

Faculty of Education
Kashi Naresh University, Bhadohi

Department of Education

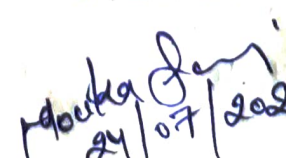
Rules, Regulations & Curriculum
Two Year B.Ed. Programme
(Semester Wise)

Session

2026-27



24/07/2026


24/07/2026


24/7/26


24/7/26
संयोजक
अध्ययन समिति(BOS)
बी.एड. विभाग
कशी नरेश विश्वविद्यालय
भदोही

FACULTY OF EDUCATION

B.Ed. PROGRAMME

RULES, REGULATIONS AND CURRICULUM

The Faculty of Education, Kashi Naresh University, Bhadohi (formerly established as Kashi Naresh Government P.G. College, Gyanpur, Bhadohi) has a long standing legacy of academic excellence with its B.Ed. Programme successfully running since the academic session 2002-2003. The department remains strictly committed to promoting quality teacher education through innovative, inclusive, and learner-centered practices. The B.Ed. programme aims to develop professionally competent, ethically grounded, and socially responsible teachers equipped with modern pedagogical skills, digital competency, and value-based educational understanding. The University strives to empower students, particularly from rural and underserved backgrounds, by providing accessible and transformative teacher education aligned with national educational goals and contemporary societal needs.

1. PREAMBLE

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

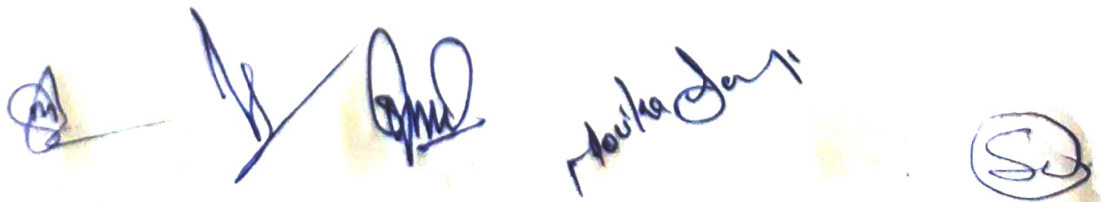
2. DURATION

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

3. WORKING DAYS

A. There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination.

B. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.



4. ELIGIBILITY

A. Candidates with at least fifty percent marks (50%) either in the Bachelor's Degree and/or in the Master's Degree in Science/Social Science/Humanity, Bachelor's in Engineering or Technology with Specialization in science and mathematics with fifty five percent marks (55%) or any other qualification equivalent thereto, are eligible for admission to the programme.

B. The reservation and relaxation of SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

5. ADMISSION PROCEDURE

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

6. If the Student has not completed theory courses, practicum and school internship, he/she will not be allowed to appear in the B.Ed. examination.

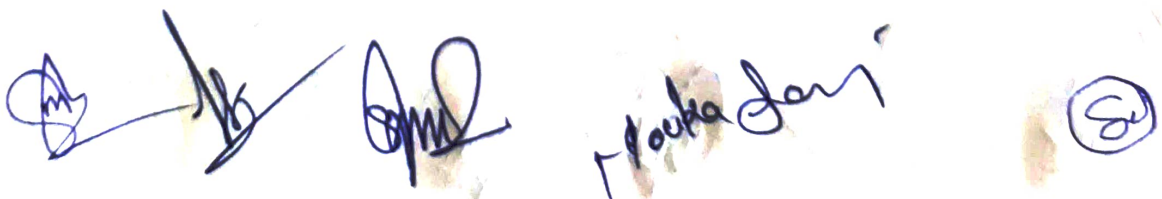
7. During the study of B.Ed. course no student can avail the opportunity of any kind of full time or part time paid job. If any such cases are reported, his/her admission will stand cancelled.

8. EXAMINATION

a. B.Ed. students can answer in English or in Hindi medium.

b. In the theory **First division** would be awarded to those students who have secured 60% and above, **Second division** to those who have secured 48% and above but below 60% and **Third division** to those getting a minimum of 40% in total and at least 36% marks in each theory course separately but less than 48% marks in aggregate.

c. In practicum those getting 60% and above will be placed in **First division**, those getting 48% and above but less than 60% will be placed in **Second division** and those with 40% and above but less than 48% in **Third division**.



- d. The division in theory and practicum will be indicated separately towards the end of the fourth semester by aggregating the scores (credits) earned in the preceding three semesters and by adding the same to the scores of the fourth semester.
- e. In the first, second and fourth semester for the assessment of practicum the board of examiners will consist of two members - One member from within the university and second member from the concerned college in accordance with seniority through rotation and who will act as internal coordinator.
- f. In the third semester during internship assessment of teaching competencies/skills will be carried out by a board of examiners, consisting of three members one being an External member from University other than Kashi Naresh University, Bhadohi, one internal member from within the university but not from the same college where evaluation is conducted and third member from the concerned college in accordance with seniority through rotation and who will act as internal coordinator.
- g. The examiners for both theory and practicum of B.Ed. programme shall be appointed from a panel of examiners prepared by The Board of Studies in Education. In no circumstance the departure from this practice will be permitted.
- h. In case of inflated markings in theory and practicum reported, the competent authority of the university shall have the right to review the same with the help of experts duly appointed for the purpose.
9. For the supervision of teaching practices, community work and practical examination partial allowance and reimbursement of expenditure for travel etc will be allowed on the basis of the rates, approved by The Vice Chancellor for university department and Management



The B.Ed. Two Year Curriculum

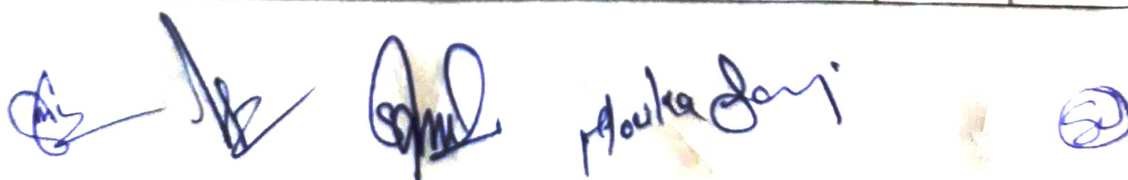
The B.Ed. programme of Kashi Naresh University, Bhadohi is a two year course consisting of Theory Courses, Practicum and School Internship. Theory courses comprise perspective courses and courses in curriculum and pedagogy studies. In the practicum the focus is on engagement with the field. In the school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

A total of 2000 marks (80 credits) are covered in four semesters of B.Ed. programme (500 marks each) . There will be theory courses of 1400 marks (56 Credits) and Practicum comprising of EPC (Enhancing Professional Competencies) and Internship I, II, III and IV of 600 marks (24 Credits) spread over a period of two years in four semesters. The year wise and semester wise distribution of theory, practicum & internship programme with the weightage in terms of marks (credits) are indicated in the following plan.

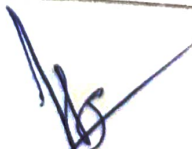
The following is the outline of the courses and its layout Year / Semester wise.

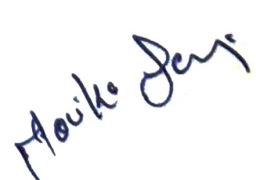
First Year प्रथम वर्ष First Semester प्रथम सेमेस्टर

Course Code	Course Title	Marks	Credits
Theory Course			
BED 101	Perspectives in Sociological and Philosophical bases of Education शिक्षा का समाजशास्त्रीय एवं दार्शनिक आधारगत परिप्रेक्ष्य	100	4
BED 102	Perspectives in Psychology of Learning and Development अधिगम एवं विकास के मनोविज्ञान का परिप्रेक्ष्य	100	4
BED 103	Knowledge and Curriculum. ज्ञान एवं पाठ्यक्रम	100	4
BED 104	Action Research in Education शिक्षा में क्रियात्मक अनुसंधान	100	4
Total		400	16



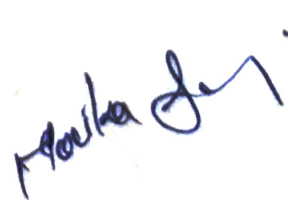
Practicum (EPC)			
EPC 1	Administration of any Two Psychological Tests from Personality, Intelligence, Adjustment, Interest, Mental fatigue, Attitude with a brief report thereon. व्यक्तित्व, बुद्धि, समायोजन, रूचि, मानसिक थकान एवं अभिवृत्ति में से किन्हीं दो मनोवैज्ञानिक परीक्षणों का प्रशासन एवं प्रतिवेदन प्रस्तुतिकरण	25	1
EPC 2	Reading and Reflection of any text of two Educators as opted by the university department/ College. विश्वविद्यालय विभाग/कॉलेज द्वारा चयनित दो शिक्षाविदों के किसी एक- एक पाठ्य पुस्तक (ग्रंथ/रचना) का पठन एवं चिंतन। 1- Aurobindo अरविन्दो 5- J. Krishna Murti जे० कृष्णमूर्ति 2- Mahatma Gandhi महात्मा गांधी 6- John Holt जॉन होल्ट 3- Gijju Bhai गिजू भाई 7- Paulo Friere पालो फेरा 4 Vivekanand विवेकानन्द 8- John Dewey जॉन डीवी	25	1
EPC 3	Drama and Art in Education शिक्षा में अभिनय एवं कला ● Drama: Role of Art in Self-Expression and Utility in School Education. नाट्य : आत्माभिव्यक्ति में नाट्य की भूमिका एवं विद्यालयी शिक्षा में उपयोगिता। ● The importance of drawing & painting. चित्रकला का महत्व। ● The need of art for a teacher. एक शिक्षक के लिए चित्रकला की आवश्यकता। ● At least Two pictures prepared by Colours. रंगों द्वारा निर्मित कम से कम दो चित्र। ● Picture Prepared by pencil (Any one) पेंसिल द्वारा निर्मित चित्र (कोई एक)। (i) Human face मानव चेहरा।	25	1




	(ii) Objects of daily use दैनिक उपयोग की वस्तुएं। (iii) Flower and tree फूल एवं वृक्ष। ● Preparation of Rangoli. रंगोली का निर्माण। ● Music: Meaning and Traditions संगीत: अर्थ एवं पद्धतियाँ। ● Various branches or types of Music संगीत के विभिन्न विभाग या प्रकार। ● Explanation of Terminology of Musical art : Naad, Shruti, Swar Saptak, Taal- Laya. संगीत कला के पारिभाषिक शब्द-नाद, श्रुति, स्वर सप्तक, ताल-लय की व्याख्या। ● Essay -Importance of Music in human life, the indispensability of music in education. निबंध - मानव जीवन में संगीत का महत्व, शिक्षा में संगीत की अनिवार्यता। ● The students will make a presentation on any one of the followings. अधोलिखित में से कोई एक का प्रस्तुतीकरण विद्यार्थी द्वारा किया जायेगा। (i) Patriotic songs. देशभक्ति गीत। (ii) Folk song लोकगीत। (iii) Ghazal गजल। (iv) Bhajan भजन।		
EPC 4	Action Research Project क्रियात्मक अनुसंधान प्रोजेक्ट Classroom/School/Community based research implementation कक्षा, विद्यालय एवं समुदाय आधारित शोध परियोजनाएँ एवं उनका क्रियान्वयन।	25	1
	Total	100	4



