

MATHATMA JYOTIBA PHULE
ROHILKHAND UNIVERSITY, BAREILLY

Ordinances, Regulations & Curriculum

Faculty of Education



REVISED SYLLABUS

ACCORDING TO LATEST U.G.C. MODEL CURRICULUM

BACHELOR OF EDUCATION (B.Ed.)

&

MASTR OF EDUCATION (M.Ed.)

2010 onwards

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M.J.P. ROHILKHAND UNIVERSITY, BAREILLY
BACHELOR OF EDUCATION (B.Ed.)
ORDINANCES & REGULATIONS

1. The duration for the degree of Education shall be one year and examination shall be held at the end of the academic session.
2. A candidate who after passing (i) the graduation examination of the university or of an Indian university incorporated by law for the time being in force or (ii) any other examination recognized by the university as equivalent thereto (M.J.P.R. UNIVER.) attended a regular course of study in an affiliated college for one year shall be eligible to take examination of B.Ed.
3. No candidate shall be allowed to appear in B. Ed. examination unless he/she has put in the required percentage of attendance. Besides the above theory courses, 40 lessons in the subjects offered under 'method of teaching will have to be completed by the end of the session.
4. No candidate shall be declared to have passed B. Ed. Examination unless he/ she secures 36% marks in aggregate of all the theory courses and 48% marks in practical separately.
5. The division shall be determined on the aggregate of marks of all the courses prescribed for the degree separately in Theory and Practical as under

Division in Theory & Practical Separately	Percentage of marks
First Division	60% or above
Second Division	48% or above but below 60%
Third Division	36% or above but below 48%

6. If a candidate after completing the required percentage of attendance fails to appear in Theory or in Practical or both, he/she will have to appear as an ex-student in both Theory as well as in Practical without attending further regular classes.
 7. A candidate shall be required to offer the courses as prescribed in the syllabus. Each theory course shall carry 100 marks. The course IXth of Teaching Skills will be of 250 marks out of these 50 marks will be evaluated by subject supervisors and the remaining 200 marks by the Board of Examiners.
 8. Each college shall organize teaching seminars for at least 24 hours in a year.
 9. A candidate who does not earn the degree in continuous three years, shall cease to be a candidate for the degree. The period of three years shall be reckoned from the academic session in which he/she started his/her candidature.
- Note: Admission to B. Ed. classes will be made as per norms laid down by NCTE & Government from time to time.

EVALUATION SCHEME

The Performance of the candidate appearing in B.Ed. Examination will be evaluated as follows:

- (i) The evaluation of B.Ed. pupil teacher will be done in 1000 marks. The division will be awarded separately in theory out of 700 (Courses I to VII) marks and in practical out of 300 (Courses VIII & IX) marks respectively.
- (ii) The theory part in all the papers (Course 1 to VII) will be evaluated through, a system of University Examination as per its practice and routine.
- (iii) Four compulsory and one optional paper will be of 100 marks. 90 marks are for external theory examination. 10 marks are for continuous internal assessment done on the basis of written assignments, snap tests, participation in the discussion held in the class, term papers, attendance etc
- (iv) Evaluation procedure in Paper VIII. (Sessional Work and Practical) and IX will be as follows
 - a. Practical Sessional work 50 marks
 - b. Internal 50 marks will be given by two subject Supervisors. .
 - c. Evaluation for 'Teaching Skills marking purpose a board of three examiners comprising one as Convener of Concerned Permanent Department, second one Examiner from Other Teacher Training Departments of M.J.P.R. UNIVERSITY Bareilly. and third one Retired Teacher of M.J.P.R. UNIVERSITY OR In Service Teacher Educator of Other Universities. All the three examiners will assess students separately and average of Total Sum of marks will be his/her final score in teaching skills out of 150 marks.
 - d. Viva-voce Examination of 50 marks will be conducted by the Board of Examiners on he basis of student's sessional work.

OBJECTIVES :

On completion of this course the prospective teacher will be able to :

- Understand the nature, purpose and philosophy of secondary education.
- Understand the psychology of his/her pupils.
- Acquire competencies relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- Make pedagogical analysis of the subjects they have to teach at the secondary stage, develop skills for guidance and counseling.
- Foster creative thinking among pupils for reconstruction of knowledge.
- Explain the factors and forces affecting educational system and class-room.
- Understand the educational needs of special groups of pupils.
- To utilize community resources as educational inputs;
- Understand communication skills and use of modern information technology for school purpose : Develop aesthetic sensibilities; and research in education including action research.
- Develop awareness about role of education in building up a democratic, secular and socialistic pattern of society.

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BACHELOR OF EDUCATION (B.Ed.)

PROPOSED FORMAT OF COMPULSORY AND OPTIONAL THEORY PAPERS

Maximum Marks : 90

Time : 3 Hours

Note: There are two sections in this question paper Short answered questions in section A and long answered questions in section B. Answer of 6 short answered question should not exceed more than one page & these will cover the entire syllabus.

SECTION A	Marks
SHORT ANSWERED QUESTIONS	6 x 3 = 18
SECTION B	Marks
LONG ANSWERED QUESTIONS	4 x 18 = 72

(Questions in this section may be eight for internal choice)

PROPOSED FORMAT OF TEACHING SUBJECT THEORY PAPERS

Maximum Marks:100

Time : 3 Hours

Note : There are two sections in this questions paper Short answered questions in section A and long answered questions in section B. Answers of 4 short answered question should not exceed more than one page & these will cover the entire syllabus.

SECTION A	Marks
SHORT ANSWERED QUESTIONS	5 x 4 = 20
SECTION B	Marks
LONG ANSWERED QUESTIONS	4 x 20 = 80

Note: The paper should be set as per proposed format. The inclusion of type of questions in different sections may be left to the discretion of the paper setter as it doesn't have any impact on the nature of question paper.

BACHELOR OF EDUCATION (B.Ed.)

Scheme of Examination and Weightage given to each course.

2010 and onwards

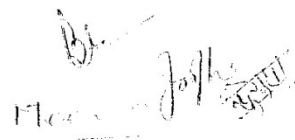
Code No.	Course No.	Name of Course	Marks		Total	Duration of Exam.
			External	Internal		
E-101	I.	Teacher in Emerging Indian Society	90	10	100	3 Hrs.
E-102	II.	Development of Learner and Teaching Learning Process	90	10	100	3 Hrs.
E-103	III	Development of Educational System in India	90	10	100	3 Hrs.

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E-104	IV	Essential of Education Technology and Management	90	10	100	3 Hrs.
	V	Any one from the following	-	-	-	-
E-205		Educational and Mental Measurement	90	10	100	3 Hrs.
E-206		Educational Management and Administration	90	10	100	3 Hrs.
E-207		Career Information and Career Guidance	90	10	100	3 Hrs.
E-208		Teaching Values	90	10	100	3 Hrs.
E-209		Environmental Education	90	10	100	3 Hrs.
E-210		Physical Education	90	10	100	3 Hrs.
	VI and VII	Teaching Methodology				
		Any two school subjects to be studied as methods papers. These subjects should be selected on the basis of the subjects studied at graduation/ post graduation level. Other subjects with teaching of commerce can be any one of the following.				
		1. Mathematics				
		2. Geography				
		3. Economics				
		4. English/Hindi				
		5. Social Studies				
E-311		Teaching in Hindi	100	-	100	3 Hrs.
E-312		Teaching of English	100	-	100	3 Hrs.
E-313		Teaching of Sanskrit	100	-	100	3 Hrs.
E-314I		Teaching of Social Studies	100	-	100	3 Hrs.
E-314II		Teaching of Economics	100	-	100	3 Hrs.
E-314III		Teaching of Civics	100	-	100	3 Hrs.

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E-314IV		Teaching of History	100	-	100	3 Hrs.
E-314V		Teaching of Geography	100	-	100	3 Hrs.
(Note : One Teaching Methods shall be opted out of the total five Teaching Methods mentioned in E-314(I) to E-314 (V))						
E-315		Teaching of Commerce	100	-	100	3 Hrs.
E-316		Teaching of Computer Science	100	-	100	3 Hrs.
E-317		Teaching of Mathematics	100	-	100	3 Hrs.
E-318		Teaching of Home Science	100	-	100	3 Hrs.
E-319		Teaching of Physical Science	100	-	100	3 Hrs.
E-320		Teaching of Biology Science	100	-	100	3 Hrs.
E-401	VIII and IX	Practical : Sessional work Take any five of the following (a) Administration, Scoring and Interpretation of Psychological Test (b) Operation of Audio-Visual Equipments (c) Construction of Test items and Examination Question Papers (d) Case Study/Action Research (e) Scouting & Guiding & Civil defence (f) Work with Community (g) Participation in Cultural Activities (h) Physical Exercises, Games and Sports	- - - - - - - -	- - - - - - - -	10 10 10 10 10 10 10 10	
E-402		Teaching Skill (Internal) Practice Teaching (Board of three examiners)			50 Marks For each examination/ examiner 3 x 50 = 150	
		Viva voce Examination based on sessional work and			50	



		skill of Teaching will be conducted by the board of Practical Examination/ examiners.			
		Internal assessment in the two teaching subjects to be assessed by subject supervisors. The assessment in this category include preparation of T.L.M. and other activities to be decided by the subject supervisors.			50 25 = 25 = 50
		Total			300

THEORY COURSES

COURSE-I

TEACHER IN EMERGING INDIAN SOCIETY

E-101

OBJECTIVES

On completion of this course students will be able to :

1. Understand the relationship between Philosophy and Education and. implications of philosophy on education.
2. Understand the importance and role of education in the progress of Indian society.
3. Explain the contribution of great educators to the field of education.
4. Understand the need to study education in sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to teaching profession and social welfare.
5. Analyse the means and measures towards the promotion of National integration and protection of human rights.

CONTENTS

UNIT – I

- Education: nature and meaning - its objectives in relation to the time and place.
- Education in the western context .with-specific reference to Rousseau. Pestalozzi.
- Dewey, Russell, their impact on educational thought and class-room practices. in term of progress trends in education.
- Indian thought and its contribution to educational practices.

UNIT-II

- Philosophy and Education - significance of studying philosophy in understanding educational practices-and problems.

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- Major philosophical systems - their salient features and their impact on education.
 - a) Naturalism with reference to views of Rousseau and Rabindra Nath Tagore.
 - b) Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - c) Pragmatism with reference to Dewey's "Instrumentalism and Experimentalism."

UNIT-III

- Educational thinkers and their contribution in developing principles of education
- M.K. Gandhi: Basic tenets of Basic Education.
- Swami Vivekananda: Man making education.
- Sri Aurobindo: Integral education, its basic premises; stages of development.
- Froebel : The play way method.
- Maria Montessori : The didactic apparatus.

UNIT-IV

- Directive principles in Indian Constitution; various articles mentioned in the constitution that are related to education.
- Sociological basis of education, education as an agent of social change, education as a means of National welfare through the immediate welfare of the society.

UNIT-V

- Human Resource Development, need and role of education in HRD.
- Human Rights: Brief Historical Background
- Distance education: Concept, need & mode, e-education-concept,

RECOMMENDED BOOKS:

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|---|--|
| 1. Teacher in the Emerging Indian Society | S.C. Sharma |
| 2. उदीयमान भारतीय समाज में शिक्षक | एम.एल. मित्तल |
| 3. शिक्षा में दार्शनिक तथा समाजशास्त्रीय विचार | डा.एस.एस. माथुर
विनोद पुस्तक मंदिर आगरा |
| 4. Philosophical and Soc. By Fou. Of Edu. | Sodhi T.S. & Arun |
| 5. An Introduction to Major Philosophies of Education | Dr. Ram Shakal Pandey |
| 6. शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि | डा. रामशकल पाण्डेय |

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COURSE-II
LEARNER TEACHING - LEARNING PROCESS & STATISTICS
OBJECTIVES

On Completion of the course students will be able to :

1. Acquire knowledge and understanding of stages of human developmental and development tasks with special reference to adolescents learners;
2. Develop understanding of process of children learning in the context of various theories of learning;
3. Understand intelligence, motivation and various types of exceptional children.
4. Develop skills for effective teaching-learning process and use of psychological tests.
5. Select and conduct the statistical analysis of the data.

