educational Psychology.
6. Chauhan,S.S-Advanced Educational Psychology, Vikas Publication House, N.D.1990
7. Crow L.D and Crow A "Educational Psychology"
8. Dash, RN & Dash,N- A Textbook of Educational Psychology.
9. Dr. Tiwari,G J; Dr.Roma Pal - Experimental Psychology- A Dynamic Approach, Vinod Puslak Mandir
10. E.G. Parameswaran & K. Ravichandra- Experimental Psychology. G
11. Guy Lefrancois - Psychology for Teaching.
12. Hergenhaha, B. R. & Olson, Matthew H. - An Introduction to Theories of Learning Prentice-Hall of India, New Delhi.
13. J. S. Walia - Foundations of Educational Psychology.
14. Kenneth T. Henson, Ben F. Ella - Educational Psychology for Effective Teaching.
15. Lahey, Benjamin- Psychology- An Introduction (Sixth Edition), Tarn McGraw Hill Publ.



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SECOND YEAR

SEMESTER-IV

Course Code : T-11 (Learner Studies)

Course Name – Educational Studies

Max. Marks - 100

External Marks - 80

Internal Marks- 20

Objectives:

This course will explore philosophical and sociological views on education, in order to enable student-teachers to develop their own perspective on nature of education and its role in social change. It will try to equip them with some conceptual and methodological tools to critically. Examine their own beliefs and those proposed by different thinkers or policy makers. Student-teachers will be invited to critically reflect on their beliefs regarding education, and examine the role of historical and social factors, ideas and ideologies in shaping the aims and contours of school education.

Sociological perspectives help us to understand how education facilitates these macro social processes and is in turn impacted by them and also how people strive to use education to impact the direction of these larger processes.

Objectives of the Course

- Reflecting on the meaning and purpose of education for one self and the society.
- Understanding the diversity in aims of education and the framework to negotiate this diversity
- Developing a framework to understand the work of educational thinkers and policy documents
- Understanding the economic and political context of the emergence of modern education
- Reflecting on the critique of modern school education.

Unit-I: Determining Aims of Education

(a) Meaning of Education: Student teachers will be enabled to reflect on their own notions and experiences of education and schooling to understand what it meant to them. They will get an opportunity to discuss issues like the relation between Education and schooling , Education for society (nation) and individual development; Education for skill building and developing understanding and dispositions.

They will also reflect on social purpose attributed to education - who is considered educated, why do parents want their children to be educated, what an educated person hopes to do, etc.

(b) Why do we need aims?

What sort of functions do aims perform in thinking about education? Articulating aims helps us to design education in accordance with it and to frame curriculum and a scheme for assessment and everything in between. But can 'aims' be articulated and fixed at the beginning and remain constant till the end of the process of education or do aims also change and evolve along with the execution of the educational process?

(c) Negotiating multiple aims of education: Student teachers will be exposed to the fact that there can be a great diversity in conception of education and the purpose of education, emerging from diverse social and ideological standpoints. They will reflect upon the methods of evaluating them, reconciling them, etc. In the process they will also discuss who should be empowered to decide



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aims of education, children, parents, community, body of teachers, professional educators, government, market... or the process by which shared goals of education are formulated in a democratic society. Some broad norms for education in a democratic and secular society which strives for equity and justice will be worked out.

Unit-II: Understanding Educational Thinkers

A framework for studying the views of educational thinkers will be developed and applied to some of the important thinkers. This will be in the form of situating them in their socio- historical context and their larger philosophical perspective.

- (a) Their critique of contemporary society
- (b) Their conception of human nature and potential
- (c) Their conception of individual and society
- (d) The role of education in realising these ideals
- (e) Specific pedagogies for educating
- (f) Role of teacher

• **Special focus will be on the following thinkers:**

- (a) MK Gandhi
- (b) Rabindranath Tagore,
- (c) J Krishnamurti,
- (d) Aurobindo Ghosh
- (e) John Dewey
- (f) Swami Vivekananda,
- (g) Giju Bhai Badheka,
- (h) Plato

Unit-III: Fundamental Processes Shaping Social Context of Education

- a) Industrialisation and society: meaning of industrialisation and a brief account of changes in industrial organisation (factory system, Fordism & Taylorism, and current systems). Industrialisation and emergence of modern school education: historical linkages (case studies of India) Parallels between industrial organisation and school system.
- b) Democratic processes and schooling: Concepts relating to democracy, public participation in decision making; rights and role of citizens; answerability, etc: Role of school in promoting democratic participation.
- c) Globalisation and education: Concepts relating to globalisation, casualization and informalsation of labour, knowledge societies, and their implication for nation states and education. International comparisons and standardised student achievement test comparisons.
- d) Educational and National Integration, education and International understanding.

Unit-IV: Critical Perspectives on Modern Education

- (a) **The promise of modern education:** To what extent has modern education lived up to its promise of fostering autonomy of the individual, equity and democracy shall be reviewed with the help of some contemporary commentators on education. The experience of schooling by marginalised communities and their attempt at developing alternative conceptions of education.
- (b) **Classroom processes:** Classroom processes will be studied to understand how teachers and students relate to each other- how their mutual expectations from each other influence the teaching learning outcomes in the classroom. Students will be introduced to 'symbolic interactionism' concept to understand this process.
- (c) New sociological perspectives on education of the poor marginalized new sociological perspectives on education and inequalities will be explored. Education's function of reproducing inequalities and its potentials for contesting inequalities will be discussed.



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Unit-V: Aims of Education in Key Policy and Curriculum Documents

The perspectives developed in the earlier sections will be used to analyse the aims of education as outlined in some of the important policy and curriculum documents of post- independence period.

- (a) Mudaliar Commission Report (b) Kothari Commission Report,
(c) National Education Policy 1986, (d) Curriculum Framework 2000 and 2005.
(e) RTE-2010

Practicum:

1. Interviewing a cross section of parents regarding why they want to education their boys/girls and what in their view is to be an educated person.
2. Visiting any school which claims to be based on a particular educational philosophy (Gandhian, Tagorean, Montessori etc)
3. Visit a factory to see its production system and the condition of those working in it.
4. Interviewing women workers in the household sector (either producing some thing or selling or repairing something) to understand their conditions and what kind of education can be of help to them
5. Discuss the role of education and schooling on individual development. Is education effective in developing skills for generating employment?