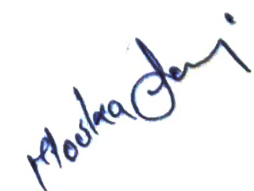


Second Semester

द्वितीय सेमेस्टर

Course Code	Course Title	Marks	Credits
Theory Course			
BED 201	Educational Technology and Computer Assisted Instruction. शैक्षिक प्रौद्योगिकी एवं कम्प्यूटर-सह-अनुदेशन	100	4
BED 202	Assessment of Learning अधिगम का आकलन	100	4
BED 203	Contemporary Indian Education समकालीन भारतीय शिक्षा	100	4
BED 204	Inclusive Education समावेशी शिक्षा	100	4
	Total	400	16
Practicum (EPC)			
EPC 1	Practice and Presentation of the following core teaching skills सकेन्द्रित शिक्षण कौशल का अभ्यास एवं प्रस्तुतीकरण a. Writing of behavioral objectives व्यवहारपरक उद्देश्य लेखन b. Set Induction प्रस्तावना c. Explanation व्याख्या d. Illustrating with examples दृष्टान्तीकरण उदाहरण सहित e. Questioning and probing प्रश्नीकरण एवं खोजपूर्ण प्रश्न f. Stimulus variation उद्दीपन-परिवर्तन g. Reinforcement and feedback प्रबलन एवं प्रतिपुष्टि h. Black board writing श्यामपट्ट लेखन	50	02



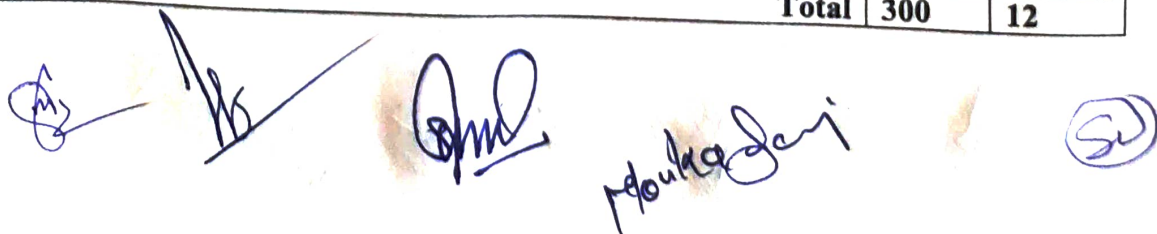

EPC 2	(i) Construction of an achievement test with blue print related to the school subjects at secondary stage. माध्यमिक स्तर के विद्यालय विषयों से संबंधित नीलपत्र सहित निष्पत्ति परीक्षण का निर्माण। (ii) Intelligent use of ICT and Presentation of Artificial Intelligence generated Educational Video. सूचना एवं सम्प्रेषण तकनीक का बुद्धिमत्तापूर्ण अनुप्रयोग एवं कृत्रिम बुद्धिमत्ता द्वारा निर्मित शैक्षिक वीडियो का प्रस्तुतीकरण।	25 (15+10)	01
EPC 3 (Internship-1)	In the Internship for first year of 4 Weeks following Activities/ Assignments will have to be undertaken in a Primary or Secondary School. Student will prepare a comprehensive report on the following points. प्रथम वर्ष की 4 सप्ताह की विद्यालय संबद्धता में प्राथमिक या माध्यमिक विद्यालय में निम्नलिखित गतिविधियां या दत्त -कार्य करने होंगे। छात्रों को निम्नलिखित बिंदुओं पर एक व्यापक रिपोर्ट तैयार करना होगा। - History of the school. विद्यालय का इतिहास। - Physical infrastructure of the school. विद्यालय की भौतिक संरचना। - Total number of students, teachers, and staff members. विद्यालय में कुल विद्यार्थियों, शिक्षक / शिक्षिकाएं एवं कर्मचारियों की संख्या। - Status of basic amenities such as toilets, electricity, fans, telephone, computers, furniture, generator, etc. सामान्य आवश्यकताएं यथा- शौचालय, बिजली, पंखा, टेलीफोन, कंप्यूटर, फर्नीचर, जनरेटर आदि की स्थिति। - Curriculum, uniform, admission process, and scholarship provisions. पाठ्यक्रम, ड्रेस, प्रवेश प्रक्रिया एवं छात्रवृत्ति की व्यवस्था।	25	01



	• Process of time table preparation. समय सारिणी निर्माण की प्रक्रिया। • State of discipline. अनुशासन की स्थिति। • Teaching methods employed during instruction. शिक्षण के दौरान प्रयुक्त शिक्षण विधियाँ। • Teaching aids/materials used during instruction. शिक्षण के दौरान प्रयुक्त शिक्षण सहायक सामग्री। • Provisions for academically backward students. अकादमिक रूप से पिछड़े विद्यार्थियों हेतु व्यवस्था। • Student assessment process (unit tests/half-yearly/annual examinations). विद्यार्थियों के मूल्यांकन की प्रक्रिया (इकाई परीक्षण/अर्धवार्षिक/वार्षिक परीक्षा)। • Organization of cultural programs/morning assembly. सांस्कृतिक कार्यक्रमों का आयोजन / प्रार्थना सभा। • Availability of co-curricular activities. पाठ्य सहगामी क्रियाओं की उपलब्धता। • Status of teacher-parent interaction. शिक्षक- अभिभावक सम्पर्क की स्थिति। • Status of the Mid-Day Meal scheme. मिड-डे मील योजना की स्थिति। • Students' level of understanding such as high, moderate and low level). विद्यार्थियों के अवबोध का स्तर यथा उच्च स्तर, मध्यम स्तर, और निम्न स्तर।		
	Total	100	04

Second Year · द्वितीय वर्ष
Third Semester तृतीय सेमेस्टर

Course Code	Course Title	Marks	Credits
Theory Course			
BED 301	Pedagogy of School Subject – 1 विषय शिक्षण प्रथम	100	4
BED 302	Pedagogy of School Subject – 2 विषय शिक्षण द्वितीय	100	4
	Total	200	08
Practicum (EPC)			
EPC-1 Practicum	A. The B.Ed. trainee will be attached to primary/upper primary level schools for (Four Weeks), to secondary level schools for (Ten Weeks) and to senior secondary schools for (Two Weeks). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world. विद्यालय सम्बद्धता कार्यक्रम का प्रयोजन है- परिप्रेक्ष्य आधारित सैद्धान्तिक पाठ्यक्रमों, विषयों के शिक्षण एवं विद्यालय कक्षा, समुदाय तथा अधिगम कर्ताओं से सम्बन्धित स्थलों से जुड़े अनुभव एवं संज्ञान को समन्वित रूप देना जिससे शिक्षण व्यवसाय के लिए अपेक्षित प्रवीणताओं एवं कौशलों पर आधारित 21 वीं सदी वैश्विक संदर्भ को दृष्टिगत रखकर अपेक्षित निपुणताओं से सज्जित प्रभावी शिक्षकों का विकास हो सके। B. The activities undertaken during this programme of school attachment will comprise of: विद्यालय सम्बद्धता के कार्यक्रम निम्नांकित कार्य पूरे करने है- a. Observing teaching sessions of school teachers. विद्यालय के शिक्षकों के शिक्षण सत्रों का प्रेक्षण b. Teaching 40 lessons (Supervised by B.Ed. faculty). 40 पाठों का शिक्षण अभ्यास (बी०एड० पर्यवेक्षकों के निर्देशन में) c. Participation in school chores such as prayers, assembly, organization of co-curricular activities. विद्यालयी क्रियाकलापों यथा प्रार्थना, दैनिक सभा एवं पाठ्यक्रम सहगामी क्रियाओं के आयोजन में प्रतिभाग। d. Construction of at least two Teaching Aids (One Chart and One model) किन्ही दो शिक्षण सहायक सामग्री (01 चार्ट एवं 01 मॉडल) का निर्माण। e. Report on Community Centre/Excursion/Study tours etc. as part of the school programme. विद्यालय कार्यक्रम के अन्तर्गत सामुदायिक स्थलों के भ्रमण एवं पर्यटन पर प्रतिवेदन।	50	02
EPC-2 Practicum	Preparation and Presentation of two teaching subject lesson plan of 35-40 minutes at secondary school (with 40 Lesson Plan copy) 35-40 मिनट की दो विद्यालयी विषयों की पाठ योजनाओं का निर्माण एवं प्रस्तुतीकरण (40 पाठ योजनाओं की पुस्तिका के साथ)	250	10
	Total	300	12



Pedagogy of School Subjects - Course Code BED 301 and BED 302

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

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

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

Fourth Semester

चतुर्थ सेमेस्टर

Course Code	Course Title	Marks	Credits
Theory Course			
BED 401	Environmental Education in Indian perspective. भारतीय परिप्रेक्ष्य में पर्यावरण शिक्षा ।	100	4
BED 402	Guidance and Counselling in school. विद्यालय में निर्देशन एवं परामर्श।	100	4
BED 403	School Management and Leadership विद्यालय प्रबंधन एवं नेतृत्व	100	4
BED 404	Gender, School and Society लिंग, विद्यालय एवं समाज	100	4
	Total	400	16
Practicum (EPC)			
EPC-1	7 days Community Work with Slum dwellers or villagers (This work will include Literacy Program, Health and hygiene program and cleanliness program मलिन बस्ती निवासियों या ग्रामीणों के साथ साक्षरता, स्वास्थ्य एवं स्वच्छता विषयक 7 दिवसीय सामुदायिक कार्यक्रम।	25	1
EPC-2	Scouting and Guiding - Under the guidance of an authorized trainer with certification. प्राधिकृत प्रशिक्षक के निर्देशन में स्काउटिंग एवं गाइड।	25	1
EPC-3	Under the guidance of a formally trained yoga expert yoga training प्राधिकृत प्रशिक्षक के निर्देशन में योग प्रशिक्षण ।	25	1
EPC-4	One Seminar Paper Presentation on Contemporary issues. समकालीन मुद्दे पर एक सेमिनार पेपर प्रस्तुतीकरण	25	1
	Total	100	4

**B.Ed.
First Semester**

Course BED 101 Perspective in Sociological and Philosophical bases of Education

Objectives:

- 1- To understand the relation in Education and Philosophy.
- 2- To know them various school of Education Philosophy.
- 3- To enable the students to understand the role of different agencies for social change.
- 4- To understand the role of education in economic development.

Course Outcomes:

After completing the course the student will be able to-

- 1- Analyze the concept of Education and Philosophy.
- 2- Differentiate among different school of educational philosophy and their educational implication.
- 3- Acquire knowledge about different agencies for social change.
- 4- Contemplate the role of education in economic development, national integration and international understanding.

Course content

Unit-1

A. Education & Philosophy: Meaning, Relation, Different forms of education and new approach to philosophy; Branches of Philosophy- Metaphysics, Epistemology and Axiology and their Educational implications.

B. Indian Philosophy and Education: Upanishdic Educational Philosophy Importance, Nature and its relevance. Importance of Buddhist Educational Philosophy Nature and Educational Implications.

Unit-2-

A. Reflections on various schools of Educational Philosophy: Idealism, Naturalism, Realism and Pragmatism in terms of aims of education, curriculum, teaching methods and student-teacher relationship.

B. Indian and Western Educational Philosophers: Shankaracharya, Mahatma Gandhi, Russel and Annie Besant: Important implications for designing an effective educational system of Education.



