

School of Education

Session- 2021-22

B.Ed. M.Ed. (Integrated)

PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES, COURSE OUTCOMES

Department: EDUCATION

I-Semester

B.Ed. M.Ed. I-Semester		
Programme Outcome	The B.Ed. M.Ed. programme aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process at the school level. This programme prepares prospective teachers to understand the psychological and sociological aspects of the child's development and also understand his behavior under different conditions. Also to learn the various methodologies and technologies of teaching learning processes. The Program structure combined with theoretical and rigorous practice-teaching which prepares teacher trainees to become the master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations.	
Programme Specific Outcome	<ul style="list-style-type: none">•To provide opportunities to teacher trainees that enable learning experiences to make subject matter meaningful at secondary level.•To make the student teachers understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that benefit diverse learners and learning contexts.	
	<ul style="list-style-type: none">• To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.• To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.	
	<ul style="list-style-type: none">•To enable the student teachers to understand emotional and physical development of the learners.•To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.	
	<ul style="list-style-type: none">•To change the behavior, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.•To prepare professionally competent teacher trainees in tune with the latest trends in the field of teaching-learning.	
Course Code	Course Name	Course Outcomes
ED-121	BASICS IN EDUCATION	To acquaint pupil teacher with the:

		<ol style="list-style-type: none"> 1. Concept, need, scope and aims of education. 2. Forms of education and role of agencies. 3. Philosophical basis of education- in Indian and Western context. 4. Relationship between education, society and culture. 5. Concept of autonomy and its importance for teacher and learner.
ED-123	LEARNER AND LEARNING	<p>To acquaint the pupil teacher with the:</p> <ol style="list-style-type: none"> 1. Growth and development of learners- concept, Factors effecting development and Dimension of individual development. 2. Different psychological attribute and Handling the learners on the basis of Cognitive ability, Disability and adjustment. 3. Concept and importance of motivation for teachers and learners. 4. Theories of motivation and Theories of learning- Constructivism, Gestalt, Insight etc.
ED-125	PHILOSOPHY OF EDUCATION	<p>The student teacher will be able to:</p> <ol style="list-style-type: none"> 1. Understand the nature and functions of philosophy of education. 2. Do logical analysis, Interpretation and synthesis of various concepts, Propositions and philosophical assumptions about educational phenomena. 3. Understand and use philosophical methods in studying educational data. 4. Do critical appraisal of contributions made to education by prominent educational
ED-127	ICT-A TOOL IN TEACHING LEARNING – I	<p>To acquaint the pupil teacher with the:</p> <ol style="list-style-type: none"> 1. ICT application in class room and professional development and in teaching learning process. 2. Awareness about functioning of computer, concept of hardware and software and education software, computer memory and its unit. 3. Basic features of windows: MS-Office, MS-Excel and preparation of slides. 4. Computer aided instruction concept and modes. 5. Internet and multimedia Concept and its educational uses. 6. Role of computer in education system.
ED-151	UNDERSTANDING A DISCIPLINE MATHEMATICS	<p>To acquaint the pupil teacher with the:</p> <ol style="list-style-type: none"> 1. Nature, scope, need and importance of mathematics. 2. Contribution of mathematician. 3. Different areas in teaching Mathematics at school level. 4. Aims and objectives of teaching Mathematics and developing skills in maths teachers. 5. Concepts of Diagnostic and Remedial program and set theories and its functions.
ED-153	UNDERSTANDING A DISCIPLINE SCIENCE	<p>The pupil teacher will be able to understand:</p> <ol style="list-style-type: none"> 1. The ethical aspect of science and science for environmental health and piece. 2. Different discipline of science: biological and

		<p>physical.</p> <p>3. Development of various skills in science teaching.</p> <p>4. Contemporary issues in science education.</p>
ED-155	UNDERSTANDING A DISCIPLINE SOCIAL SCIENCE	<p>The pupil teacher will be able to understand:</p> <p>1. The concept, scope of social science.</p> <p>2. Different discipline of social science and their educational implication.</p> <p>3. Developing positive attitude in student for social science teaching.</p> <p>4. Quality enhancement in teaching learning process in social science.</p>
ED-157	DISCIPLINE OF LANGUAGES (Hindi)	<p>The pupil teacher will be able to understand:</p> <p>1. Concept and importance of language (Hindi as a basic language).</p> <p>2. Three Language formula.</p> <p>3. Forms of language.</p> <p>4. Importance of teaching Hindi in multi cultural perspective.</p>
ED-159	DISCIPLINE OF LANGUAGES (English)	<p>The pupil teacher will be able to understand:</p> <p>1. Nature need and importance of English as a second language.</p> <p>2. Characteristics of English Language in different context-Link language, library language.</p> <p>3. Will be able to learn language skills.</p> <p>4. Will be able to learn competencies through different modes.</p> <p>5. Enhancing quality in teaching learning process.</p>
ED-161	UNDERSTANDING A DISCIPLINE COMMERCE	<p>The pupil teacher will be able to understand:</p> <p>1. Commerce as an interdisciplinary area of study.</p> <p>2. Place and values of teaching accounts and business studies at school level.</p> <p>3. Different disciplines of commerce.</p> <p>4. Developing positive attitude in students.</p> <p>5. Developing professional skills and support material in teaching learning process.</p>

PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES, COURSE OUTCOMES

Department: EDUCATION

II-Semester

Course Code	Course Name	Course Outcomes
ED-108	CONTEMPORARY INDIA AND EDUCATION	<p>The pupil teacher will be able to understand:</p> <ol style="list-style-type: none"> 1. School in a social context, role of education in developing socialistic patterns. 2. Constitutional provisions of education in India. 3. Issues and concern and their impact on education. 4. Recommendations of different policies on education. 5. Role of educational institution for creating new social order.
ED-110	ASSESSMENT OF LEARNING	<p>The pupil teacher will be able to understand:</p> <ol style="list-style-type: none"> 1. The concept of assessment, Measurement and evaluation. 2. Importance of different types of assessment and assessment devices. 3. Concept of Continuous and comprehensive evaluation- Grading system, CCE and year based evaluation. 4. Concept, need and importance of examination system.
ED-112	PSYCHOLOGY OF TEACHING AND LEARNING	<p>The pupil teacher will be able to understand:</p> <ol style="list-style-type: none"> 1. To acquaint students with the concept of teaching, theories of teaching. 2. To acquaint students with the importance of development stages and its importance in teaching learning. 3. To acquaint the students with the identification and treatment procedures for mental health of learner. 4. Visualize multiple dimensions and stages of learner's development and their implications on learning. 5. Understand the learner in terms of various characteristics. 6. Learn the factors affecting learner's environment and assessment. 7. Conceptualize a framework for

		understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes.
ED-160	PEDAGOGY OF A SCHOOL SUBJECT ENGLISH (Part – I)	<ol style="list-style-type: none"> 1. Develop a good understanding of the basic concepts in second language teaching. 2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose. 3. Critically review and use appropriately different approaches and methods of teaching English as secondary language. 4. Prepare lesson plans on different and prescribed aspects of English as secondary language.
ED-154	PEDAGOGY OF A SCHOOL SUBJECT GENERAL SCIENCE (Part – I)	<ol style="list-style-type: none"> 1. Understand the nature, scope, values and objectives of teaching science at secondary level. 2. Develop competence in teaching different topics of science effectively. 3. Develop scientific temper & provide teaching in scientific method of their student. 4. Use various methods with appropriateness of content, level and classroom situation to make pupil's learning meaningful.
ED-152	PEDAGOGY OF A SCHOOL SUBJECT MATHEMATICS (Part – I)	<p>To enable the student teacher to:</p> <ol style="list-style-type: none"> 1. Understand the concept, aims and objectives of social studies 2. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies 3. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes. 4. Apply appropriate methods & techniques of teaching different topics. 5. Use different types support material. 6. Evaluate the pupil's performance.
		To enable the student

ED-156	PEDAGOGY OF A SCHOOL SUBJECT SOCIAL STUDIES (Part – I)	<p>teacher to:</p> <ol style="list-style-type: none"> 1. Understand the concept, aims and objectives of social studies 2. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies 3. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes. 4. Apply appropriate methods & techniques of teaching different topics. 5. Use different types support material. 6. Evaluate the pupil's performance.
ED-164	PEDAGOGY OF A SCHOOL SUBJECT CHEMISTRY (Part – I)	<p>To enable the student teacher to:</p> <ol style="list-style-type: none"> 1. Understand the nature, place, values and objectives of teaching Chemistry at secondary/senior secondary level. 2. Establish its correlation with other subjects. 3. Use various approaches and methods of teaching chemistry. 4. Acquire the ability to develop instructional support system.
ED-166	PEDAGOGY OF A SCHOOL SUBJECT PHYSICS (Part – I)	<ol style="list-style-type: none"> 1. Understand the modern concept of physics. 2. Understand aims and objectives of teaching physics. 3. Appreciate the contribution of eminent physicists in connection with the development of physics. 4. Plan curriculum at secondary/senior secondary level.
ED-168	PEDAGOGY OF A SCHOOL SUBJECT HISTORY (Part – I)	<p>To enable student teacher to:-</p> <ol style="list-style-type: none"> 1. Understand the concept, nature and scope of history. 2. Understand the aims and

		<p>objectives of teaching history at different levels of the secondary stage.</p> <p>3. Prepare unit plan, lesson plan, and yearly plan.</p> <p>4. Evaluate the syllabus of history of secondary level.</p> <p>5. Select and apply different methods of teaching at secondary stage.</p> <p>6. Imbibe basic teaching skills (micro skills).</p> <p>7. Prepare objectives based achievement test.</p> <p>8. Select and use of relevant teaching aids.</p>
ED-170	PEDAGOGY OF A SCHOOL SUBJECT CIVICS (Part – I)	<p>1. Understand the concept, scope and aims of teaching civics.</p> <p>2. Established co-relation of civics with other school subjects</p> <p>3. Prepare unit plan, lesson plan, and yearly plan.</p> <p>4. Apply appropriate methods in teaching particular topic.</p> <p>5. Select and use relevant teaching aids.</p> <p>6. Use of teaching skills.</p> <p>7. Develop skill to construct test paper to measure various objectives.</p> <p>8. Develop the ability to critically evaluate existing syllabus.</p>
ED-172	PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – I)	<p>1. Refresh the knowledge about the meaning, importance, nature, scope and aims of economics.</p> <p>2. Acquaint with the aims, objectives and value-outcomes through teaching economics.</p> <p>3. Develop ability to plan for suitable instructions in</p>

		<p>economics.</p> <p>4. Develop appropriate attitude towards the subjects and country's economy.</p>
ED-158	PEDAGOGY OF A SCHOOL SUBJECT HINDI (Part – I)	<p>The pupil teacher will be able to understand:</p> <ol style="list-style-type: none"> 1. The concept of Hindi language, nature and scope, aims and objectives of Hindi teaching. 2. Co-relation Hindi language with other subject and contribution of great Hindi writers/poets. 3. The characteristics of Hindi teacher and learner, role and responsibility of Hindi teacher and relationship with learner. 4. Understand the need and importance of instructional planning and Types of innovative plans for Hindi teaching. 5. The different methods of teaching Hindi and their importance.
ED-174	PEDAGOGY OF A SCHOOL SUBJECT BIOLOGY (Part – I)	<ol style="list-style-type: none"> 1. Understand the nature, place, values and objectives of teaching biology at secondary level. 2. Establish its correlation with other subjects. 3. Develop yearly plan, unit plan and lesson plan for senior secondary classes.
ED-176	PEDAGOGY OF A SCHOOL SUBJECT BOOK KEEPING AND ACCOUNTANCY (Part – I)	<p>To enable student teacher to:</p> <ol style="list-style-type: none"> 1. Acquire the basic understanding of teaching of Book-Keeping. 2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at school level. 3. Develop the ability to critically evaluate the

		<p>existing school curriculum of Book-Keeping & accountancy.</p> <p>4. Apply appropriate methods in teaching particular topics for book keeping & accountancy.</p> <p>Two questions will be set from each unit and students will be required to answer one question from each unit.</p>
ED-162	PEDAGOGY OF A SCHOOL SUBJECT COMMERCE (Part – I)	<p>To enable student teacher to:</p> <ol style="list-style-type: none"> 1. Help the students to acquire the basic understanding in the field of commerce education. 2. Develop the ability to plan curriculum and instruction in commerce at school level. 3. Develop the ability to critically evaluate the existing school syllabus and text book. 4. Develop the ability of preparing an achievement test.

PROGRAM OUTCOMES, PROGRAM SPECIFIC OUTCOMES, COURSE OUTCOMES

Department: EDUCATION

III rd-Semester

Course Code	Course Name	Course Outcomes
ED.-213	TEACHER EDUCATION- I	<ol style="list-style-type: none">1. To enable the students to understand the meaning, scope and objectives of teacher education at different level and its development in India.2. To acquaint the students with the various aspects of student teaching programmes, prevailing in the country.3. To enable the students to understand about agencies in India.4. To develop understanding about the researches in teacher education.



School of Education

Suresh GyanVihar University

Mahal, Jagatpura, Jaipur-302025

Updated Curriculum of

Three Year Integrated Programme

B.Ed-M.Ed.

for

Academic Session 2022-2025

Semester – I, II, III, IV, V, VI

SCHOOL OF EDUCATION

Teaching and Examination Scheme

To commence from the Academic year: 2021-2024

Department: GyanVihar School of Education

Year: I

Program : Integrated (B.Ed + M.Ed.) Three Year Programme

Semester-I (Autumn)

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
1.	ED-121	(A) Program Core: Basics in Education	4	4	-	-		40	60
2.	ED-123	Learner and learning	4	4	-	-		40	60
3.	ED-213	Teacher Education-I	4	4	-	-		40	60
4.	ED-127	ICT-A Tool in Teaching Learning	2	2	-	-		40	60
5.	ED-151	Understanding a Discipline: Mathematics	3	3	-	-		40	60
	ED-153	Science							
	ED-155	Social Science							
	ED-157	Language – Hindi							
	ED-159	Language – English							
	ED-161	Commerce							
6.	PC-101	(B)University Core: Proficiency in co-curricular activities-I	2	-	1	-		100	
7.	SM-101	Seminar/Presentation/Workshops/Tutorial-I	2	-	-	3		100	
8.	TP-101	Pre- internship-I	2	-	-	4		100	
Total			23						

L – Lecture

T – Tutorial

P – Practical

CIE – Continuous Internal Evaluation

ESE – End Semester Examination

Note:

- Pre-Internship -I will be of 1 week in the field. During this period theory classes will not be conducted in the department.
- Proficiency in co-curricular activities will cover self development components.

Signature of Concerned Teacher

Signature of Convener-BoS _____

Signature of Member Secretary

SCHOOL OF EDUCATION

Teaching and Examination Scheme

To commence from the Academic year: 2021-2024

Department: GyanVihar School of Education

Year: I

Program : Integrated (B.Ed + M.Ed.) Three Year Programme

Semester-II (Spring)

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
1.	ED-108	(A) Program Core: Contemporary India and Education	4	4	-	-		40	60
2.	ED-110	Assessment of learning	4	4	-	-		40	60
3.	ED-112	Psychology of Teaching and Learning	4	4	-	-		40	60
4.	ED-515	Planning and Management of Education	4	4	-	-		40	60
5.	PC-102	(B)University Core: Proficiency in co-curricular activities-II	2	-	-	-		100	-
6.	EM-101	Employability Skills-I	1	-	2	-		100	-
7.	ED-160	(C)Program Elective: I Pedagogy of a School subject: Part - I English	3*2	6	-	-		40	60
8.	ED-154	General Science							
9.	ED-152	Mathematics							
10.	ED-156	Social Studies							
11.	ED-164	Chemistry							
12.	ED-166	Physics							
13.	ED-168	History							
14.	ED-170	Civics							
15.	ED-172	Economics							
16.	ED-158	Hindi							
17.	ED-174	Biology							
18.	ED-176	Book Keeping and Accountancy							
19.	ED-162	Commerce							
20.	TP-102	Pre-internship-II	2	-	1	4		100	-
21.	SM-102	Seminar/Presentation/Workshops/Tutorial	2	-	-	3		100	-
Total			29						

L – Lecture
T – Tutorial
P – Practical

CIE – Continuous Internal Evaluation
ESE – End Semester Examination

Note:

- Pre-internship-II will be of 1 week in the field. During this period theory classes will not be conducted in the department.
- Employability skills and Seminar/Presentation/Workshops/Tutorial is for enhancing professional capacities of the students.