Essential Readings:

1. Positon Paper on Aims of Educaiton , NCERT 2005
2. Christopher Winch and John Gingell, Philosop hy and Educational Policy (Rout ledg e, 2004) chapter 1.
3. Palmer Joy, Fifty major Thinker s on Educ ation from Confucius to Dewey, Rout ledg e 2001.
4. Secondary Education Commission, (section on aims of education)
5. Kothari Commi ssion Report (section on aims of education)
6. Curriculum for the Ten Year School NCERT, 1975
7. National Policy on Education 1986
8. National Curriculum Framework 1988
9. National Curr iculum Framework 2000
10. National Curr iculum Framework 2005



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-IV

Course Code : T-12 (Learner Studies)

Course Name – Advance Research Methodology

Max. Marks - 100
External Marks - 80
Internal Marks- 20

Objectives:

- To help students to discriminate between different Methods of Research.
- To enable students to select the most appropriate Experimental Design.
- To help student s to distinguish between Internal Validity and External Validity.
- To enable students to discriminate between Parametric and Non Parametric Statistical Techniques.
- To develop among students the skill of selecting appropriate method of computing Correlation and interpret the Coefficient of Correlation.
- To empower students to write the Thesis/Dissertation in a systematic way.
- To develop among students understanding of qualitative research and its types.
- To help students get acquainted with different tools and techniques of data collection
- To enable students to learn the process of standardization of tools

Unit-I: Quantitative Research: Meaning, Characteristics and Types

- Descriptive research
- Ex -post facto research.
- Historical research.
- Survey Research
- Experimental Research

Unit-II: Qualitative Research

- Case studies
- Phenomenological research
- Meta cognition and Policy research
- Ethnographic studies.
- Naturalistic Inquiry

Unit-III: Tools and Techniques of Data Collection

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non- projective tests, Rating scales and Attitude scales.
- Socio -metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.



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Unit-IV: Research Design

- Concept of design of study
- Types: Single variable and Factorial Designs
- Factors affecting validity of experimental design

Unit-V: Research Paper Writing and Research Report Writing

- Writing research report: format, language and style of report, chapterization pagination, bibliography and references
- Writing research paper: Choice of the Journal, Selection of objectives, choosing title , writing rationale, developing the paper

Activities:

- Conducting a Case Study
- Writing a Research Paper
- Writing a background article

References:

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5. Buch, M.B. (Ed.): Third Survey of Research in Education (1978-1983) New Delhi: NCERT, 1986.
6. Ebel, R.L.: A Guide to Educational Research Boston: Allyn and Bacer Inc., 1965.
7. Fox, O.J.: The Research Process in Education. New York : Holt Rinehart and Winston Inc., 1969.
8. Furlong, Nancy E. and Others: Research Methods and Statistics An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.
9. Gay, L.R.: Educational Research - Competencies for Analysis and Application. New Jersey: Prentice - Hall, Inc., 1996 .
10. Gage, N.L. : Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.
11. Ghosh, B. B.: Scientific Method and Social Research New Delhi: Sterling Publishers Pvt. Ltd., 1982.
12. Good, C.V.: Essential of Educational: Methodology and Design. New York: Appleton Century Crofts, 1941



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SECOND YEAR

SEMESTER-IV

Course Code : T-13 (Learner Studies)

Course Name – Teacher Education-II

Max. Marks - 100

External Marks- 80

Internal Marks - 20

Objectives:

- To update the students with the recent researches in teacher education and teacher effectiveness.
- To help students in developing a comparative picture of teacher education in The U.S.A. the U.K. and the U.S.S.R.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To familiarize students with the emerging trends in Teacher Education.

Contents:

Unit-I: Agencies for Professional Development

Agencies of Teacher Education and their roles in professional development of Teacher Educators. National level agencies : NCTE, NCERT, UGC- ASC., NUEPA, ICSSR, RIEs. State level agencies: SBTE, DIET, IASEs, UTDs, CTEs, BJTEs

Unit-II: Researches in Teacher Education

Research in Teacher Education : Concept Area/Scope & Problems of Research in Teacher Education, Trends of research in Teacher Education, Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc), Emerging trends, areas and variables of research in Teacher Education .

Unit-III: Comparative Teacher Education

Comparative teacher education: comparative study of teacher education in USA , USSR, UK and India in special reference to their foundational historical background, levels & structure of teacher training and their courses of the study, curriculum, methods of teaching, methods of evaluation, standards of teacher education, administration & finance, contemporary problems & emerging trends.

Unit-IV: New Paradigms in Teacher Education

New trends in teacher education: paradigm shift in teaching learning process (teacher centered, teacher-learner interaction, learn-centered, learner-centered interaction) e- learning & m- learning in teacher education; Constructivism in teacher education, Interdisciplinary approach, Distance education, correspondence & Non-formal education in teacher education, Flanders interaction analysis category system.

UNIT V: QUALITY OF TEACHER EDUCATION

Quality Assurance: NAAC & the ir criteria for quality assessment of HEIs, Criteria of quality assurance in context of IQAC, Performance Based Appraisal System- Academic Performance Indicator (PBAS- API), TQM.



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Suggested Activities:

- SWOT Analysis of any teacher education Institute
- Report of a teacher education institute on the basis of quality criteria determined by the NAAC
- Abstract of Ph.D. thesis in the area of Teacher Education

References:

1. Gage, N. L. (Ed.): Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1967.
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3. Henry; N. B. (Ed): In-service Education of Teachers, Supervisors, Administrators. Chicago: University of Chicago Press, 1967.
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7. Mukerjee, S. N. (Ed.): Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co., 1968.
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9. NCTE: Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.
10. NCTE: Policy Perspectives in Teacher Education. New Delhi: NCTE, 1998.
11. Nikose, R. L.: Teacher Education- Issues & Challenges. New Delhi: APH Publishing Corporation, 2012.
12. Shukla, R. S.: Emerging Trends in Teacher Education. New Delhi: Sterling, 1984.
13. Pal, H. R.: Methodologies of Teaching & Training in Higher Education (Hindi) Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2004.
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15. Singh; L. C.: Experimentation and Innovation in Schools: A Handbook . New Delhi: NCERT, 1979.
16. Singh, L. C.: Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990 .



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Course Code : T-14 (Learner Studies)

Course Name – Issues and Concern of Elementary Education

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Unit-I: Elementary Education: Its Context and Linkages

- Concept, Objectives Principles Problems of Elementary Education
- Philosophical, Psychological and Sociological Perspective in Elementary, Education
- Growth and Development of Elementary Education in India
- Economic Bases of Elementary Education.