CONTENTS

UNIT-I

Nature of learner

- (a) Stages of human development; 'stage specific characteristics and developmental tasks.
- (b) Adolescence in Indian context - characteristics and problems of adolescents, their needs and aspirations.
- (c) Guiding and counseling adolescents.

UNIT - II

Learning and Motivation

- (a) Nature of learning, learning theories - Behaviorists (Skinner's); Pavlov's Classical conditioning, Thorndike's connectionism and Kohler's insight learning theory.
- (b) Factors influencing learning and teaching process; learner related; teacher related; process related and content related.
- (c) Motivation - nature types; techniques of enhancing learners' motivation.

UNIT - III

Intelligence & Personality

- (a) Nature and characteristics of intelligence (Cognitive & Affective) and its development.
- (b) Theories 'of intelligence, Measuring intelligence.
 Personality - Definition, meaning and nature; development of personality; type and trait theories of personality, Assessment.

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UNIT-IV

Exceptional children

- (a) Concept of exceptional children - types and characteristics of each type including children with learning disabilities.
- (b) Individual differences - nature; accommodating individual differences in classroom.
- (c) Learner centered techniques for teaching exceptional children.

UNIT-V

Educational statistics

- (a) Data, frequency distribution and tabulations.
- (b) Calculation and uses - Central tendencies (mean, median and mode) and variability with special reference to standard deviation.
- (c) Correlation (Rank difference, meaning uses and calculation).

PRACTICALS:

- (i) Case study of an exceptional child.
- (ii) Administration of psychological Tests - anyone test to be administered, scored, interpreted and reported.

RECOMMENDED BOOKS :

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| 1. | शिक्षा मनोविज्ञान | डा. एस.एस. माथुर |
| 2- | शिक्षण अधिगम प्रक्रिया का विकास | डा. जी.आर. शर्मा |
| 3- | शिक्षण अधिगम प्रक्रिया का विकास | डा. गिरीश पचौरी |
| 4- | Advanced Education Psychology | Dr. A.B. Bhatnagar |
| 5. | Teaching and Development | Dr.S.K. Mangal |
| 6. | Development of Learner and Teaching Learning Process | Dr. S.C. Oberoi |
| 7. | शिक्षण एवं अधिगम प्रक्रिया का विकास | बी.पी. सिंह |
| 8. | शिक्षा मनोविज्ञान में प्रारंभिक विकास | डा. जी.एस. वर्मा |
| 9. | Psychology of Teaching Learning & Development | Dr. S.K. Mangal |

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COURSE-III.

E -103

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

OBJECTNES

On completion of the course students will be able to :

1. Understand that development of education is influenced by socio-political FORCES of the time.
2. Acquire knowledge of characteristic features of ancient, medieval and British system of education in India and of their strengths and limitations.
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Appreciate the developments in Indian education of the post-independence.

CONTENTS

UNIT - I

- Education in India during (a) Vedic, (b) Buddhist (c) Medieval periods and (D) Modern Period.
- Macaulay's minutes and Bentinck's resolution of 1835, Adam's report and its recommendations.

UNIT - II

- Recommendations of Indian Education Commission - 1882, its influence on the subsequent development of education.
- Essential features of Sadler Commission Report - 1917.
- Wardha scheme of education - 1937.

UNIT-III

- University Education Commission (1948-49).
- Secondary Education Commission (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy 1986 with modification made in 1992.

UNIT - IV

- Development of teacher education in India.
- Objectives
- Problem of teacher education in India.
- Role and Functions of NCTE

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UNIT – V

- Primary education and its major problems.
- Secondary education and its major problems (expressions and vocationalization)
- High education and its major problem (Autonomy and privatization).
- Reservation in Education : Right to education.

RECOMMENDED BOOKS :

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| 1. | Development of Indian Education | Suresh Bhatnagar &
Anamila Saxena |
| 2- | भारतीय शिक्षा का विकास | डा. जी.एम. वर्मा |
| 3- | भारतीय शिक्षा उसकी समस्यायें प्रवृत्ति और नवाचार | डा. अखिलेश चौबे |
| 4. | भारत में शिक्षा व्यवस्था | डा. जे.पी. श्रीवास्तव |
| 5. | भारतीय शिक्षा और उसकी समस्यायें | रमन विहारी लाल |

COURSE-IV

E-104

ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

OBJECTIVES

At the end of the course, the students will be able :

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip with various technological applications available to him/her for improving instructional practices.
3. To obtain a total gender of his role of scientific management in education.
4. To provide the skills required for effective instructional and institutional management in education.
5. To explain the concept of teaching.

CONTENTS

UNIT – I

- Definition of educational technology" distinction between hardware and software technologies. Their role in modern educational practices.
- Hardware technologies: Important accessories and their application OHP, Still and Movie Projectors, Audio- Video recording instruments; TV, Computers, New technologies like e-mail; internet; etc.
- Use of strategies like teleconferencing, micro teaching, programmed instruction, CA I. language laboratory.

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UNIT-II

- Psychological uses of modern technologies - Cone of experience (Edgar Dale).
- Multisensory Instruction - advantages.
- Developing programmed instructional material-linear, branching programmes, tryouts and validation etc.
- Information communication Technology - concept and application of ICT in Education, ICT Competencies for teachers.

UNIT - III

- Strategies of teaching - Meaning and special features with special reference to lecture, question answer, demonstration, discovery, heuristic, project, assignment, tutorial group, brain storming and role playing.

UNIT-IV

- Micro Teaching, Simulated teaching concept, procedure, Merits & Demerits.

UNIT - V

- Evaluating institutional performance - Methods used - pupil evaluation, teacher evaluation, evaluation of Institutional performance.
- Method of teacher evaluation - use of pupil rating, peer rating, supervisor rating, community rating - ratings used for institutional improvement.
- Accountability in school education - methods used for assessing accountability.
- Action research as a Total for solving educational problem meaning objectives and steps.

RECOMMENDED BOOKS:

1. Educational Technology and Management
2. शिक्षा तकनीकी के तत्व
3. शैक्षिक तकनीकी के तत्व एवं प्रबन्धन
4. Educational Technology, Theory & Practice in teaching Learning process.
5. Modern Trends in Education Technology
6. Introduction to Education Technology

Dr. RP. Bhatnagar

डा. आर.ए. शर्मा

सक्सेना एवं

डा. एस.सी. ओबराय

Anand Bhushan &

Aahuja Baba Publication

Punjab

Jagannath Mohanti

K.Sampath A. Pannirselvam

And S. Santhanam.

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ELECTIVE - EDUCATIONAL AND MENTAL MEASUREMENT

OBJECTIVES

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

1. To understand with the basic scientific concepts and practices in educational and mental measurement,
2. To tabulate and find out standard meaning from the raw Scores by using statistical procedures.
3. To develop skills and competencies for the use of the techniques in the field.
4. To interpret the result of educational measurement.
5. To understand about various educational and mental measurement tools.

CONTENTS

UNIT - I

- Concept of measurement: testing and evaluation.
- Scale of measurement : nominal, ordinal, interval and ratio scales.
- Discrete and continuous variables.
- Qualities of a test – reliability, validity and usability of a test.

UNIT - II

- Item analysis procedures of item selection and methods of estimating reliability, validity and norms of a test.

UNIT - III

- Techniques of test conduct-importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum plummage and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT-IV

- Interpreting measurement: normal probability curve, skewness and kurtosis. Percentiles and percentile ranks.
- Standard scores.
- Co-efficient of correlation by spearman's and product moment methods and its interpretation.
- Interpreting co-efficient of correlation

UNIT-V

- Achievement tests: construction of standardized achievement tests. Types of test items.
- Measurement of intelligence Concept of intelligence, Binet test, concept of I. Q.

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- Individual and group tests of intelligence.
- Aptitudes and personality tests: use of aptitude tests- an overview. Use of interest Inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective techniques. (Note-Some basic concepts and items covered under compulsory/core courses have been dropped here to avoid repetition although these are relevant).'

PRACTICAL

- Administration of a psychological test and interpretation of test results. Determination of reliability or validity of any self-made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

RECOMMENDED BOOKS:

- मापन एवं मूल्यांकन
- Education & Mental Measurement

डा. आर.ए. शर्मा
Dr. S.S. Soti

ELECTIVE: EDUCATIONAL ADMINISTRATION & MANAGEMENT E-206 OBJECTIVES

On completion of the course students will be able to :

- To understand the concept and concerns of educational administration.
- To understand the role of the headmaster and the teacher in school management.
- To understand the concept & Importance of communication and its possible barriers in educational administration.
- To critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
- To explain the scientific practices of educational management and keep him/her to apply it in work situation.

CONTENTS

UNIT – I

- Conceptual framework: Concept of educational administration.
- Concept of educational management, human beings as inputs, process and products.
- Total Quality Management - Concept and its Significance to School.

UNIT- II

- Role and functions of headmaster/teacher: Basic functions of administration planning, organizing directing and controlling.
- Maintenance of discipline, control management.

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- Co-ordination and growth development.
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision.
- Types of supervision.
- Providing guidance; leadership function ..
- Crisis management. Decision making.

UNIT-III

- Communication in Educational Administration: Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers of communications and have effective communication in educational administration.

UNIT – IV

- Management of Schools: Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Delegation of authority and accountability.
- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts. Role of the headmaster in creating resources and managing financial matters. Optimum use of available resources for growth and development of the school. Staff development programmes.
- Role of teachers in school management and administration.
- Teacher as a successful class room manager.

UNIT – V

- Educational administration in the state - The administrative structure in the field of education.
- Control of school education in the state - a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.:
- Problems of secondary school administration in government schools.

PRACTICAL

- The student teacher is expected to conduct a study on any issue or problem related to school administration. The report should be in about 700 words.

Dr. Jyoti Rani

Recommended Books:

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| 1. | शैक्षिक प्रशासन एवं प्रबन्ध | डा. जी.एस. वर्मा |
| 2. | Education Administration & Management | M.L. Mittal |
| 3. | Education Administration & Management | S.S. Mathur |

ELECTIVE CAREER INFORMATION IN CAREER GUIDANCE E-207

OBJECTIVES

On completion of the course students will be able to :

1. To develop the understanding of the need and importance of career information for-e pupils.
2. To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
3. To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.

UNIT - I

- Meaning and concept of Guidance
- Types-educational; vocational and personal; needs and principles. Counseling - need, functions and types.

UNIT-II

- Meaning of career and career information, components of career information.
- Occupational Information, information about education and opportunity and personal social information.

UNIT-III

- Aims to study career Information at different school levels.
- Career information; sources, method of collection, classification and filling-up of information and evaluation of the Information.

UNIT-IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT-V

- Personal-social Information at every school level.
- Setting up of a Career Resource Centre, its major importance.

Recommended Books

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| 1. | निर्देशन एवं परामर्श | डा. एस.सी.ओबराय |
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2.	Educational & Vocational Guidance & Counseling	Dr. S.C. Oberoi
3.	Career Information in career Guidance	Dr. S.C. Oberoi
5.	Guidance and Counseling in Education Psychology	Dr. R.P. Bhatnagar & Seema Rani
6.	Educational & Vocational Guidance & Counseling	J.C. Agarwal

ELECTIVE : TEACHING OF VALUES E-208

OBJECTIVES

On completion of the course students will be able to :

1. To understand the nature and sources of values, and disvalues ..
2. To understand the-classification of values under different types.
3. To appreciate educational values like democratic, secular, and socialist.