Signature of Concerned Teacher

Signature of Convener-BoS _____

Signature of Member Secretary

SCHOOL OF EDUCATION

Teaching and Examination Scheme

To commence from the Academic year: 2021-2024

Department: GyanVihar School of Education

Year: II

Program : Integrated (B.Ed + M.Ed.) Three Year Programme

Semester-III (Autumn)

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
1.	ED-125	(A) Program Core: Philosophy of Education	4	4	-	-		40	60
2.	ED-209	Curriculum Development	4	4	-	-		40	60
3.	ED-211	Creating an Inclusive School	4	4	-	-		40	60
4.	ED- 215	Methodology of Educational Research-I	4	4	-	-		40	40
		(B)Program Elective: I (ANY TWO)							
			3*2	6	-	-		40	60
4.	ED-217	Educational Technology- I							
5.	ED-219	Secondary or senior secondary education-I							
6.	ED-221	Guidance counseling-I							
		(C) Dissertation Work & Practicum							
7.	SP-202	Synopsis preparation-I	4			4		100	
8.	FA-201	Practicum/Field Attachment-I	2			4		100	
		Total	28						

L – Lecture

T – Tutorial

P – Practical

CIE – Continuous Internal Evaluation

ESE – End Semester Examination

Note:

- Students have to select the Elective – I (ANY TWO)

Note:

- Practicum/Field Attachment-II will be of 2 weeks in the field. During this period theory classes will not be conducted in the department.

Signature of Concerned Teacher

Signature of Convener-BoS_____

Signature of Member Secretary

SCHOOL OF EDUCATION

Teaching and Examination Scheme

To commence from the Academic year: 2021-2024

Department: GyanVihar School of Education

Year: II

Program : Integrated (B.Ed + M.Ed.) Three Year Programme

Semester-IV (Spring)

S.No .	Course Code	Course Name	Cred it	Contact Hrs/Wk.			Exam Hour s	Weightage (in%)	
				L	T	P		CIE	ESE
1.	ED-256	(A) Program Core: Major concerns and issues in Indian Education	4	4	-	-		40	60
2.	ED-258	Yoga Education	2	2	-	-		40	60
3.	ED-260	Methodology of Educational Research-II	4	4	-	-		40	60
	ED-616	Planning and Management of Education-II	4	4	-	-		40	60
4.	EM-202	(B)University Core: Employability Skills-II	1	-	-	-		100	-
5.	PC-202	Proficiency in co-curricular activities-I	2	-	-	-		100	-
		(C)Program Elective: I Pedagogy of a School subject: Part - II	3*2	6	-	-		40	60
6.	ED-262	English							
	ED- 264	General Science							
	ED-266	Mathematics							
	ED-286	Social Studies							
	ED-268	Chemistry							
	ED-270	Physics							
	ED-272	History							
	ED-274	Civics							
	ED-276	Economics							
	ED-284	Hindi							
	ED-278	Biology							
	ED-280	Book Keeping and Accountancy							
	ED-282	Commerce							
7.	DS-201	Research leading to dissertation-I	2	-	-	4		60	40
8.	FA-202	Practicum/Field Attachment -II	2	-	-	4		100	-
		Total	25						

L – Lecture

T – Tutorial

P – Practical

CIE – Continuous Internal Evaluation

ESE – End Semester Examination

Signature of Concerned Teacher

Signature of Convener-BoS_____

Signature of Member Secretary

SCHOOL OF EDUCATION

Teaching and Examination Scheme

To commence from the Academic year: 2021-2024

Department: GyanVihar School of Education

Year: III

Program : Integrated (B.Ed + M.Ed.) Three Year Programme

Semester-V (Autumn)

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
1.	TP-301	School Internship-III	18	-	-	36		60	40
2.	TP-303	Research Based Project	1	-	-	4		100	-
3.	TP-305	Understanding the Self	1	-	-	4		100	-
4.	FA-305	Field Attachment-III	4	-	-	8		60	40
		Total	24						

L – Lecture

T – Tutorial

P – Practical

CIE – Continuous Internal Evaluation

ESE – End Semester Examination

Note:

- It is compulsory for each student to complete his/her School Internship – III and Field Attachment - III in the assigned school. Physical presence is mandatory.
- School internship – III is for 16 weeks in the field.
- Theory classes will not be held in the department.

Signature of Concerned Teacher

Signature of Convener-BoS_____

Signature of Member Secretary



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

BASICS IN EDUCATION	[ED-121]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint pupil teacher with the:

1. Concept, need, scope and aims of education.
2. Forms of education and role of agencies.
3. Philosophical basis of education- in Indian and Western context.
4. Relationship between education, society and culture.
5. Concept of autonomy and its importance for teacher and learner.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Education in modern context: <ol style="list-style-type: none"> 1. Meaning, concept and nature of education. 2. Need, importance and scope of education. 3. Aims of education, 4. Forms of education (formal, informal, and non- formal) 5. Agencies in education: family, community, school, state and religious institutions. 	12

2	Philosophical basis of education: <ol style="list-style-type: none"> 1. Meaning, concept and need of educational philosophy. 2. Educational implication of Philosophical thoughts of: <ol style="list-style-type: none"> a) Geeta, Quran. b) Bible and Gurugranth sahib. 3. Educational implication of Philosophical thoughts of: <ol style="list-style-type: none"> a) Mahatama Gandhi and Ravindra Nath Tagore. b) Swami vivekanand. 	12
3	Implication of Educational Philosophy of the following schools: <ol style="list-style-type: none"> 1. Idealism, Naturalism and Pragmatism. 2. Humanism, Buddhism and Jainism. <p>In relation to aims, curriculum, teaching methods, pupil - teacher relationship and discipline.</p>	12
4	Education in socio-cultural context: <ol style="list-style-type: none"> 1. Education as a sub-system of social system. 2. Functions of education. 3. Social aspects of education: education as a social process of social change, social stratifications, social mobility, and modernization. 4. Concept of culture: cultural lag, composite culture, role of education in preservation, transmission and enrichment of culture. 	12
5	Autonomy of Teacher and Learner: <ol style="list-style-type: none"> 1. Concept and meaning of autonomy. 2. Need and importance of autonomy. 3. Types of autonomy. 4. Autonomy of teacher and learner. 5. Hindering factors in autonomy and remedies for promoting autonomy. 	12
	Total	60

Practicum/ Graded Assignments:

1. Visit to the different types of denominational schools and prepare the report on any one of the activity.
2. Preparation of collage or scrape book of eminent educationist.
3. Preparation of a chart of different schools of philosophies related to educational components.
4. Discussion on the topic “Autonomy of the teacher”.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms :		20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Bhatia, B.D. (1981); The theory and practice of education, Doaba House, Bookseller and Pub., Delhi
2. Bhatia, Kamal Bhatia, Baldeo (1994); The Philosophical and Sociological Foundation of Education, Doaba House, Bookseller and Pub., Delhi.
3. Chaube, S.P. (1997); Land marks in modern Indian education, Himalaya Pub. , Delhi.
4. Murthy, S.K. (2008); Philosophical Foundation of Education, Vinod pustak mandir, Agra.
5. Saxena Radha, Sharma G.N., Shastri Ine (2000); Ubherte Huai Bharatiya Samaj Mein Shiksha and Shikshak , Classic Pub., Jaipur.
6. Shrivatav S.N., Rai C.P. (1996); Adhunik Bharatiya Samaj Mein Shiksha, Niraj Pub., Rohtak .
7. Carr, D. (2005); Making sense of education: An introduction to the Philosophy and theory of education and teaching, Routledge.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

LEARNER AND LEARNING	[ED-123]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

Objectives: To acquaint the pupil teacher with the:

1. Growth and development of learners- concept, Factors effecting development and Dimension of individual development.
2. Different psychological attribute and Handling the learners on the basis of Cognitive ability, Disability and adjustment.
3. Concept and importance of motivation for teachers and learners.

4. Theories of motivation and Theories of learning- Constructivism, Gestalt, Insight etc.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Growth and development of learner: <ol style="list-style-type: none"> 1. Meaning, concept and difference between growth and development. 2. Factors effecting development. 3. Various stages of development from childhood to adolescence. 4. Dimensions of individual development in relation to physical, cognitive, affective, language and social aspect (in childhood and adolescent). 5. Principles of growth and development. 	12
2	Individual differences among learners: <ol style="list-style-type: none"> 1. Meaning and concept of Individual differences. 2. Differences in different psychological attribute: intelligence, aptitude, interest, creativity, values, achievement and personality. 3. Handling the learners with: <ol style="list-style-type: none"> a) Cognitive ability: Gifted and Slow Learner. b) Disability: Handicapped, Dyslexia. c) Personality: Maladjusted, Delinquent. 	12
3	Learning: <ol style="list-style-type: none"> 1. Concept, meaning and classification of learning. 2. Steps in learning process. 3. Nature and characteristics of learning. 4. Factors affecting learning. 5. Managing the learning and teaching. 	12
4	Theories of learning: <ol style="list-style-type: none"> 1. Stimulus response. 2. Insight. 3. Conditioning theory (skinner). 4. Gestalt. 5. Constructivism 	12
5	Learning and Motivation: <ol style="list-style-type: none"> 1. Meaning and concept of motivation in learning. 2. Kind of motivation: Extrinsic and Intrinsic Motivation. 3. Characteristics of motivated behavior. 4. Importance of motivation for teachers and learners. 5. Psycho analytic and cognitive field theories of motivation. 	12
	Total	60

Practicum/ Graded Assignments:

1. Observation of any child of age group 12 to upward on different dimensions of development and prepare a report.
2. Administration of any psychological test to identify the peculiar characteristics of the learner.
3. Prepare a plan for motivating the students as per their needs.
4. Administration of a tool to identify the learner styles of learning the different subjects.
5. Preparation of a lesson plan based on constructivism approach.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms :	20marks	
		40marks

Recommended Books:

1. Agarwal. J.C.; Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd.
2. Bigge; Learning Theories for Teachers, Harper, N.Y.
3. Blair, Jones and Simpson; Educational Psychology, Macmillan, N.Y.
4. Chauhan, S.S.; Advanced Educational Psychology, Vikas Publication House, N.D.
5. Garrison, K.C. (1956); Psychology of adolescence, Prentice Hall, New York.
6. Mangal, S.K. and Mangal, S. (2005); Child Development, Arya book Depo., New Delhi.
7. Mexer, H.W. (1978); Three theories of child development, Harper and Raw Pub., New York.
8. Pareek, M. (2002); Child development and family relationship, Research Pub., Jaipur.
9. Hurluck E.D. (1965); Adolescence development, Mack Grow Co. Learner.
10. Rao Usha (2008); Advance Educational Psychology, Himalaya Pub. House, Mumbai.
11. Sharma, R.K., Sharma M.S. and Tiwati A. (2006); Psychological Foundation of Child Development, Radha Pub. Mandir, Agra.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE-40) & ESE- (60)]

Objectives:

1. To enable the students to understand the meaning, scope and objectives of teacher education at different level and its development in India.
2. To acquaint the students with the various aspects of student teaching programmes, prevailing in the country.
3. To enable the students to understand about agencies in India.
4. To develop understanding about the researches in teacher education.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Development and Organization of Teacher Education <ol style="list-style-type: none"> i. Historical view of Teacher Education. Objectives of Teacher Education at different level. <ol style="list-style-type: none"> ii. In-service & Pre-service teacher education (Concept & Objectives). 	12
2	Managing bodies and Agencies involved in Teacher Education <ol style="list-style-type: none"> i. NCTE, NCERT, SCERT, DIET, UGC (Organizational setup, role and functions). ii. Report of various commissions and policies on teacher education. 	12
3	Student Teaching Programmes: <ol style="list-style-type: none"> i. Patterns of student teaching (Practice Teaching, Block Teaching). ii. Skill based teaching: Micro Teaching (need and importance, procedure of conducting the programme). iii. Evaluation and supervision of student teaching. 	12
4	Trends in Teacher Education <ol style="list-style-type: none"> i. Distance mode in Teacher Education (concept, need, feasibility and relevance). ii. Use of IT in Teacher Education. iii. Interdisciplinary approach (four year integrated programme). 	12
5	Issues in Teacher Education <ol style="list-style-type: none"> i. Quality assurance in teacher education (regarding admission, duration of programme). ii. Curriculum: <ol style="list-style-type: none"> a) Theory. 	12

	b) Practice Teaching. c) Practical work. iii. Research activities in the field of teacher education.	
	Total	60

Practicum/ Graded Assignments:

1. Interaction with the faculty of secondary teacher education institutions- affiliated colleges or private universities to ascertain the strategies they use for their professional development.
2. Preparation of a plan based on any model of teaching for teaching any topic of curriculum.
3. Discussion on the relevance of one year, two year and four year integrated program of B.Ed.
4. Prepare transparencies on the organizational set up/ functions of NCTE, DIET, UGC.
5. Prepare a scheme of conducting the skill based teaching and prepare a format of evaluation of the scheme.
6. Report on weaknesses and strengths of practice teaching program on the bases of your experiences.
7. Interviewing two pass outs students each of two different institutions to elicit their perceptions regarding the organization/ conduction of practice teaching program.

Note: Scheme of CIE

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms :	20marks	
		<hr/> 40marks <hr/>

Recommended Books:

1. Mathur, B.M. (2009); Dynamic Teacher Education, R.S.A. International Agra.
2. Mathur, B.M., Thadani B. (1988); Handbook for the Prospective Teacher, Atlantic Pub., New Delhi.
3. Chaurasia, G. Etat (Ed) (1998); The Teacher: Teacher Education: Professional Organization of Teachers, Council for Teacher Education, Bhopal.
4. Singh, Mayashankar (2007); Challenges in Teacher Education, Adhyan Pub., New Delhi.
5. Singh, Mayashankar (2007; Teacher Education in Delewa, Adhyan Pub., New Delhi.
6. Singh, M.S. (2004); Quality impact in Teacher Education, Adhyan Pub., New Delhi.
7. Vijay, D.R. (1993); Towards Better Teaching, Duaba House, Delhi.
8. NCTE; Curriculum frame work for Teacher Education, Discussion document, NCTE, New Delhi.