Unit-II: Constitution and Status of Elementary Education

- Constitutional Provisions in Elementary Education and their Implications
- Five Year Plans and Elementary Education
- National and State Policies of Elementary Education
- Universalization of Elementary Education

Unit-III: Pre-service and In-service Elementary Teacher Education

- Role of the Teacher in the Process of Education
- Organization Problems
- Role, Functions and Networking of Different Organization of Elementary Teacher
- Centrally Sponsored Schemes for In-service Education of Elementary Teacher

Unit-IV: Curriculum and Research in Elementary Education & Elementary Teacher Education

- Curricular Areas at the Elementary Level
- Innovative Practice in Transacting Curriculum at the Elementary Level
- Trends in Evaluation Practice at the Elementary Level
- Priority Areas of Research in Elementary Education and Teacher Education Innovation in Elementary Education

References:

- Nanda, S. K., "Indian Education and Its Problems Today", Kalyani Publishers, Ludhiana, (2003).
- Rao, V. K., "Principles of Curriculum", A. P. H. Publishing Corporation, New Delhi (2005).
- Sharma, R. N., "Education in Emerging Indian Society", Surjeet Publications, (2002).
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- Suresh Bhatnagar, Anamika Saxena, Sanjay Kumar, "Development of Educational System in India", R. Lall Book Depot, Meerut, (2005).



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Course Code : T-15 (Learner Studies)

Course Name – Secondary Education & Teacher's Function

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Objectives:

- To develop an understanding of the brief historical background of Indian education with special reference to secondary education.
- To develop understanding of the objectives and scope of secondary education.
- To understand about co-curricular activities during the schooling for the universal development of student.
- To know as out the various resources which are useful for development of education
- To developed an awareness of the professional ethics.
- To know about different educational agencies.
- To unable thue nderstand the importance of evaluation in education.

Unit-I: Secondary Education

- General aims and objctive's of secondary education.
- Significant developments in secondary education during post independence period and concern with different commissions.
- Problems of secondary.
- Main features of secondary school curriculum and process of curriculum development in secondary education.

Unit-II: Co-Curricular Activities

- Meaning and concept of co-curricular activities, place of co-curricular activities in school.
- Objectives of co-curricular activities.
- Principle's underlying the organisation of co-curricular activities.
- Types of co-curricular activities (Field trips, excursion, Group discussion etc.)
- Management of Co-curricular activities.

Unit-III: Management of Resource

- Concept and scope of school management.
- Types of various resources and their management.
- Classroom management.



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- Recent trends in educational management in India.
- Theories of management and their implications for education.
- Total quality management in education: concept and approaches.

Unit-IV: Professional Ethics

- Teacher's role and national system of education.
- Teacher role as facilitator of learning, vis a vis Traction of curriculum, Non formal and adult education, teacher link between the school and community.
- Work ethics Responsibilities and duties of curriculum, Non .formal and adult education, teacher link between the school and community.
- Work ethics- Responsibilities and duties.
- Educational Agencies and evaluation system.
- Educational Agencies and their functions at secondary level. (as NCERT, NCTE, NEUPA, CBSE, SCERT, State board of Secondary Education.)
- Concept scope and significance of evaluation in educational process.
- Modern concept of evaluation.
- Need for continuous and comprehensive evaluation.
- Blue print.

References:

- Aggarwal, D. D., "History and Development of Secondary Education (3 Vols.)", Sarup & Sons, New Delhi, (2003).
- Bharti Sharma, "History of Indian Education", Vohra Publishers & Distributors, New Delhi, (2004).
- Chandra, S. S., Rawat, V. S., and Singh, R. P., "Indian Education Development, Problems, Issues & Trends", R. Lall Book Depot, Meerut, (2005).
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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Course Code : T-16 (Learner Studies)

Course Name – Curriculum Studies

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Objectives:

- To understand the nature and types of curriculum and its preparation.
- To familiarize student with designing of curriculum.
- To know the relationship between curriculum framework and syllabus.
- To identify various dimension of the curriculum and their relationship with the aims of education.
- To understand the nature of knowledge, moral values and skills.
- To understand education in relation to modern values equity, individual of formity, dignity than social justice.

Unit-I: Concept of Curriculum

- Meaning, Definition and Characteristics of curriculum.
- Nature and scope of curriculum of secondary level.
- Types of curriculum. (Core, Activity, Hidden, Inter Disciplinary)
- Difference between curriculum and Syllabus
- Issues and problems of existing curriculum of secondary level.

Unit-II: Curriculum Construction, Organization

- Principal and Determinants of curriculum-Design.
- Motives of Curriculum Development.
- Steps of Designing different curriculum.
- Developments and implementation of curriculum.

Unit-III: Modern Concept of Curriculum

- Modern Theories of Curriculum development.
- Models of curriculum development.
- Modern aspects of curriculum of secondary Level.
- Critical study of curriculum framework 2005 and 2009..
- Role of various Agencies in Curriculum Development (State, NCTE, NCERT, SCERT, Board of Secondary Education and Community).
- Nuffield, BACS, PSCS, NSES with respect to their priorities concerns mail goals towards school education.

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Unit-IV: Concept of Knowledge

- Knowledge as human endeavor: Curiosity, Practice and dialogue.
- The nature of human curiosity its limits, the complex interaction between knowledge and social practice.
- Sociology of Knowledge: Privileging of certain kinds of knowledge through curriculum and its impact upon opportunities.

Moral Values:

- Meaning and nature of values.
- Objectives of moral education.
- Nature of morality
- Morality in a multi-cultural, multi-religious and democratic society.

References:

- Ambasht, N.K. (2009). Why we are teaching what we are teaching: IASE (Deemed University, Sardar Shehar, Rajasthan).
- Erickson, H.L. (2002). Concept-based Curriculum and Instruction. Crown Press, Inc: California.
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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Course Code : T-17 (Learner Studies)

Course Name – History and Economics of Education

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives:

- The Perspective teacher will be able to understand Development of Education system in India.
- Understanding Education in India during different period.
- Understand Recommendations of Education Commission in Different periods.
- Understand economic theory with respect to education.
- Understand economic importance in education.