UNIT-I

- Nature and sources of values, biological, psychological, social and ecological determinants of values.- their bearing on education in varying degrees.

UNIT-II

- Classification of values into various types, material, social normal and spiritual values; status of values, how can these be realized through education.

UNIT-III

- Corresponding to values there are evils or disvalues - material, social economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

UNIT-IV

Levels of value realization, Development of values as a personal and life-long process-teaching of values as an integral part of education.

UNIT-V

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.
- Value of self-sacrifice vs value of self-centeredness.
- Values of excellences vs values of ego-centralism.
- Values of work vs values of selfishness;
- Every teacher or all teachers need to teach values.

RECOMMENDED BOOKS:

- | | | |
|----|--------------------------------|---------------------------|
| 1. | मूल्य शिक्षा के परिप्रेक्ष्य | डा. सोती शिवेन्द्र चन्द्र |
| 2. | Knowledge, Value and Education | S.R. Bhatt |

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ELECTIVE : ENVIRONMENT EDUCATION E-209

OBJECTIVES

On completion of the course students will be able to :

1. To understand about the concept of environments to education.
2. To develop a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in -harmony with nature.
5. To understand about the various measures available to conserve the environment for sustaining the development.

CONTENTS

UNIT - I

- Environment Education : Meaning, Objectives scope and nature of environmental education.
- Types of environment pollution.

UNIT-II

- Causes and effects of environmental hazard, global and local Environmental pollution and its remedies.
- Green house effect - an impending catastrophe.
- Ozone layer depletion - environmental treat, acid rain, pillar melting, rise of sea level and their implications.

UNIT-III

- Salient features of environmental awareness through education Programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT-IV

- Biodiversity: Conservation of genetic diversity, an important environment priority: learning to live in harmony with nature.

UNIT V

- Role of school in environmental conservation aided to sustainable development.
Role of government organization and non government organization in protection and preservation of environment.

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PRACTICAL

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data.
- The area of this project is to include anyone of the following topics:
 - (a) Noise pollution.
 - (b) Water pollution.
 - (c) Air pollution.
 - (d) Deforestation.
 - (e) Role of the pollution control boards Role of voluntary organizations.
- The report on the Practical should be submitted to the college within the specified period by the college authority. The length of the report may be around 700 words.

Recommended Books:

- | | | |
|----|-----------------------|----------------|
| 1. | पर्यावरण | डा. भोपाल सिंह |
| 2. | Environment Education | Dr. S.S. Soti |
| 3. | Environment Education | H.M. Dev. |

ELECTIVE : PHYSICAL EDUCATION

E-210

OBJECTIVES

To Student teacher will be able to develop :

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organizing the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organizing physical education meets and events.

CONTENTS

- UNIT-I** Physical education-its meaning and implications, aims and objectives; Foundations of physical education; concept of physical fitness recreation. Physiological effects of exercise; Biophysical differences in boys and girls and their implications in physical education; Postural defects including remedial exercise including Asanas.
- UNIT-II** The significance of child's growth and development for the practice of physical education. The interaction of healthy, physical education and physical fitness; concept of positive health.
- UNIT-III** Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, narcotizes and drugs. The principles of programme building: organization of physical education programme in secondary school; Competitions their role, values and limitations; Team and house system;

Joseph
20/10/2021

classification of pupils for instructional and other purposes; preparation of fixtures.

UNIT-IV Organization of annual athletic meet including laying of a double bend tracks with provision of-staggers. Evaluation of student's performances in physical education program

UNIT-V Problems In organizing physical education programme in Indian schools.

PRACTICAL

- To be decided by the investor in-charge and to be internally assessed.

COURSE-VI & VII

METHODS OF TEACHING

Visualizing the voluminous content of presentation of methodology, of teaching subject-wise, methodology of teaching has been enumerated area-wise instead of dealing with each subject separately. These are as follows:

1. Methodology of teaching Physical/Biological Science.
2. Methodology of teaching Social Sciences.
3. Methodology of Teaching Mathematics.
4. Methodology of Teaching languages as mother tongue and as second language.

COURSE VI & VII

TEACHING OF HINDI

E-311

OBJECTIVES

On completion of the course student will be able to :

1. Understand the nature and characteristics of a language and mother-tongue and the use of language.
2. Understand the required skills and their interlinks for mastering language.
3. Understand the various approaches of planning for successful language teaching.
4. Understand the approaches for teaching different aspects of language.
5. Understand the aids and other similar available material that could be used for teaching language.
6. Understand the techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

CONTENTS

UNIT-I

Importance of mother-tongue in education. teaching of mother-tongue as against of the regional and foreign languages.

Analysis factors in Language learning, language as a skills.

Formulation of aims and objectives of teaching Hindi at Junior and Senior stages.

- UNIT-II.** Phonetics of Hindi language, morphology and syntax.
First step in teaching of Hindi, the advantages of structural approach at different stages.
- UNIT-III.** The teaching of Hindi at Junior and senior levels with regard to the following: Prose, Poetry, Rapid Reading, Grammar, Composition and Translation, application of modern methods in teaching and evaluating the effectiveness of methods.
- UNIT-IV.** The mechanics of teaching, pronunciation and intonation, handwriting, spelling and correction.
Use of audio-visual aids in teaching language.
A critical study of the prescribed text-books in Hindi at Junior and senior levels with special reference to structure and vocabulary.
- UNIT-V.** Application of evaluation approach in teaching of Hindi, objective centred tests in Hindi and construction.
Diagnostic and remedial teaching: Application of action research methodology in the following areas:
(a) Pronunciation (b) Spelling (c) Reading (d) Writing.

RECOMMENDED BOOKS:

- | | | |
|----|---------------|----------------------|
| 1. | हिन्दी शिक्षण | डॉ० सावित्री सिंह |
| 2. | हिन्दी शिक्षण | प्रो. एम.एल. मित्तल |
| 3. | हिन्दी शिक्षण | डॉ० रमन बिहारी |
| 4. | हिन्दी शिक्षण | प्रो. आर.एस. पाण्डेय |

TEACHING OF ENGLISH

E-312

OBJECTIVES

On completion of the course student will be able to :

1. Create a warm and accepting class room environment conducive to learning.
2. Understand the nature and characteristics of language and use of English language.
3. Evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purpose.
4. Understand important methodologies and techniques of teaching English.
5. Will be able to develop insight into the form and use of English and to give practice in lesson planning.

Dr. J. K. Singh
20/11/2021

CONTENTS

UNIT-I

Concepts

- (a) Nature of language.
- (b) Importance of language.
- (c) Functions of language.
- (d) Linguistic principle.
- (e) Aims and objectives of teaching of English.
- (f) Stating objectives in behavioural terms.

UNIT- II

Content and Pedagogical Analysis

- (a) Teaching of prose, poetry, composition and grammar.
- (b) Pedagogical analysis based on unit analysis, objectives, learning experience, chosen methods and material and evaluation at least one topic from prose, poetry, composition and grammar.
- (c) Preparation analysis based on any of the following skills.
 - (i) Questioning.
 - (ii) Explaining.
 - (iii) Illustration.
 - (iv) Stimulus variation

UNIT-III

Methods of Teaching and Skills of Teaching

- (a) Difference between an 'approach and 'method', Major methods of teaching English: Grammar-cum-translation method, direct method and bilingual method.
- (b) Structural approach Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.
- (c) Latest Development in the approach and methods of teaching English including the linguistic communicative approach.
- (d) Development of following linguistic skills;
 - (i) Listening and understanding.
 - (ii) Speaking.
 - (iii) Reading
 - (iv) Writing

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UNIT-IV

- (a) Importance of Instructional material and their effective use.
- (b) Use of following aids:
 - (i) Chalk board.
 - (ii) Flannel board.
 - (iii) Pictures.
 - (iv) Picture cut-out.
 - (v) Charts.
 - (vi) Tape-recorder
 - (vii) Record-player (linguaphone)
 - (viii) Radio
 - (ix) Television
 - (x) Film and filmstrip.
 - (xi) Overhead Projector
 - (xii) Languages laboratory

UNIT-V

- (a) Basic principles of testing English, The difference between measurement and evaluation.
- (b) The meaning and significance of comprehensive and continuous evaluation in English.
- (c) Development of good test items in English (objective type, short answer type, essay type).
- (d) Preparation of an achievement test.

Recommended Books:

- | | |
|------------------------|-----------------|
| 1. Teaching of English | Dr. S.C. Chadha |
| 2. Teaching of English | Dr. M.K. Singh |
| 3. Teaching of English | R. Bindra |

TEACHING OF SANSKRIT

E-313

OBJECTIVES

On completion of the course student will be able to :

1. Develop basic abilities for teaching Sanskrit.
2. Understand the importance of teaching objectives of Sanskrit language.
3. Evaluate basic languages skills such as – listening, speaking, reading and writing and integrate them for communicative purpose.

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4. Understand the techniques of obtaining feedback for self-evaluation and evaluation of students success.

CONTENTS

- UNIT-I** The position of Sanskrit in the school curriculum: Its literary, cultural and linguistic value, its relations with modern Indian Language.
Aims and Objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms,
- UNIT-II** Curriculum :
(a) Need, bases and principles of curriculum construction .
(b) Precautions in developing curriculum of Sanskrit.
(c) Evaluation of present curriculum.
- UNIT-III** Teaching Methods: Pathshala method, Bhadarkar method, Text-book method, direct method and the elective method.
- UNIT-IV** Teaching of prose, poetry, grammar, composition, translation, drama. rapid reading and spelling in Sanskrit.
Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
Text book of Sanskrit -Characteristics and evaluation procedure of text book.
- UNIT-V** Evaluation in teaching of Sanskrit, construction of a good test keeping in view the objectives, content and form of questions, preparation of blue print.
Teaching aids in Sanskrit and preparation of lesson notes.

Recommended Books:

- | | |
|---------------------------|--------------------|
| 1. संस्कृत शिक्षण | डॉ० एम०डी० सिंह |
| 2. संस्कृत शिक्षण विधियाँ | डा० आर०एस० पाण्डेय |
| 3. संस्कृत शिक्षण विधियाँ | डॉ० रघुनाथ सफाया |

TEACHING OF SOCIAL STUDIES E-314-I

OBJECTIVES

Student teacher will be able to :

1. Develop understanding of aims and objectives of teaching of Social Studies.
2. Understand curriculum organization.
3. Understand different methods devices and techniques of teaching Social Studies.
4. Understand the use of different audio visual aids.
5. Understand the modern concepts and tools of evaluation.

CONTENTS

- UNIT-I** Social Studies teaching: Need and justification of the teaching SST as a

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separate subject in school curriculum. Fundamental principal of social studies courses. Objectives of teaching social studies, objectives of teaching the subject at different levels, scope of the social studies and values of teaching social studies.

UNIT-II Need for the planning of curriculum, construction of curriculum, general pattern of social studies curriculum.

Various methods techniques of teaching social studies

UNIT-III Audio-Visual aids in social studies. Need, principles for use of teaching aids, Advantages and problems in the use of material aids.

Textbook of social studies: importance, value, characteristics of good textbook

UNIT-IV Social studies library and laboratory, need and management, material and equipments.

Evaluation in social studies: Meaning, purpose, objectives and criteria of good examination, evaluating the results of SST.

UNIT-V Lesson planning: Values and importance, Types of lesson planning, Steps in lesson planning, (Herbertian).