SCHOOL OF EDUCATION**DETAILED SYLLABUS****2021-24**

ICT-A TOOL IN TEACHING LEARNING – I	[ED-127]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-2	MAX. MARKS = 100
CREDITS-2	[CIE (40) & ESE (60)]

Objectives: To acquaint the pupil teacher with the:

1. ICT application in class room and professional development and in teaching learning process.
2. Awareness about functioning of computer, concept of hardware and software and education software, computer memory and its unit.
3. Basic features of windows: MS-Office, MS-Excel and preparation of slides.
4. Computer aided instruction concept and modes.
5. Internet and multimedia Concept and its educational uses.
6. Role of computer in education system.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Information and communication technologies – an Introduction a) Meaning and definition of ICT: information and communication basics, nature and scope of a communication system – sender, receiver, message and the medium, one-to-one, one-to-many, and many-to-many communication. b) Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications. c) Applications of Information and Communication Technologies: Classroom and ICT, Professional development and ICT, School management and ICT.	12
2	Computer Fundamentals: 1. General awareness about functioning of Computer- a. Characteristics and uses of Computer in Education (Planning, question paper preparation, evaluation, open learning system) b. Block diagram of Computer c. Classification of Computer 2. Concept of hardware, software and education software. 3. Input/output devices	12

	4. Primary storage devices & secondary storage devices. 5. Computer memory and its units-RAM, ROM bit and byte	
3	Operating System: 1. Basic features of Windows 2. Windows and it's accessories a) Explorer b) File Manager c) Paint d) Managing Printing MS-Office MS-Word-Text Management, Preparation of Resume, Application, Bio-data, tables & commands MS-Excel- Preparation of Table, Chart, formulas & commands POWER POINT- Preparation of Slides, Paper Presentation & commands	12
4	Computer as teaching machine: a. Computer Aided Instruction (CAI)-Concept and modes b. Concept of other terms like CMI (Computer Managed Instructions) CBI (Computer Based Instructions) CALT Computer Assisted Learning and Teaching) c. Information Technology and Computer (Concept, role, impact on education system) Internet and Multimedia 1. Videoconferencing, Chatting, Videocalls, E-Mail, Internet surfing for educational purpose websites, Search Engines. 2. Concept of Multimedia and its educational uses	12
5	Computer and its role Role of Computer in Education System – <ul style="list-style-type: none"> library Management, Education and School management, evaluation system education and research 	12
	Total	60

Practicum/ Graded Assignments:

1. Identifying appropriate media and material for effective use in the transaction of lesson.
2. Critical analysis of Teaching aids and their applications in instruction and learning
3. Critical analysis of a computer based media packages with reference to its use in learning process.
4. Preparation and presentation of slides for teaching any topic at the school level.

Note: Scheme of CIE

- Class tests : 10marks

• Graded Assignments	:	10marks
• Two Mid Terms :		20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Reghavan, S.S; Macro Computer in Science and Language teaching, Mysore R.C.E.
2. Osborne A; An Introduction to Micro Computers, Galgolia Book Source, New Delhi.
3. Kaur Harjit; Computer, Aatmaram & Sons, New Delhi.
4. Vakatachamal, S.; Computer ek parichay, Pitambar publication company Pvt. Ltd. New Delhi.
5. Balamurali, Savitha ; An introduction to Computer Science, Vikas Publishing House, Pvt. Ltd. New Delhi.
6. Computer an introduction; Payal Lotia and Pradeep Nair, BPB Publication, New Delhi-110001.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

UNDERSTANDING A DISCIPLINE MATHEMATICS	[ED-151]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: To acquaint the pupil teacher with the:

1. Nature, scope, need and importance of mathematics.
2. Contribution of mathematician.
3. Different areas in teaching Mathematics at school level.
4. Aims and objectives of teaching Mathematics and developing skills in maths teachers.
5. Concepts of Diagnostic and Remedial program and set theories and its functions.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature and scope of Mathematics: <ul style="list-style-type: none"> a) Mathematics: its meaning, definition, nature and importance. b) Scope and need of Mathematics. c) Need of innovation and creativity in Mathematics. d) History of Mathematics teaching. e) Contribution of Mathematician in: Arya Bhatt, Ramanujan, Euclid, Pythagorous. 	9
2	Different areas in Mathematics teaching at school level: <ul style="list-style-type: none"> a) Arithmetic. b) Algebra. c) Trigonometry. d) Geometry. e) Statistics and probability. 	9
3	Aims and objectives of teaching Mathematics: <ul style="list-style-type: none"> a) Aims and objectives of teaching Mathematics at secondary level. b) Introduction to Bloom's Taxonomy. c) General and specific objectives. d) Writing instructional objectives of teaching mathematics in behavioral terms. e) Writing instructional objectives of teaching mathematics by giving some suitable examples. 	9
4	Learning in Mathematics Education: <ul style="list-style-type: none"> a) Motivating students to learn concepts, concepts formation and concept assimilation. b) Developing logical thinking and scientific temper/attitude in students. c) Involving learners in teaching learning process: Projects, Group Discussions, Investigatory Approach, and Experimental Learning, Problem solving, Riddles, Puzzles. d) Developing skills in Maths teacher. 	9
5	Enrichment Programme: Diagnostic, Remedial and enrichment programme with respect to the following content areas prescribed in secondary classes of RBSE and CBSE <ul style="list-style-type: none"> a. Set theory and mathematical structures -Sets, Relations and Functions. b. Statistics-Graphical representation of the statistical data, measures of central tendency, dispersion and coefficient of correlation. c. Axiomatic development of Geometry. Concepts of ray, line segment, angle of a triangle, interior and exterior angles of a triangle. 	9
	Total	45

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Mathematics teaching.

Note: Scheme of CIE

•	Class tests	:	10marks
•	Graded Assignments	:	10marks
•	Two Mid Terms :	20marks	
			<hr/>
			40marks
			<hr/>

Recommended Books:

1. Agarwal S.M; Teaching of Modern mathematics, Dhanpat Rai and Sons, Delhi.
2. Ryangar and Kuppuswami,N.A.; Teaching of mathematics in the new education, Universal Publication, Delhi.
3. Jagadguru Swami; Sri Bhari Krisna Turthji Vedic mathematics, Moti lal Banarsi das Publisher Delhi.
4. Kapur J.N; Modern mathematics for teachers, Arya Book Depot,New Delhi.
5. Shrivastava and Bhatnagar; Maths Education, Ramesh Book Depot, Jaipur.

SCHOOL OF EDUCATION**DETAILED SYLLABUS****2021-24**

UNDERSTANDING A DISCIPLINE SCIENCE	[ED-153]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

1. The ethical aspect of science and science for environmental health and peace.
2. Different discipline of science: biological and physical.
3. Development of various skills in science teaching.
4. Contemporary issues in science education.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature and scope of Science: a) Science: its meaning, definition nature and importance. b) Scope of science. c) Innovation and creativity in science. d) Ethical aspects of science. e) Science for environment health and peace.	9
2	Different disciplines of Science – I a) Physical Science: meaning, nature and importance of Physical Science. b) Scope of Physics and Chemistry as a subject. c) Objectives of teaching Physical Science in School level. d) Role of eminent scientist in the field of Physical Science. e) Contribution of Issac Newton, CV Raman, Dalton, Neil Bohr, J.C. Bose in the field of Science.	9

3	Different disciplines of Science – II <ol style="list-style-type: none"> Biological science as an area of science: meaning, concept and importance. Scope of Biology: Botany, Zoology, Biotechnology, Microbiology. Place and values of teaching Biology at school level. Objectives of teaching Biology at secondary and senior secondary level. Main discoveries and development in Biology. 	9
4	Learning and teaching in Science Education: <ol style="list-style-type: none"> Motivating science students to learn scientific process/method. Developing scientific temper/attitude in school students at secondary and senior secondary. Involving learners in teaching learning process: Projects, Group Discussions, Investigatory Approach, and Experimental Learning. Developing various skills in science teachers. Developing various skills among in the students. 	9
5	Contemporary issues in Science Education: <ol style="list-style-type: none"> Science and technology. Science and society. Science and economy. Language and science. Teacher empowerment. 	9
	Total	45

Practicum/ Graded Assignments:

- Contribution of eminent personalities (Discipline related).
- Importance of discipline related areas in building up the career (Seminar).
- Prepare an innovative plan for teaching any topic of your discipline.
- Prepare the support material of any unit of your discipline.
- PPP of the recent trends in Science teaching.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms :	20marks	
		<hr/> 40marks <hr/>

Recommended Books:

- Sood, J.K.; Teaching Life Sciences, Kohli Publishers, Chandigarh
- Sharma, L.M.; Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
- Vadav, M.S.; Modern methods of teaching sciences, Anmol Publisher, Delhi.
- Singh, U.K. & Nayab, A.K.; Science Education, Common wealth Publishers Daryaganj, New Delhi.

5. Venkatas, S.; Science Education in 21st century, Anmol Publishers, Delhi.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

UNDERSTANDING A DISCIPLINE SOCIAL SCIENCE	[ED-155]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

1. The concept, scope of social science.
2. Different discipline of social science and their educational implication.
3. Developing positive attitude in student for social science teaching.
4. Quality enhancement in teaching learning process in social science.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature and scope of Social Science: <ol style="list-style-type: none"> a) Social Science: its meaning, definition and nature. b) Scope of Social Science. c) Innovation and creativity in Social Science. d) Social Science as an interdisciplinary area of study. 	9
2	Different disciplines of Social Science – I	9

	a) History and Civics as an area of social science: meaning and concept. b) Scope of History and Civics. c) Place and values of teaching History and Civics at school level (Secondary and senior secondary). d) Objectives of teaching History and Civics at secondary and senior secondary level. e) Educational implication of teaching History and Civics.	
3	Different disciplines of Social Science – II a) Economics and Geography: meaning a nature of Economics and Geography. b) Scope of Economics and Geography as a subject. c) Objectives of teaching Economics and Geography at School level. d) Educational implication of teaching Economics and Geography. e) Concept and meaning of disaster management.	9
4	Learning and teaching in Social Science: a) Involving learners in teaching learning process: Projects, Group Discussions, Survey, Case Study etc. b) Developing positive attitude in students. c) Innovations in Social Science teaching. d) Developing various skills related to Social Science. e) Developing skills in Social Science teachers.	9
5	Quality enhancement in social science: a) Teacher and teaching process. b) Learner and learning process. c) Support material. d) Learning material.	9
	Total	45

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Social Science teaching.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks

Recommended Books:

1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi.
2. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School, Acharya Book Depot., Baroda.
3. Kochher, S.K. (1999); Teaching of social studies, Sterling Pub. Pvt. Ltd., New Delhi.
4. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay


SCHOOL OF EDUCATION
DETAILED SYLLABUS
2021-24

DISCIPLINE OF LANGUAGES (Hindi)	[ED-157]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

1. Concept and importance of language (Hindi as a basic language).
2. Three Language formula.
3. Forms of language.
4. Importance of teaching Hindi in multi cultural perspective.

Unit	Contents of the Subject	No. of Teaching Periods required

1	<ol style="list-style-type: none"> 1. Concept, meaning and importance of Hindi language. 2. Characteristics of Hindi language. 3. Language according to use (oral, written). 4. Place of Hindi in British period in India. 5. Place of Hindi in-independent India. 	9
2	Forms of language - Concept and importance of following: <ol style="list-style-type: none"> 1. Basics language: meaning and importance. 2. Mother tongue. 3. Regional language and National language. 4. Individual language and Cultural language. 5. Dialect language. 	9
3	The language formula (three language formula): <ol style="list-style-type: none"> 1. Meaning and concept of Three Language formula. 2. Place of Hindi in the formula. 3. Place of English in the formula. 4. Hindi as a medium of teaching at secondary level. 5. Place of regional language in teaching. 	9
4	Learning in Hindi language: <ol style="list-style-type: none"> 1. Vocabulary. 2. Pronunciation. 3. Phonetic. 4. Spelling. 5. Use of punctuation. 	9
5	Enhancing quality in Hindi language teaching: <ol style="list-style-type: none"> 1. Skills of Hindi teachers. 2. Learner and learning process of Hindi language. 3. Support material. 4. Language material. 5. Teaching of Hindi in multicultural perspective. 	9
	Total	45

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Language.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms :	20marks	
		<hr/> 40marks <hr/>

Recommended Books:

1. Bhai Yogendra jeet ; Hindi Bhasha shikshan , Vinod Pustak Mandir, Agra
2. Bhatia, M.N. and Narang, C.L (1987); Hindi Shikshan Vidhayan , Prakash Brother, Ludhiyana
3. Yadav Ram Prasad ; Rastra Bhasha Ka Shikshan , Acharaya Book Depo., Baroda
4. Manorama Gupt ; Bhasha Adhigam , Kendriya Hindi sansathan, Agra
5. Neeranjana Kumar (1994); Adhunik Vidhao mein Hindi Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
6. NCERT (2006); Position Paper: National Focus Group on Teaching of Indian Language, NCERT, and New Delhi.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2019-21

DISCIPLINE OF LANGUAGES (English)	[ED-159]
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I-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

1. Nature need and importance of English as a second language.
2. Characteristics of English Language in different context- Link language, library language.
3. Will be able to learn language skills.
4. Will be able to learn competencies through different modes.
5. Enhancing quality in teaching learning process.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction of language: <ol style="list-style-type: none"> 1. Nature of language, need and importance of English language. 2. Difference between language and literature. 3. Pre-independence scenario of English in India. 4. Post independence scenario of English in India. 5. Functions of language. 	9
2	Forms of language: <ol style="list-style-type: none"> 1. Basics language. 2. Regional language 3. International language. 4. Dialect. 	9
3	Characteristics of English Language: <ol style="list-style-type: none"> 1. English as a language of administration. 2. Trade and commerce 3. Link language 4. International language 5. English as a language of library 	9

4	English as a second language: <ol style="list-style-type: none"> 1. Concept and meaning of second language. 2. Need and importance of English as a second language. 3. Principles of teaching English as a second language. 4. Different vidhayen of English language: <ol style="list-style-type: none"> a) Prose b) Poetry c) Grammar d) Composition 5. Elements of English language: vocabulary, spelling, pronunciation, punctuation. 6. Development of competencies in learning through different modes: <ol style="list-style-type: none"> a) Reading b) Writing c) Speaking d) Listening. 	9
5	Enhancing quality in teaching learning process of English: <ol style="list-style-type: none"> 1. Concept of quality in context. 2. Teacher and micro teaching skills. 3. Learner and learning process. 4. Learning material. 5. Support material. 	9
	Total	45

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Language (English).

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms :	20marks	
		<hr/> 40marks <hr/>

Recommended Books:

1. Bansal, R.K. and Harrison, J.B (1972); Spoken English for Indian, Madras: Orient Longman Ltd.

2. Hornby A.S.; A Guide to patterns and usage in English, Oxford : CUP
3. Barua, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt. Ltd.
4. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
5. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
6. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, Cambridge C.U.P.
7. Anderson, R.C. (1984); Role of the Reader's Scheme in Comprehension, learning and memory: in r and content texts, Psychology Press.
8. Grellet, F. (1981); Developing reading skills: a Practical guide to reading comprehension exercises Cambridge University Press



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

UNDERSTANDING A DISCIPLINE COMMERCE	[ED-161]
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I-SEM. B.Ed.M.Ed	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

1. Commerce as an interdisciplinary area of study.
2. Place and values of teaching accounts and business studies at school level.
3. Different disciplines of commerce.
4. Developing positive attitude in students.
5. Developing professional skills and support material in teaching learning process.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature and scope of commerce: <ul style="list-style-type: none"> a) Commerce: its meaning, definition and nature. b) Scope of commerce. c) New trends in commerce: e-commerce, e-banking, online market etc. d) Commerce as an interdisciplinary area of study. 	9
2	Different disciplines of commerce – I <ul style="list-style-type: none"> a) Accounts and business studies as an area of commerce: meaning and concept. b) Scope of Accounts and business studies. c) Place and values of teaching Accounts and business studies at school level (Secondary and senior secondary). d) Objectives of teaching Accounts and business studies at secondary and senior secondary level. e) Educational implication of teaching Accounts and business studies. 	9
3	Different disciplines of commerce – II <ul style="list-style-type: none"> a) Economics: meaning and nature of Economics. b) Scope of Economics as a subject. c) Objectives of teaching Economics at School level. d) Educational implication of teaching Economics. 	9
4	Learning and teaching in commerce: <ul style="list-style-type: none"> a) Involving learners in teaching learning process: Projects, Group Discussions, Survey, Case Study, workshops etc. b) Developing commercial attitude in students. c) Innovations in commerce teaching. d) Developing professional commerce teachers. e) Developing teaching skills in commerce teachers. 	9
5	Quality enhancement in commerce: <ul style="list-style-type: none"> a) Teacher and teaching process. b) Learner and learning process. c) Support material. d) Learning material. 	9
	Total	45

Practicum/ Graded Assignments:

1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).