Unit-I: Education in India during

- (a) Vedic (b) Buddhist (c) Medieval Periods (d) Modern Period

Unit-II: Education in East India and British Period

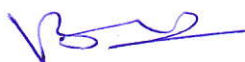
- a) Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations- 1835-1838
- b) Wood's Dispatch-1854
- c) Lord Curzon Education Policy-1904
- d) Development of National Consciousness

Unit-III: Recommendation of Education Commission Constitute Pre and Post Independence

- a) Recommendations of Indian Education Commission-1882, its influence on subsequent development of education
- b) University Education Commission (1948-49)
- c) Secondary Education Commission (1952-53)
- d) Indian Education Commission (1964-66)
- e) National Policy of Education (1986)
- f) Revised National Education Policy 1986 with modification made in 1992:
- g) New Education Policy 2020

Unit-IV: Teacher Education

- a) Development of Teacher education
- b) Objectives of Teacher Education
- c) Problems of Teacher Education
- d) Reforms in Teacher Education
- e) Role of NCTE



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Unit-V: Economics and Education

- a) Nature of Economics
- b) Concept and scope of Economics Education
- c) The need of Economics in Education
- d) Reasons for inclusion of Economics in the School Curriculum

References:

- Becker, G.W. (1964). Human Capital. Princeton: Princeton University Press
- Blaug Mark (1970) Economics of Education. London: Penguin
- Bowman, M.J. et al. (Eds.) (1968). Readings in the Economic Of Education. Paris: UNESCO
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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Course Code : T-18.1/19.1 (Learner Studies)

Course Name – Inclusive Education

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives:

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse needs of all learners
- To familiarize with the trends and issues in inclusive Education
- To develop an attitude to foster inclusive education
- To develop an understanding of the role of facilitators in inclusive education

Unit-I: Introduction to Inclusive Education

- a) Concept Need and Meaning
- b) Philosophy: Transition from segregation to inclusion
- c) Principles
- d) Models

Unit-II: Special Educational Needs (SEN) of Learners in Inclusive School

- a) Identification of diverse needs of SEN learners and Referrals
- b) Disabilities in children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities.
- c) Types and Use Assistive Devices for learners with SEN
- d) Adaptations & Accommodations: Physical & Curricular

Unit-III: Planning and Managing Inclusive Curriculum in Schools

- a) Individualized Educational Plan (IEP): Development & Implementation
- b) Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teacher
- c) Activity Based Learning, Peer, Tutoring and Cooperative/Collaborative Learning
- d) Barriers and Facilitators in Inclusive Education attitude, Social and Educational

Unit-IV: Legislation, Emerging Issues and Curricular Concerns

- a) Legislations for Inclusive Education: National Policy of Disabilities (2006).
- b) Sarva Shiksha Abhiyan (SSA) (2002.)
- c) Continual Education Programmes.



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Unit-V: Facilitators for Inclusive Education

- a) Need for Multidisciplinary Approach
- b) Role Responsibilities: General, Special and Resource
- c) Teachers, Family, Community
- d) Parent - Professional Partnership: Need and Relevance

Suggested Activities:

- a) Plan two activities for cooperative learning in inclusive classrooms
- b) Planning of two lessons and teaching in inclusive schools

References:

1. Baquer, A. & Sharma, A. (1997) Disability: Challenges Vs. responses, Can Pub.
2. Bartlett, L. D., Weisentein, G.R.(2003) Successful inclusion for educational leaders, Prentice Hall, New jersey.
3. Chaote Joyce,S. (1991) Successful mainstreaming, Allyn & Bacon
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5. Deiner, P. L.(2000) Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida .
6. Dessent, T. (1987) Making ordinary school special. Jessica Kingsley Pub.
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12. Hollahan & kauffman (1978). Exceptional Children: An introduction to special education, Prentice Hall



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Course Code : T-18.2/19.2 (Learner Studies)

Course Name – Management of Education

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives:

1. To develop an understanding of the concept of educational Management
2. To develop an understanding of the various functions of an Educational Institution.
3. To develop an understanding of the role and functions of an Educational manager.
4. To develop an understanding of essential components of democratic classroom management
5. To develop an awareness of various structures/levels of Educational management.
6. To develop an awareness of the Characteristics of quality institutions.
7. To sensitize student Towards effective management of human and material resources
8. To develop appreciation of role of various administrative authorities in maintaining quality of Educational Institutions.

Unit-I: Concept of Educational Management

- A. Meaning, Need, Importance Objectives of Educational Management
- B. Function of Educational Management Planning, Organizing, Directing, Controlling, Evaluating.
- C. Systems Approach to Educational Management.

Unit-II: Organizational Management

- a) Organizational Climax:
 - (i) Concept and dimension (ii) Characteristics of democratic institutional climate
- b) Role of the leader in fostering democratic Institutional climate for effective performance and job satisfaction.
- c) Effective Classroom Management.
- d) Discipline: Ways of ensuring effective institutional discipline.

Unit-III: Institutional Management

- a) Institutional Planning: Meaning and Importance
- b) Staff Meeting: Types and principles of effective staff meeting
- c) Timetable: Principles of timetable construction for curricular and co-curricular activities.
- d) Event Management: Principles and Steps of organizing curricular and co-curricular events.
- e) Maintaining institutional quality: Importance and criteria of assessing quality of educational institutions.
- f) Institutional Network.



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Unit-IV: Resource Management: Human & Materials

- a) Qualities of Headmaster /Principal
- b) Skills: Interpersonal relations, Stress management and Conflict management.
- c) Performance Appraisal: meaning and importance, criteria of performance appraisal of Teachers.
- d) PTA: Importance and activities.
- e) Importance of essential records (General Register, Attendance Register for Staff & students, Log Book for Teacher, Service Book and Cumulative Record Card).


(Maintenance of the above mentioned records to be observed during internship of schools and no questions to be asked in the exam)

Unit-V: Administration Authorities (9 Lectures)

- a) Functions of NCERT and SCERT.
- b) Secondary School Code: need and salient features: School Tribunal, Types of Leave, Code of Conduct, Types of Grant-in-Aid
- c) Characteristics of National (CBSE, ICSE) and International (IB, GCSE) Systems of Education in India

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2. Aggarwal JC: Landmarks in the history of modern education
3. Bhatnagar S S. Gupta: PK Educational Management
4. Kochhar S K: Secondary School Administration
5. S R Pandya: Administration and Management of Education
6. Sachdeva MS: A New Approach to School Organization
7. Sachdeva MS: School Organization, Administration and Management
8. Safya RN & Shaida: BD School Administration And Organization
9. Sidhu Kulbir Singh: School Organization And Administration



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Course Code : T-18.3/19.3 (Learner Studies)

Course Name – Assessment and Evaluation

Max. Marks - 100
External Marks - 80
Internal Marks - 20

Objectives:

- Understand the importance of evaluation in education.
- Appreciate the need for continuous and comprehensive evaluation.
- Write educational objectives in behavioural terms,
- Construct achievement test and
- Use elementary statistical techniques and interpret them

Unit-I: Modern Concept of Evaluation

- Definition and Meaning of Evaluation
- Difference between Measurement and Evaluation
- Importance of Evaluation
- Need for Continuous and Comprehensive Evaluation
- Education as a Tripartite Process

Unit-II: Educational Objectives

- Meaning and Definitions of Educational behaviour
- Difference between Educational and Teaching
- Objectives
- Taxonomy of Educational Objectives
- Writing Objectives in Behavioural Terms

Unit-III: Techniques of Evaluation

- Questionnaire, Schedule, Rating Scale Observation, Interview, Test
- Criteria of a Good Test
- Step in Constructing Teacher-Made Test-Design,
- Blueprint; Construction of Items, Scoring Key
- Raw Scores, Weighting of Scores, Derived and Standard Scores, Norms, Record Cards, Sheets and profiles Question Bank.