Unit-3-

A. Education and Contemporary Indian Society: Education as a factor of social change, role of family, school and community in social change, Social system and education, meaning of social system, functional and structural sub-systems, role of education in social system.

B. National Integration and International Understanding: Meaning, aim, role of education. Human rights: Meaning, aim, relevance and implications. Development of democracy and role of education, Fundamental Rights and Fundamental Duties in the constitution and role of education in realization of these.

Unit-4-

A. Educational Planning and Economic Development: Meaning and role of educational planning. The new planning policy in India. Economic development: Meaning, aims, role of education in economic development. Concept of education as human investment and educational implications.

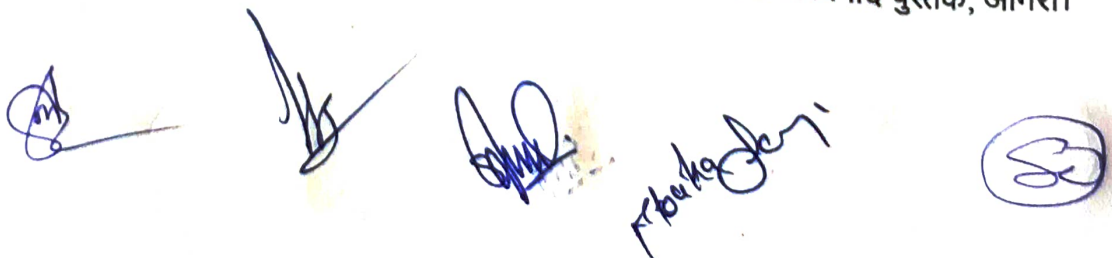
B. Culture and Education: Meaning, difference between Civilization and Culture, role of teaching in re-establishing culture. Value: Meaning, Indian values and role of teacher in instilling Indian Values.

Transactional strategies

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

Reference Books

- Chaube, S.P. & Chaube, Akhilesh: Philosophical and Sociological Foundation of Education, Vinod Publication, Agra.
- Pandey, K.P.: Perspectives in Social Foundations of Education. Vishwavidyalaya Prakashan, Varanasi.
- Pandey, R.S. Education in emerging Indian Society, Vinod Publication, Agra.
- Sharma, R.N.: Philosophy and Sociology of Education, Surjeet Publication.
- Vazhayti, Joy: Reflections on the Philosophy of Education, N.C.E.R.T.
- लाल, रमन बिहारी: शिक्षा के दार्शनिक एवं समाज शास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन्स, नई दिल्ली।
- रूहेला, सत्यपाल : शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा।
- त्यागी, गुरुसरन दास : शिक्षा के दार्शनिक एवं समाजशास्त्रीय परिप्रेक्ष्य, श्री विनोद पुस्तक मंदिर, आगरा
- वशिष्ठ, के०सी०: शिक्षा का समाजशास्त्रीय एवं दार्शनिक आधार परिप्रेक्ष्य, श्री विनोद पुस्तक, आगरा।



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

Objectives:

- 1- To understand the basic concept of Educational Psychology.
- 2- To enable the students to understand the Psychology of learning.
- 3- To understand the nature of intelligence.
- 4- To provide knowledge about personality and exceptional children.

Course Outcomes:

After completion the course the student will be able to -

1. Gain knowledge regarding concept of Educational Psychology.
2. Imbibe about the basic teachers of learning.
- 3-Gain knowledge of nature of intelligence.
- 4-Identify the importance of personality.

Course content

Unit-1

A. Educational Psychology: Meaning, scope and its relevance. individual difference: Meaning, types, causes and educational implications.

B. Psychology of development: Meaning of development, difference between development & growth, characteristics related to cognitive, social and emotional development during childhood & adolescence and their educational implications.

Unit-2

A. Psychology of learning: Meaning, factors affecting learning, Transfer of learning: Meaning, types and its educational implications, Motivation: Meaning, various techniques for motivating the students.

B. Theories of learning: Classical, Operant, Gestalt and Cognitive theory of Piaget, main features and their educational implications.

Unit-3

A. Psychology of intelligence: Meaning, concept, Theories of intelligence: Cognitive, associative and unitive. IQ, EQ and SQ: their implications for organizing teaching-learning processes. Use of intelligence tests and its limitations. Indian concept of intelligence.



B. Psychology of adjustment; meaning, process of adjustment, characteristics of a well adjusted person. Stress: concept, coping mechanism and its educational implications for teacher & learner. Ensuring wellness life style: determinants of wellness and scales to measure wellness life style.

Unit-4

A. Psychology of personality: Meaning, its Indian and Western conceptualizations, development of personality, measurement of personality.

B. Psychology of exceptional children: Creative, gifted, slow learner and mentally retarded children-their characteristics and implications for providing education.

Practical work

A. Case study of an exceptional child and submission of a report thereon.

B. Preparation of two write ups/presentation on any two recent developments in the field of psychology.

Transactional strategies

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

Reference Books

- Dutta, N.K.: The Psychological Foundation of Education, Doaba house, Delhi, 1974.
- Hurlock, E.C.: Psychological development a life span approach, Tata Mc Graw Hill's, 5th edition 1983.
- Kunda, C.L.: Educational Psychology, Sterling Publication, 183.
- Misra, K.S.: Emotional Intelligence: Concept Measurement and Research, Associate for Education Studies, Allahabad, 2007.
- Pandey, K.P.: Advanced Educational Psychology, Viswavidhyalaya Prakashan 2007.
- Sharma, N.: understanding Adolescence, NBT, India 2003.
- अस्थाना मधु एवं किरण बाला वर्मा वैक्तित्व मनोविज्ञान, मोती लाल बनारसी दास, नई दिल्ली।
- सुलेवान मु०. सिन्हा एवं रमेन्द्र कुमार उच्चतर शिक्षा मनोविज्ञान, मोती लाल बनारसी दास, नई दिल्ली।
- सिंह, अरूण कुमार : वैक्तित्व मनोविज्ञान, मोती लाल बनारसी दास, नई दिल्ली।
- श्रीवास्तव रामजी एवं अन्य वैक्तित्व मनोविज्ञान, मोती लाल बनारसी दास, नई दिल्ली

Course BED 103 Knowledge and Curriculum

Objectives

- 1- To understand the concept of knowledge
- 2- To provide knowledge about the approaches and Designs of curriculum development.
- 3- To know them concept of curriculum transaction.
- 4- To provide knowledge about curriculum for catering learners' diversity.

Course Outcomes

After completing the course, the student will be able to -

- 1- Explain the concept of knowledge .
- 2- Analysis different approaches of curriculum development.
- 3- Learn the various curriculum transactional strategies.
- 4- Understand the Learners' need & diversity.

Course content

Unit-1

A. Knowledge: Meaning, Concept & Nature. Sources of knowledge, facets of knowledge, Difference between knowledge, belief & truth. Knowledge Process.

B. Knowing & Knowledge, Role of culture in knowing , validation of knowledge

Unit-2

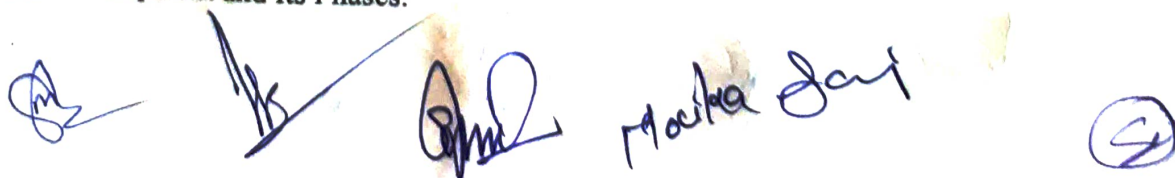
A. Process of knowing, ways of knowing, classroom as a space for collaborative construction of knowledge, Role of teacher in knowledge construction.

B. Knowledge society: Meaning and characteristics, Role of teacher in creating knowledge society. Indian Knowledge System: Meaning and characteristics, Ashtanga Yoga and its implications for society.

Unit-3

A. Curriculum: Concept, Nature & Importance, curriculum and Syllabus, Core Curriculum, Hidden Curriculum, Spiral Curriculum -Behaviorist, Cognitivist and Constructivist perspectives.

B. Curriculum Design : Meaning, Model: Subject Centered, Learner Centered & Problem Centered, Curriculum Development and Its Phases.



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Unit-4

A. Direct and Indirect Curriculum Transactional Strategies: Interactive discussions, Team teaching, Inquiry training, Experiential learning and Brain storming.

B. Learner need, Meaning of Learners' diversity in terms of sociological perspectives, Issues of congruence between need of learners and the content.

Transactional Strategies

- The course will be transacted with the help of multiple pedagogic procedures such as:
- Interactive discussions including group discussions.
- Brainstorming sessions
- School visit based reflective discussions
- Projects - individual & group based.

Reference Books-

- Borich, Gary D. Effective teaching methods-Research Based Practice: Pearson 7th edition, 2012
- Allan, Ornatein C. Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Holt, J. How children fail (Rev.ed.) Penguin, 1964
- पाण्डेय रामसकल (2017) ज्ञान एवं पाठ्यक्रम, श्री विनोद पुस्तक मंदिर, आगरा।
- पाण्डेय रामसकल एवं सक्सेना सरिता (2017): ज्ञान एवं पाठ्यक्रम, श्री विनोद पुस्तक मंदिर, आगरा।
- शर्मा, आर०ए०, पाठ्यक्रम विकास एवं अनुदेशन, विनय रावेजा वेगम ब्रिज रोड, मेरठ।
- पाठक, पी०डी०, ज्ञान एवं पाठ्यक्रम, श्री विनोद पुस्तक मंदिर, आगरा।
- गुप्ताएम०पी० एवं तिवारी उमेश चन्द्र, ज्ञान एवं पाठ्यक्रम, राखी प्रकाशन, आगरा।
- वर्मा, शिखा ज्ञान एवं पाठ्यक्रम, आगरा।
- श्रीवास्तव रविन्द्र कुमार एवं पवन कुमार, ज्ञान एवं पाठ्यक्रम, बुक ओसियान पब्लिकेशन, वाराणसी।
- पाल हंसराज, पाल राजेन्द्र (2006), पाठ्यचर्या कल आज और कल, सिपरा पब्लिकेशन, दिल्ली।
- चौहान ज्योत्सना, यादव सियाराम (2018): ज्ञान एवं पाठ्यक्रम, अग्रवाल पब्लिकेशनस ।

Course BED 104 Action Research in Education

Objectives

- 1- To understand the meaning and difference between Fundamental, Applied and Action research.
- 2- To know about action research in improving class-room and school based programmes.
- 3- To understand the procedure of designing action-research, formulation of action-hypotheses and its evaluation.
- 4- To enable the students to develop school based project for action-research.

Course Outcomes

After completing the course the student will be able to -

- 1- Explain and differentiate the Fundamental, Applied and Action research.
- 2- Use various steps involved in action research in school based programmes.
- 3- Design and implement school based action research project.
- 4- Use action research strategy for improving school practices.

Course content

Unit-1

A. Action research: Meaning, Origin, importance, identifying the area of action research, characteristics and objectives of action research.

B. Concept of fundamental and applied research, Difference between traditional (fundamental and applied) research and action research.