3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in commerce teaching.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms :		20marks
		40marks

Recommended Books:

1. Aggrawal, J.C. (2010); Teaching of commerce, Vikas Pub. Ltd., New Delhi.
2. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.
3. Gupta & Gupta; Intermediate book keeping and Accounts, Agra Book Store, Agra.
4. Lulla, B. P. (1990); Teaching commerce in secondary schools, M. S. U. Baroda.
5. Parikh, Dr. A.K. M.; Lesson planning in India Schools, Subha Sanchar, Ajmer.
6. Rao, S. (1995); Teaching of commerce, New Delhi; Pub. Pvt. Ltd.
7. Rao, Seema (2004); Teaching of commerce, Amol Pub. Pvt. Ltd., New Delhi.
8. Rao, Bhaskara, Digmurti (2004); Methods of teaching commerce, Discovery Pub. House, New Delhi.
9. Umesh, Rana A (2009); Methodology of commerce education, Tandon Pub., New Delhi.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

Seminar/presentation/ workshop/Tutorial -I	[SM-101]
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I-SEM. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2	EXAMINATION TIME = (3) HOURS [CIE (100)]

S. No.	Seminar/presentation/ workshop	Internal/ External Assessment
1.	Instructional planning (lesson plan, unit plan & yearly plan)	2 credits (Internal)
2.	Formulation of instructional objectives and content analysis	
3.	Teaching skills	
4.	Measurement and evaluation	
5.	Innovative teaching	
6.	Preparation of teaching aids	



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

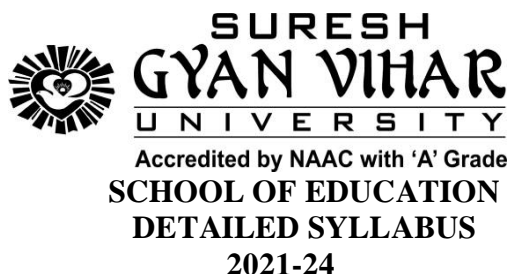
PRE-INTERNSHIP – I (2 weeks)	[TP-101]
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I-SEM. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2	EXAMINATION TIME = (3) HOURS [CIE (100)]

S. No.	Pre-preparation of teaching practice	Internal/ External Assessment
1.	Microteaching skill practice	2 credits (Internal)

2.	Introduction of lesson plan, unit plan	
3.	Demonstration lesson	
4.	One week regular observation of any regular teacher	
5.	Regular visits to schools	

Note: Program is scheduled as per the availability of the schools in the semester.



CONTEMPORARY INDIA AND EDUCATION	[ED-108]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

1. School in a social context, role of education in developing socialistic patterns.
2. Constitutional provisions of education in India.
3. Issues and concern and their impact on education.
4. Recommendations of different policies on education.
5. Role of educational institution for creating new social order.

Unit	Contents of the Subject	No. of Teaching Periods required
1	School as a social context: <ol style="list-style-type: none"> 1. School culture and issues of society. 2. Classroom as a social context. 3. Role of education in developing socialistic patterns. 4. Rights for gender equality and the implication for social change. 	12

2	Constitutional provisions of education in India for marginalized groups and socially deprived children in relation to: <ol style="list-style-type: none"> 1. Equality. 2. Liberty. 3. Justice. 4. Secularism. 5. Socialism. 	12
3	Emerging Indian concerns and their educational implications: <ol style="list-style-type: none"> 1. Meaning and concept of liberalization, Globalization, Privatization. 2. Harmful effects of conflict and violence on world. 3. Role of UNO and its agencies in International relationship. 4. Global challenges in Indian education system. 	12
4	Policies on education: <ol style="list-style-type: none"> 1. Kothari commission recommendations and their implementation in the context of education 2. National policy on education 1986, its review 1992. 3. Right to education (2009-10) 	12
5	Issues of contemporary Indian society: <ol style="list-style-type: none"> 1. Gender equality and equity. 2. Child rights. 3. Women empowerment. 4. Role of educational institution for creating new social order. 	12
	Total	60

Practicum/ Graded Assignments:

Discussions/ Presentations/ Poster making/ Charts/ Debate/ Symposium:

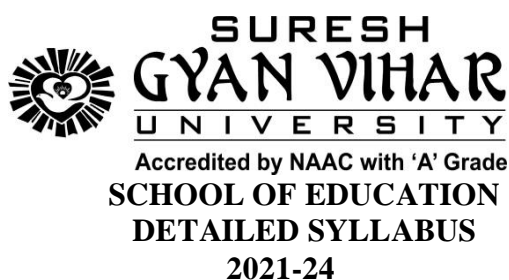
- a) School as a social context.
- b) Gender equality.
- c) Child rights/ RTE – 2009-10.
- d) Women empowerment.
- e) Education for marginalized group.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<u>40marks</u>

Recommended Books:

1. Krishna Murti, J. (1973); Education and the significance of life , B.I. Pub. Pvt. Ltd., New Delhi
2. Mathur, S.S. (1973); A Sociological approach to Indian Education , Vinodpustakmandir, Agra
3. MohantyJagannath (1994); Indian Education in the Emerging Society, Sterling publishers, New Delhi.
4. Rawat, P.L. (1965); History of Indian Education, Ram Prasad and Sons, Agra.
5. Saxena, N.R. Swaroop (1981); Principles of Education, Loyal Book Depot., Meerut



ASSESSMENT OF LEARNING	[ED-110]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: The pupil teacher will be able to understand:

1. The concept of assessment, Measurement and evaluation.
2. Importance of different types of assessment and assessment devices.
3. Concept of Continuous and comprehensive evaluation- Grading system, CCE and year based evaluation.
4. Concept, need and importance of examination system.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Concept of assessment: <ol style="list-style-type: none"> 1. Meaning and concept of assessment. 2. Purpose of assessment 3. Measurement and evaluation: meaning and concept 4. Interrelationship between measurement and evaluation 5. Objectives of measurement and evaluation. 	12

2	Classification of assessment: <ol style="list-style-type: none"> 1. Based on purpose: prognostic, formative, diagnostic and summative. 2. Based on scope : teacher made and standardized 3. Attribute measured: achievement, aptitude, and attitude. 4. Nature of information gathered: qualitative and quantitative. 5. Mode of response: oral, written, practical. 	12
3	Assessment devices: <ol style="list-style-type: none"> 1. Use of projects, assignment, worksheet, practical work, activities and seminar and report as assessment devices. 2. Cooperative learning and Participatory assessment. 3. Self, peer and teacher assessment. 4. Feed back to/from student, parents and teachers. 	12
4	Continuous and comprehensive evaluation: <ol style="list-style-type: none"> 1. Concept, need and meaning. 2. Objectives and aims of CCE. 3. Grading system of evaluation 4. Difference between CCE and traditional method of evaluation. 5. Role of teachers in CCE. 	12
5	Examination system: <ol style="list-style-type: none"> 1. Meaning and its concept. 2. Need and importance 3. Examination system: semester system, Annual system and entrance exam and their influence on students and school system. 4. Different types of questions (objective based) and blue print for school examinations. 	12
	Total	60

Practicum/ Graded Assignments:

1. Prepare a report on the assessment scheme of SGVU School of Education.
2. Prepare the format of summative and formative assessment.
3. Demonstration of co-operative learning in peer groups.
4. Presentation of comprehensive and continuous evaluation scheme.
5. Preparation of Blue print on any one unit.
6. Preparation of the format for practical/ project evaluation and peer evaluation of participatory learning on the basis of CCE.

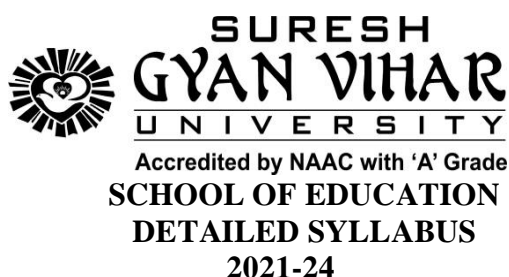
Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Allen L.G. (1995); Educational Psychology and classroom, Washington New York, John Willey and sons Inc. 1966
2. Bansal, V.P. (1958); Text book of Educational Psychology , Allahabad Indian Press
3. Bhatnagar, R.P. ; Educational Psychology , VishwaWidhya, Pub. Gorakhpur

4. Bernard, M (1972); Psychology of Learning and Teaching , N.Y., McGraw Hill
5. Bhatnagar, Suresh (1976); Educational Psychology , Loyal Book Depot., Meerut
6. Blair, Jones and Simpson (1962); Educational Psychology, New York McMillon
7. Bhatia, H.R. (1968); Elements of Educational Psychology , Orient Longman Calcutta
8. Crow L.D. and Crow A. (1973); Educational Psychology, Erassia Pub. House, New Delhi
9. Dorajh N.L. (1970); Advanced Educational Psychology, Allied Pub. Delhi
10. Garrison, K.C. (1956); Psychology of Adolescence , Prentice Hall, New York
11. Hurlock, E.B. (1955); Adolescence development, London Mc Grow Hill Co.
12. John P. , Deccan (1968); The Psychology of learning and instruction , Prentice Hall, India
13. Kundu, Dibaker (1991); Modern education psychology , Prentice Hall , New York
14. RaoUsha (2008); Advanced Educational Psychology, Himalaya Pub. House, Bombay



PSYCHOLOGY OF TEACHING AND LEARNING	[ED-112]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. To acquaint students with the concept of teaching, theories of teaching.
2. To acquaint students with the importance of development stages and its importance in teaching learning.
3. To acquaint the students with the identification and treatment procedures for mental health of learner.
4. Visualize multiple dimensions and stages of learner's development and their implications on learning.
5. Understand the learner in terms of various characteristics.
6. Learn the factors affecting learner's environment and assessment.
7. Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes.

Unit	Contents of the Subject	No. of Teaching Periods required
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1	Understanding the learner: <ol style="list-style-type: none"> 1. Learner as a unique individual. 2. Basis of understanding the learner- cognitive, affective and psychomotor aspects. 3. Development stages of learner. 4. Diversity in learner in needs (Maslow). 5. Problems of learner at various levels. 	12
2	Developmental tasks of learner: <ol style="list-style-type: none"> i. Accepting one's physique and masculine feminine role. ii. New relation with age mates of both sexes. iii. Adjustment with emotional independence. iv. Achieving assurance of economics independence. v. Developing intellectual skills and values in harmony with adequate specific world picture. 	12
3	Psychology of Teaching: <ol style="list-style-type: none"> i. Meaning, nature, characteristics of good teaching. ii. Dimensions of teaching such as teacher, learner, learning material methods of teaching, the environment. iii. How they interact with each other and affect teaching learning process. 	12
4	Theories of Teaching: <ol style="list-style-type: none"> i. Meaning, need for a theory of teaching. ii. Classification of theories of Teaching (brief introduction): <ol style="list-style-type: none"> a) Maiutic theory b) Communication theory c) The Moulding theory. d) The inquiry theory. iii. Relationship of theories of teaching with learning theories. 	12
5	Mental Health and Hygiene <ol style="list-style-type: none"> 1. Meaning, concept of mental health and hygiene. 2. Characteristics of mentally healthy person. 3. Characteristics of mentally healthy teacher and learner. 4. Importance of mental health in teaching learning. 5. Treatment procedure promoting mental health: <ol style="list-style-type: none"> a) Physical examination. b) Therapies: Psycho Therapy, Play Therapy, Rational Emotive Therapy (Albert Ellis), Reality Therapy (William Glasser). 	12
	Total	60

Practicum/ Graded Assignments:

1. Survey for identify the problem of learner at different stages.
2. Preparing the program of developing intellectual skills in learner.
3. Observation of learning situations in the class environment in which all students can learn.
4. Identification of learning difficulties of the student in any subject area through diagnostic test and prepare the report.
5. Presentation critical analysis of learning situations.
6. Use of learning resources by the teacher related to the subject.
7. Suggestion plan for treatment procedure promoting mental health.
8. PPT presentation about any theory of teaching.

Note: Scheme of CIE

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Ambron, S.R (1981) Child development, Holt, Rinehart and Winston, New York.
2. Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
3. Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
4. Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
5. Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.
6. Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merrill. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
7. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall Delhi.
8. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
9. Grammage, P. (1990) Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
10. Review of research on theory of teaching, Bhattacharya, S.P. (1973), C.A.S.E. monograph, M.S. University Barodara.
11. The Psychology of Learning and instruction Educational Psychology, Dececo, J.P. (1970), Prentice Hall of India Pvt. Ltd.
12. Theories of Teaching and Instruction, Gage, N.L. (1964), 63, Year Book of National Society for the Study of Education (Part-II).
13. Towards a Theory of Teaching, Smith, B.O. (1963), Buscom Pub. Teachers College, Columbia University New York.
14. The Technology of Teaching, Skinner, B.F. (1968), Appleton Century Craft N.Y.
15. Dandpani, S. (2001), Advanced Educational Psychology (2nd Edu.), New Delhi, Amol Pub. Pvt. Ltd.



SCHOOL OF EDUCATION DETAILED SYLLABUS

2019-21

PLANNING AND MANAGEMENT OF EDUCATION – I		[ED-515]
II-SEM. B.Ed.M.Ed.	EVALUATION	
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]	

Objectives: On completion of the course the students will be able to:

1. Identify the need, scope and purpose of educational planning in terms of national and community needs,
2. Develop the skills in planning and using a variety of administrative strategies,
3. Explain the role and contribution of different agencies/ contribution in educational planning,
4. To help them determine and implement objectives of planning on the basis of individual needs of the students.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Concept, Need and Process of Educational Planning: <ol style="list-style-type: none">1. Concept and nature of Educational Planning.2. Need and importance of Educational Planning.3. Types of Educational Planning.4. Institutional planning.5. Critical view of Educational Planning in India	12
2	Principles and Techniques of Educational Planning <ol style="list-style-type: none">1. Guiding principles of educational planning2. Methods and techniques of planning.3. Approaches to Educational Planning.4. Social demand approach.5. Man-power approach.	12
3	Planning Mechanisms: <ol style="list-style-type: none">1. Perspective planning at central, state and local levels: concepts of macro and micro planning.2. Priorities to be given at central and state levels.3. Perspective plan for education in the 11th Five Year plan.4. Institutional structures and functions: NUEPA, SIEMATs, SCERTs and DIETs.	12

4	Planning Machineries: <ol style="list-style-type: none"> 1. Central. 2. State. 3. District. 4. Institutional Planning. 	12
5	Five year Plan in education: <ol style="list-style-type: none"> 1. Beginning of Five year plans-its historical background. 2. Main features of five year plans with special reference to education. 3. Impact of five year plans on education. 4. Five year plans-merits and demerits. 	12
	Total	60

Practicum/ Graded Assignments:

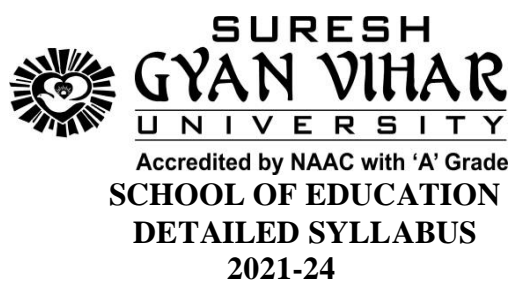
1. Discussion on debate on educational planning in India.
2. Preparation of a draft of institutional plan of any school.
3. Presentation before the class role/ functions of any planning machinery.
4. Preparing a file on education in five year plans.
5. Case study of a school management system.