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Unit-IV: Elementary Statistics

- Clasification and Tabulition of Data
- Grapnical Representation of Data
- Measures of Central Tendencies- Mean, Median and Mode

Unit-V: Statistics

- Normal Distribution and Normal Probabil ity Curve
- Measures of V ariability: Mean Deviation, Quartile
- Deviation and Standard Deviation
- Correlation: Meaning and Importance; Coefficient of Correlation: Product Monient and Rank Difference Method

Assignment

1. Prepmticin of a Chart depicting the nonnal probability curve
2. Writing an essay of about 300 Words on your views regarding change to be introduced in the prevalent Techniques in evaluation
3. Conatructlon of 5 objective type items each from the knowledge, understanding and application aspect under the cognitive domain

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2. Asthana, Bipen and Agarwal, R, N.,- Measurement and Evalitation in Psychology and Education , Vinod Pustak Mandir Agra
3. Bhagwan, Mahesh- Shiksha main Mapan ewam Moolylin Vinod Pustak Mandir , Agra
4. Lindeman, R- H. nnd Merenda, P. F.- Educatoinal Measurement, Scott Foreman & Company, London
5. Rawat, D. L.- Shuikshik Mapan ki Naveen Roopekha, Gaya Prasad and sons, Agra
6. Sharma, R. A.- Measurement and Evaluation in Education and Psychology; Lyall Book Depot, Meerut
7. Sharma, R. A. -Shiksha Tatha Manovigy n Main Mapan Ewar Moolyankan, Lya ll Book Depot
8. Verma R.S.- Shaijkshik Mandir, Moolylin Vinod Pustak Mandir , Agra



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-VI

Course Code : T-18.4/19.4 (Learner Studies)

Course Name – Woomen’s Education

Max. Marks - 100

External Marks - 80

Internal Marks - 20

Objectives: To enable the teacher trainees:

1. To create awareness about womens education
2. To be acquainted with barriers which are respipsible for the low status of women
3. To develop the kills required in action based programmes related with different problems of women
4. To be aware about various programmes of women education

Syllabus:

Unit-I: Women's Education in India

Meaning, Importance and Objectives of Women's Education

Constrains and Remedies

Unit-II: Status of Women in India

Reasons of their Backwardnen: Social, Cultural and Economic

Role of Media in improving status of Women

Unit-III: Women Education vis-a- vis Other Typis of Education

Women Education vis-a- vis Other Typis of Education Health Education, Population Education and Environment Education Education with Special Reference to Role of Women

Unit-IV: Programmes of Women's Education

Different Programmes for Women's Education

Special Facilities for Girl Child Education

Vocational Institutes for Women

Integrated Child Development Scheme

Reading Materials for women

Unit-V: Agencies of Women Education

National and international volunteer agencies

Governmental organisations



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Assignment:

1. Literacy programs for women
2. Vocational training for women
3. Development of reading for women
4. Awareness programme for women
5. Admision of girls in school
6. Any other which facilitates women education
7. Girls Dropouts

References

1. Agarwal J.C. – Indian Women- Education and Statud : Arya Book Depot ;
2. Chaube S.P. – Tulnamak Shiksha , Vinod Pustak Mandir, Agra
3. Dale, R R Maxed or Single Sex School, Vol. III Roulledge and Keegan Paul, Humannities Press New Yeark
4. Desai. Chitra, -Girls education and Social Change: A. R. Sheth and Co. Educational Publishers Bombay
5. Devendra Kiran – Status and Position of Women in India, Vikas Publishing House New Delhi
6. Material Perspective Plan for women-Ministry of Human Resourse, development Govt. of India
7. Mehia, Vimla...:Attitude of women Towards social Issues : National Publishing House Delhi.
8. Nayar, Usha- Education or Women in South Asia Publied in Triune Patriot India, News. Chronicle Hitvada.



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : P-1 (Teacher Enrichment)

Course Name – Self Development

Max. Marks - 50
Internal Marks - 50

Objectives: Student - Teachers will be able.....

1. To develop the understanding about themselves..
2. To develop sensibility.
3. To develop a holistic understanding of human beings.
4. To develop various values throughli understanding the self.
5. To inspire otliers to live a life based on values.
6. To develop the skill to create understanding the self among the students.

Unit-I: Concept of Self and Self Development

1. Concept, Meaning, Definition of self and self Development.
2. Theories of Self Development
3. Principles of self Development

Unit-II: Understanding the Self in context to Indian Thinking

Sankhya Darshan - Nyaya Darshan
Yog Darshan - Vaisheshik Darshan
Poorva Mimansa - Uttar Mimansa

Unit-III: Understanding the self in context to Various Religions

Hinduism - Buddhism - Jainism -Sikhism (Belong to Sanatan)
Christianity -Islam

Unit-IV: Understanding the self in context to Psychology

Role of a teacher for creating the understanding of the self
Role of a school for creating the understanding of the self
Positive and Negative factors affecting the understanding of the self
Importance of understanding the self in the context of education

List of Suggested Activities for Understanding the Self

1. Book / film / magazine Review on understanding the self.
2. Planning and implementation ofworkshp on understanding the self.
3. Collectionof information from the books/lectures of Sri Aurobindo, Vivekananda, Osho etc. on understanding the self.
4. Monoacting and skit on understanding the self.
5. A critical study of understanding the self derived from the ideology given by Patanjali.
6. Interview the great or unique persons who have understood their self and report it.
7. Self evaluation by Autobiography.
8. Used the Techniques for self Evaluation (Daily-Dairy, Autobiography, Essay).
9. A study of spiritual centres giving understanding,of the self.