Unit-2

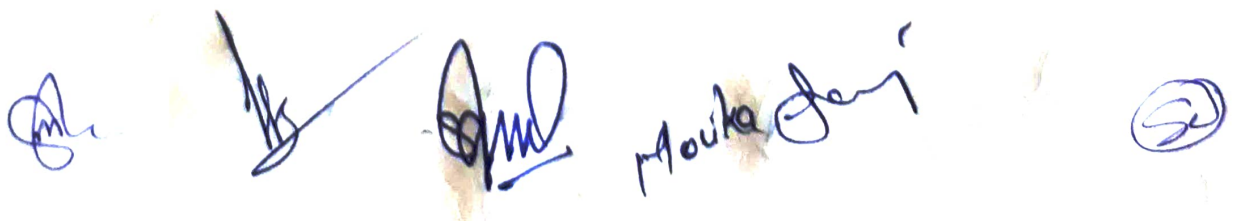
A. Areas of action research : Problem related to Teaching-Learning and School Administration.

B. Role of stakeholders in action research projects. Role of action research in improving organizational climate.

Unit-3

A. Procedure of designing action research: Selection of problem, Formulation of action hypotheses , sources and characteristics of action hypotheses and developing a suitable design for testing of such hypotheses.

B. Evaluation of results in action research and their usage.



Unit-4

A. Tools of action research: observation, questionnaire and rating scale. Developing school based projects for action research; Format of a project and its implementation. Determining intervention based effects in terms of pre-post comparison: Precautions needed.

B. Statistical measures in action research: Descriptive statistics (Measures of Central Tendency). Formulating an action research based report for the benefit of other practitioners.

Transactional strategies

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

Reference Books

- Best, John W.: Research in Education, Prentice Hall, Inc.
- Corey, Stephen M.: Action Research to Improve School Practices, Bureau of Publication, Teachers College, Columbia University, New York.
- Kerlinger, . : Foundation of Behavioural Research, Surjeet Publication, Delhi.
- Pandey, K.P.& Amita: Shiksha me Kriyatmak Anushandhan, Vinod Pustak Mandir, AgrA.
- Pandey, K.P.: Fundamentals of Educational Research, Vishwavidyalaya Prakashan, Varanasi.
- Tuckman, Bruce W.: Conducting Educational Research, Harcourt Bruce Jovanovich, Inc.
- Pandey, K.P. & Amita: Action Research for techers: Capacity Building Project: Sponsored by World Bank (U.P.)
- विर्क, जसवन्त (2014): शिक्षा में क्रियात्मक अनुसंधान, इक्कीसवीं सदी प्रकाशन।
- राव, कामेश, मिथुन भट्ट, दीपक पण्ड्या, एवं प्रियंका गुप्ता (2020) क्रियात्मक अनुसंधान, हिमांशु प्रकाशन।
- श्रीवास्तव सुमित: शिक्षा में क्रियात्मक अनुसंधान, ओसियन पब्लिकेशन।



Course BED 201 Educational Technology and Computer Assisted Instruction

Objectives

- 1- To understand the concept of Educational technology.
- 2- To understand different models of teaching.
- 3- To evaluate communication as a process
- 4- To comprehend the use of computer in teaching.

Course Outcomes

After completing the course the student will be able to-

- 1- Understand the various approaches of Educational technology.
- 2- Understand the models of teaching.
- 3- Gain knowledge on communication.
- 4- Learn the use of computer in teaching.

Course content

Unit-1

A. Educational Technology: Concept, Development of ET and its ramifications: Hardware, Software and system's approach, ICT (Information and Communication Technology) and its application for optimizing learning outcomes. Technology of Education, Technology in Education.

B. Teaching: Meaning, Definition, Stages, Level, Form and Teaching Learning Process.

Unit-2

A. Models of teaching: Meaning, Classification, Basic Teaching Model; Concept Attainment model, Inductive Thinking Model, Advance Organizer Model and Inquiry Training Model.

B. Micro teaching: Meaning, Cycle (Indian & Western) importance. Simulation: Meaning, Process, Difference between Microteaching and Simulation.

Unit-3

A. Communication: Meaning, Process, Model and Components of a communication Measures for Effective Communication.

B. Planning, Organizing, Monitoring and Controlling in Teaching Learning systems: Developing unit plans and lessonplans to optimise learning outcomes.



Unit-4

A. Examples of ET Approach: Programmed Instructional Approach, Personalised systems of Instruction; Use of Televised teaching and learning.

B. Use of Computer in teaching: Computer Assisted Instruction, Computer literacy and computer programming. Use of Edu-sat, e-learning, m- learning, blended learning, E-content: Meaning and development.

Transactional Strategies

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

Reference Books

- Bhatnagar, R.P: Educational Technology and Management, Loyal Publication, Meerut.
- Chauhan, S.S. Innovations in Teaching-Learning Process.
- Pandey, K.P.: Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A.: Technological Foundation of Education, R.Lal Publication, Meerut.
- Vanaja, M. : Educational Technology, Neel Kamal Publication, New Delhi.
- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).
- शर्मा आर०ए०, एवं चतुर्वेदी शिखा (2013): शिक्षा तकनीकी एवं कम्प्यूटर सह-अनुदेशन, आर० लाल बुक डिपो।
- अग्रवाल जे०सी० एवं कुलश्रेष्ठ एस०पी० (2021) शैक्षिक तकनीकी एवं कम्प्यूटर सह-अनुदेशन, अग्रवाल पब्लिकेशन।

   *Mouka Jari* 

Course BED 202 Assessment of Learning

Objectives

- 1- To understand the measurement, assessment and evaluation of learning and difference between their types.
- 2- To enable the students in designing class room test, reliability and validity of assessment tools.
- 3- To differentiate between different assessment procedures and interpretation of assessment indicators.
- 4- To know the various statistical techniques for analysis and interpretation of data.

Course Outcomes

After completing the course the student will be able to--

- 1- Differentiate and explain assessment, measurement and evaluation along with their types.
- 2- Design assessment tools for measuring learning outcomes.
- 3- Interpret various assessment indicators and differentiate between assessment procedures.
- 4- Acquire knowledge about various statistical techniques for data interpretation.

Course content

Unit-1

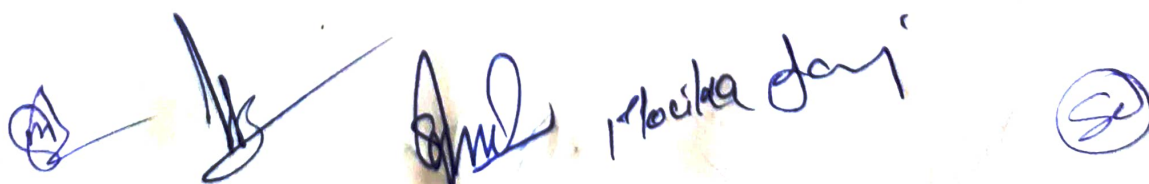
A. Measurement, Assessment and Evaluation: Difference between the three in conceptual terms, Different types of Measures: nominal, ordinal, interval and ratio, Preparing assessment tools for learning outcomes at nominal, ordinal and interval levels.

B. Formative and Summative Assessment procedure for various teaching-learning context- formal and non-formal.

Unit-2

A. Characteristics of a good assessment tool: Determining reliability & validity of assessment tools.

B. Designing classroom tests: Unit tests and periodic tests: Writing behavioural Objectives and Objective congruent test items, process of assessing difficulty and discrimination power of test, Developing norms -Institutional, local and regional.

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Unit-3

A. Interpretation of Assessment Indicators: Z score & percentile rank based comparisons, need and rationale, NRT (Norm referenced test) and CRT (Criterion referenced test).

B. Differentiating between assessment procedures for Scholastic & Co-scholastic domain, Assessment procedure for measuring attitude, interest and personality characteristics, CCE (Continuous and Comprehensive Evaluation): concept and procedure with reference to Scholastic & Co-scholastic areas. Reporting of Assessment outcomes: Reporting formats and devices.

Unit-4

A. Measures of Central Tendency & Variability. Measures of relative position: percentiles and percentile ranks.

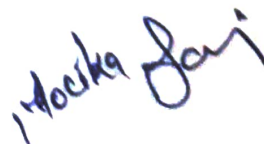
B. Measures of Correlation. Graphical representation of data and normal distribution.

Transactional strategies

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

Reference Books

- Anastasi, A.: Psychological Testing, The Mc Millan Company, New York.
- Asthana, Bipin. Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra.
- Bloom, B.S.: Taxonomy of Educational Objectives, Hand Book I: Cognitive domain, David McKay Company, New York.
- Ebel, R.L.: Measuring Educational Achievement, Englewood cliffs, N.J.: Prentice Hall Inc.
- Freeman, F.S.: Theory and Practice of Psychological Testing, New York: holt Rinehart and Winston.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd.
- Gronlund, N.E.: Measurement & Evaluation in Teaching, The Mc Millan Company, New-York.
- Guilford, J.P.: Psychometric Methods, New York, Mc Graw Hill.



- Pandey, K.P.: Shaikshik Mapan tatha mulyankan: Vishwavidyalaya Prakashan, Varanasi (2007)
- Harper, Edwin, A. & Harper Erika S.: Preparing Objective examinations: A handbook for teachers, students and examiners: Prentice hall of India, PVT. Limited, New Delhi (1992)
- Thorndike, E.L. & Hagen, E.P.: Measurement & Evaluation in Psychology and Education, John Wiley and Sons, Inc. New York.
- पाण्डेय, पार्थ सारथी एवं पाण्डेय नीता शिक्षा में मापन एवं मूल्यांकन, श्री विनोद पुस्तक मंदिर, आगरा।
- शर्मा, पी०डी० : शैक्षिक मूल्यांकन एवं क्रियात्मक अनुसंधान, आर०एस०ए० इण्टरनेशनल, आगरा।
- अस्थाना, विपीन, (2016): अधिगम के लिए आंकलन, अग्रवाल पब्लिकेशन, आगरा।
- गुप्ता, एस०पी० : शैक्षिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद।
- गैरेट, हेनरी, शिक्षा और मनोविज्ञान में सांख्यिकीय के प्रयोग, कल्याणी पब्लिकेशन, नई दिल्ली।




 मनीषा जरी
 

Course BED 203 Contemporary Indian Education

Objectives

- 1- To provide knowledge about ancient Indian Education.
- 2- To enable the students to understand the features, problems and measures of educational systems at various levels of education.
- 3- To throw light on various centrally sponsored interventions and institutions: opportunities and rights.
- 4- To help the students to understand about various teacher education institutions, commissions and committees at various education levels.

Course Outcomes

After completing the course, the student will be able to--

- 1- Explain the characteristics and methods of teaching in Vedic, Buddhist and Medieval Education.
- 2- Understand the features of educational systems at various levels.
- 3- Acquire knowledge about various centrally sponsored interventions and other institutions for school education.
- 4- Contemplate the role of various education commissions and committees involved in teacher preparation at school level.

Course content

Unit-1

A. Vedic Education, Buddhist Education and Medieval Education: Method of teaching, characteristics, teaching and learning centers. Their relevance in present perspectives.

B. British Education : Macaulay's Education plan, nature of education on the basis of Wood's Educational dispatch. Their impact on programmes & policies in education.

Unit-2

A. Educational systems at the primary and elementary levels of education: Issues of access and retention: Interventions used to address them: SSA (Samagra Shiksha Abhiyan) and universalization of enrolment: Hindrances in reaching the targets.

B. Educational systems at secondary and senior secondary level of education: The Vocationalization of secondary level education; problems & measures to address them.