Note: Scheme of CIE

- Class tests : 10marks
 - Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended books:

1. Institute for Health Sector Development (2005): Sector-wide Approach in Education. Comparative Education, 31(1).
2. Less Bell & Howard Stevenson (2006): Education Policy: Process, Themes and Importance. Routledge.
3. Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): Rethinking Decentralization in Developing Countries. Washington, D.C. World Bank.
4. Nanjundappa, D.M. (1995): Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
5. Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822-32.
6. Psacharopolous, G. (ed.) (1985): Planning of Education: Where Do We Stand? Washington, World Bank.
7. Psacharopolous, G. (ed.) (1987): Economics of Education: Research of Studies. Oxford, Pergamon.
8. Scheerens, Jaap (2000): Improving School Effectiveness. Paris: International Institute for Educational Planning.
9. Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Development
10. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.
11. Unesco, Institutes for statistics (2001), Education Indicators, Technical Guidelines, Montreal Canada.



PEDAGOGY OF A SCHOOL SUBJECT ENGLISH (Part – I)	[ED-160]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. Develop a good understanding of the basic concepts in second language teaching.
2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
3. Critically review and use appropriately different approaches and methods of teaching English as secondary language.
4. Prepare lesson plans on different and prescribed aspects of English as secondary language.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Introduction to English Teaching: <ol style="list-style-type: none"> 1. Nature, scope and importance of teaching English. 2. Aims of teaching English as a second language. 3. Importance of English subject in school curriculum. 4. Objectives of teaching English according to Bloom's Taxonomy. 	9
2	Teacher and Learner of English Language: <ol style="list-style-type: none"> 1. Characteristics of English teacher. 2. Role of teacher in- teaching learning process. 3. Characteristics of Learner. 4. Teacher learner behavior in teaching learning process. 	9
3	Instructional planning of English Teaching: <ol style="list-style-type: none"> 1. Meaning and concept of instructional planning. 2. Need, importance and characteristics of good instructional planning. 3. Types of planning: <ol style="list-style-type: none"> a) Yearly Plan. b) Unit Plan. c) Lesson Plan. 4. Need and importance of each type of planning. 	9
4	Forms of lesson plan according to: <ol style="list-style-type: none"> 1. Herbartian based. 2. Evaluation approach based. 3. NCERT approach based. 	9
5	Methods and approaches of teaching English language: <ol style="list-style-type: none"> 1. Direct method. 2. Bi-lingual method. 3. Substitution method. 4. Structural approach. 5. Situational approach. 6. Eclectic approach. 	9
	Total	45

Practicum/ Graded Assignments:

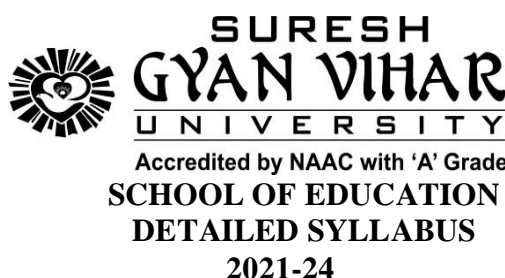
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		40marks

Recommended Books:

1. Bansal, R.K. and Harrison, J.B; Spoken English for Indian, Madras: Orient Longman Ltd.
2. Baruag, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt.Ltd.
3. Bright and McGregor; Teaching English as Second Language, Longman
4. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
5. Collins Cobuild; English Grammar, Harper Colling Publisher India
6. Doff, A; Teach English, Cambridge: CUP
7. Freeman Diane-Larsen; Techniques and Principles in Language Teaching, Cambridge: CUP
8. Gimson A.C. ; An Introduction to the Pronunciation of English, London: Edward
9. Hornby A.S.; A Guide to patterns and usage in English, Oxford : CUP
10. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
11. Paliwal, A.K. (1988); Palmer, H.L. (1964-65); English Language Teaching, Jaipur :Surbhi Publication
12. Richards, J.C. and Rodgers, T.S.; The Principles of Language Study, Approaches and Methods in , London : O.U.P.
13. Roach, Peter (1991); Language Teaching: English Phonetics and Phonology, Cambridge C.U.P.
14. Thomson, A.J. and Martinet (1998); A Practical Grammar ELBS, Cambridge C.U.P.
15. Venkateshwaran, S (1995); Principles of Teaching English Delhi, O.U.P.
16. Willis, Jane, Woodward, Tessa (2001); Teaching English through English: Planning Lessons and Courses, Vikas Publishing House Pvt. ltd.



PEDAGOGY OF A SCHOOL SUBJECT GENERAL SCIENCE (Part – I)	[ED-154]
II-SEM. B.Ed-M.Ed	EVALUATION

<p style="text-align: center;">SCHEDULE PER WEEK LECTURES-3 CREDITS-3</p>	<p style="text-align: center;">EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]</p>
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Objectives:

1. Understand the nature, scope, values and objectives of teaching science at secondary level.
2. Develop competence in teaching different topics of science effectively.
3. Develop scientific temper & provide teaching in scientific method of their student.
4. Use various methods with appropriateness of content, level and classroom situation to make pupil's learning meaningful.

Unit	Contents of the Subject	No. of Teaching Periods required
1	<p>Nature scope and aims of teaching General Science:</p> <ol style="list-style-type: none"> 1. Concept and meaning of General Science. 2. Nature and its scope. 3. Importance of General Science teaching in school curriculum. 4. Aims of General Science teaching. 5. Objectives of General Science teaching. 	9
2	<p>Co-relation with other subjects:</p> <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of General Science with other disciplines. 3. Important basis of correlation and its need. 4. Contribution of scientist in the area of General Science. 	9
3	<p>Teacher and Learner:</p> <ol style="list-style-type: none"> 1. Characteristics of General Science teacher. 2. Role and responsibilities of General Science teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9
4	<p>Instructional planning for General Science teaching:</p> <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	<p>Methodology of teaching of General Science:</p> <ol style="list-style-type: none"> 1. Concept, need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. 	9
	Total	45

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.

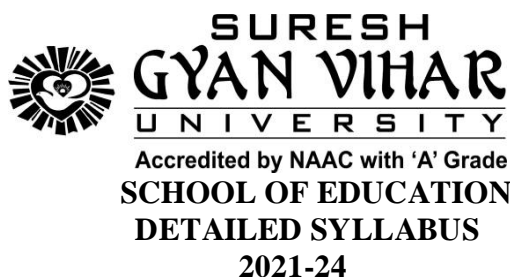
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		40marks

Recommended Books:

1. Sood, J.K.; Teaching Life Sciences, Kobli Publishers, Chandigarh
2. Sharma, L.M.; Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
3. Kulshrestha, S.P.; Teaching of Biology, Loyal Book Depot, Meerut.
4. Yadav, K.; Teaching of life sciences, Anmol publishers, Daruagaj, Delhi
5. Vadav, M.S.; Modern methods of teaching sciences, Anmol Publisher, Delhi.
6. Singh, U.K. & Nayab, A.K.; Science Education, Common wealth Publishers Daryaganj, New Delhi
7. Venkataih, S.; Science Education in 21st century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed); Teaching science at High level, Anmol Publishers, Delhi



<p style="text-align: center;">SCHEDULE PER WEEK LECTURES-3 CREDITS-3</p>	<p style="text-align: center;">EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]</p>
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Objectives:

1. To enable pupil teachers to understand and appreciate mathematical structure and their isomorphism with physical realities.
2. To improve their understanding of the basic concepts and make them appreciate their unifying strength and wide of applicability.
3. To enable them to analyses the school syllabus of mathematics in relation to its objectives.
4. To enable them to see meaningfulness of the school mathematics programme in relation to life situation

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Maths: <ol style="list-style-type: none"> 1. Concept and meaning of Mathematics. 2. Nature and its scope. 3. Importance of Mathematics teaching in school curriculum. 4. Aims of Mathematics teaching. 5. Objectives of Mathematics teaching. 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of Mathematics with other disciplines. 3. Relationship with other school subjects. 4. Contribution of mathematicians in the area of Mathematics. 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of Mathematics teacher. 2. Role and responsibilities of Mathematics teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9
4	Instructional planning for Mathematics teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning (Bloom's taxonomy) 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	Methodology of teaching of Mathematics: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. 	9
	Total	45

Practicum/ Graded Assignments:

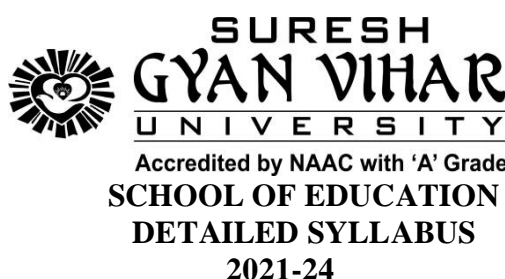
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/>
		40marks

Recommended Books:

1. Agarwal S.M; Teaching of Modern mathematics, DhanpatRai and Sons, Delhi
2. Ryangar and Kuppaswami,N.A.; Teaching of mathematics in the new education, Universal Publication.
3. Butler and Wren; The teaching of Secondary mathematics, McGraw Hill Book company
4. Jagadguru Swami; Sri BhariKrisnaTurthji Vedic mathematics, MotilalBanarsidas Publisher Delhi
5. Kapur J.N; Modern mathematics for teachers, Arya Book Depot,New Delhi
6. Mangal,S.K.; Teaching of mathematics, Prakash Brother Ludhiana
7. Kapoor and Saxena; Mathematical Statistic, mS. Chand & Co. New Delhi
8. Sidha,K.S; Teaching of mathematics, Strelingpub.Pvt.Ltd,New Delhi
9. ShriVastov and Bhatnagar; MathsEducation, Ramesh Book Depot, Jaipur
10. Modern Abstract Algebra; Shanti Narayan, S. Chand & Co. New Delhi



PEDAGOGY OF A SCHOOL SUBJECT SOCIAL STUDIES (Part – I)

[ED-156]

II-SEM. B.Ed-M.Ed

EVALUATION

<p style="text-align: center;">SCHEDULE PER WEEK LECTURES-3 CREDITS-3</p>	<p style="text-align: center;">EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]</p>
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Objectives: To enable the student teacher to:

1. Understand the concept, aims and objectives of social studies
2. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies
3. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes.
4. Apply appropriate methods & techniques of teaching different topics.
5. Use different types support material.
6. Evaluate the pupil's performance.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Social studies: <ol style="list-style-type: none"> 1. Concept and meaning of Social studies. 2. Nature and its scope. 3. Importance of Social studies teaching in school curriculum. 4. Aims of Social studies teaching. 5. Objectives of Social studies teaching. 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of Social studies with other disciplines. 3. Relationship with other school subjects. 4. Contribution of social reformers in the area of Social studies. 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of Social studies teacher. 2. Role and responsibilities of Social studies teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9
4	Instructional planning for Social studies teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	Methodology of teaching of Social studies : <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. 	9
	Total	45

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.

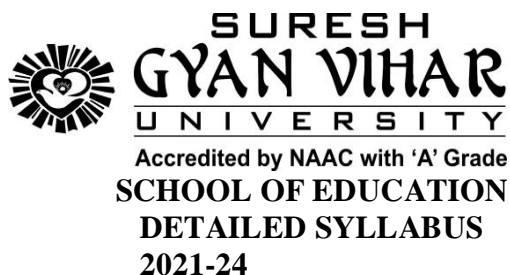
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi
2. Bhatt, B.D. (1995); Modern Methods of Teaching ,Kanishka Pub., Delhi
3. Bining, A.C. and Brining, D.H. (1952); Teaching the social studies in Secondary School ,McGraw Hill Company, New York
4. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School ,Acharya Book Depot., Baroda
5. Kaushik, Vijay Kumar; Teaching of social studies in Elementary School ,Anmol Pub., New Delhi
6. Kochher, S.K. (1999); Teaching of social studies , Sterling Pub. Pvt. Ltd., New Delhi
7. Wesley, E.B. & Wronski, S.P. (1958); Teaching of social studies in Higher School, D.C. Heath and Company, Boston
8. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay



<p style="text-align: center;">SCHEDULE PER WEEK LECTURES-3 CREDITS-3</p>	<p style="text-align: center;">EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]</p>
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Objectives: To enable the student teacher to:

1. Understand the nature, place, values and objectives of teaching Chemistry at secondary/senior secondary level.
2. Establish its correlation with other subjects.
3. Use various approaches and methods of teaching chemistry.
4. Acquire the ability to develop instructional support system.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching chemistry: <ol style="list-style-type: none"> 1. Concept and meaning of chemistry 2. Nature and its scope 3. Importance of chemistry teaching in school curriculum 4. Aims of chemistry teaching 5. Objectives of chemistry teaching 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of chemistry with other disciplines 3. Relationship with other school subjects 4. Contribution of famous chemist/scientist in the area of chemistry 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of chemistry teacher 2. Role and responsibilities of chemistry teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes 	9
4	Instructional planning for chemistry teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	Methodology of teaching of chemistry : <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. 	9
	Total	45

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.

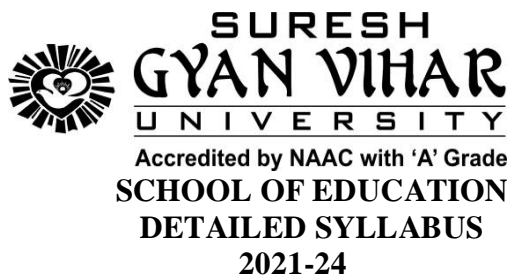
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Yadav, M.S.; Teaching of chemistry, Anmol publication, New Delhi.
2. Yadav, M.S.; Teaching science at Higher Level, Anmol Publications, New Delhi.
3. Misra, D.C.; Chemistry Teaching, Sahitya.
4. Kherwadkal, Anjali; Teaching of Chemistry by Modern Method, Sarup&Sons.New Delhi.
5. Das, R.C; Science Teachg in Schools, Sterling Publishers Pvt.Ltd., New Delhi.
6. Venkataih,S. ; Science education in 21st Century, Anmol Publishers, New Delhi.
7. Rao,D.B.; World Conference on Science Education, Discovery Publishing House, New Delhi.



PEDAGOGY OF A SCHOOL SUBJECT PHYSICS (Part – I)

[ED-166]

II-SEM. B.Ed-M.Ed

EVALUATION

<p style="text-align: center;">SCHEDULE PER WEEK LECTURES-3 CREDITS-3</p>	<p style="text-align: center;">EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]</p>
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Objectives:

1. Understand the modern concept of physics.
2. Understand aims and objectives of teaching physics.
3. Appreciate the contribution of eminent physicists in connection with the development of physics.
4. Plan curriculum at secondary/senior secondary level.