References:

1. Radhakrishnan, Religion in changing wordl, george Allen & unwin london
2. Annie besent (1990), seven great Religious, T he Thesophical publishing. house, Adyar Madras, 600020
3. Richard stevens (ed), understand ing t he self the open university, Amazon



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : P-2 (Teacher Enrichment)

Course Name – Reading and Reflecting on Texts

Max. Marks - 50

External Marks - 50

Objectives:

1. To enable the students to read and response to a Varity of text in different ways
2. To develop Meta cognitive awareness
3. To enhance the capacities as readers and writ ers by becoming participants in the process of reading.
4. To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

Unit-I: Reading Skills

1. Creating environment for reading- reading clubs, class libraries
2. Reading aloud and silent reading
3. Scaffolding: concept and activities
4. Reading different texts types like stories, poems, riddles, jokes and instructions for games

Unit-II: Reading with Comprehension

1. Reading for global and local comprehension
2. Inferences, analyssis and extrapolation
3. Reading strategies including word-attack strategies
4. Discourse analysis
5. Usingreading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
6. Usingideas of critical literacy to analyse chapters from textbooks
7. Acquisition of Reading Skills

Unit-III: Types of Text

1. Narrative text
2. Expository
3. Autobiographical Narratives
4. Field Notes
5. Ethnographies
6. Addressing different Types of Skills and Strategies



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Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and 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.

Essential Readings

1. Lightbown, P. M & Spada, N. (1999). How Languages are Learned Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press,
3. Morgan, J. & Rinvolucri, M. (1983). Once upon a time: Using stories in the language classroom. Cambridge: Cambridge University Press.
4. Wright, A. (1989). Pictures for Language Learning. Cambridge: Cambridge University Press.

Advanced Readings

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



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-I

Course Code : T-3 (Teacher Enrichment)

Course Name – Micro-Teaching

Max. Marks - 50

Internal Marks - 50

Objectives:

- To develop competency among students in teaching skills, integration of teachingenable students to responds to a variety of maxims of teaching
- To develop the teaching skills of Students.
- To sharpen classroom communication skills of B.Ed. students.
- To enable them to use the modem technology in teaching.
- To enable them understand the process of classroom teaching.

Course Content:

Unit-I: Micro-teaching

- Introduction, Meaning, Definition, Concept & Principles of Micro Teaching.
- Micro-teaching Cycle, Process of Micro-teaching.
- Advantages, limitations and uses of Micro-teaching.

Unit-II: Teaching Skills

Meaning, Concept & Objective of Teaching Skills

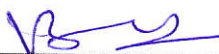
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| 1) Explaining Skill | 2) Skill of Illustration with Example |
| 3) Skill of Probing Question | 4) Reinforcement Skill |
| 5) Stimulus Variation Skill | 6) Introduction Skill |
| 7) Skill of Writting Objectives | 8) Teacher's Silences and Non Verbal Cues |
| 9) Lecturing Skill | 10) Black Board Writting Skill |
| 11) Effective Communication Behaviours | 12) Recogozing and Attending |
| 13) Classroom Management | 14) Planned Repection |

Unit-III: Practicals

1. Minimum 5 Skills Should be taught during Course.
2. Practices of 20 lessons from 5 teaching skills of 2 pedagogy subject is compulsory in peer group.
3. Record of Micro Teaching: 20 lessons plan from 5 teaching skills of 2 pedagogy subject is compulsory.

References:

1. Passi, B.K. : Becoming Batter Teacher – A Microteaching Approach Sahitya Musranalaya, Almadabad 1975
2. Passi, B.K. and Singh P.: Value Education National Psychological Corporation Agra, 1991
3. Singh, T and Sing P. : Shikshan Abhyas ke Sopan, Bharat Bharti Prakashan, Jaunpur 1984
4. Singh L.C. and Sharma R.D.: Microteaching – Teaching and Practice, National Psychological Corporation, Agra, 1991



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

FIRST YEAR

SEMESTER-II

Course Code : T-3 (Teacher Enrichment)

Course Name – Drama and Art in Education

Max. Marks - 50

External Marks - 50

Introduction: The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation Keeping in view some of these subject (up to Class X) facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

Objectives:

- Understand the basics of different Art forms - impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

Course Content

Unit-I: Visual Arts and Crafts (Practical)

- Experimentation with different materials of Visual Arts, such as pastel, poster, pen and ink, rangoli materials etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block Printing, collage clay modeling, paper cutting and folding etc.
- Paper framing and display of Art work

Unit-II: Performing Arts: Dance, Music Theatre and Puppetry (Practical)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry-
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.



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Unit-III: Appreciation of Arts

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists; dance, music and musical instrument, theatre, puppetry, etc (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance

Project Work (Units I and II)

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. how the art is t design their products, manage their resources, including raw materials, its marketing, problems they face, to make the m aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/Languages etc.) while integrating different art forms

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and unders ta nd its pedagogical significance. The Arts fonns learnt during the course should be relevant to the student- teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts leamer-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Practical Part

1. Body Movement: Different theatre games, Exercises, Martial Arts, Folk Dances.
2. Meditation: Focus, Concentration.
3. Script Writing: Characterization, dialogue, time and space, beginning, middle, end.
4. Poetry Recitation: Rigved Mantras, Vaachik Abhinay.
5. Selection of Play For Children
6. Casting
7. Building of a Character
8. Parts of Speech: Volume, Pitch, Speed clarity, Audibility, Diction, intonation feel and tome Quality projection.
9. Design of a production.
10. Production: Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.



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Suggested Approach for Teaching- learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetic sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs; audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Applications of Arts and Aesthetics in day-to-day life. in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student- teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

SECOND YEAR

SEMESTER-III

Course Code : P-9 (Teacher Enrichment)

Course Name – Psychology Practicum

Max. Marks - 50

External Marks -50

Objectives:

- To develop ability in pupil teachers to asses students.
- To enhance pupil teachers capacity of conducting psychological tools.
- To train pupil teacher understanding of psychologic al tools and their implications.
- Pupil teacher will learn further use of suc h tools in research.-

Selection of Psychological Tools:

There are two groups based on tests and experiments.

Pupil teacher must learn to conduct 5 tests from group- A and 5 periments from group B.

Group A -Tests	Group B-Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer of Learning
Achievement Motivation	Trial and Error
Personality	Personality



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B.Ed.-M.Ed. INTEGRATED PROGRAMME

THIRD YEAR

SEMESTER-V

Course Code : P-12 (Teacher Enrichment)

Course Name – Understanding of ICT

Max. Marks - 50
External Marks -50

Objectives: Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer'-and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Infonnation Technology in the field of teacher education programme and training. .

Practicum:

1. Computer Fundamental

- Instructions on operating the Computer
- Connecting of all peripherals io CPU for a system
- Switching on/off/restart
- Inserting/removinga floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from bard disk to floppy disk
- Inserting/removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

2. Exercise in Ms-Word

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools



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3. Exercise in Ms-Excel

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document – sorting
- Preparation of statement of marks and using of Descriptive Statistics
- Preparation of School Time Table
- Preparation of Tables

4 Exercise in Ms-Power Point

- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation.