Unit-3

A. Issues related to access, equality, equity and quality with reference to Novodaya school, Central school and NIOS (National Institute of Open Schooling): their purpose and contributions to school education.

B. Interventions introduced with a view to ensure equality of educational opportunity and Rights to Education: Enactments in this regard and their observance: Issues and challenges.

Unit-4

A. Teacher Education Institutions at the primary, elementary and secondary level education: Role of NCTE and the function of NAAC.



B. The Education Commissions & Committees in the post independence period: Their salient recommendations & the extent of implementation:

- Education Commission (1964)
- New Education Policy (1986)
- National Curriculum Framework for teacher Education (2009)
- National Educational Policy (2020)

Transactional Strategies

- The course will be transacted on the basis of important excerpts drawn from various education
- commissions in original and the discussions conducted on:
- Selected Readings of these from Education commissions' Reports.
- Various current issues in education.
- Reflective seminars/symposia.
- Critical/Creative presentations on selected themes relating to various levels of school education.

Reference Books

- Naik, J. P. The Education Commission and after APH Publishing (1982).
- Mudaliar, L.S.: Report of the secondary education commission (1953).
- GOI: Report of the education commission: Education and National, Development ministry of education, New Delhi (1966).
- GOI: National Policy of Education (1986).
- GOI: National Policy on Education (As modified in 1992) (1998).
- NCERT: National Curriculum Framework (2005).
- गुप्ता एस०पी० एवं गुप्ता अलका समकालीन भारतीय शिक्षा, शारदा पुस्तक भवन, इलाहाबाद।
- सिंह बलजीत, समकालीन भारतीय शिक्षा, बुक ओसिपान पब्लिकेशन, वाराणसी।
- भटनागर ए०बी० एवं भटनागर अनुराग समकालीन भारत एवं शिक्षा, आर०लाल बुक डिपो मेरठ,
- यादव, पूनम : समकालीन भारतीय शिक्षा, अग्रवाल पब्लिकेशन, आगरा।
- पाण्डेय, रामशकल, समकालीन भारतीय समाज में शिक्षा, श्री विनोद पुस्तक मंदिर, आगरा।
- पाठक पी०डी०: समकालीन भारतीय शिक्षा, श्री विनोद पुस्तक मंदिर, आगरा।



Course BED 204 Inclusive Education

Objectives

- 1- To understand the meaning, concept and need of inclusive education.
- 2- To learn the domains of inclusive education.
- 3- To know various policies, programmes and curriculum to create an inclusive school.
- 4- To understand the evaluation practices related to inclusive education.

Course Outcomes

After completing the course the students will be able to-

- 1- Analyse the negative effect of practices of exclusion.
- 2- Practice the values of inclusive education and analyse the various domains.
- 3- Organize various practices and programmes related to inclusive education.
- 4- Promote a culture of inclusive education in the class room interactions.

Course content

Unit-1

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

Unit-2

- A. Social, Economic and Gender discrimination, Delor's Report: Learning to live together, Sustainable Development Goal 4.
- B. Ability and Disability domain based Educational practices and discrimination.

Unit-3

- A. Policies and programmes at school level to promote inclusion and prevent exclusion.
- B. Curriculum and teaching strategies to create an inclusive school. Role of teacher for creating inclusive school environment.

Unit-4

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



Transactional Strategies

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

Reference Books

- Ladson, Billings, G. Towards a theory of culturally relevant pedagogy: American Educational Research Journal (1995).
- UNESCO : Policy guidelines on inclusion in education (2009)
- Parekh, B.C. : Rethinking multiculturalism: Cultural Diversity & political theory: Palgrave (2000)
- Pathak, A., Aaker Social Implications of schooling: knowledge, pedagogy and consciousness: Books (2013)
- Nambissan, G.B. :Exclusion and discrimination in schools, Indian Institute of Dalit Studies & UNICEF (2009)
- Govinda, R. : Who Goes to School? Exploring exclusion in Indian Education, Oxford University Press (2011).
- नामदेव, हरिओम एवं शर्मा अनुराधा (2017) समावेशी शिक्षा, अग्रवाल पब्लिकेशन, आगरा।
- विष्ट, आभारानी (1998) विशिष्ट बालक, विनोद पुस्तक मंदिर, आगरा।
- भार्गव, महेश (1998): विशिष्ट बालक, भार्गव बुक हाउस, आगरा।
- भार्गव, महेश (2003): विशिष्ट बालक उनकी शिक्षा एवं पुनर्वास, भार्गव बुक हाउस, आगरा।



मोक्ष जयि



B.Ed.
Third Semester

Pedagogy of School Subjects - Course BED Code 301 and BED 302

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

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

   *Pratika Jais* 

Third Semester

Group (A) 1. हिन्दी शिक्षण

उद्देश्य

1. पाठ्यक्रम का समीक्षात्मक अध्ययन कराना।
2. मातृभाषा शिक्षण के महत्व एवं उद्देश्यों से परिचित कराना।
3. हिन्दी शिक्षण के सन्दर्भ में पाठयोजना निर्माण की समझ उत्पन्न कराना।
4. भाषा शिक्षण में दृश्य-श्रव्य साधनों का प्रभावी अनुप्रयोग सम्बन्धी ज्ञान प्रदान कराना।

कोर्स प्रतिफल

प्रस्तुत कोर्स के अध्ययनोपरान्त विद्यार्थी-

1. माध्यमिक स्तर पर उ०प्र० बोर्ड द्वारा निर्धारित पाठ्यक्रम का समीक्षात्मक अध्ययन करेंगे।
2. राष्ट्रीय एकता के विकास में हिन्दी का महत्व बता सकेंगे एवं ज्ञानात्मक, कौशलपरक, तथा सृजनात्मक उद्देश्यों से अवगत होंगे।
3. हिन्दी गद्य, पद्य एवं व्याकरण शिक्षण के सम्बन्धित पाठयोजना का निर्माण कर सकेंगे।
4. भाषा शिक्षण में दृश्य, श्रव्य एवं दृश्य-श्रव्य उपकरण तथा कम्प्यूटर का उपयोग कर सकेंगे।

इकाई 1

- अ. माध्यमिक स्तर पर उ०प्र० बोर्ड द्वारा निर्धारित पाठ्यक्रम का समीक्षात्मक अध्ययन।
- ब. निर्धारित पाठ्यक्रम का भाषिक पक्ष एवं शिक्षण हेतु निहितार्थ।

इकाई 2

- अ. मातृभाषा शिक्षण एवं उसका महत्व, राष्ट्रीय एकता के विकास में हिन्दी की भूमिका, हिन्दी शिक्षण के उद्देश्य: ज्ञानात्मक, कौशलपरक, रसात्मक एवं सर्जनात्मक।
- ब. भाषा शिक्षण एवं भाषा विज्ञान: ध्वनि विज्ञान, पद विज्ञान, वाक्य विज्ञान एवं अर्थ विज्ञान, भाषा शिक्षण एवं उच्चारण: शुद्ध उच्चारण का महत्व, उच्चारण में दोष, कारण एवं निदान।

इकाई 3

- अ. हिन्दी शिक्षण की विधियाँ गद्य शिक्षण, पद्य शिक्षण एवं व्याकरण शिक्षण के सन्दर्भ में पाठयोजना : आवश्यकता, विभिन्न प्रकार, निर्माण के पद।
- ब. भाषा शिक्षण में पाठ्य पुस्तकों का महत्व, उद्देश्य एवं उनके प्रकार।

इकाई 4

- अ. भाषा शिक्षण में दृश्य-श्रव्य साधनों की भूमिका: दृश्य उपकरण, श्रव्य उपकरण, दृश्य-श्रव्य उपकरण एवं कम्प्यूटर।
- ब. हिन्दी शिक्षण एवं मूल्यांकन की नवीन प्रविधियाँ।

संदर्भ

- चतुर्वेदी, सीताराम: भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
- तिवारी भोलानाथ: भाषा विज्ञान, किताब महल, 22A, संरोजनी नायडू मार्ग, इलाहाबाद।
- पाण्डेय, रामशकल: हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- चतुर्वेदी, शिखा: हिन्दी शिक्षण, आर. लाल बुक डिपो, मेरठ।

Group (A) 2. संस्कृत शिक्षण

उद्देश्य

1. संस्कृत विषय का भाषिक पक्ष एवं अन्य भाषाओं से सम्बन्ध की समझ उत्पन्न करना।
2. संस्कृत उच्चारण एवं भाषा शिक्षण में पाठ्य पुस्तकों की उपयोगिता सम्बन्धी समझ उत्पन्न करना।
3. संस्कृत शिक्षण में सहायक सामग्री एवं पाठयोजना निर्माण के चरणों का ज्ञान कराना।
4. संस्कृत शिक्षण की विधियों से अवगत कराना।

कोर्स प्रतिफल

प्रस्तुत कोर्स के अध्ययनोपरान्त विद्यार्थी-

1. उ०प्र० माध्यमिक बोर्ड द्वारा निर्धारित पाठ्यक्रमों को समझ सकेंगे तथा संस्कृत का हिन्दी भाषा से सम्बन्ध बता सकेंगे।
2. संस्कृत के उचित उच्चारण को अपने जीवन में अपना सकेंगे।
3. संस्कृत शिक्षण हेतु पाठयोजना का निर्माण करेंगे।
4. संस्कृत शिक्षण की उचित विधियों को प्रयोग करेंगे।

इकाई 1

- अ. उ०प्र० माध्यमिक बोर्ड द्वारा निर्धारित संस्कृत विषय का पाठ्यक्रम उसका भाषिक पक्ष एवं शिक्षण हेतु निहितार्थ।
- ब. संस्कृत विषय का अन्य विषयों / भाषाओं से सम्बन्ध।

इकाई 2

- अ. संस्कृत भाषा में उच्चारण सम्बन्धी छात्रों की कठिनाइयाँ, ध्वनि विज्ञान, उच्चारण-दोष, कारण एवं निवारण।
- ब. भाषा शिक्षण में पाठ्यपुस्तकों का महत्व उद्देश्य एवं उनके प्रकार।

इकाई 3

- अ. संस्कृत शिक्षण में शैक्षणिक उपकरण एवं सहायक सामग्री-भाषा प्रयोगशाला, दृश्य सामग्री, दृश्य एवं श्रव्य सामग्री, कम्प्यूटर समर्थित अनुदेशन।
- ब. संस्कृत शिक्षण हेतु पाठयोजना निर्माण, अर्थ प्रकार, विभिन्न पद एवं उपयोगिता।

इकाई 4

- अ. संस्कृत शिक्षण की विधियाँ गद्य के सन्दर्भ में, पद्य के सन्दर्भ में, व्याकरण के सन्दर्भ में,
- ब. संस्कृत में मूल्यांकन की नवीन प्रविधियाँ।

अध्ययन ग्रन्थ

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



Group (A) 3. English Teaching

Objectives

- 1- To explain the principles of language teaching.
- 2- To enable the students to use the appropriate method of teaching.
- 3- Make use of teaching aids appropriate for second language.
- 4- Prepare the lesson plan for teaching at different stages.

Course Outcomes

After completing the course the student will be able to--

- 1- Formulate effective analysis of English language teaching.
- 2- Correct pronunciation defects in English language.
- 3- Use audio-visual equipment and computers in teaching English language.
- 4- Use different methods of teaching English.

Course content

Unit-1

A. A critical study of English language course prescribed at the school level and the implications for pedagogy of English.