Unit	Contents of the Subject	No. of Teaching Periods required
1	<p>Nature scope and aims of teaching Physics:</p> <ol style="list-style-type: none"> 1. Concept and meaning of physics 2. Nature and its scope. 3. Importance of physics teaching in school curriculum. 4. Aims of physics teaching. 5. Objectives of physics teaching. 	9
2	<p>Co-relation with other subjects:</p> <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of physics with other disciplines. 3. Relationship with other school subjects. 4. Contribution of physicist/scientist in the area of physics. 	9
3	<p>Teacher and Learner:</p> <ol style="list-style-type: none"> 1. Characteristics of physics teacher. 2. Role and responsibilities of physics teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9
4	<p>Instructional planning for physics teaching:</p> <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning/ 2. Need and its importance. 3. Types of instructional plans: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	<p>Methodology of teaching of physics:</p> <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. 	9
	Total	45

Practicum/ Graded Assignments:

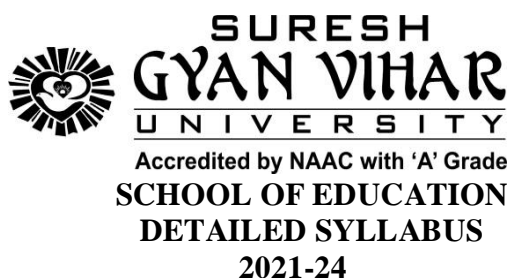
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		40marks

Recommended Books:

1. Hesis, Oburn and Hoffman; Modern Science, The Macmillan Company" New York
2. Thurber W. and A Collette; Teaching Science in Today' ssecondary schools, Boston Allyan and Bacon Inc. New York
3. Magal S.K; Sadharan Science Siksha, Aray book Depot,New Delhi Vaiday,N.
4. The impact of science Teaching; Oxford and IBH Publication Company, New Delhi 1971
5. Richardson S; Science Teaching in Secondary School, Prentice Hall USA
6. Sharma,R.C. and Sukla; Modern Science Teaching', DhanpatRai and sons Delhi
7. Taygi S.K. Bhotik; Science Education, Sahitaypakashan,agra.



II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable student teacher to:-

1. Understand the concept, nature and scope of history.
2. Understand the aims and objectives of teaching history at different levels of the secondary stage.
3. Prepare unit plan, lesson plan, and yearly plan.
4. Evaluate the syllabus of history of secondary level.
5. Select and apply different methods of teaching at secondary stage.
6. Imbibe basic teaching skills (micro skills).
7. Prepare objectives based achievement test.
8. Select and use of relevant teaching aids.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching History: <ol style="list-style-type: none"> 1. Concept and meaning of history 2. Nature and its scope 3. Importance of history teaching in school curriculum 4. Aims of history teaching 5. Objectives of history teaching 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of history with other disciplines 3. Relationship with other school subjects 4. Contribution of famous Historian in the area of history 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of history teacher 2. Role and responsibilities of history teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes 	9
4	Instructional planning for history teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan 	9
5	Methodology of teaching of history: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods 	9
	Total	45

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.

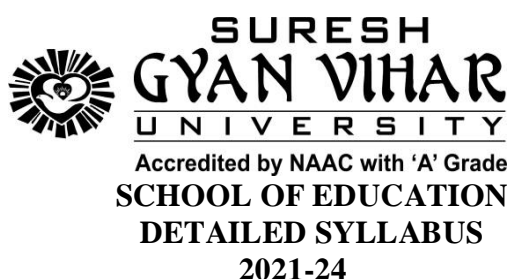
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		40marks

Recommended Books:

1. Bining and Bining (1952); Teaching of social studies in secondary school, McGraw Hill Book Co., New York.
2. Ghosh, K.D. (1951); Creative Teaching of History, OUP.
3. Ghate, V.D.; Suggestions of Teaching History in India.
4. NCERT; Hand book of history teachers, NCERT.
5. Chaudhary, K.P.; Effective Teaching of History in India , NCERT.
6. Tyagi, Gurusharan ; History teaching , Rajasthan Hindi Granth Academy, Jaipur.
7. Ghate, B.D.; History teaching, Haryana GranthAcadami, Chandigarh.
8. Baghela Dixit; History teaching, Rajasthan Hindi Granth Academy, Jaipur.



PEDAGOGY OF A SCHOOL SUBJECT CIVICS (Part – I)	[ED-170]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. Understand the concept, scope and aims of teaching civics.
2. Established co-relation of civics with other school subjects
3. Prepare unit plan, lesson plan, and yearly plan.
4. Apply appropriate methods in teaching particular topic.
5. Select and use relevant teaching aids.
6. Use of teaching skills.
7. Develop skill to construct test paper to measure various objectives.
8. Develop the ability to critically evaluate existing syllabus.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Civics: 1. Concept and meaning of civics. 2. Nature and its scope. 3. Importance of civics teaching in school curriculum. 4. Aims of civics teaching. 5. Objectives of civics teaching.	9
2	Co-relation with other subjects: 1. Co-relation: meaning and concept. 2. Correlation of civics with other disciplines. 3. Relationship with other school subjects. 4. Contribution of political thinkers in the area of civics.	9
3	Teacher and Learner: 1. Characteristics of civics teacher. 2. Role and responsibilities of civics teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes.	9
4	Instructional planning for civics teaching: 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan.	9
5	Methodology of teaching of civics: 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods.	9
	Total	45

Practicum/ Graded Assignments:

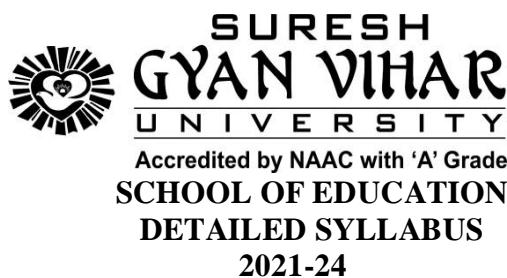
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Saxena, Godhika, Baghel; NagrikShastraShikshan, VinodPustakMandir
2. Gursharan das Tyagi; NagrikShastraShikshan, VinodPustakMandir
3. M.L. Mittal; NagrikShastraShikshan, International Publishing House
4. SavitriMathur; NagrikShastraShikshan, AsthaPrakashan
5. RajniYadav; NagrikShastraShikshan, AsthaPrakashan
6. Yogesh Kr. Singh; NagrikShastraShikshan, APH Publishing Corp.
7. T. Shankar; Methods of teaching Civics, Commonwealth Publishers



PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – I)	[ED-172]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. Refresh the knowledge about the meaning, importance, nature, scope and aims of economics.
2. Acquaint with the aims, objectives and value-outcomes through teaching economics.

3. Develop ability to plan for suitable instructions in economics.
4. Develop appropriate attitude towards the subjects and country's economy.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Economics: <ol style="list-style-type: none"> 1. Concept and meaning of economics 2. Nature and its scope 3. Importance of economics teaching in school curriculum 4. Aims of economics teaching 5. Objectives of economics teaching 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of economics with other disciplines 3. Relationship with other school subjects 4. Contribution of economist in the area of economics 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of economics teacher 2. Role and responsibilities of economics teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes 	9
4	Instructional planning for economics teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan 	9
5	Methodology of teaching of economics: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods 	9
	Total	45

Practicum/ Graded Assignments:

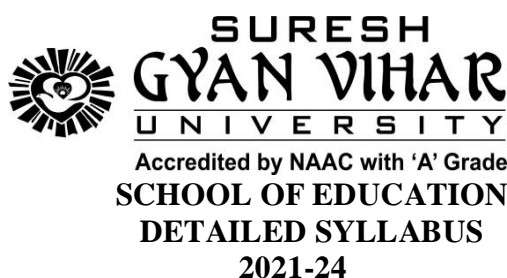
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/>
		40marks
		<hr/>

Recommended Books:

1. Saxena, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall book depot, Meerut.
2. Aggrawal, J.C.; Teaching of economics: A practical approach, VinodPustakMandir, Agra.
3. Tiwari, Deepak; Methods of teaching economics, Commonwealth publishers, Delhi.
4. Saxena, Nirmal; ArithshastraShikshan, Rajasthan Hindi Granth Academy, Jaipur.
5. Gaur, A.K.; ArithshastraShikshan, International publishing house, Delhi.
6. Singh, Y.K.; ArithshastraShikshan, A.P.H. publishing corp., Delhi.
7. Hasan, N.; Teachers manual in economics, Regional College of educational Ajmer.
8. Natrajan, S.; Introduction to economics of education, Sterling Publication P. Ltd., Delhi.
9. Bhatia & Bhatia; The principles and methods of teaching, Doaba house, Delhi.



PEDAGOGY OF A SCHOOL SUBJECT HINDI (Part – I)		[ED-158]
II-SEM. B.Ed-M.Ed	EVALUATION	
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]	

Objectives: The pupil teacher will be able to understand:

1. The concept of Hindi language, nature and scope, aims and objectives of Hindi teaching.
2. Co-relation Hindi language with other subject and contribution of great Hindi writers/poets.

3. The characteristics of Hindi teacher and learner, role and responsibility of Hindi teacher and relationship with learner.
4. Understand the need and importance of instructional planning and Types of innovative plans for Hindi teaching.
5. The different methods of teaching Hindi and their importance.

.Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Hindi: <ol style="list-style-type: none"> 6. Concept and meaning of Hindi 7. Nature and its scope 8. Importance of Hindi teaching in school curriculum 9. Aims of Hindi teaching 10. Objectives of Hindi teaching 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Types of co-relation and Relationship with other school subjects. 3. Correlation of Hindi language with other subjects. 4. Use of Hindi language in Non-Hindi speaking regions. 5. Contribution of great Hindi writers/poets in the area of Hindi. 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of Hindi teacher. 2. Role and responsibilities of Hindi teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9
4	Instructional planning for Hindi teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance of plans in teaching learning process. 3. Types of instructional plan: Yearly plan, Unit plan, Lesson plan. 4. Lesson plan preparation for prose, poetry, grammar, drama. 5. Types of innovative plans. 	9
5	Methodology of teaching of Hindi: <ol style="list-style-type: none"> 1. Concept, need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of method: Teachers Centered. 4. Types of student centered method. 5. Types of participatory methods and activity based methods. 	9
	Total	45

Practicum/ Graded Assignments:

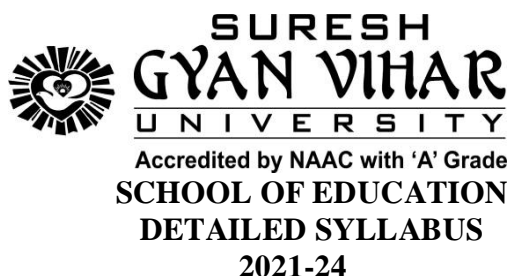
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks

Recommended Books:

1. BhaiYogendraJeet ;BhashaShikshan , VinodPustakMandir, Agra
2. Keshav Prasad (2004); Hindi Shikshan ,Dhanpatrai Pub., Delhi
3. Radhe Sham Sharma and YashwantiGaur ; Hindi Shikshan, Arihantshikshaprakashan, Jaipur
4. Raman Biharilal ; Hindi Shikshan, Rastogi and company, Meerut
5. RamshakalPandey (2000); Hindi Shikshan, VinodPustakMandir, Agra
6. Shrivastav, R.S. ;MatraBhashaShikshan , KailashPustakSadan, Gwalior
7. Savitri Singh; Hindi Shikshan, Gaya Prasad and Sons, Agra
8. Niranjana Kr. Singh; Hindi Teaching in secondary school , Rajasthan Hindi Granth Academy, Jaipur.
9. Ram Prasad Yadav; Hindi Shikshan, Shri Ram Mehra, Agra.



PEDAGOGY OF A SCHOOL SUBJECT BIOLOGY (Part – I)	[ED-174]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. Understand the nature, place, values and objectives of teaching biology at secondary level.
2. Establish its correlation with other subjects.
3. Develop yearly plan, unit plan and lesson plan for senior secondary classes.

Unit	Contents of the Subject	No. of Teaching Periods required
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1	Nature scope and aims of teaching Biology: <ol style="list-style-type: none"> 1. Concept and meaning of biology. 2. Nature and its scope. 3. Importance of biology teaching in school curriculum. 4. Aims of biology teaching. 5. Objectives of biology teaching. 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of biology with other disciplines. 3. Relationship with other school subjects. 4. Contribution of famous biologist in the area of biology. 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of biology teacher. 2. Role and responsibilities of biology teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9
4	Instructional planning for biology teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan 	9
5	Methodology of teaching of biology: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods 	9
	Total	45

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

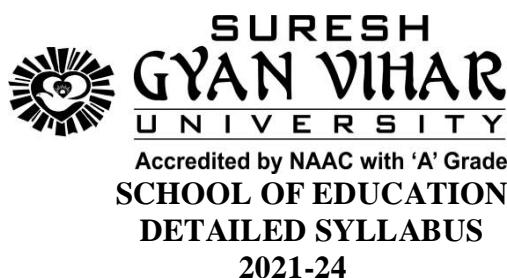
Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/>
		40marks

Recommended Books:

1. Sood, J.K.; Teaching Life Sciences, Kohli publishers, Chandigarh.

2. Sharma, L.M.; Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulshrestha, S.P.; Teaching of Biology, Loyal Book Depot.
4. Yadav, K.; Teaching of Life Sciences, Anmol Publication, New Delhi.
5. Yadav, M.S.; Modern Method of Teaching Sciences, Anmol Publication, New Delhi.
6. Singh, U.K.; Science education, Common Wealth Publishers, Daryaganj, New Delhi.
7. Venkataiah, S.; Science education in 21st century, Anmol Publication, New Delhi.



PEDAGOGY OF A SCHOOL SUBJECT BOOK KEEPING AND ACCOUNTANCY (Part – I)	[ED-176]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable student teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping.
2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at school level.
3. Develop the ability to critically evaluate the existing school curriculum of Book-Keeping & accountancy.
4. Apply appropriate methods in teaching particular topics for book keeping & accountancy.

Two questions will be set from each unit and students will be required to answer one question from each unit.

Unit	Contents of the Subject	No. of Teaching Periods required
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1	Nature scope and aims of teaching Book Keeping and Accountancy : <ol style="list-style-type: none"> 1. Concept and meaning of book keeping and accountancy. 2. Nature and its scope. 3. Importance of book keeping and accountancy teaching in school curriculum. 4. Aims of book keeping and accountancy teaching. 5. Objectives of book keeping and accountancy teaching. 	9
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept. 2. Correlation of book keeping and accountancy with other disciplines. 3. Relationship with other school subjects. 4. Contribution of eminent personalities in the area of book keeping and accountancy. 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of book keeping and accountancy teacher. 2. Role and responsibilities of book keeping and accountancy teacher in teaching learning process. 3. Characteristics of learners. 4. Role and responsibilities of learner. 5. Teacher learner relationship in the classes. 	9
4	Instructional planning for Book Keeping and Accountancy Teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning. 2. Need and its importance. 3. Types of instructional plan: yearly plan. 4. Unit plan. 5. Lesson plan. 	9
5	Methodology of teaching of book keeping and accountancy : <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method. 4. Types of student centered method. 5. Types of participatory methods. 	9
	Total	45

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

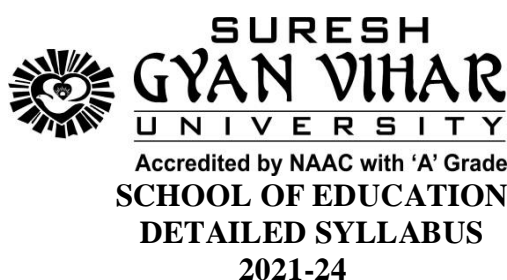
Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Harvey; Ways to teach book keeping and accountancy

2. Agarwal J.C. ; Teaching of commerce
3. Gupta & Gupta; Intermediate book keeping and Accounts , Agra Book Store, Agra
4. J. N. Vaish; Book keeping and accounts
5. Parikh, Dr. A.K. M. ; Lesson planning in India Schools, Subha Sanchar, Ajmer
6. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.



PEDAGOGY OF A SCHOOL SUBJECT COMMERCE (Part – I)	[ED-162]
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II-SEM. B.Ed-M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable student teacher to:

1. Help the students to acquire the basic understanding in the field of commerce education.
2. Develop the ability to plan curriculum and instruction in commerce at school level.
3. Develop the ability to critically evaluate the existing school syllabus and text book.
4. Develop the ability of preparing an achievement test.