5. Exercise in Information and Communication Technology

- Browsing the Internet and downloading-search word using search engine
- Working with Multimedia
- Receiving/Sending of Email and attachment



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Ordinance & Regulations For Three Year Integrated

B.ED.-M.ED. PROGRAMME 2016

The Integrated B.Ed.-M.Ed. Programme is a three - year full time professional programme in Education, without any option of intermediate exit before completing the 3 years study. It aims at preparing teacher educators and other professional in education. Including curriculum developers, educational policy analysts, educational planners and administrators, school Principals, supervisors and researchers in the field of education. The completion of the programme shall lead to integrated B.Ed. - M.Ed. degree with specialization in either elementary (upto class VIII) or secondary and senior secondary education (VI to XII)

Eligibility:

..... Candidates seeking admission to the Integrated B.Ed.-M.Ed. programme should have the following qualifications: A Post graduate degree in Sciences/Social Sciences/Humanities from a recognized institution with a minimum 55% marks or equivalent grade.

Relaxation of 5% marks for candidates from the reserved category will be as per the state Government and University rules.

R.....:- The Integrated B.Ed.-M. Ed. Degree shall be taken by Theory and Dissertation and will be based on Credit Based Grading and Semester System.

R..... A candidate desirous of appearing for the Integrated B.Ed.-M. Ed examination shall undergo a regular course of study in an institution recognized by the National Council of Teacher Education for the purpose.

Duration: The duration of the Integrated B.Ed.- M. Ed course shall be of three years, comprising of 6 semester. The course can be completed in a maximum period of four years from the date of admission to the programme.

Admission Procedure:

R..... Admission shall be made on merit in the basis of marks obtained in the qualifying examination and in the entrance examination as per the state government and university rules.

Fees:

The institution shall charge only such fees as prescribed by the affiliating body the State Government (AFRC) concerned in accordance with provisions of National council for Teacher Education (NCTE).

For the completion of the 3 Year Integrated B.Ed.-M.Ed. program the candidate must:

- Attend six semesters of the full time Three year B.Ed.-M.Ed. programme spread over a period of three years from the date of admission in a recognized University Department or a College of Education.
- The minimum attendance of the candidates shall be 80% for all course work and practicum, and 90 % for internship/attachment.
- Complete the practicum and internal assessment assignments for each course in each semester as certified by the Principal of the Institution in which the candidate is studying.

R..... Curriculum, Programme Implementation and Assessment



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Curriculum:

The curriculum of the Integrated B.Ed.- M. Ed programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization in either elementary, secondary or higher education. The curriculum of 3 years Integrated B.Ed.-M.Ed. programme shall comprise of the following components:

1. A Common Core that includes 4 components i) Perspective Courses; ii) Research, Tool and Self Development Component including Dissertation, Taught Courses and Workshops; iii) School related field experiences and; iv) Teacher Education Component including taught courses and internship/attachment with teacher education institutions;
2. Specialization Component will have 2 levels where students choose to specialize in:
 - One of the school levels/areas (elementary or secondary including higher secondary) and content-cum-pedagogy in school subject areas, which will comprise the core within the specialization and
 - Within school level chosen, the students select one domain/theme based area for specialization such as:
 - a) Comparative Education
 - b) Educational Technology
 - c) Environmental Education
 - d) Guidance and Counseling
 - e) Inclusive Education
 - f) Management of Education
 - g) Pedagogy, Andragogy and Assessment
 - h) Women's Education

(A) Theory (Core and Specialization) Courses

Core Courses:

- **Perspective Courses:** Perspective courses shall be in areas of : Philosophy of Education; Sociology - Historical - Political and Economical aspects of Education, Psychology of Education, Education studies and Curriculum studies. The courses across the programme shall enable the prospective professionals to work towards inclusive classroom environments and education.
- **Research, Tools and Self Development Component** shall comprise of workshops and courses in basic and advance level education research methods, research project leading to a dissertation, academic/professional writing, communication skills, observing children, language and teaching - learning, theatre in education, educational technology (including ICT) and the like. There shall be provisions for Self Development of students (for example through workshops with focus on physical and mental well being through modalities such as meditation, Yoga) and for critical engagement with gender and education, inclusive education and on areas of similar significance. Skills pertaining to ICT and educational technology shall be integrated in various courses in the programme.
- **Teacher Education Courses linked to internship/attachment**, pedagogic courses which are also linked with the internship/attachment in senior secondary schools, teacher education institution(s) etc. These shall include courses in content - cum - pedagogy of school subjects. Other courses within school stage specialization shall cover selected thematic areas pertinent to that stage
- **The Specialization component** shall offer a possibility to specialize in one of the school stages (elementary, secondary including senior/higher secondary). Apart from this the students will also choose three courses from a basket of elective courses enabling specializations in selected themes or domains.



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Perspective Courses:

1. Childhood and Growing up
2. Philosophy of Education
3. Sociology of Education
4. History and Economics of Education
5. Psychology of Learning and Development
6. Educational Studies
7. Curriculum Studies
8. Assessment for Learning
9. Quality in Education

Research, Tools and Self Development Courses:

1. Introduction to Research Methods
2. Advanced Research Methods
3. Communication and Expository Writing
4. Self Development
5. Academic Writing
6. Dissertation

Teacher Education Courses:

1. Teacher Education I
2. Teacher Education II
3. Understanding Disciplines and School subjects
4. Pedagogy of School subjects

Specialization Courses

- Any one of the following in Semester II from Group A electives
- Any Two of the following in Semester VI from Group B electives

Group A Electives	Group B Electives
Comparative Education Educational Technology Environmental Education Guidance and Counseling	Inclusive Education Management of Education Pedagogy, Andragogy and Assessment Women's Education

Specialization Courses in one of the school stages (Elementary or Secondary including Higher secondary (Select any two from the following specialization branches)

Semester-V:

1. System and Structure of Elementary Education
2. Content-cum-Pedagogy of Elementary School Subjects .
3. Issues and Concerns of Elementary Education
4. Curriculum Design and Development of Elementary Education

OR

1. System and Structure of Secondary and Senior / Higher Secondary Education
2. Content-cum-Pedagogy of Secondary and Senior Secondary School Subjects
3. Issues and Concerns of Secondary and Senior/Higher Secondary Education
4. Curriculum Design and Development of Secondary and Senior Higher Secondary Education

(B) Practicum

Practicum will comprise of book review, community work, participation in co-curricular activities, content tests, shadowing of subject teacher and observing and giving lessons as well as school activities, co-teaching lessons with school teachers, critical analysis of educational films, preparing report on records maintained in the school, blue print and administration of test.