B. Aspects of English language prescribed: English Grammar, Vocabulary and Usage.

Unit-2

A. Nature of English language: Some implications for organizing teaching of English as a second language, role of English language in India today, Objectives of teaching English at junior and senior stages of school.

B. English sounds: Segmental and supra segmental phonemes in English, English morphemes: derivational and inflectional, English syntax: Basic and transformed sentences in English.

Unit-3

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

B. Drills and exercises in teaching of English.

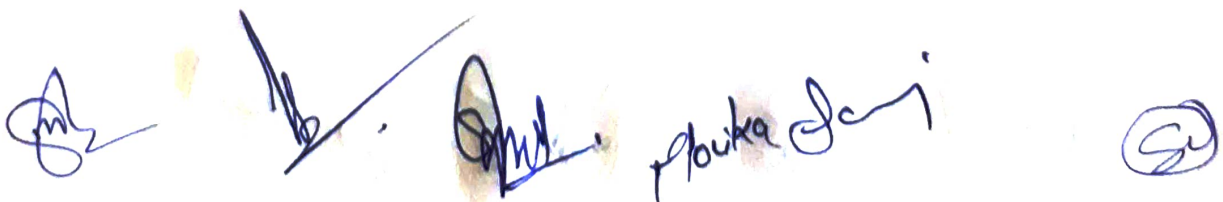
Unit-4

A. Use of audio-visual and technological aids in teaching of English.

B. Testing and evaluation in English as a second language. Uses of the mother tongue and teaching of translation in English.

Reference Books

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



Group (B) 1. History Teaching

Objective

- 1- To understand the importance and utility of History teaching.
- 2- To understand the relationship of History with other subjects.
- 3- To enable the student to prepare correct format of History lesson plans.
- 4- To enable the students aware of evaluation strategies in history teaching.

Course Outcomes

After completing the course the student will be able to--

- 1- Explain the need and principles of teaching History.
- 2- Know various methods of History teaching.
- 3- Know how to write history lesson plan for different classes.
- 4- Acquire the skills of using proper evaluation strategies.

Course content

Unit-1

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

Unit-2-

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

Unit-3

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

Unit-4

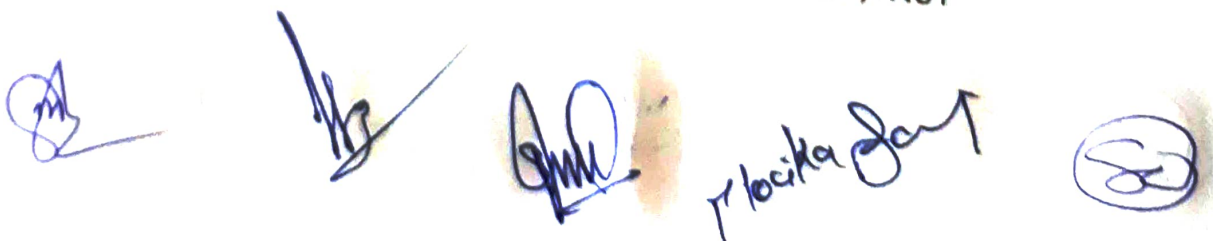
- A. Evaluation in history, Construction of achievement test based on Objective type items and determination of its Reliability and Validity.
- B. History class and history teacher, Excursions and Museum: its importance.

Practical Work

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

Reference Books

- Tyagi, G.S.: Teaching History, Vinod Pustak Mandir, Agra (1990).
- Kochar, S.K. Teaching of History, Sterling Publisher, Delhi (1967).
- Singh, Y.K.: Teaching of History: Modern Methods, Ashish books, Delhi (2010).
- Ghate V.D. History Teaching, Hariyana Academy, Chandigarh (1989).
- Vajneswari, R.: A handbook for History Teaching, Allied Publisher, Bombay (1996).
- Choudhary K.P.: Audio visual aids in Teaching Indian History, Atma Ram and Sons, Delhi (1968).
- Sharma, R.A. : History Teaching (Hindi), International Publishing House, Meerut (2001).
- Husband, C.: What is History Teaching, Open University Press, U.K. (1996)
- त्यागी गुरुशरन, इतिहास शिक्षण, श्री बिनोद पुस्तक मंदिर, आगरा।
- सिंह रामपाल एवं राजकुमार, इतिहास शिक्षण, विनय वेगम ब्रिज रोड, मेरठ।



Group (B) 2. Geography Teaching

Objective

- 1- To understand the concept of Geography teaching.
- 2- To provide the knowledge of importance and objectives of Geography teaching in school curriculum.
- 3- To know about the different methods for Geography teaching.
- 4- To know about the evaluation strategies in Geography teaching.

Course Outcomes

After completing the course the student will be able to--

- 1- Know the concepts of Geography teaching.
- 2- Acquire the basic knowledge the objectives of teaching Geography at different levels of the class.
- 3- Know about different methods in teaching Geography.
- 4- Know how to construct achievement test in Geography teaching.

Course Content

Unit-1

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

Unit-2

- A. Aims and Objectives of Geography teaching. Qualities of good Geography teacher.
- B. Curriculum of Geography- Concept and Principles of curriculum construction.

Unit-3

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



Unit-4

A. Evaluation procedures for measuring achievement in Geography, construction of achievement test, and determination of its reliability and validity.

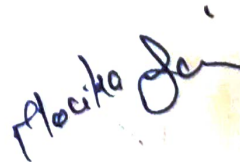
B. Geography lab, library and club.

Practical Work

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

References Books

- Arora K.L. : The Teaching of Geography. R. Lal Pub. Meerut.
- Biswas Bhaskar Chandra: Learn and Teach Geography. Authors Press New Delhi.
- Cans, G.J. : Handbook for Geography Teacher, London, Mathur Educational Ltd. 1957.
- Hal, Devid : Geography and the Geography Teacher, Landon, Geography Hall, 1976.
- Mesney, E.A. : Teaching of Geography, London, Oxford University Press, 1952.
- Rao, M.S. Teaching of Geography, Anmol Pub. 1995.
- Singh, H.N. : : Geography Teaching, Vinod pustak mandir, Agra, 1985.
- Song, M.L. : Handbook for Geography Teacher, London, Mathur Educational Ltd. 1974.
- Srivastava, K.M. : Teaching of Geography, Sahitya Prakashan, Agra.
- Verma, J.P. : Teaching of Geography, R. Lal book depot, Meerut, 2012.
- Verma, O.V : Geography Teaching, Strling pub. 1991.
- श्रीवास्तव, कान्ति मोहन (2008) साहित्य प्रकाशन, आगरा।
- बर्मा, जगदीश प्रसाद (2005) विनोद पुस्तक मंदिर, आगरा।
- सिंह, एच०एन० (2020) विनोद पुस्तक मंदिर, आगरा।

Group (B) 3. Civics Teaching

Objective

- 1- To understand the place, scope, need and importance of Civics teaching.
- 2- To understand the relationship between Civics and other subjects.
- 3- To know about the use of different methods of Civics teaching.
- 4- To enable the student to understand the importance of teaching aids in civics teaching.

Course Outcomes

After completing the course the student will be able to--

- 1- Understand the concepts of Civics teaching.
- 2- Know about the importance and Objectives of Civics teaching in school curriculum.
- 3- Use different methods for civics teaching.
- 4- Know how to construct achievement test in civics teaching.

Course content

Unit-1

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

Unit-2

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

Unit-3

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

Unit-4

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

Practical Works

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

Reference Books

- Singh, Rampal(2012). Teaching of civics, R. Lal Book Depot. Meerut
- Singh, Satnam. : Modern Methods of Teaching Political Science, Srishti Book Distributors, New-Delhi.
- Tyagi, Gurusaran (2013).: Teaching of civics, Vinod Pustak Mandir, Agra
- त्यागी, गुरुसरन (2013): इतिहास शिक्षण, विनोद पुस्तक मंदिर, आगरा।

Group (B) 4. Economics Teaching

Objective

- 1- To understand the importance and objectives of Economics teaching in school curriculum.
- 2- To know about the different methods of teaching in Economics.
- 3- To motivate students to make proper lesson plan of Economics teaching.
- 4- To know about the importance of library and club in Economics teaching.

Course Outcomes

After completing the course the student will be able to-

- 1- Understand the aims and objectives of teaching economics at different levels of teaching.
- 2- Learn different methods for economics teaching.
- 3- Get acquaintance with how to create lesson plans for different classes in economics teaching.
- 4- Understand the importance of library and club in economics teaching.

Course content

Unit-1

A. Content of Economics as a school subject at a glance: Its pedagogic implications in terms of interdisciplinary approach.

B. Economics Teaching: Nature, Scope and Place of economics teaching in school curriculum, Aims and objectives of Economics teaching at different levels.

Unit-2

A. Economics curriculum: Concept, Principles of Curriculum construction in economics: critical analysis of present curriculum implemented at different levels of Education, Correlation of Economics with other subjects.

B. Methods of Economics Teaching Simulated Teaching, project method, lecture method, discussion method, brain storming and methods based on small groups.

Unit-3-

A. Teaching aids & their use in Economics teaching.

B. Lesson planning in Economics Teaching: Meaning, types and importance.

Unit-4

A. Methods of evaluation in Economics Teaching, Construction of achievement tests and determination of its reliability and validity.

B. Economics library and club.

Practical Work

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

Reference Books

- Agrawal, J.C.: Teaching of Economics, RSA International Publication, Agra.
- Anuja, Amrisha Kumar: Economics of Education, Authors Pub.
- Roi, B.C.: Methods of Teaching of Economics, Prakashan Kendra, Lucknow.
- Singh, Satnam: Modern Methods of Teaching Economics, Srishti Book, New Delhi.
- त्यागी, गुरुसरन (2013), अर्थशास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- सिंह रामपाल, अर्थशास्त्र शिक्षण, विनय वेगम ब्रिज रोड, मेरठ।



Group (C) 1. Commerce Teaching

Objective

- 1- To understand the place of Commerce teaching in school curriculum.
- 2- To know the correlation of Commerce with other subjects.
- 3- To enable them understand methods of teaching in Commerce teaching.
- 4- To equip the student to make lesson plan of Commerce teaching.

Course Outcome

After completing the course the student will be able to-

- 1- Analyse critically the importance of commerce teaching in school curriculum.
- 2- Obtain the knowledge about the correlation with others subjects.
- 3- Get acquaintance with various teaching methods on commerce teaching.
- 4- Learn to adopt the right way of planning lessons in commerce teaching.