Recommended Books:

- | | |
|-------------------------------|----------------------|
| 1. Teaching of Social Studies | गुरुमीत सिंह एन. बैन |
| 2. सामाजिक अध्ययन शिक्षण | उमा मंगल |

TEACHING OF ECONOMICS E-314-II

OBJECTIVES

Student teacher Will be able to :

1. Understand the growing concepts principles and theories of economics.
2. Understand aims and objectives of teaching economics.
3. Analyse various economic problems which our country is facing.
4. Understand different methods of teaching devices and techniques of evaluation.
5. Understand different teaching aids.

CONTENTS

UNIT-I Definition, Nature and scope of Economics -

- a. Meaning, Nature and Scope of Economics.
- b. Importance of Teaching of Economics
- c. Aims and objectives of Teaching of Economics
- d. Correlation of Economics with other subjects.

UNIT-II Aims of teaching economics with special reference to Indian conditions .

Joseph
R.R. BHAT

Curriculum of economics - (a) Principles of curriculum construction
(b) methods of organization of the subject matter of economics.

UNIT-III Methods of teaching economics .

(I) Traditional methods; (a) Text book method (b) Lecture method

(II) Modern methods - Laboratory, Project, Problem. solving, Inductive and deductive supervised study and socialized recitation method.

Techniques of teaching economics-

(a) Question-answer. (b) Illustration (c) Observation (d) Examination

(e) Assignment (f) Drill.

Teaching aids in the teaching of economics-

Text book of economics –

(a) Importance of text book (b) Basic principles of selection of text book

(c) Critical study of the present text books of Economics.

UNIT-IV Evaluation in economics.

(a) Meaning and importance of evaluation (b) Purpose of evaluation

(c) Techniques of evaluation (d) various types of examinations (e) objective.

UNIT-V Lesson planning economics –

(a) meaning, need and aims of lesson planning.

(b) evaluation approach.

Book Recommended :

1. अर्थशास्त्र शिक्षण

डा. रामपाल सिंह

TEACHING OF CIVICS

E-314-III

OBJECTIVES

Student teacher will be able to :

1. Understand the meaning of civic sense importance of civics.
2. Understand the meaning of civic sense.
3. Will be aware towards political system.
4. Understand the electoral process.

CONTENTS

UNIT-I Justification of the teaching of civics as a separate subject in the school curriculum. Propagation of social ideals through teaching of Civics.

Formulation of aims and objectives of teaching of Civics at different levels.

UNIT-II The syllabus, its scope and adequacy, an evaluation of the contents of the

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present syllabus, I principle involved in the construction of syllabus for Civics
Fixing up the contents to be presented as learning experience for different grades.

Evaluation of history text books.

- Sources of information in the book, judicious selection of accurate and upto date content.
- Exercises and activities for students.
- Illustrations variety and accuracy.
- Language and style.
- Suitability of selection organization and presentation of content.

UNIT-III Methods, techniques and aids of teaching of Civics to be discussed under the following heads:

- (a) The broad principles
- (b) Their suitability to different content-areas.
- (c) Application (precaution to be taken while using different methods) technique and aid, limitations.
- (d) Evaluation-discussing their merits and limitations.

Text-books of Civics: How to construct them; Devising evaluation criteria of the appraisal to text-books in Civics and applying them, Principles involved in the selection of the text-books of Civics-An evaluation of the current text books of civics.

UNIT-IV Evaluation approach in teaching of Civics :

- (a) Applying evaluation approach.
- (b) Devising evaluation tools in Civics.
- (c) Constructions of objective type test in Civics.

UNIT-V Preparation of Unit plan and lesson plan .

Recommended Books:

- | | | |
|----|-----------------------|-----------------------|
| 1. | नागरिक शास्त्र शिक्षण | एन०आर० स्वरूप सक्सेना |
| 2. | नागरिक शास्त्र शिक्षण | प्र० एस०एम० मिश्र |
| 3. | नागरिक शास्त्र शिक्षण | डॉ० रामपाल वर्मा |

TEACHING OF HISTORY

E-314-IV

OBJECTIVES

Student teacher will be able to :

1. Understand the importance of History.
2. Understand the aims and objectives of teaching of History

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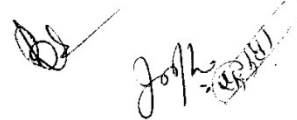
3. Analyse critically the curriculum and text books of teaching History at secondary stage.
4. Understand the different methods of teaching History.
5. Understand the role of current events in teaching of History.
6. Understand different techniques of evaluation.

CONTENTS

- UNIT-I** Place of history in school curriculum.
 Relationship of history with geography, civics literature economics, sociology and other subjects.
 Importance of local history, provincial or regional history, national history and world history.
 Aims and Objectives of teaching history,
 Values of teaching history: cultural ethical; intellectual, Informational, national and international.
- UNIT-II** History Curriculum; need of organizing facts in history for various grades; course content of history of different classes.
 Methods of organizing history curriculum chronological methods, topical, method, patch method regressive method merits and demerits of these methods.
- UNIT-III** Text-book method, story-telling method, biographical method, lecture method, discussion method, problem solving method, project method Unit method, source method merits and limitation of the above method.
 Techniques: Supervised study, note taking, note making assignments, role playing.
 Lesson planning in history detailed and brief planning Unit planning for teaching.
- UNIT-IV** Need for A. V. aids in teaching history.
 Bulletin Board historical charts, pictures, photographs historical maps, historical (films, and filmstrips, objects, specimen, models, radio and T.V. exhibits of social and cultural life of people.
 Time lines time harts chorological and gemological tables.
 Museum, dramatization, excursion a and excavations.
- UNIT-V** History room-essential equipment of history room, class room management class room and laboratory work to develop skills.

Books :

- | | |
|--|-----------------------------------|
| <ol style="list-style-type: none"> 1. Teaching of History 2. Teaching of History | <p>S.K. Kochar
B.D. Saida</p> |
|--|-----------------------------------|

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**TEACHING OF GEOGRAPHY
OBJECTIVES**

E-314-V

Student teacher will be able to :

1. Understand the need for learning Geography.
2. Understand about basic principles governments, constructions of curriculum.
3. Use of various methods of teaching Geography.
4. Understand nationalism and internationalism.
5. Understand the preparation and use of different audio – visual aids.

CONTENTS

- UNIT-I** Place of Geography in School Curriculum and its relationship with other school subjects.
Changing nature of Geography; Geography as a physical Science, Geography as a social science, Educational value of Geography.
- UNIT-II** Methods of teaching Geography: observation, descriptive explanatory, comparative general (topical), regional, project excursion and field work .
Use of local resources for teaching Geography in rural and urban areas.
- UNIT-III** Teaching aids construction of scale, graphs, diagrams, cularging and reduction of maps, inter-predations of weather maps and to topographical maps of India.
- UNIT-IV** Evaluation in Geography
- UNIT-V** The teacher his qualification, out look and training for organizing seminars for orientation.

RECOMMENDED BOOKS :

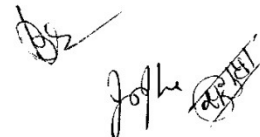
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|--------------------------|--------------|
| 1. Teaching of Geography | R.P. Singh |
| 2. भूगोल शिक्षण | जी०एस० वर्मा |

**TEACHING OF COMMERCE
OBJECTIVES**

E-315

Student teacher will be able :

1. To understand the methodologies of teaching used in teaching commerce in schools.
2. To understand the values of commerce and the relationship of commerce with other subjects.



3. To understand use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To understand the role of teaching aids, text books, homework, libraries in commerce.
5. To plan their lessons of commerce.

CONTENTS

- UNIT-I** Meaning and scope of commerce In developing and developed countries. Significance of Commerce in Indian Schools today.
Aims and objectives of teaching Commerce at different levels.
- UNIT-II** Principles of curriculum construction, a critical estimate of present syllabus in commerce subject in the state of U.P.
- UNIT-III** Methods of teaching Commerce subjects, Laboratory methods, Project method, Unit method, Discussion method and Socialized recitation method.
Techniques of teaching Commerce subject-narration, questioning observation, drill, assignment correlation; visits to offices and factories.
Aids and illustration for teaching Commerce subject a equipments of Commerce room and library.
Commerce teacher, his qualities and qualification.
- UNIT-IV** Text-books in Commerce subjects, their importance and criteria for their selection.
- UNIT-V** Application of evaluation approach in the teaching of Commerce construction of objective test.

Recommended Books :

- | | | |
|----|----------------|------------------|
| 1. | वाणिज्य शिक्षण | शर्मा एवं सकसेना |
| 2. | वाणिज्य शिक्षण | डॉ० एस.एस. सोती |

TEACHING OF COMPUTER SCIENCES E-316

OBJECTIVES

Student teacher will be able to :

1. Know the importance and place of computer in school curriculum.
2. Understand aims and objectives of computer science.
3. Plan computer lab and evaluate learning outcomes.
4. Understand problems in the adoption of computer in daily teaching.

CONTENTS

- UNIT-I.** Introduction; Meaning, scope and importance of computer, science and its place, in school curriculum.

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Historical perspective: Development of Computer (hardware and software) and computer education as a school subject and present status of computer education as a school subject.

Aims and objectives of teaching computer science at the school level.

UNIT-II Curriculum in Computer: Principles of curriculum construction, programme language (BASIC) and its application in education.

UNIT-III Instructional technology: Lecture method, demonstration method CAI technique hands on experience, video technology.

UNIT-IV Planning: Need and Procedure.

Planning of computer laboratory.

Evaluation of learning outcomes.

UNIT-V Preparation of a computer project.

Problems In adopting computer in daily teaching.

Recommended Books:

- 1- कम्प्यूटर शिक्षण वीरेन्द्र वर्मा
2. Teaching of Computer Science Dr. Alok Kumar

TEACHING OF MATHEMATICS E-317

OBJECTIVES

Student teacher will be able to :

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

CONTENTS

UNIT-I Meaning of mathematics; History of mathematics; Contribution of Indian mathematicians with reference to Bhaskaracharya, Aryabhata, Leelavati, Ramanujam and contributions of Euclid, Pythagoras, Renesdescarte.

UNIT-II Objectives of teaching mathematics in terms of Instruction and behaviour, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory, using various techniques for teaching mathematics viz., oral, written, drill, assignment; supervised study and programmed learning. •

Joseph

- UNIT-III** Meaning and importance/purpose of a lesson plan; Performa of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan; meaning and purpose of an yearly plan: developing/preparing low cost improvised teaching aids relevant to local ethos: skill in maintaining and using blackboard, models charts, TV, films and video tapes and VCR.
- UNIT-IV** Principles and rationale of curriculum development: organizing the syllabi both logically and psychologically according to the age groups of children.
- UNIT- V** Textbooks in mathematics - qualities of a good textbook in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioral developments.

Recommended Books:

- | | | |
|----|-------------------------|----------------------|
| 1- | गणित शिक्षण | डॉ. वी.के. महेश्वरी |
| 2. | Teaching of Mathematics | Dr. S.C. Shukla |
| 3. | गणित शिक्षण | डॉ. ए.के. कुलश्रेष्ठ |

TEACHING OF HOME SCIENCE **E-318**
OBJECTIVES

Student teacher will be able to :

1. Understand the aims of objectives of teaching home science.
2. Understand the skill of using various teaching methods and teaching aids in the teaching of Home Science.
3. Inculcate abilities and competencies to organize co-curricular activities.
4. Under problem solving approach in problems related with Home Live.

CONTENTS

UNIT-I Concepts

- (a) The concept of Home Science: Meaning and components; place of Home Science in secondary education.
- (b) Aims and objectives of teaching Home Science.
- (c) Writing objectives in behavioral term.
- (d) Correlation of Home Science with other school subjects.