It will also include the completion of tasks/assignment/merits/sessional work related to the course.

(C) Internship and Attachment

The internship for the three year integrated B.Ed.-M.Ed. programme will be for 19 weeks.

- (i) **School based Internship (11 weeks):** Internship in organizations and institutions working in the field of education at elementary: secondary levels , as well as in teacher education institutions will be organized during the programme according to their specialization chosen under close mentorship by faculty.

Internship attachment will be for a period of eleven weeks. After the internship the students will be expected to submit a reflective report of their experiences.

(i) School Internship of 2 weeks in Semester II:

- Critical analysis of lesson observations
- Shadowing of subject teacher in the school subject opted for (Min. 5 lessons) to be observed and recorded in the opted pedagogy.
- Observation of lesson of peers (Min. 5 lessons) to be observed and recorded in any pedagogy
- Observing school activities over a period of one week

(ii) School Internship of 10 weeks in Semester III:

During Internship teachig not less then 26 lessons in the opted subject Padeogy distributed over different standards from V to XII of recognized secondary and highers, secondry / Colleges selected by the Principal as practicing School/College.

In addition the candidate will have carry out:

- 2 theme based lessons in the above school/ college.
- 4 co-teach ing lessos wirh school teachers
- Maintain Reflective Journal with reference to internship program.
- Report on R cords maintained in the school.
- Prepare a Blue print and administrate a test in the school pedagogy opted for.

Field based internship in Semester V (8 weeks): The field based practical work (internship) is mandatory for the completion of the three year integrated B.Ed.-M. Ed. Programme Internship can be in the following type of suggested sites/fields/institutions.



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- Professional pre-service teacher education institution
- An organization engaged in the development of innovative curriculum and pedagogic practices.
- International/national/state institution involved in curriculum design; textbook development, education policy planning, formation and implementation; educational administration and management.
- In service training institutions for teachers.

The field based internship program in Semester V will be of total 8 credits (4 credits in teacher education institution and 4 credits in the area of specialization. This will comprise of 8 weeks out of which 4 weeks would be working in an in-service teacher education context as per school level specialization and in a pre-service teacher preparation context as per school - level specialization, and 4 weeks working in a field situation related to the thematic or focus area of specialization. These experiences shall be supplemented with opportunities for reflection, action research and writing.

The completed field work is to be certified by the Principal/Head of the Institution.

Internship in an underprivileged centre in Semester VI (2 weeks): This will comprise of 2 weeks in community involvement in an underprivileged section of society. Some of the activities which could be conducted are - workshops, street plays, theatre. Physical presence in the community centre for 6 days a week is necessary. A reflective journal must be maintained.

(D) Dissertation

..... educational topic having 8 credits and 200 Marks

Programme Structure of 3 Year Integrated B.Ed.-M.Ed. Programme:

Year 1: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 2: 16-18 Weeks * 2 Semesters (200 Working Days)

Year 3: 16-18 Weeks * 2 Semesters (200 Working Days)" 22 Weeks of Internship /Field immersion

200 working days are exclusive of admission and examination period

Total Credits: 160; Marks 3100

1 Credit = 12 Hours

Internal Assessment (40 Marks)

S.No.	Particulars Marks	Marks
1	Subject specific term work modul/assessment modes/tasks/ assignment/ sessional work – at least two- as decided by the department/college in the semester (like extension/field/experimental work, Short quiz, Objective test, lab practical, open book test etc and written assignment, case study, Projects, Posters and exhibits etc and which the assignment is to be based on class presentations wherever applicable) to be selflessly assessed by the teachers concerned	20 Marks
	One periodical class test hold in the given semester	10 Marks
	Active participant in routine class Instructional deliveries (and in practical work, tutorial, field work etc as the case may be)	10 Marks
	Overall conduct as a responsible learner mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	10 Marks



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Grading System: Conversion of percentage of marks to grade Points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade as follows:

% of marks obtained by the Student	Grade points	Letter grade
70-100	7	O
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40 -44.99	2	E
0-39.99	1	F (Fail)

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.:

The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year.

R..... A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R..... A candidate who passes in the semester end examination but fails in the internal Assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be over the he/she shall be **entitled** for grade obtained by him/her on passing.

Allowed To Keep Terms (ATKT):

A. candidate shall be allowed to keep terms for subsequent semestets irrespective of number of heads of failure in the semester. Student shall be permitted to complete the programme requirements of the three year integrated programme with in a maximum period of four years from the date of admission to the programme.

Dissertation:

-R..... Title of the dissertation should be submitted to the University for approval at the end Of first semester of the course.

R.....The dissertation shall be on an educational topic approved by the scrutiny committee consisting of members of the Board of Studies in Education as well as four additional members including two recognized post graduate teachers having guided at least five dissertations at the M.Ed. level and two recognized Ph.D. guides of University having successfully guided at least two Ph.D. theses/ M.Phil. Dissertations. If a topic suggested by any student is

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not approved he/ she will be at liberty to suggest another provided that in all such cases the topic is got approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/ her dissertation.

R..... Dissertation submission should be on or before 15th March to the Department Institution. If 15th March is a holiday then the dissertation could be submitted on the next working day. Last Date for sending the dissertation to the examination section will be 22nd March.

R..... The dissertation shall be of 08 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in.

R..... stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

R..... Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

R..... Each student shall work under the guidance of a recognized post-graduate teacher most have a doctoral degree or experience of teaching at 15 years in post-graduate classes

R..... Two copies of the dissertation shall be submitted by the student to the head of the institutional where he/she is registered.

R..... Standard For Passingg The Examination

To pass the examination the candidate must obtain:

- a) 80 % attendance for theory courses and practicum and 90% for field attachment.
- b) For the theory courses (Core and Elective) in all the semesters, minimum 40% of mark in each course.
- c) In dissertaion minimum 40% marks.
- d) With respect - to the total marks obtained by the candidate in core and elective courses of the examination (out of total 2500), and in Dissertation (out of total 200) class will be accordingly awarded to the candidates.

Eligibility Norms to Appear for Additional Class Test or Assignment or Project for Learners Remained Absent

- A. The candidate must apply to the Head of the Institution giving the reason (s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
 - B. If the candidate is absent for participation in practical activities (**Practie**) authenticated by the head of the institution, head of the instinufon shall generally grant permission to the candidate to complete the activities.
 - C. The Head of the Institution, on scrutiny of the docnment and testimonials, may grant the permission to the candidate to appear for the additional examination or the activities.
 - D. A learners who is absent for the class tests/assignments, as the case may be, the learner will be allowed to appear for the same in the next semester.
- R..... The following are the syllabi for the various papers.