Course content

Unit-1

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

Unit-2

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

Unit-3

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

Unit-4

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

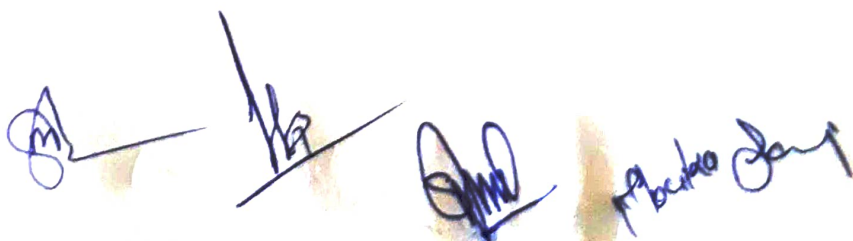
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Practical Work

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

Reference Books

- Agrawal, J.C. : Teaching of Commerce: A Practical Approach, Vikash Publishers.
- Rao, Seema: Teaching of Commerce, Anmol Publication PVT.Ltd. New Delhi.
- Singh, Satnam: Modern Methods of Teaching Commerce, Shrishti Books Distributors, New Delhi.
- Tomar, S.: Teaching of Commerce, Vinod Pustak Mandir, Agra.
- Tyagi, G.S.: Vanijya Shikshan, Vinod Pustak Mandir, Agra.
- जैन, के०सी०एस० (2013): वाणिज्य शिक्षण राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- त्यागी, गुरूशरन दास (2013): वाणिज्य शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- गुप्ता, रेनू (2018): वाणिज्य शिक्षण, टंडन प्रकाशन।
- गर्ग महेन्द्र (2019): वाणिज्य का शिक्षाशास्त्र, लक्ष्मी प्रकाशन।
- सिंह रामपाल (2020): वाणिज्य शिक्षण, श्री विनोद पुस्तक मंदिर।
- कमलाकान्त (2018): वाणिज्य शिक्षण, कल्पना प्रकाशन।
- शर्मा, बी०एल०, इम्तियाज मंसूरी वाणिज्य शिक्षण, आर०लाल बुक डिपो।



Group (C) 2. Science Teaching

Objective

- 1- To understand the objectives of general Science teaching.
- 2- To clarify different teaching methods and curriculum constructions.
- 3- To acquire the knowledge about importance of Science laboratory.
- 4- To enable the student to develop interest in scientific activities along with curricular activities.

Course Outcomes

After completing the course the student will be able to-

- 1- Understand nature, need and scopes of science teaching.
- 2- Learn different methods of science teaching.
- 3- Equip themselves with the knowledge of proper use of science laboratory.
- 4- Get acquaintance with the knowledge of science fair, exhibition, and club.

Course content

Unit-1

A. A critical study of the content of science prescribed at school level and its pedagogic implications.

B. Science Teaching: Nature, Need and Scope and Its correlation with other subjects, Value of science in present day living and its place in curriculum, Objectives of science teaching: Objectives at different levels, Revised Bloom's taxonomy, methods of writing instructional Objectives in behavioural terms viz, mager's method and RCEM.

Unit-2

A. Science teaching methods- Lecture method, Lecture-cum-demonstration method, Heuristic method, Project method, Assignment method and Modern trends in science teaching viz-e-learning, Team teaching, integrated approach.

B. Teaching aids in science teaching- meaning, types, significance, qualities of a good teaching aid, self improvised apparatus and teaching aids, steps for effective use of audio-visual aids.

Unit-3

A. Science laboratory: Organization and structure of science laboratory, administration, maintenance and safety measures in the lab and first aid kit, Science library: need & importance along with different activities of library.

B. Science lesson plan- meaning, characteristics, major steps involved in lesson planning, Format of lesson plan, Different type of lesson plan based on different approaches.

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Unit-4

A. Evaluation in science: Construction of achievement test based on Objectives type items and determination of its Reliability and Validity.

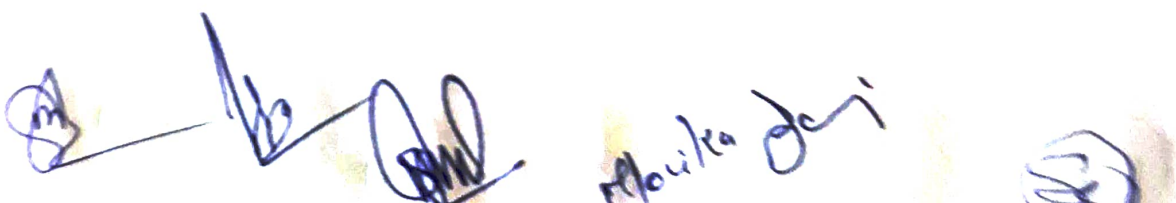
B. Co-curricular activities: Science fair & exhibitions, Science club, Excursion- Visit to science museum & Science Park, Concept Mapping, Constructivist approach in science teaching.

Practical work

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

References books

- Bloom, B.S. (1956): "Taxonomy of educational Objectives", David Mackay Company, INC, New York.
- : "Text Book of Science, NCERT, New Delhi. NCERT
- Pareekh, A.M. (2001) : "Lesson Planning in Indian School", R.C. of Education, Jaipur.
- : "Reflection on Scientific Attitude", Discovery Publishing House, New Rao, D.B. (1997) Delhi.
- Singh, Satnam : Modern Methods of Teaching Science, Srishti Book Distributors New Delhi.
- Sood, J.K. (1999): "New Direction In Science Teaching", Kohli Publication, Chandigarh.
- Yadav, M.S. : Modern method of teaching of science, Anmol publishers, New Delhi.
- रावत, डी०एस० : विज्ञान शिक्षण, श्री विनोद पुस्तक मंदिर, आगरा।
- स्वरूप, आशीष एवं अग्रवाल अंशु (2020) विज्ञान शिक्षण, संकल्प पब्लिकेशन, विलासपुर
- शर्मा, लोकेस, सामान्य विज्ञान शिक्षण, अग्रवाल पब्लिकेशन, दिल्ली।



Group (C) 3. Home Science Teaching

Objective

- 1- To provide knowledge about importance and relevance of Home science teaching.
- 2- To provide awareness about different equipments of Home Science lab.
- 3- To impart Knowledge about the methods of teaching Home Science.
- 4- To understand the different methods of evaluation in Home Science.

Course Outcomes

After completing the course the student will be able to -

- 1- Understand the need and relevance of Home Science teaching.
- 2- Equip themselves with the knowledge of proper use of Home Science laboratory equipment.
- 3- Learn different method of Home Science teaching.
- 4- Learn to use appropriate methods for evaluation in Home Science teaching.

Course content

Unit-1

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

Unit-2

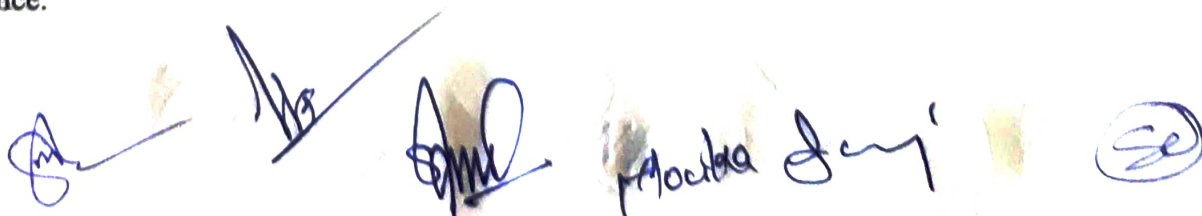
- A. Home science curriculum: Concept, Principles of curriculum construction.
- B. Home science laboratory equipments needed- building, arrangement of residence making and decoration.

Unit-3

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

Unit-4

- A. Use and importance of material aids in home science teaching, tour, exhibition and its importance.



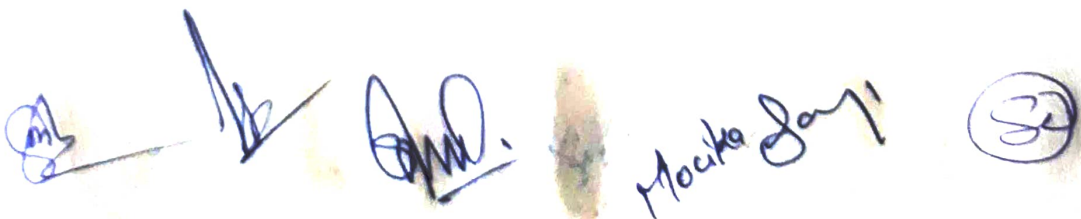
B. Evaluation in home science construction of achievement test based on objective type items and determination of its reliability and validity.

Practical Work

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

Reference Books

- Bhargav, Priya: Teaching of Home Science, C.E. Publications.
- Roy, Binita : Fundamentals of Home Science, Sterling Publishers.
- Singh, Satnam: Modern Methods of teaching Home Science, Srishti Book Distributor New Delhi,
- गर्ग, अचला एवं शर्मा रेनू (2010) गृह विज्ञान शिक्षण, आस्था प्रकाशन।
- शर्मा, पदमा गृह विज्ञान शिक्षण श्री विनोद पुस्तक मंदिर, आगरा।

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Group (D) 1. Biology Teaching

Objective

- 1- To understand the objectives of Biology teaching.
- 2- To clarify the teaching methods and curriculum contractions.
- 3- To develop interest in Biology laboratory work, bio club and botanical garden.
- 4- To equip the student to construct lesson plan on the basis of different approaches and teaching models.

Course Outcomes

After completing the course the student will be able to -

- 1- Learn to write objectives of Biological teaching.
- 2- Learn different methods of Biology teaching..
- 3- Equip themselves with the knowledge how to use co-curricular activities in Biology teaching.
- 4- Learn to adopt the of lesson planning in Biology teaching correct format.

Course content

Unit-1

A. A critical study of the content of biology prescribed at school level and its pedagogic implications.

B. Biology teaching: nature, need & scope its correlation with other subjects; Place of Biology in school curriculum, difference between curriculum and syllabus, Principles of curriculum constructions. Aims and Objectives of biology teaching, methods and techniques of writing specific objectives in behavioural term. Revised bloom's taxonomy, difference between general & specific objectives.

Unit-2

A. Methods of Biology teaching: lecture method, lecture-cum-demonstration method, problem solving method, heuristic method, project method & laboratory method. Modern trends in biology teaching-e-learning, team teaching, integrated method, discrepant event approach.

B. Biological laboratory- Need and significance of laboratory work, administration and safety measures in the lab and first aid kit, low cost improvised apparatus, maintenance of Biology laboratory. Biology library-need & importance.



Unit-3

A. Learning in Biology: Constructivism vs Behaviourism, Meaning & difference between constructivist & behaviourist approach. Constructivist classroom, teacher and lesson. Concept Mapping- meaning, definition & its significance.

B. Teaching Aids- meaning, type, significance & principles of the selection of proper teaching aids & their use. Co-curricular activities in Biology- visit to community resources, botanical garden, aquarium, vivarium & terrarium and their construction, bio-club, eco-club.

Unit-4

A. Evaluation in Biology: Construction of achievement test based on objective type items and determination of its Reliability and Validity.

B. Lesson plan- characteristics, different approaches, major steps involved in lesson planning, format of lesson plan. Importance of lesson plan and different types of lesson plan based on different models of teaching viz. BTM & Biological inquiry training model.

Practical work

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

Reference Books

- Bhusan, S.: Biology teaching, Agarwal publication, Agra.
- Bloom, B.S. :Taxonomy of educational Objectives, David Mackey, Newyork.
- Kulshrestha, S.P.: Teaching of Biology, Loyal book department. Meerut.
- Kumar, S. :Biology Teaching, Agrawal Publication, Agra, 2010.
- Ratho. T.N. : Emerging Trends in Biology teaching, Surya Prakashan, Meerut.
- Ravi Kumar, S.K.: Teaching of Biology. Mangal deep Pubishers, meerut.
- Singh, Satnam: Modern Methods of Teaching Zoology. Srishti Books Distributors. New Delhi.
- Sood, J.K.: Teaching life sciences, Arya book depot, New Delhi.
- Yadav.K. Teaching of life science, Anmol publication, New Delhi.
- भूषण, शैलेन्द्र जीव विज्ञान शिक्षण, श्री विनोद पुस्तक मंदिर, आगरा।
- शर्मा, रमा एवं मिश्रा (2017): जीव विज्ञान शिक्षण, अर्जुन पब्लिशिंग हाउस।



Group (D) 2. Mathematics Teaching

Objective

- 1- To understand the contribution of great mathematicians.
- 2- To know the place of Mathematics in school curriculum.
- 3- To enable them understand various teaching methods in Mathematics teaching.
- 4- To equip the students to develop standardized achievement test in Mathematics.
- 5- To equip the students to prepare lesson plan of Mathematics teaching.