UNIT-II Pedagogical Analysis

- (a) Foods, Nutrition and Health.
- (b) Child Care.
- (c) Fiber and Fabric.
- (d) Home Management -Importance of planning, principles of budget making.
- (e) Hygiene and sanitation.

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UNIT-III Methods of Teaching

- (a) General principles and methods of teaching - project method, discussion method, demonstration, practical, individual work.
- (b) Micro-teaching skills - explaining, questioning, illustration and stimulus variation.

UNIT-V Equipments of Teaching

- (a) Development and designing of curriculum.
- (b) Teaching aids - classification and importance.
- (c) Concept of lesson plan, preparation of lesson plan.
- (d) Development of text-books.
- (e) Planning of space and equipment for Home Science laboratory.

UNIT-V Evaluation

- (a) Evaluation in Home Science - Meaning and importance. of evaluation.
- (b) Comprehensive and continuous evaluation.
- (c) Evaluation devices - written, oral, observation, practical work, assignment.

Recommended Books :

1. Teaching of Home Science Dr. Priya Bhargar
2. Teaching of Home Science Seema Yadav

TEACHING OF PHYSICAL SCIENCE

E-319

OBJECTIVES


The student teacher will be able to :

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down these procedures to be adopted for preparing designs of lessons.
5. Manage Introduction activity in such way that the vast majority of the learners attain, most of the objectives.

CONTENTS

UNIT-I

- Nature of modern sciences - Path tracking discoveries and land mark development in science; eminent scientists from India and abroad - C. V Raman, H.J. Bhamra, J.C. Bose, Newton, Einstein, Stephen Hawking.
- Justification for including sciences as subject of study i.e. school curriculum, I Objectives of Teaching Physical Science - Taxonomy of educational objectives

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John 

-Organizing learning experiences for achieving, specified behavioral outcomes.

UNIT-II

- Major Methods used for science instruction.
- Co-curricular And non-formal approaches : Activity approaches and non-formal methods of science teaching In terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and vivariums original science projects - organizing science fairs and excursions to be taken up.

UNIT-III

- Planning for teaching developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further focus, use of Purgation and RCEM approaches in developing lesson plan.
- Preparation and development of improvised apparatus, preparation, selection and use of teaching aids.
- Innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching.

UNIT-IV

- Practical Work in science teaching; record writing for science project, interior designing for science and biology laboratory .

UNIT-V

- Concept of evaluation and measurement.
- Evaluating learning outcome, in science, preparing various kinds of objective tests.
- Diagnostic testing and remedial teaching. Formative evaluation and summative evaluation.

Recommended Books:

- | | | |
|----|---------------------|-----------------|
| 1- | विज्ञान शिक्षण | ए०बी० भटनागर |
| 2. | विज्ञान शिक्षण | कुलश्रेष्ठ |
| 3. | Teaching of Science | Dr. S.C. Shukla |

TEACHING OF BIOLOGICAL SCIENCE E-320

OBJECTIVES

Student teacher will be able to :

1. To develop skills in using different methods of teaching Life Sciences.
2. To develop competency in organizing physical facilities and equipment.
3. To inculcate abilities and competency to organize co-curricular activities related to life sciences.



4. To develop the skill of planning teaching learning activities.

CONTENTS

UNIT - I

- Nature of biological sciences, Major thrust areas of biological sciences, Path tracking discoveries and landmarks developments in science.
- Justification of biology for including as a school subject. Objectives of teaching biology, Taxonomy of educational objectives. Concept of entering and terminal behavior, Organizing learning experiences for achieving specific behavior outcomes.

UNIT-II

Major methods and models of instruction for biological sciences :

- Co-curricular and non-formal approaches : activity approaches and non-formal approaches of biology teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquarium, herbarium, vivarium, Original science projects – organizing science fairs and excursions to be taken up.

UNIT-III

- Planning for biology teaching, unit plan, lesson plans, content analysis, pedagogical analysis; Different approaches for developing, lesson plan -like RCEM, and evaluation; Development of improvised apparatus: Preparation, selection and use of teaching aids; Innovations in biology teaching like team teaching, seminar presentation, programmed instruction, micro-teaching, CAI

UNIT -IV

- Principles of curriculum development of biological science; Adapting the curriculum of biological science to local needs, and availabilities of local resources.
- Designing biology laboratory, Practical work and record keeping in biology.

UNIT-V

- Curricular accessories and support material - text books, journals, handbooks students' work-books, display slides, audio-visual support material, laboratory material.

Evaluating outcomes of biology teaching

- (a) Concept of evaluation and measurement
- (b) Developing achievement test for-biology teaching.
- (c) Diagnostic testing and remedial teaching formative evaluation and summative evaluation.

RECOMMENDED BOOKS:

- | | |
|------------------------|-----------------------|
| 1- जीव विज्ञान शिक्षण | डा. एस.सी. कुलश्रेष्ठ |
| 2. Teaching of Biology | Dr. S.C. Shukla |

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SYLLABUS
MASTER OF EDUCATIONAL
M.Ed. EXAMINATION
(2010 ONWARDS)

M.J.P.ROHILKHAND UNIVERSITY, BAREILLY

The examination for the degree of Master of Education shall be open to a candidate who after graduation has passed B.T. or L.T. or B.Ed. examination or any other examination recognized by the University as equivalent to B.Ed. Examination of the University and has passed a regular course of study in the department of Education of the University or in an affiliated college as herein after prescribed for one session full time student.

The programme of study of M.Ed. Examination shall comprise of :

- (a) Three compulsory papers of 100 marks each.
- (b) Two optional papers of 100 marks each.
- (c) Dissertation of 80 marks and viva voce of 20 marks on it.

Practicals :

- (d) Field based experiences related to supervision and Evaluation of Practice of teaching and other aspects of School experiences of B.Ed. Programmes 25 marks.
 Psychology practical : 25 Marks.


50 marks

Total of 50 marks

Grant Total – 650

Following shall be the compulsory papers in M.Ed. (Weightage given to each paper)

Course No.	Name of course	Marks		Total	Duration of Exam.
		External	Internal		
I	Philosophical & Sociological Foundations of Education	90	10	100	3 Hrs.
II	Psychological Foundations of Education	90	10	100	3 Hrs.
III	Methodology of Educational Research	90	10	100	3 Hrs.
Optional Papers	Any two of the following				
IV & V Option					
1.	Guidance and Counseling	90	10	100	3 Hrs.

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2.	Distance Education	90	10	100	3 Hrs.
3.	Comparative Education	90	10	100	3 Hrs.
4.	Teacher Education	90	10	100	3 Hrs.
5.	Special Education	90	10	100	3 Hrs.
6.	Educational Technology	90	10	100	3 Hrs.
7.	Educational Measurement and Evaluation	90	10	100	3 Hrs.
8.	Curriculum Development	90	10	100	3 Hrs.
9.	Educational Administration, Supervision and Management	90	10	100	3 Hrs.
VI	Dissertation of 100 marks				
VII	Practical of 50 marks				
	1. Psychological - 25 marks				
	2. Other activities -25 marks				

Note : Every student will submit one assignment/term paper on a topic in the five papers. 10 marks allotted for terms paper etc. in each paper. The assignments will be evaluated internally.

EVALUATION SCHEME

Examiner will set Nine question in all i.e. two each from four units and one question (9th) covering the entire syllabus will consist of four short answer type questions.

Student are required to attempt one question out of two questions set from each unit. In all they have to attempt five questions. All question carry equal marks.

M.ED. SYLLABUS

PAPER - I

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

PART I : PHILOSOPHICAL FOUNDATION

Total	: 100
External	: 90
Internal	: 10

Course Objectives : On completion of this course students will be able to :

1. Understand the nature and functions of philosophy of education.
2. Logically analyse, interpret and synthesize various concepts, proposition and philosophical assumptions about educational phenomena.

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3. Understand philosophical methods in studying educational data.
4. Discuss the contributions made to education by prominent educational thinkers – Indian and Western.

COURSE CONTENTS

UNIT – I Philosophy of Education : Its nature and significance for teachers; Relationship between philosophy and education.

Impact of philosophical suppositions of education made by Idealism, Naturalism, Pragmatism and Existentialism.

UNIT – II Impact of philosophical suppositions on education by Indian Schools of philosophy namely Buddhism, Sankhya Yoga and Vednata.

Educational thoughts : Contribution to educational thought and practice made by great thinkers – Plato, Rousseau, Dewey, Gandhi, Tagore and Sri Aurobindo.

PART II : Social Foundation

Course Objectives : At the end of the section the students will be able to :

1. Understand the concept of social organization, social stratification and institution.
2. Understand relationship between culture, society and education.
3. Know issues of equality and irregularities in education.

COURSE CONTENTS

UNIT – III Concept and nature of sociology of education, Relationship between education and society, Major factors in the process of social change.

Culture – Meaning and nature of culture. Role of education in cultural context; Education and cultural change

UNIT – IV Education and society – Education as a social system, as a process of social progress and modernization.

Distance Education, its need and concept; Open University, its nature, need and significance in present context. Approaches to curriculum design, subject centered curriculum, Broad fields curriculum, core curriculum and Activity Curriculum.

BOOKS RECOMMENDED :

1. Brubacher, John ; Modern Philosophies of Education, New Delhi, Tata McGraw Hill Pvt. Ltd.
2. S.S. Mathur : Shiksha key Darshnik and Samaja Shastriya Aadhar, 5th ed., 2009, Vinod Pustak Mandir, Agra – 2.
3. Durkhiem, Emile : Education and Sociology, New York : Free Press of Glencoe, 1956.
4. Pandey, R.S., Shiksha Darshan, 10th revised ed. 2009, Vinod Pustak Mandi, Agra.




5. Pandey, R.S., Major Philosophies of Edu. 5th revised ed. 2009, Vinod Pustak Mandir, Agra.
6. Ottaway, A.K.C., Education in Society, Routledge Kegan Paul Ltd, 1962.
7. Shokin, Suresh, The context of education in developing society, Delhi, CIE, 1963.
8. Broudy, Harry, S., Building a philosophy of Education, New Delhi : Prentice Hall of India, 1956.
9. Kabir, Humayun : Indian Philosophy of Education, Bombay : Asia Publishing House, 1961.
10. Rohela, S.P., and Vyas, K.C. : Sociological Foundations of Education in Contemporary India, Delhi : Dhanpat & Sons.
11. Bhattacharya, Prof. Srinivas : Society & Education, Calcutta : I Academic Publishers 11, Punch Anan Choselane.
12. Oad, L.K., Shiksha Ki Darshnik Prasthabhumi, Rajasthan Hindi Granth Academy, Jaipur, 1973 (in Hindi).

PAPER II
ADVANCED EDUCATIONAL PSYCHOLOGY

Total	: 100
External	: 90
Internal	: 10

Course Objectives :

On completion of this course students will be able to :

- Understand the framework for how children learn.
- Understand the learner in terms of types of individual differences.
- Analyze the learning process based on theoretical approaches of learning.
- Understand and measure the learner's cognitive abilities and creativity.
- Understand the learner in terms of various personality characteristics.
- Understand the various characteristics of special children.

UNIT - I

- a) Human Development : Stages of Human Development; factors influencing development and their relative role.
- b) Theories of Piaget and Bruner, Major concepts, stages and implications for Education.
- c) Individual Differences - Determinants; role of heredity and environment; implications of individual differences for organizing educational programme.
- d) Learning : Concept, theories of learning and their implications : Thorndike's

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connectionism, Pavlov's classical conditioning, Skinner's operant conditioning; Gestalt psychology; Guthrie's contiguous conditioning; Hull's Reinforcement theory and Tolman's Theory.

- e) Transfer of Learning : Meaning, types and theories.