Two questions will be set from each unit and students will be required to answer one question from each unit.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature scope and aims of teaching Commerce: <ol style="list-style-type: none"> 1. Concept and meaning of commerce 2. Nature and its scope 3. Importance of commerce teaching in school curriculum 4. Aims of commerce teaching 	9

	5. Objectives of commerce teaching	
2	Co-relation with other subjects: <ol style="list-style-type: none"> 1. Co-relation: meaning and concept 2. Correlation of commerce with other disciplines 3. Relationship with other school subjects 4. Contribution of eminent personalities in the area of commerce 	9
3	Teacher and Learner: <ol style="list-style-type: none"> 1. Characteristics of commerce teacher 2. Role and responsibilities of commerce teacher in teaching learning process 3. Characteristics of learners 4. Role and responsibilities of learner 5. Teacher learner relationship in the classes 	9
4	Instructional planning for Commerce Teaching: <ol style="list-style-type: none"> 1. Meaning and concept of Instructional planning 2. Need and its importance 3. Types of instructional plan: yearly plan 4. Unit plan 5. Lesson plan 	9
5	Methodology of teaching of commerce: <ol style="list-style-type: none"> 1. Concept need and importance of pedagogy. 2. Types and classification of teaching methods. 3. Types of teachers centered method 4. Types of student centered method 5. Types of participatory methods 	9
	Total	45

Practicum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

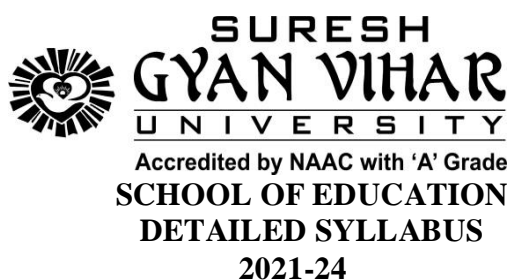
Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Aggrawal, J.C. (2010); Teaching of commerce, Vikas Pub. Ltd., New Delhi.
2. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.
3. Gupta & Gupta; Intermediate book keeping and Accounts, Agra Book Store, Agra.
4. Lulla, B. P. (1990); Teaching commerce in secondary schools, M. S. U. Baroda.

5. Parikh, Dr. A.K. M.; Lesson planning in India Schools, Subha Sanchar, Ajmer.
6. Rao, Subbaetal; Teaching commerce in multipurpose sec. schools.
7. Rao, seema (2004); Teaching of commerce, Amol Pub. Pvt. Ltd., New Delhi.
8. Rao, Bhaskara, Digmurti (2004); Methods of teaching commerce, Discovery Pub. House, New Delhi.



PRE-INTERNSHIP – II (1 weeks)

[TP-102]

S. No.	Pre-preparation of teaching practice	Internal/ External Assessment
1.	Preparation of lesson plans -2 in each subjects	2 credits (Internal)
2.	Preparation of unit plan-1 in each subject	
3.	Delivery of lesson plans in the schools (2 in each subject)	
4.	Conduction of art and craft, dance and music, drawing and painting classes in the school and preparation of detail report of these activities.	



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SCHOOL OF EDUCATION
DETAILED SYLLABUS
2021-24

Seminar/Presentation/Workshops/Tutorial-II	[SM-102] CREDITS-4
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- 1. Seminar/Presentation/ Workshop:** Shall be evaluated internally.
Work shall be evaluated on the following topics/ other relevant area:
- (a) Instructional planning (lesson plan, unit plan & yearly plan)
 - (b) Formulation of instructional objectives and content analysis
 - (c) Teaching skills
 - (d) Measurement and evaluation
 - (e) Innovative teaching
 - (f) Preparation of teaching aids
 - (g) Reading and reflecting on text (EPC)
 - (h) Creative writing
 - (i) Reading reflection
 - (j) Improving listening skills
 - (k) Language and curriculum
 - (l) Research Based Project (Action Research/Survey)

Components of CIE of Seminar /Workshops/ Presentation/tutorial (I & II Semester):

• Attendance	25
• Presentation skills	25
• Report submission/ File Work	30
• Participation in the activities	20

100

SCHOOL OF EDUCATION DETAILED SYLLABUS 2019-21

PHILOSOPHY OF EDUCATION	[ED-125]
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III-SEM. M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: - The student teacher will be able to-

1. Understand the nature and functions of philosophy of education.
2. Do logical analysis, Interpretation and synthesis of various concepts, Propositions and philosophical assumptions about educational phenomena.
3. Understand and use philosophical methods in studying educational data.
4. Do critical appraisal of contributions made to education by prominent educational.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Conceptual introduction of education and philosophy <ol style="list-style-type: none"> 1. Meaning and concept of educational philosophy 2. Nature and scope of educational philosophy 3. Metaphysic, Epistemology, Axiology and their implications for education 	12
2	Indian philosophy in historical prespective <ol style="list-style-type: none"> 1. Vedic period ,upnishad, nyaya 2. Buddhism, Jainism, Bhagwatgeeta 3. Medival period (Muslim period) 4. Functions of educational philosophy 	12
3	School of philosophy <ol style="list-style-type: none"> 1. Idealism 2. Pragmatism 3. Humanism 4. Naturalism 5. Realism 	12
4	Critical analysis of thought of great educators <ol style="list-style-type: none"> 1. Swami Vivekanand 2. M. K. Gandhi 3. Arvindo Ghosh 4. J. Krishnamurti 5. Ravindra Nath Tagore 	12

5	Educational philosophy and research 1. Education as interdisciplinary knowledge 2. Need of educational philosophy in research 3. Philosophical redirection of educational research in recent times	12
	Total	60

Practicum / Grader Assignments:

1. Prepare a note on tents of any two Indian thinkers
2. Organize a seminar on anyone philosophical aspect of education
3. Write on term paper on concept of anyone Indian philosophical thought and its impact on education
4. Write three abstracts on any recent articles publisher in philosophical journals

Note: Scheme of CIE

- Class tests : 10marks
 - Graded Assignments : 10marks
 - Two Mid Terms : 20marks
- 40marks

Recommended books-

1. Altekar, A.S : Education in ancient india, Book shop varfanasi, 1934.
2. Bhaum Archia-1 : Philosophy, An Introduction, Mumbai, Asia Publishing House, 1962.
3. Butter, J.D : Four philosophics (3rd ED) New York, Harper and Bros, 1969
4. Chatterji S.C & Dutta AN Introduction to Indian philosophy, Kolkatta, Calcutta University Press 1955



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

III-SEM.B.Ed.- M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

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

1. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
2. Reflect on the need and importance of work experience, art education and health and physical education.
3. Understand the importance of teaching of language and mathematics at elementary level.
4. Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS elementary level.
5. Develop research insight for curriculum development in elementary education.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Understanding the modern curriculum: <ol style="list-style-type: none"> 1. Meaning, concept and the importance of the modern curriculum. 2. Types of curriculum design: core curriculum, subject centered and activity centered. 3. Process of curriculum development: Progress of determining of curriculum content, the acceptance of authority progress ; factors determining sequence of content 4. Problems in curriculum construction 5. Proposal for curriculum in India: report of commission and policies. 	12
2	Preparation of frame work of curriculum: <ol style="list-style-type: none"> 1. Developing of frame work of curriculum 2. Adding new units in curriculum. 3. Preparing and disseminating resource unit. 4. Experimenting the resource unit. 5. Modifying and consolidating. 	12
3	Approaches to curriculum: <ol style="list-style-type: none"> 1. Behavioral, rational approach. 2. System-managerial approach. 3. Interaction academic approach. 4. Humanistic-aesthetical approach. 5. Re-conceptualist approach. 	12
4	Implementation procedure of curriculum: <ol style="list-style-type: none"> 1. Introducing new staff to the curriculum. 2. Orienting teacher's for teaching strategies. 3. System approach to teaching. 4. Individualize and group instruction. 	12

	5. Teaching for creative thinking and understanding.	
5	Challenges for curriculum policy makers: <ol style="list-style-type: none"> 1. Global challenge. 2. Intrinsic to education. 3. Nation specific challenge. 4. Monitoring. 5. Problems of syllabus improvement. 	12
	Total	60

n/ Graded Assignments:

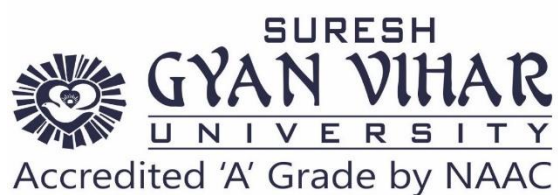
1. PPP on process of curriculum development.
2. Presentation on any approach to curriculum framing.
3. Discussion on individualized and group instruction.
4. Appraisal of B.Ed. curriculum.
5. Critical evaluation of curriculum of any Board/ University.

cheme of CIE

Class tests	:	10marks
Assignments	:	10marks
Two Mid Terms :	20marks	
		40marks

ecommended Books:

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
5. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
6. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
7. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
8. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
9. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

CREATING AN INCLUSIVE SCHOOL		[ED-211]
III-SEM. B.Ed. M.Ed.		EVALUATION
SCHEDULE PER WEEK		EXAMINATION TIME = (3) HOURS
LECTURES-4		MAX. MARKS = 100
CREDITS-4		[CIE (40) & ESE (60)]

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

1. Understand the global and national commitments towards the education of children with diverse needs.
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
5. Analyze special education, integrated education, mainstream and inclusive education practices.
6. Identify and utilize existing resources for promoting inclusive practice.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Inclusive education <ol style="list-style-type: none"> 1. Definition, concept and importance of inclusive education 2. Concept and difference of integrated, inclusive education and main stream education. 3. Historical perspective on inclusive education 	12

2	Children with diverse needs- <ol style="list-style-type: none"> 1. Concept and meaning of Diverse needs 2. Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual(gifted, talented, mentally challenged)developmental disability (autism, cerebral palsy, learning disability) 3. Slow learner and underachiever- meaning, definition, concept and types, characteristics. 	12
3	Preparation for inclusive education <ol style="list-style-type: none"> 1. Concept and meaning of diverse needs. 2. Meeting the diverse needs- brief account of existing educational services in India for special, integrated and inclusive education. 3. Building inclusive learning friendly classrooms in relation to teacher and teaching methodologies, class room management and curriculum. 	12
4	Supporting children with diverse needs <ol style="list-style-type: none"> 1. Role of teachers and management in an inclusive setting 2. Role of resource teachers, special educators and counselors. 3. Adaptation in instructional objective curriculum and co-curricular activities for meeting diverse needs of children with sensory, intellectual, learning disable, rural, tribal, girls, SC, ST and minority group 	12
5	Other aspect in inclusive education <ol style="list-style-type: none"> 1. Assessment in inclusive education system. 2. Recommendation for inclusive education system in India 3. Critical investigation into inclusive education system in India. 	12
	Total	60

/ Graded Assignments:

Discussion in group, presentation by students and seminar, visit to ashram,schools/institutions with innovation practices, internet.

Preparation of status report on education (elementary/secondary) of socially Disadvantaged groups in a district/state region.

Evaluation of text books from the social group equality perspective.

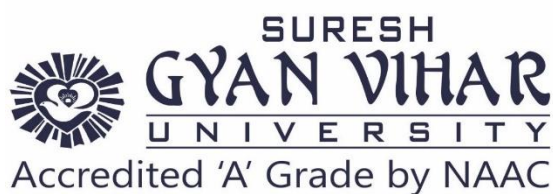
Preparation of reportIdentification of research topic in the area of education of socially disadvantagedsections and preparation of proposals.

me of CIE

Class tests : 10marks
Graded Assignments : 10marks
Two Mid Terms : 20marks

Recommended Books:

- Chudhary, B. (1992): *Tribal Transformation in India*. Vol.-V, New Delhi.
- Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.
- Kagan, T.S. (2000): *Worldwide Diversity and Human Rights*. Orient Longman Pvt Ltd., New Delhi.
- Ogbu, J.U. (1978): *Minorities, education and caste*. Academic Press, New York.
- Reissman, F. (1962): *The Culturally deprived child*. Harper and Row Publishers, New Delhi.
- Sadavinich, A.R. (2007): *Sociology of Education*. Rutledge, New York.

**SCHOOL OF EDUCATION****DETAILED SYLLABUS****2021-25**

METHODOLOGY OF EDUCATIONAL RESEARCH – I		[ED-215]
III-SEM. B.Ed.-M.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-4	MAX. MARKS = 100	
CREDITS-4	[CIE-40) & ESE- (60)]	

ives:

- To acquaint students with the concepts of research and educational research.
- To develop an understanding of the nature and scope of educational research.
- To develop insights into the methodological issues involved in educational research.

Unit	Contents of the Subject	No. of Teaching
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		Periods required
1	Concept of Research in Education <ul style="list-style-type: none"> i. Meaning & Significance of Research ii. Research in Education-it's need & significance iii. Objective of educational research. iv. Scientific Method and Scientific attitude: meaning and its need in research. 	12
2	Fundamentals of Research Meaning of the following terms: <ul style="list-style-type: none"> i. Philosophical & Scientific Theory. ii. Concepts, Constructs, Facts & Theory, Laws & Axioms. iii. Steps in developing Scientific Theory. iv. Hypothesis, objectives & variability. 	12
3	Developing a Research Plan <ul style="list-style-type: none"> i. The Research Problem - Its selection, formulation and delimitation, Qualities of a good research problem. ii. Formulation of objectives, hypothesis, characteristics of good hypothesis, testing of hypothesis & Null hypothesis. iii. Sample, characteristics of a good sample, types of sampling, Methods of sampling iv. Format in preparing a research plan. 	12
4	Types of Educational Research <ul style="list-style-type: none"> i. Historical Research. ii. Experimental Research. iii. Basic and Action Research. iv. Surveys-Descriptive and Normative. 	12
5	Collection of Data in research <ul style="list-style-type: none"> i. Different type of Tools & Techniques of Data Collection. ii. Characteristics of a good research tool or technique iii. Problems involved in the collection of Data, Precautions to be taken iv. Reliability & validity of a tool: its meaning and types. 	12
	Total	60

n/ Graded Assignments:

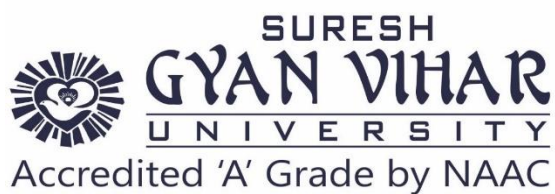
1. Consultation for research works in library through difference sources and prepares the list of references.
2. Preparation of a research plan with the help of previous research texts.
3. Make a list of research topics with full details and prepare the research problems of your interest.
4. Review of any three research articles/ dissertations/ thesis or published research work.
5. Presentation on any type of research prescribed in your syllabus.

Scheme of CIE

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms :		20marks
		<hr/>
		40marks
		<hr/>

Recommended Books:

Corey, Stephen M; Action Research to Improve School Practices, New York, Bureau of Publication, Columbia University.
Guilfore J.P.; Fundamental Statistics in Psychology and Education, London Mc. Graw Hill Book Co.
Shiltz & Jahoda; Research Methods in Social Relations, London, Methuen & Co.
Dr. B.N. Ray; Anusandhan Parichay, Vinod Pustak Mandir.
R.S. Sharma; Shiksha Anusandhan Lekhan, Kamal Book Depot, Murret.



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

EDUCATIONAL TECHNOLOGY-I		[ED-217]
III-SEM. B.Ed.- M.Ed.	EVALUATION	

SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE-(40) & ESE- (60)]

ives: Students will be able to understand:

Students will be able to understand the concept, scope and role of Educational Technology.

Students will be able to understand the different media of communication and their importance in teaching learning process.

Student will be able to understand and apply the innovative techniques in teaching learning process.

Students will be able to understand skill based teaching and feedback devices.