Course Outcomes

After completing the course the student will be able to -

- 1- Learn the contribution of Aryabhata, Ramanujan Pythagoras and Bhashkaracharya in the subject of Mathematics.
- 2- Understand and apply the objectives of Mathematics subject at different levels.
- 3- Learn different methods of Mathematics subjects.
- 4- Learn to adapt the correct format of on planning is Mathematics teaching.

Course content

Unit-1

A. A critical study of the content of Mathematics prescribed at school level and its pedagogic implications.

B. Contribution of Great Mathematicians: Aryabhata, Bhaskaracharya, Ramanujan, Gauss and Pythagoras, Place of Mathematics in school curriculum, Correlation of Mathematics with other subjects.

Unit-2

A. Aims and objectives of Mathematics teaching, Qualities of a good math teacher.

B. Curriculum of Mathematics: concept and principles of curriculum construction.

Unit-3

A. Methods used in Mathematics teaching- Inductive-Deductive method, Analytic and Synthetic method, Lecture method, Heuristic method and Project method.

B. Using various techniques for teaching Mathematics viz Oral, Written, Drill and assignment or homework.



Unit-4

A. Lesson plan and teaching aids in Mathematics teaching. Mathematics Library, Laboratory and club.

B. Evaluation in Mathematics: Construction of achievement test based on objective type items and determination of its reliability and validity.

Practical work

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

Reference Books

- Kumar, Sudhir & Ratnatikar, D.N.: Teaching of Mathematics, Anmol publication Pvt. Ltd., New Delhi.
- Sidhu, Kulbir Singh: The Teaching of Mathematics. Sterling Publishers, New Delhi
- Vashista, S.R.: Curriculum Construction, Anmol publication Pvt. Ltd., New Delhi.
- रावत, एस०एस० : गणित शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- मंगल एस०के० : गणित शिक्षण, टण्डन पब्लिकेशन मार्केट, लुधियाना।
- कुलश्रेष्ठा, एक०के० : गणित शिक्षण, आर लाल बुक डिपो, मेरठ।

B.Ed.

Fourth Semester

Course BED 401 Environmental Education in Indian Perspective

Objective

- 1- To provide knowledge about environmental degradation.
- 2- To provide awareness about role of mass communication in environmental education.
- 3- To explain different strategies for making environmental education effective.
- 4- To impart knowledge about population and health education.

Course Outcomes

After completing the course the student will be able to -

- 1- Acquire awareness about degradation of environmental conditions and the impact of environment of society.
- 2- Understand the concept of mass communication and list its role in propagation of environmental education.
- 3- Analyse different strategies for making environmental education effective.
- 4- Equip themselves with the importance of population and health education and assess its impact on environmental education.

Course content

Unit-1 A. Environment: Meaning, different dimensions and components. Environmental pollution: Meaning and kinds, Environmental degradation, role of the teacher in prevention of environmental pollution, environment in the Indian society.

B. Ideas of Mahatma Gandhi, Tagore and J. Krishnamurti in relation to environmental protection.

Unit-2

A. Environmental Education: Meaning, objective, need and importance. Factors influencing environmental education, expectation from environmental education and teachers training institute.

B. Various resources of environmental education and methods of its use. Role of mass communication in propagation of environmental education.

Unit-3 .

A. Strategies for making the environmental education effective: Lecture, discussion, project, simulation & simulation games, problem solving, enquiry & field work and their uses and limitations.



B. Evaluation and conducting of the programmes of environmental education and difficulties encountered there in, The role of action research in solving Environmental problems.

Unit-4

A. Role of Indian values in environmental education, responsibilities of teachers in development of environmental awareness.

B. Environmental education based on environmental management and community: Meaning of environmental management. Importance of population education and health education with reference to environmental education.

Practical work

1. Collection of Statements and ideas related to Environment and its Conservation from Indian literature.

2. Construction of Project based on Environmental Education/ Pollution Control.

Transactional Strategies

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

Reference Books

- Chitrabhanu, T.K.: Environmental Education, Authors Press, Delhi.
- Goyal, M.K. : Essential Environment, RSA International, Agra.
- Nagi, G.K. : et al. Noise Pollution, Common Wealth Publisher, New Delhi, 1999.
- Pandey, G.N. : Environment Management Vikas Publishing House Pvt, 1997.
- बलवन्त राणा, जैन दिप्ती (2020) पर्यावरण शिक्षा एवं भारतीय परिप्रेक्ष्य, श्री विनोद पुस्तक मंदिर।
- नागपाल सुरेश (2019) पर्यावरण शिक्षा, पुष्पांजली प्रकाशन, नई दिल्ली।
- यादव सिंह, के०एन० एवं यादव रामजी (2017) पर्यावरण शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली।
- शर्मा वी०पी० एवं शर्मा रमा (2015) पर्यावरण शिक्षा, अर्जुन पब्लिशिंग हाउस, नई दिल्ली।

Anouka Sanyal

Course BED 402 Guidance and Counselling in School

Objective

- 1- To provide knowledge about meaning, need, objectives, scope and status of guidance in Indian content.
- 2- To provide detailed knowledge about various guidance services.
- 3- To develop knowledge about meaning and techniques of counselling.
- 4- To illustrate the use of tools and techniques for guidance.

Course Outcomes

After completing the course the student will be able to -

- 1- Understand the concept, need and status of guidance in Indian content.
- 2- Explain educational, vocational and personal guidance.
- 3- Understand the concept of counselling.
- 4- Equip themselves with the use of standardised and non-standardised tests, interview, observation, case study autobiographical description techniques of guidance.

Course content

Unit-1

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

Unit-2

- A. Kinds of guidance: Educational, Vocational and Personal.
- B. Needs of guidance for special children: Ongoing efforts in this field.

Unit-3

- A. Counselling: Meaning, conceptual similarities and differences between guidance and counselling, relevance of counselling in present context, organization of guidance and counselling services in schools.
- B. Techniques of counselling: Directive, Non-directive and Eclectic counselling: Objectives, steps, characteristics and educational implications.



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Unit-4

A. Evaluation techniques used in guidance: Standardized and Non-standardized tests, interview, observation, case study, autobiographical description, their merits and demerits.

B. Formation of cumulative records: Step and importance.

Transactional Strategies

- The course will be transacted mainly through practical work such as the following:
- Preparing the cumulative record of any two students by collecting data through case study method.
- Conducting a counselling session based on the problem of two students by using appropriate counselling technique and preparation of report thereon.

Reference Books

- Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- David, A. Guidance and Counselling. Com. W. Publication.
- Kochhar, S.K.: Educational and Vocational Guidance in secondary shells. Sterling Publication.
- Pandey, K.P.: Educational and Vocational Guidance in India. Vishvavidyalaya Prakashan
- Rao, S.N. Counselling and Guidance, Tata Mcgraw hill, New Delhi.
- Traxler, A. E. & North, R. I. Techniques of Guidance, Harper and Raw, New York.
- त्रिपाठी, शशिकान्ति एवं देव राखी आधुनिक शिक्षा में निर्देशन एवं परामर्श, कला प्रकाशन, वाराणसी।
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Course BED 403 School Management and Leadership

Objective

- 1- To enable the students to understand the basic management functions.
- 2- To develop competencies in using SWOT analysis for improving school management.
- 3- To orient students with the concept of TQM
- 4- To acquaint students with transactional and transformational leadership attributes.

Course Outcomes

After completing the course the student will be able to -

- 1- Understand planning, organizing, leading, motivating and controlling as basic management functions.
- 2- Use the result of strength, weakness, opportunities and threats (SWOT) for better management of classroom and school system.
- 3- Explain the concept of total quality management and apply it for effective school management.
- 4- Equip themselves with appropriate skills and competencies for effective participatory management and of accountability in school transactions.

Course content

Unit-1

Basic management functions: Planning, organizing, leading, motivating and controlling and their implications for effective school management.

A. Using management functions for an effective classroom management in schools.

Unit-2

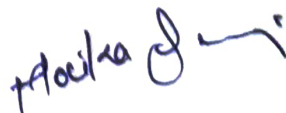
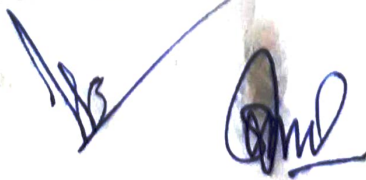
A. Needed skills for conducting strength, weakness, opportunity and threat (SWOT) analysis for improving school management.

B. The technique of 'Can do' / 'Will do', 'Cannot do' / 'Will not do' to enhance competence in school/classroom management.

Unit-3

A. The system of evaluation: Accreditation and Quality Assurance. Institutions created to watch quality concerns in school. Organizational climate and ethos- ensuring positive ambience within a school.

B. Improving the present system of inspection and supervision in schools: Participatory management and issues of accountability in school transactions.



Unit-4

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

B. Leadership : Meaning, definition and styles.

Transactional Strategies

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

Reference Books

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Course BED 404 Gender, School and Society

Objective

- 1- To bring into light the Indian Perspective of Gender.
- 2- To develop critical perspective on the ways in which Indian society promotes gender discrimination.
- 3- To indicate vulnerable areas for gender discrimination in curriculum transaction.
- 4- To analyse for education commissions on the education of girls.

Course Outcomes

After completing the course the student will be able to

- 1- Understand the Indian Perspective of Gender and its implications in present education system.
- 2- Identify the gender related discriminatory practise promoted in Indian society in terms of caste, creed and economic disparity.
- 3- Observe and explain different curriculum and classroom situations having potential for gender based discrimination.
- 4- Understand the need of minimizing inequalities based on gender.

Course content

Unit-1

A. Meaning of Gender and sex, Difference between Sex and Gender. Concept of Masculinity and Femininity Specific roles.

B. Nature and characteristics of Indian society, Agency of Socialization: School family, community activity centers and hobby club.

Unit-2

A. Emergence of Gender roles, Agencies of education with reference to gender: Family, community, school and mass media.

B. Gender Inequalities in Society: Causes and probable solutions, Concept of gender equality and equity. Influence of gender equality and empowerment of women.

Unit-3

A. Co-education schools: Their strengths and weaknesses in the Indian Context. Gender inequality in the classroom: Co-education and single sex schooling. The girl child in the Indian Society.



B. Curriculum and teaching transactions: vulnerable areas for gender discrimination. Measures to provide discrimination free school system Incentives for the education of girls. Creationg gender inclusive classroom, teaching learning material and classroom transaction.

Unit-4

A. The role of teachers in formulating positive notions about every gender among students. gender studies- shift from women studies to gender studies.

B. Incentives of government to promote gender equality with special reference to women and transgender. Transgender-Concept, legal provisions and strategies for empowerment. Supreme court verdict about transgender.

Transactional strategies

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

Reference Books

- Nirantar: Textbook regimes: A feminist Critique of nation and identity, New Delhi. (2010)
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