UNIT - II

- a) Intelligence : Concept, Theories of Intelligence – Guilford's structure of intellect; Howard Gardner's theory of multiple intelligence, Sternberg's triarchic theory and concept of Emotional intelligence.
- b) Creativity : Definition, factors fostering and guiding creative children.

UNIT - III

- a) Personality : Concepts, Development, Structure and Dynamics of Personality : Theories of Personality – Allport, Eysenck, Psycho – analytic approach of Freud.
- b) Assessment of Personality.

UNIT - IV

- a) Nature and Process of Adjustment, Conflict and Defence Mechanism.
- b) Group Dynamics : Group Process, Interpersonal relations socio metric grouping, social emotional climate of the classroom and influence of teacher characteristics.
- c) Psychology of Education of Children with Special Needs : Physically handicapped, gifted, mentally challenged, learning disabled and delinquents.

Practical Work :

Administration and interpretation of the following practical :

- Learning Curve
- Intelligence test
- Personality test
- Creativity test

BOOKS RECOMMENDED :

- Bigge Morris, L. & Hunt Maurice, P. Psychological foundation of education, 1968, 2nd edition, N.Y. Harper & Row.
- Chauhan, S.S., Advanced Educational Psychology, 1978, Vikas Publishing House.
- Dalip Singh, Emotional intelligence at work, 2000, New Delhi : Sage.
- Dandapani, S., Advanced educational psychology, 2nd edition, 2001, New Delhi, Anmol publications pvt. Ltd.
- Daniel Goleman, Emotional intelligence, 1995, London : Bloomsbury.
- Gardner, H., Frames of mind : The theory of multiple intelligence, 1983, New

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York : Basic Books.

Hergenhahn, B.R. & Mathew, H.O., An introduction to theories of learning, 7ed., Prentice Hall of India, New Delhi.

Mathur, S.S., Educational Psychology, Revised and enlarged text edition, 1986, Vinod Pustak Mandir, Agra.

Hilgard, E.R. and Bower, S.H., 1975, Theories of learning, cliffs, Prentice Hall.

Piaget, J., Judgement and reasoning in the child. London : Routledge.

Santrock, John, W., Educational Psychology, 2nd edition, Tata McGraw Hill Publishing Company Ltd., New Delhi.

Woolfolk, Anita, E. Educational Psychology, 3rd Edition, 1987, Englewood Cliffs, Prentice Hall.

Zoh, Danah, Zohar, Ian Marshall, Spiritual intelligence the ultimate intelligence.

PAPER III

METHODOLOGY OF EDUCATIONAL RESEARCH

Total	: 100
External	: 90
Internal	: 10

Course Objectives :

On completion of this course the student will be able to :

1. Describe the nature, purpose, scope, areas and types of research in education.
2. Explain the various types of sampling and hypothesis.
3. Explain and apply the appropriate method for a research study.
4. Explain various tools and procedure for data collection.
5. Write the research proposal and research report.
6. Select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

CONTENTS

UNIT - I

Educational Research -- Meaning & Nature -- Basic, applied and action Research -- their scope, content, characteristics requirement and process

Planning of Research -- Identification of variables -- statement of research problem, delimitation.

Development of Synopsis

Writing of Research Report

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References Summary etc.

UNIT – II

Method of Educational Research

- a. Survey Studies – Descriptive Studies, Correlational studies Developmental studies, comparative studies causal comparison, Historical studies.
- b. Experimental research : Variables-ways of manipulating an independent variable, control of extraneous variables.

Design of Experiments –

Pre-test post test design (open and control group design) and Factorial designs.

UNIT – III Data Collection (Tools and Samples)

- a. Tests, Inventories and Scales – their nature characteristics, construction and validation.
Questionnaire, Interviews, Observation Check List, Schedules and field notes.
- b. Sampling : Concept – representatives and biased sampling error, Random sampling – simple, stratified and cluster sampling – Non Random – Purposive, Quota and Incidental

UNIT – IV Statistical Analysis of Data

- Types of Scale : Nominal, ordinal, Interval and Ratio.
- Normal Prob. Curve & its application.
- Testing of Null & Directional hypothesis
- Tests of significance of difference between means
- Analysis of variance
- Non parametric Statistics
Concept and Assumptions
Application of X^2 tests.
- Interpretation of statistical reports.
Use of Computer for data Analyses
Use of different types of software for statistical analysis.

BOOK RECOMMENDED :

- Aggarwal, Y.P., Statistical Methods, Sterling publishers
- Anastasi, A. & Urbina, S. (2003), Psychological Testing, 7th edition, Prentice Hall of India, New Delhi.
- Ary, Donald and Jacob (1976) – Introduction of statistics, Purpose and ,procedures, New York, Holt Rinehart and Winston.

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- Best, J.W. (1995) & Kanh, J.V. – Research in education, Prentice-Hall of India Pvt. Ltd., New Delhi.
- Christensen, L. (2007). Experimental Methodology > Boston : Allyn & Bacon.
- Edwards, A.L. (1960) – Experimental Design in psychological research, New York, Holts, (revised Ed.)
- Garrett, H.E. (1986) – Statistics in psychology and education, Vikils Feffers and Simons Pvt. Ltd.
- Guilford and Fruchter (1978) – Fundamental statistics in psychology and education.
- Koul, Lokesh (1984) – Methodology of educational research, Vikas Publishing House Pvt. Ltd., New Delhi.

Any two of the following optional papers each containing 100 marks

OPTIONS – 1

PAPER VI & V – GUIDANCE AND COUNSELING

Total	: 100
External	: 90
Internal	: 10

Course Objectives :

At the end of this course student will be able to :

1. Understand concept, need and view point of guidance.
2. Understand principles and problem of different topic of guidance.
3. Understand concept, needs and guidance for the children with special needs.
4. Explain the concept and process of counseling.
5. Understand various procedures of organizing various guidance services.

CONTENT

PART – I : Guidance

UNIT-I

- Concept, issues, needs and scope of guidance
- Types and agencies of guidance (Nature & state level)
- Guidance and curriculum
- Role of teacher in guidance
- Approaches to career guidance and career development

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- UNIT – II** Guidance of children with special needs.
- Problems and needs
 - Guidance of the gifted and creative children
 - Guidance of under achiever and first generation learner.
 - Role of the teacher is helping children with special needs.

PART – II : COUNSELING

- UNIT – I**
- Counseling process; concept, nature, principles & approaches of counseling.
 - Group counseling vs Individual Counseling
 - Characteristics of good counseling.

- UNIT – II**
- Testing in guidance service
 - Uses of test in guidance and counseling
 - Administration, scoring, interpretation of test.
 - Communication of tests research as relevant in the context of guidance programme.

BOOKS RECOMMENDED :

1. A.J. Jones : Principles of guidance
2. G.E. Myer : Principles and techniques of Voc. Guidance
3. S.K. Kochhar : Guidance and counseling in colleges and universities.
4. S.K. Vashishtha : Principles of guidance.
5. S. Narayana Rao: Counseling and guidance
6. Sitaram Jaiswal : Shiksha Mein Nirdeshan Awam Paramarsh.
7. R.P.Bhatnagar : Guidance and Counseling.

OPTION – 2

PAPER IV & V – DISTANCE EDUCATION

Total	: 100
External	: 90
Internal	: 10

OBJECTIVES

After completion of this course student will be able to :

1. Understand the nature and needs of distance education in the present Indian

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- Society.
2. Discuss different kind of Information and Communication Technologies (ICT) with their use in teaching learning.
 3. Understand various modes of student support services (SSS) and develop skill to manage such services for various kind of programme through distance education.
 4. Evaluate programmes of distance education and to develop ability to enhance the quality and standards of different D.E programme.

COURSE CONTENTS

UNIT – I Distance Education and its development.

- a. Some definition and teaching learning components
- b. Needs and characteristic features of D.E.
- c. Growth of D.E.
- d. Distance teaching – learning system in India.

UNIT – II Intervention strategies at a distance.

- a. Information and Communication Technologies and their application in D.E.
- b. Designing and preparing self – instructional material.
- c. Electronic model (T.V.) for education.
- d. Distance Education.

UNIT – III Learning at a Distance

- a. Student support service in distance education and their management.
- b. Technical and vocational programme through distance education
- c. Programmes for women through distance education
- d. Distance education and Rural Development.

UNIT – IV Quality enhancement and programme evaluation

- a. Quality assurance of D.E.
- b. Mechanism of maintenance of standards in distance education.
- c. Programme Evaluation
- d. Cost analysis in D.E. – concept, needs and process
- e. New Dimension in D.E. processes for the future.

BOOK RECOMMENDED :

1. Aitchinson, J. Aitchinson, J. (1987) 'Text Design in Distance Education'.
2. Anand, Satyapal (1979) 'University without Walls' Delhi, Vikas Publication House.

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OPTION -3
COMPARATIVE EDUCATION

Total marks . 100 marks

External marks 90 marks

Internal Marks 10 marks

COURSE OBJECTIVES : At the end of the course, the students will be able to :

- Explain the concept and role of Comparative Education in globalised world.
- Understand the need and importance of Comparative Education.
- Explain the factors influencing the educational system of a country.
- Understand the structure of educational system in different countries.
- Compare the education ladder of U.K. Egypt and India.
- Compare the salient features of educational system of U.K. Egypt and India with special reference to administration and control.
- Describe the development stages of Comparative Education.
- Compare and contrast the educational systems of U.S.A China and India.
- Compare the objectives, curriculum, administration and control in educational in U.S.A., China and India.
- Understand the recent trends and innovations of above mentioned countries.
- Analyse the type of educational problems faced by different countries.

COURSES CONTENT

UNIT – I

- Meaning, History, Purpose, Method of Comparative Education.
- Factors influencing the educational system of a country – Political, Social Linguistic, geographical and economic.
- Role of comparative education – need and importance of comparative education.

UNIT – II

Educational systems of UK, USA in respect of Educational ladder, admission – Objectives, Curriculum in general and examination as compared to that of India.

UNIT – III

Educational system of Egypt and China in respect of Educational ladder, administration and control admission, objectives and curriculum as well examination general as compared to that of India.

UNIT IV

Educational problems at different stages in UK, USA, Egypt and China.
Recent trends and innovations in education in UK, USA, Egypt and China.


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Lessons from these countries to solve the problems difficulties of India system.

BOOKS RECOMMENDED :

1. Beredy, G.Z.F. (1964), Comparative Method in Education, Oxford & East Publishing Co., New Delhi.
2. Blavi, Emile (1987), Primary Education : Development and Reform, Perspectives in Education, Vol. 3 No, 153-60.
3. Carlton, R., Colley and Machinnon (1977), Educational Change and Society, Toronto, Gage Educational Publishing.
4. Carnoy, M.H. Levin (1985), Schooling and Work in the Democratic State, Stanford University Press, Standford, California.
5. Cantor, Leonard (1989). The Re-visioning of Vocational Education in American High School Journal of Comparative Education, Vol. 25, Number 2.
6. Dearden, R.F. (1970), The Philosophy of Primary Education. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House. London.
7. Dent, H.C. (1961), The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
8. Epstein, Erwin, H., (1987), *Against the Currents : Acitique of Ideology in Comparative Education, Compare, 17, No. 1.
9. Green, J.L. (1981), Comparative Education and Global Village, Anu Book, Shivaji Road, Meerut.
10. Georgie, D.M. (1978), Education in Modern Egypt : Ideals and Realities, Routlege and Kegan Paul; London, Hexley and Boston.
11. ans, Nicholas (1965), Comparative Education, Routledge and Kegan Paul Ltd., London.
12. James, H.R. & Mathew, A. (1988), Development of Education System in India, D.K. Publisher Distributors (P) Ltd., Ansari Rod, Daryaganj, New Delhi.
13. Jangira, N.K. (1986), Special Education Scenario in Britain and India : Issues Practice, Perspective Indian Documentation, Service Book Seller and Publishers, Patel Nagar, P.B. No. 13, Gurgaon.
14. Sharma, Y.K. (2004), Comparative Education – A Comparative Study of Educational system, New Delhi : Kanishka Publishers.
15. Sodhi, T.S., A Text Books of Comparative Education, New Delhi : Vikas Publishing House Pvt. Ltd.
16. Choube, S.P. and Choube, A. (1993), Comparative Education, New Delhi : Vikas Publishing House Pvt. Ltd.
17. Rao, V.K. and Reddy, R.S. (2004), Comparative Education, New Delhi : Commonwealth Publishers.

Dr. J. K. Sharma

- 18 Sharma, R.N. (2008), Comparative Education, New Delhi : Subject Publications,
Kamla Nagar.
- 19 Sharma, R.A. (2007), Comparative Education, Meerut : R. Lall Book Depot.
- 20 Sharma, R.A. (2008), Tulnatamak Adhyan Shikha, R. Lall Book Depot, Meerut
(HINDI VERSION).
- 21 Rawat, Dubey and Upadhayaya (2008), Comparative Education, Agra : Radha
Krishan Mandir.

OPTION – 4

PAPER IV AND V – TEACHER EDUCATION

Total marks	100 marks
External marks	90 marks
Internal Marks	10 marks

OBJECTIVES

On completion of this course students will be able to :

- 1 Understand concept, aims and scope of teacher education in India with its
historical perspectives
- 2 Explain Development of teacher education curriculum in India.
- 3 Understand different competencies essential for a teacher for effective transaction.
- 4 Understand teaching models – concept & process.

CONTENT

UNIT – I

Teacher education – concept, aims and scope;

Teacher education curriculum at different stages : approach to teacher education
consecutive and integrated.

A critical approach of the present system of teacher education in India : a study of
the various recommendations of commissions and committees in the post
independence era.

UNIT II

Qualities of a good teacher – cognitive, affective and psycho motor skills.

Competency based teacher education : quality assurance in teacher education.

UNIT III

Principles of Teaching, methods of teaching school subjects.

The Teaching models – concept attainment model, inquiry training model,
problem solving model and inductive thinking model.

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UNIT IV

- Organization of practice teaching for developing an effective teacher – Block and Intermittent Practice teaching internship – its organization and problem
- Supervision of Practice lessons, observation and assessment. Feed back to student teacher – concept and types

Assignment :

- A critical study of anyone aspect of teacher education.
- Study of teaching methods used at any stage of schooling.

Book Recommended :

1. Adaval, S.B. : Quality of Teachers, Amitabh Prakashan, Allahabad.
2. Adams, M.P. : Basic Principles of Student Teaching, Euras Publishing House, New Delhi.
3. Chaurasia, G. : New Era in Teacher Education, Sterling Publishers, New York.
4. Pires, S.A. : Better Teacher Education, Delhi University, Delhi, 1958.
5. Passi, B.K. & Shah, M.M. : Micro-teaching in Teacher Education, CASE, Baroda
6. Rugg, H. : Training of Teachers, Harper Bros., 1952.
7. Shrivastava, R.C. : Theory and Practice : Teacher Education in India, Chug Publications, Allahabad, 1973.

OPTION - 5

PAPER IV & V (G) SPECIAL EDUCATION

OBJECTIVES

After completing the course students shall be able to –

- To acquaint the students with the concept of Special Education.
- To acquaint the students with the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of "Universalisation of Education"
- To enable the students understand the various educational intervention programmes for meeting the needs of Exceptional Learners.
- To enable the students understand the meaning, characteristics and modalities of identification of various types of Exceptional Learners.
- To acquaint the students with the recent trends in the field of education for children with special needs.
- To acquaint the students with the role of parents, teachers, counselors and community in the education of children with special needs.

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UNIT - I

- a. Concept, nature and objectives of special education. Difference among special education, integrated education and inclusive education.
- b. A brief history of special education.
- c. Government policies and legislations, administration of special Education.
- d. Meaning of universalization of education as per constitutional provision. Recommendations given in NPE 1986, POA 1992 and PWD (Persons with disability Act) 1995.

UNIT - II

- a. Locomotor Disability - Definition, characteristics, etiology, educational provisions for children with locomotor disability.
- b. Visual Impairment - Definition, characteristics, etiology, intervention measures, educational provisions for children with visual impairment.
- c. Hearing Impairment - Definition, characteristics, etiology, classification, intervention measures, educational programmes for children with hearing impairment.

UNIT - III

- a. Mental Retardation - Definition, characteristic etiology, educational provision for children with mental retardation.
- b. Giftedness and Creativity - Definition characteristics Difference between the gifted and Creative children.
- c. Learning disabilities - Definition, Characteristics strategies, educational programmes for gifted and creative children

UNIT - IV

- a. Emotional and Behavior Disorder - Definition, characteristics, etiology, educational programmes for disturbed children.
- b. Role of parents, teachers, counselors and community in Special education.
- c. Recent Trends in education of children with special needs.

Practical Work

1. Case Study
2. Report on visit to Special School
3. Administration and Interpretation of following tests :
DTLD, DTRD, Special Aptitude test.

References :

- Bender, W.N. (199) : Learning Disability, AC, Bacon Simpot and Schusten Boston, London

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- Kirk, S.A. & Gallagher, J.J. (1989) Education of Exceptional Children, Houghton Mifflin Co. Boston.
- Ysseldyka, J.E. and Algozzine, B. (1998), Special Education, New Delhi Kanishka Publishers, Distributor.
- Berdine, W.H. Blackhurst, A.E. (eds.) (1980), An Introduction to special Education, Little Brown and Company, Boston.
- Sharma, P.L. (1990), Teachers Handbook on IED, Helping Children with special needs N.C.E.R.T. Publication.
- Jangira N.K. & Mani, M.N.G., (1990) : Integrated education for visually handicapped, Gurgaon, Old Sabji Mandi, Academic Press.
- Jha, M. (2002) Inclusive Education for all : Schools without walls, Heinemann Educational Publishers, Multivista Global Ltd. Chennai.
- Mallahar, D.P. & Kauffinan, J.M. (1991), Exceptional Children – Introduction to Special Education, Allyn & Bacon, Massachusetts.
- Nail, J.P. (1965), Educational Planning in India, New Delhi : Allied.
- Naik, J.P. (1982) The Educational Commission & After, New Delhi : Allied.

OPTIONS – 6

PAPER IV AND V : EDUCATIONAL TECHNOLOGY

Total	100 marks
External	60 marks
Internal	20 marks

COURSE OBJECTIVES : At the end of the course, the students will be able to :

- Define Educational Technology.
- Formulate instructional objectives for different domains.
- Designs instructions for different types of learning.
- Explain the concept of Teaching.
- Describe different Models and develop examples of each one for a topic of their selection.
- Explain Interaction analysis with their principles and processes.
- Uses Electronic Media for instructional purposes.
- Use of Computers E-mail & internet.

COURSE CONTENT

UNIT – I Need and development of the concept of educational technology in Historical perspective.

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- Dimensions – Scope & Potential
- Basics of communications system – sender, receiver, message and media.
- Introduction to personal computers, internet & Websites
- UNIT - I Aims, Goals, Objectives – General to Institutions Taxonomy of Educational objectives in Cognitive, affective & psychomotor domain.
- Evaluation and Educational measurement Norm & Criteria reference
- Testing – Difference
- Processes of Feedback & reinforcement
- Teaching at Memory, Understanding and reflective level.
- Systems of observation & Interaction Analysis (coding & decoding Procedures)
- UNIT - III Instructional Design based on system approach : Concept, Components and their Designing/Construct
- a. Individualized Instruction (Programmed Inst, Keller's Plan and Mastry Learning.
- b. Group Instruction
- c. Open Learning Systems for distance Education.
- Models of Teaching
- a. Information Processing Models (Taba, Bruner & Ausubel)
- b. Laboratory Training Model
- c. Jurisprudential Model
- UNIT - IV Media, - concept, characteristics, uses and limitation.
- Mechanical & Electronical Media
- Media Selection and Integration.
- Multi media packages and their uses.
- Information and communication Technologies in Teaching Learning Context.
- Use of ICT devices to critically examine the content.
- a. Using websites as teaching Learning resource.
- b. E-mail and Internet.
- c. Use of different software and PC.

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Sessional Work

1. Development of a Linear programme with 50 to 100 frames.
2. Construct at least 20 test items of different types.
3. Power Point presentation on any topic.

BOOKS SUGGESTED

1. Bhushan, A & Ahuja, M. (1992) Educational Technology, Meerut, Vikas Publication, B-57, Meenakshi Puram.
2. Bigge, M.L. & Hunt, M. (1968), Psychological Foundation of Education, London, Harper and Row Publishers.
3. Bloom, B.S. (1972) Taxonomy of Education Objectives. A Hand Book-I (Cognitive Domain), New York : Devid Mokeyay Campo.
4. Chauhan, S.S. (1978) A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
5. Das, R.C. (1993), Educational Technology : A Basic Text, new Delhi, Sterling Publishers.
6. Dececco, J.P. & Cramford, W.R. (1970). Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
7. Flanders, Ned A. (1978), Analysing Teaching Behavior, London, Addison Wesley Publishing Co.
8. Gage, N.L., 1978. The Scientific Basic of the Art of Teaching, London, Teacher's College Press.
9. Gakhar, S.C. (2008). Educational Technology, Panipat, N.M. Publication.
10. Joyce, B. Weil, M. & Showers, B., (1985). Models of Teaching, Prentice Hall of India, Pvt. Ltd.
11. Mehra, V. (2010). A text book of Educational Technology, New Delhi : Sanjay Prakashan.
12. Adam, D.M. (1985), Computers and Teachers Training – a practical guide – The Hawarth Press- Inc. N.Y.
13. Alexey Semenov, UNESCO 92005), Information and Communication Technologies in Schools : - A Hard book for teachers.
14. Bose K. Sanjay (1996) Hardware and Software of Pressonal Computers.
15. Malik, Utpal et.al. (2001) Learning with computers Level – III. NCERT, New Delhi.
16. P.K. Sinha, 1990 : Computer Fundamentals

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OPTION - 7
MEASUREMENT AND EVALUATION

Total	100 marks
External	90 marks
Internal	10 marks

COURSE OBJECTIVES : At the end of the course, the students will be able to :

- To acquaint the students with concepts and techniques of measurement and evaluation.
- To develop skills in the construction and standardization of tests.
- To discuss the new Trends of Examination reform.
- To apply advance statistical techniques in validation of Education Tests

COURSE CONTENTS

UNIT - I

- Basic concepts of Educational Measurement and Evaluation.
- Types of Evaluation – Evaluation of product and process, students performance, Teaching Learning process.
- Levels of measurement
- Types of Achievement Test – Essay and Objectives type.
- Characteristics of goods measuring device
- Grading system
- Continuous and Comprehensive internal assessment.

UNIT - II

- Correlation – Concept and Computations of Pearsons Correlation Coefficient Biserial, Point Biserial and Tetrachoric Correlation;
- Regression and Prediction – measuring and computation of Linear regression equation (upto three predictors)
- Theory of significance – Type I & Type II – power of test significance of Difference between means.
- Analysis of Variance (one way & Two way)

UNIT - III

- Criterion Reference and Norm Reference Educational achievement Tests.
- Steps of construction and standardization of Achievement Tests.
- Writing of different types of Test item.
- Improvement of Test items through item Analysis – item Difficulty,

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Discriminative Value – Effectiveness of distracters.

- Characteristics of measuring tools

- a. Reliability – meaning types, methods of Determining reliability – Factors affecting reliability.
- b. Validity – meaning, types assessment and factors affecting validity
- c. Norms – age, grade, percentiles standard scores (T-Scores, Z-Scores, C-Scores)

UNIT – IV

- Aptitude – concept, measurement and validation procedure
- Attitude – concept, Techniques of Attitude Scale Construction and procedure of their validation
- Characteristics of goods
Rating Scale, Questionnaire, inventories and Interview Schedules and Criteria of their selection.

BOOK RECOMMENDED :

1. Anastasi (1988) Psychological Testing, 6th Ed. The Macmillan Co. New York.
2. Ebel, L.R. and Frisbie, D.A. (1991) : Essentials of Educational Measurement, New Delhi, Prentice Hall of India Pvt. Ltd.
3. Freeman, F.S. (1965) : Theory & Practice of Psychological Testing, New York : Rinehart & Winston.
4. Garrett, H.E. (1973) : Statistics in Education and Psychology, Bombay, Vakils Febber and Simon.
5. Guilford, S.P. and Fruchtor, B. (1973) : Fundamental Statistics in Psychology and Education 5th Ed. McGraw Hill and Co. New York.
6. Popham, W.J. (1988) : Educational, New Delhi : Prentice Hall.
7. Thorndike, R.L. and Hagen E. (1977) : Measurement and Evaluation on Psychology and Education, New York, John Wiley and Sons Int.
8. Aiken, L.R. (1985) : Psychological Testing and Assessment, Boston : Allyn and Bacon.
9. Grownlund, N.E. (1981) : Measurement and Evaluation in Teaching, New York : Macimillan.
10. Karmel, L.C. & Karmel M.C., (1978) : Measurement and Evaluation in Schools, New York.
11. Mehren, W.A. and Lehmann, I.J. (1984) : Measurement and Evaluation in Education and Psychology, New York L Holt, Rinehart, Winston.
12. Aggarwal, Y.P. (1989) : Statistical Methods Concepts Applications & Computation, New Delhi : Sterling.

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13. Guilford, J.P. (1978) : Fundamental Statistics in Psychology and Education, New York, McGraw Hills, 6th Ed.
14. Cronbach. L.G. (1964) : Essentials of Psychological Testing, New York : Harper.
15. Aggarwal, R.N. & Vipin Asthana (1983) : Educational Measurement & Evaluation, Agra : Vinod Pustak Mandir Agra.

OPTION -8

CURRICULUM DEVELOPMENT

Total	100 marks
External	90 marks
Internal	10 marks

COURSE OBJECTIVES : At the end of the course, the students will be able to :

- Understand the concept of curriculum development and allied fields of curriculum study.
- Explain Foundations of Curriculum development.
- Explain principles of curriculum Design and Construction.
- Discuss factor affecting curriculum change
- Explain Taba's model
- Explain Electric model of curriculum design.
- Understand the concept and need of curriculum design
- describe characteristic features of different designs of curriculum development.
- understand the various model of curriculum engineering
- appraise present curriculum of Indian schools.
- discuss curriculum issues and trends of curriculum design

CONTENT

- UNIT - I**
- Concept of curriculum Development and other curricular fields of study like curriculum Design, Curriculum Construction and Curriculum Engineering.
 - Nature purpose and scope of curriculum Development.
 - Philosophical, social and psychological Foundation of curriculum Development.

- UNIT - II**
- Curriculum Design and Curriculum construction
- Role of Curriculum studies for attaining aims of Education – Goals and objectives of curriculum objectives of subjects, unit and instructional characteristics and models of objective formulation.
 - Nature of knowledge – Disciplines and subjects. Selection of content

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- in light of goals of curriculum
- Sequencing & organization patterns of content and Networking in Curriculum Design.
 - Designing of Teaching Learning experiences and media integration
 - Evaluation – Product and Process Evaluate Curriculum Evaluation Evaluation of Teaching Learning Progress
- Evaluation of students performance Norm Reference & Critsion Reference Testing.

- UNIT – III**
- a. Subject Centered curriculum Experience / activity centered curriculum care curriculum
 - b. Models of curriculum development. Taba's model of curriculum Development, Administrative model.
Grass – roots model and systems analysis model.

- UNIT – IV**
- Factors affecting curriculum change
 - Social factors
 - Pressure groups
 - Writers & Publishers, and
 - Role of Teacher as curriculum worker
 - Critical appraisal of present curriculum in Elementary, Secondary and H.Secondary Schools in India.
 - Curriculum innovations, Issues and Trends of research in the field of curriculum.

SESSIONAL WORK :

Course construction according to Taba's Model

BOOK RECOMMENDED :

1. Anning, Angela (1995) : "A National Curriculum for the Early Years". Open University Press, Buckingham, Philadelphia.
2. Audrey & Howard Nocholls (1978) : "Developing Curriculum", A practical guide – George Allen & Unwin, Boston, Sydney, London.
3. Davies, Iron, K (1976) : "Objectives in Curriculum Design". Megraw Hill Book Company Limited, England.
4. Denis Lawton (1986) : "School curriculum planning "Hodder & Stoughton, London, Sydney.
5. Edwarde, A. Krug 91960) : The Secondary School Curriculum", Harper and Row Publishers, New York & Evauston.
6. Erickson, H. Lynn (1998) : Concept – based curriculum and instruction, Corwin

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Press, Inc.

7. Gakhar, S.C. (2009) : Curriculum Development, Panipat, N.M. Publications.
8. Goodson, Iror. F. (1994) : "Studying Curriculum", Open University Press, Buckingham.
9. Hugh (1976) : "Designing the curriculum", Open Books London.
10. Leece, Joseph & Others (1961) : "The Teacher in Curriculum".
11. Lewy, Aneh (1991) : "Studying Curriculum", Open University Press, Buckingham.
12. Ornstein, Allen C.A., "Curriculum Foundations, Principles and Issues", Prentice Hall International Ltd., London.
13. Pratt, David (1980) : "Curriculum Design and Development", Harcourt Brace and World Inc., New York.
14. Romiszowski, A.J. (1986) : "Designing Instructional System – Decision making in Course Planning & Design".
15. Saybr & Alexander, (1960) : Curriculum Planning", Holt Linchart & Winston, New York.
16. Smith, Stawey & Shores, (1957) : "The Curriculum Bridgo", Corwin Press Inc.
17. Tyler, R.W. (1974) : "Basic Principles of Curriculum and Instruction", Open University Pub., London.
18. Vernon, E.Anderson 91962) : "Principles and Procedures of Curriculum Improvement".
19. Zais, R.S. (1976) : "Curriculum Principles and Foundations", Harper & Row Pub., London.

OPTION -9

PAPER IV & V : EDUCATION ADMINISTRATION, SUPERVISION AND MANAGEMENT

Total	100 marks
External	90 marks
Internal	10 marks

OBJECTIVES

On completion of this course students will be able to :

1. Understand meaning, nature, scope, function and approaches of educational administration.
2. Know the process of educational administration.
3. Analyse the procedure of supervision, inspection and important in the field of education.

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Understand the process of educational management.

CONTENTS

UNIT - I Educational Administration : Meaning, needs and concept.

- Basic function of administrative planning, organizing, Directing and Controlling.
- Communication in educational administration – Methods of Communication, Barriers of Communication,
- Types of Educational administration.
- Research priorities in educational administration.

UNIT - II

- Supervision and Inspection in Education : Need of Supervision, Meaning, Nature, Scope, Limitations of Present Supervisory Procedures, Evaluation of Supervisory effectiveness.
- Inspection Vs. Supervision
- Academic Vs. Administrative Supervision.
- Resources Budgeting and auditing in education
- Budgeting : Processes, formulation, types, drawbacks.
- Evaluation for performance and accountability.

UNIT - III

- Educational management practice in the present day context.
- Meaning, Nature, Scope and Principles of modern scientific management.
- System approach to operational management in education
- Function of educational managers
- The present trend in educational management

UNIT - IV

- The process of management
- Planning for a rational approach to goal achievement; objectives; planning strategy, policy and programme for realizing objectives in terms of decision making.
- POSDCORB & PODC approaches.

BOOK RECOMMENDED :

1. Ordway Tead : the Art of administration, McGraw Hill Book Company Inc., New York, 1951.
2. Stephen, J.K. : Administration of Public Education (4th ed.), Harper and Row Publishers, N.Y. 1984.

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3. J.B. Sears : The Nature of Administration Process, N.Y. : McGraw Hill, 1950.
4. Oliver Sheldon : The Philosophy of management, London : Sir Isaac Pitam & Sons, 1930
5. Daniel E. Griffiths : Administrative theory : N.Y. Appelton, 1959.
6. R.P. Bhatnagar, V. Agarwal (2003) Educational Administration Supervision, Planning and Financing Surya Publication, Meerut.
7. R.P. Bhatnagar and I.B. Verma : Educational Administration, International Publishing House, Meerut.
8. R.P. Bhatnagar and I.B. Verma : Educational Administration, International Publishing House, Meerut.

PAPER VI : DISSERTATION

M.M. 100

The candidate will be required to select a problem for study in consultation with the supervisor and conduct the experiment in the field. He or she will be required to submit his/her report of the research in form and manner decided by the department of education.

Three typed or printed copies of dissertation shall be submitted to the Registrar through the Principal/H.O.D. of the department by the date decided by the Registrar and these should be accompanied by declaration by the student, that it is his own work and it has been submitted previously. It should also contain a certificate from the supervisor concerned. The teacher supervising a dissertation must have a regular teaching experience of three years of teaching B.E./M.Ed. classes. But during the first three years the teacher may be a co-supervisor with the senior teacher as far as possible.

The dissertation will be examined by the college Supervisor under whose guidance the candidate has been working and by an external examiner appointed by the University. Each of them shall give marks out of 40 and the addition of two will be the marks obtained by the candidate in the dissertation. The viva voce will be conducted by the Board comprising of Head of the Department, Supervisor concerned and the examiner appointed by the University.

PAPER VII PRACTICAL

M.M. 50

M.M. 25

(i) Psychology Practical

1. This will be compulsory for all the students and shall carry 25 marks.
2. This will include the detailed study, administration, scoring and interpretation of scores on the following tests.
 - i. Performance Test of Intelligence – one individual and one group test.

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- ii. Differential Aptitude Test.
 - iii. Chatterjee's Non-Verbal Preference Record
 - iv. Personality Tests -- one test from each of the subjective, Objective & Projective techniques.
 - v. Creativity test.
3. The distribution of marks shall be as follows :

Administration of Test	10 marks
Analysis & Interpretation of Scores	10 marks
Practical Note - Book	05 marks
(ii) B.ED. Lesson Plan supervision :	15
(iii) Presenting paper in a seminar organized by the department.	10

The Candidates for the M.Ed. examination shall have the option of answering question papers through the medium of English or Hindi (Devnagari Script)

The Distribution of marks and division shall be as under :

Candidate must obtain for a pass at least 36% of the aggregate marks in papers and 40% in the dissertation and Viva-Voce.

Provided that he/she obtain at least 30% marks in each paper separately. Provided further that a candidate obtains less than 30% marks in a maximum of two papers individually but making up the aggregate of 36% be placed to reappear in those two papers only. This does not apply to dissertation.

Division will be assigned as follows :

First Division 60% of the aggregate marks of papers, dissertation and Viva-Voce.

Second Division 48% of the aggregate marks of papers dissertation & Viva-Voce.

Note : The marks of the candidate who failed in theory but passed in dissertation and viva-voce in a particular year shall not be taken into account on his subsequent appearance at the M.Ed. examination, and such a candidate shall be required to submit a fresh dissertation and undergo fresh viva-voce test at the time of appearing at a subsequent examination.