Students will be able to analyses content and ways of providing learning experiences.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Concept of Educational Technology: <ol style="list-style-type: none"> Definition, meaning, nature and scope of Educational Technology and it'sbasic principles. Role of Educational Technology in modern times. New trends in Educational Technology. 	12
2	Communication & Media technology: <ol style="list-style-type: none"> Concept, process & principles of communication, barriers in Communication. Class-room communication: verbal communication & non-verbal communication Different Media of Communication. Teaching-Learning as a communication process. 	12
3	Innovations in teaching learning process: <ol style="list-style-type: none"> Cooperative learning Constructivism Modules: concept, definition, importance & applications in the teaching learning process. 	12
4	Skill based teaching: <ol style="list-style-type: none"> Definition, Meaning and Scope of Micro-Teaching and Simulated Teaching Characteristics and Objectives of Micro-Teaching and Simulated Teaching Steps of Micro-Teaching and Stimulated Teaching Feed-back devices: meaning, devices, mechanism of feed-back. 	12
5	Management and Organizing teaching: <ol style="list-style-type: none"> Task analysis Content analysis Ways of providing learning experiences: <ol style="list-style-type: none"> Programmed learning Computer assisted learning Evaluation: concept, types and techniques. 	12

	Total	60
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/ Graded Assignments:

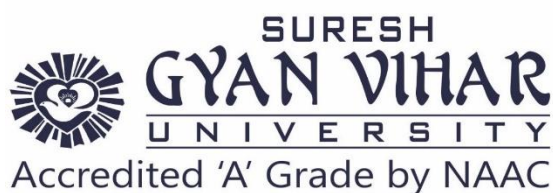
1. Symposium on new trends in Educational Technology.
2. PPP on different media on communication.
3. Preparation of plan based on co-operative learning on constructivism.
4. Discussion on feed back mechanism.
5. Content analysis of any unit of your teaching subject or related to any paper.

Scheme of CIE

•	Class tests	:	10marks
•	Assignments	:	10marks
•	Two Mid Terms :	20marks	
			40marks

Recommended Books:

1. Skinner, B.F.; Technology of teaching, Appleton Century Crofts
2. Chauhan, S.S.; Innovation in teaching-learning process, Vikas Publication, New Delhi
3. Romiszowski; The selections and use of international media for improving classroom teaching and interactive individualized instruction, London: Kagan Page
4. Knork, F.G., Childs, T.; Instructional technology, N.Y. Holt Rinehart and Winston
5. Sampath, K., Painiselman, A & Santhanam, S; Introduction to educational technology, New Delhi, Sterling (P) Ltd.
6. Joyce, Bruce & Weilmansha; Models of teaching, New Jersey, Prentice Hall, Englewood Cliffs
7. Giridhar, C.H.; Encyclopedia of educational technology, Commonwealth Publishers
8. Shankar, T.; Encyclopedia of teaching techniques, Commonwealth Publishers
9. Sharma, R.A.; Technological foundation of education, R.Lall book depot
10. Oberoi, S.C., Saxena, N.R. Swaroop; Essential & educational technology management, R.Lall book depot
11. Aggrawal, J.C.; Educational technology management & evaluation, Vinod Pustak Mandir
12. Bhatnagar, R.P.; Educational technology and management, International pub. House.
13. Rao, V.K.; Educational technology, A.P.H. Publishing Corp.
14. Pathak, C.K.; Distance education, Rajat Publications



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

III-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-4	MAX. MARKS = 100
CREDITS-4	[CIE (40) & ESE (60)]

On completion of the course the student-teachers will be able to:

- Understand the nature-scope and systems of secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Understand the problem and challenges related to secondary and senior secondary education.
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Nature, Scope, function and systems of Secondary and Senior Secondary Education: Status of Secondary and Senior Secondary: <ol style="list-style-type: none"> 1. Process of teaching-learning of adolescent 2. Exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements. 3. Education for Multiple Intelligence 	12
2	Problems and Challenges of Secondary Education: <ol style="list-style-type: none"> 1. Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities. 2. Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem. 3. Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment. 4. Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education 	12
3	Teacher Education in India at Secondary and SeniorSecondary Level:	12

	<ol style="list-style-type: none"> 1. Pre-Service and In-service Teacher Education: concept, nature, objectives and scope. 2. Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system. 3. Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs, IASEs and CTE. 4. Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level. 	
4	Secondary Education Management Information System (Semis) and Assessment and Evaluation: <ol style="list-style-type: none"> 1. CCE in Teacher Education formative & summative.. 2. Evaluation of school experience/internship programmes. 3. Assessment of teaching proficiency: criterion, tools and techniques. 4. Interactive technologies-teleconferencing, e-learning, designing of e-content. 5. EDUSAT for teacher professional development programme (CPD). 	12
5	Curriculum and evaluation of secondary Education: <ol style="list-style-type: none"> 1. Principles of School Curriculum Development at Secondary and Senior Secondary Level 2. Formative and summative evaluation; norm referenced and criterion reference evaluation. 3. Evaluation of school experience/internship programmes. 4. Assessment of teaching proficiency: criterion, tools and techniques. 5. Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment. 	12
	Total	60

/ Graded Assignments:

1. Lecture cum discussion on 'Multiple Intelligence'.
2. Identification of the problems of slow learners and suggest the scheme for measures to solving their problems.
3. Assignment on recommendations of various commissions and committees concerning Teacher Education system in India.
4. Presentation on appraisal of any one of interactive technology for professional development of teachers.
5. Write a report on internship program on the basis of your experiences.

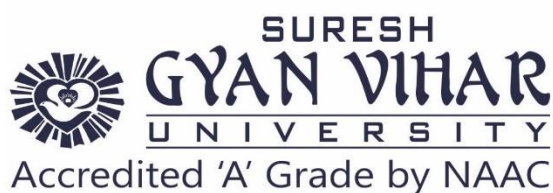
Scheme of CIE

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks

40marks

Recommended books:

1. Professional Development of Teachers. Maidenhead, Brinks Open University Press.
2. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
3. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation NCTE New Delhi.
4. Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
5. Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi
6. Sudesh Mudhopadhyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
7. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
8. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
9. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
10. Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
11. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs
NCERT, New Delhi
12. NCERT (1997) Code of Professional Ethics for Teachers



SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

GUIDANCE COUNSELING – I		[ED-221]
III-SEM. B.Ed.-M.Ed.		EVALUATION
SCHEDULE PER WEEK		EXAMINATION TIME = (3) HOURS
LECTURES-4		MAX. MARKS = 100
CREDITS-4		[CIE (40) & ESE (60)]

ives:

To help students in understanding the concepts and the basic principles of guidance & counseling, their need and application to the process of education.

To acquaint the student with a theoretical background for educational vocational and personal guidance.

To acquaint the students with organization frame work for various guidance services.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Meaning, Nature, Scope and the process of Guidance: <ul style="list-style-type: none"> i. Meaning, scope, aims of guidance and counseling. ii. Need for guidance and counseling in education. iii. Areas of guidance: <ul style="list-style-type: none"> a) Educational. b) Vocational. c) Personal. 	12
2	Guidance Services and role of personnel: <ul style="list-style-type: none"> i. Guidance services: Individual Inventory, Information, Counseling, Placement, Follow up. ii. Group guidance. iii. Role of personnel in guidance program 	12
3	Organization of Guidance Programme at different levels: <ul style="list-style-type: none"> i. School level ii. College level iii. Essentials of good guidance program. iv. Psychology of careers: <ul style="list-style-type: none"> a) Concept and significance. b) Vocational development. c) Job analysis: concept, need and importance. 	12
4	A. Theories of counseling: Brief introduction of : <ul style="list-style-type: none"> i. Psycho analytical theory ii. Cognitive theory iii. Back theory iv. Behavioural theory 	12
5.	Current issues in Guidance and Counseling <ul style="list-style-type: none"> i. Problems of guidance in India. ii. Evaluation in guidance and counseling. iii. Status of Researches in guidance and counseling in India. 	12
	Total	60

/ Graded Assignments:

1. Symposium on identification of the cases for counseling and adopting the techniques of counseling related case problem
2. PPT presentation on problems of guidance in India.
3. Preparation of set up a guidance centre at school level and college level.

4. Case study of a child and suggested scheme for that.
5. Prepare a list of researches on conducted guidance and counseling in India.

Scheme of CIE

Class tests	:	10marks
Assignments	:	10marks
Two Mid Terms :	20marks	
		40marks

Suggested Books:

1. S.S. Chauhan (1982); Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd. New Delhi.
2. Crow and Crow (1964); Introduction to Guidance, Publishing House Pvt. Ltd. New Delhi.
3. Dosajh, N.L. (1969); Guidance Services In India, Arya Book Depot., New Delhi
4. Kochhar, S.K. (1984); Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Pvt. Ltd.
5. L.F. Moser and Moser R.S.; Counseling and Guidance an Explanation.
6. Donald Super (1965); Counseling in the Secondary Schools, Harper and Row, New Delhi.
7. Robert Smith and Erickson (1953); Organization and administration of guidance service, Mc- Graw Hill Book Co. Inc. London.

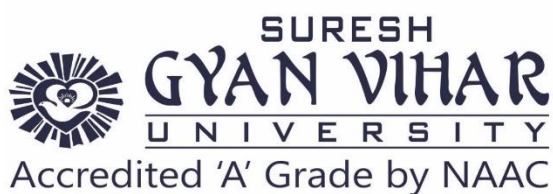
SCHOOL OF EDUCATION

DETAILED SYLLABUS

2021-24

Synopsis Preparation-I (Semester – III)	[SP-202]
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S.No.	Components of CIE of Synopsis Preparation	Marks
1	Topic selection	20
2	Attendance	20
3	Synopsis Preparation	30
4	Synopsis Presentation	30
Total		100



SCHOOL OF EDUCATION

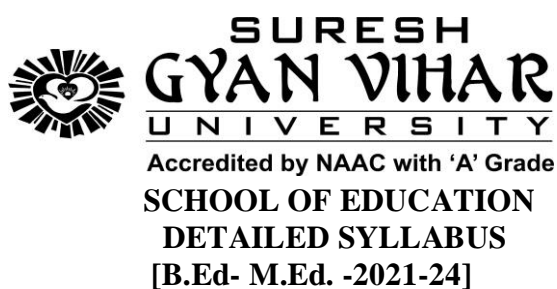
DETAILED SYLLABUS

2021-24

Field attachment: I	[FA-201]
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Evaluation of field attachment-I work under the exchange program of teachers training institutions (Semester-I):

2. Observations in the school (activities)	25
3. Observation of a regular teacher	25
4. Assistance work in the school internship	25
	100



MAJOR CONCERNS AND ISSUES IN INDIAN EDUCATION		[ED-256]
IV-SEM. B.Ed.-M.Ed.	EVALUATION	
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]	

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

Students will be able to understand the concept of peace and peace education, importance and aims.

Gain insight into the life skills education and need of life skills education, dimensions of life skills education.

Understand the meaning and concept of human rights education, aims, and status of human rights education.
 Student will be able to understand the gender discrimination scenario in India, gender sensitive life skills approach of education.
 Student will be able to understand the concept of private school versus expensive education wastage and stagnation demerits of contemporize examination system, problem of discipline, single teacher school.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Peace education and value education <ol style="list-style-type: none"> 1. Meaning & concept of peace and peace education. 2. Principle of peace education. 3. Role of education in peace education role of teacher in peace education. 4. Meaning and concept of values and value education. 5. Role of education in developing values and ethics among students. 	12
2	Life Skills <ol style="list-style-type: none"> 1. Meaning of life skills education. 2. Concept of life skills education. 3. Aims of life skills education. 4. Needs of life skills education. 5. Types of life skills education. 6. Dimensions of life skills education. 	12
3	Human rights <ol style="list-style-type: none"> 1. Meaning of human rights education. 2. Concept of human rights education. 3. Need of human rights education. 4. Aims of human rights education. 5. Status of human rights in Indian Society. 6. Remedies for the protection of human rights. 	12
4	Gender Sensitizations <ol style="list-style-type: none"> 1. Meaning of gender sensitization. 2. Gender discrimination scenario in India. 3. Education for women equality and gender sensitization. 4. Gender sensitive life skills approach of education. 	12
5	Major challenges in Indian education system <ol style="list-style-type: none"> 1. Private school versus expensive education. 2. Wastage and stagnation. 3. Demerits of contemporary examination systems. 4. Problem of discipline. 5. Single teacher school. 	12
	Total	60

m/ Graded Assignments:

Prepare a PPT on Gender discrimination scenario in India.

Prepare a CD on Education for women equality and gender sensitization.

Scheme of CIE

Class tests	:	10marks
Graded Assignments	:	10marks
Two Mid Terms	:	20marks
<hr/>		
40marks		
<hr/>		

Recommended Books:

Sr.No.	Name of Book	Author	Publisher
1	Educating the educators	Sharma M.L.	The Indian publication, Amballa Cantt.
2	Teacher Education, Modern Trends	Chakrabarti, Mohit	Kanishka Publisher, New Delhi
3	Challenges in Teacher Education	Chakrabarti, Mohit	Daya publishing, Delhi
4	Management of Teaching Education	Shrivastava, G.N. Prakash	Concept publishing, New Delhi
5	New directions in the education of Indian teachers	Desai D.M.	M.S. university, Baroda
6	Better Teacher education, Delhi	Pires, E.A.	Delhi University Press
7	Theory –Practical of teacher education in India,	Srivastava R.C.	Allahbad
8	Education of India Teacher	Uday Shankar	New Delhi, Slerling publishers
9	Teacher in emerging Indian society	M.S. Ansari	International publishing home
10	Teacher education in Dillema	Dr. M.S. Singh	Astha publication
11	Challenges in Teacher Education	Dr. M.S. Singh	Astha publication
12	Models of teaching	M.H. Siddequi	APH publishing Corp., New Delhi
13	Teacher education	Y.K. Singh	APH publishing Corp., New Delhi
14	Teacher Education in India	Mohanty, J. (2000)	Published by member secretary, NCTE
15	NCTE Documents	NCTE 1998	
16	Teacher education	Panda, B.N. Tiwari AD (1997)	APH publishing Corp., New Delhi
17	Teacher education and the teachers	LC Singh, Sharma P.C. (1995)	Vikas Publishing Home P. Ltd., New Delhi
18	Professional education of teacher	Vashisth S.R. (1993)	Mangal deep publishers


**SURESH
GYAN VIHAR**
 UNIVERSITY
 Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
[B.Ed.-M.Ed. -2021-24]

YOGA EDUCATION		[ED-258]
IV-SEM. B.Ed.-M.Ed.		EVALUATION
SCHEDULE PER WEEK LECTURES-2 CREDITS-2		EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

ives: The pupil teacher will be able to understand:

1. Define the philosophy of yoga.
2. Explain the psychology of yoga.
3. Describe the socio-moral base of yoga.
4. Explain physiology of Yoga.
5. Classify yoga, yogic diet and yogic lifestyle.
6. Explain medical aspects of yoga in terms of improving mental health and reducing stress.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Concept of Yoga: <ol style="list-style-type: none"> 1. What is yoga? (Philosophical & Psychological aspects) 2. Types of yoga (Eight folder path). 3. Importance of yoga. 	6
2	Basis of yoga: <ol style="list-style-type: none"> 1. Patanjali yogsutra. 2. Bhagwat Gita. 3. Yog upnishad. 	6

3	Theories of yoga practice: 1. Asana. 2. Pranayam. 3. Kriyas. 4. Dhayan.	6
4	Yoga Asans: 1. Types of yoga asans. 2. Advantage of yoga exercise. 3. Precautions to be taken during yoga and exercise.	6
5	Health and yoga: 1. Effect of yoga exercise on different system of body. 2. Yoga and diseases. 3. Personality development through yoga.	6
	Total	30

/ Graded Assignments:

Prepare charts for different asana and exercises.
 Prepare a presentation on any topic of yoga from syllabus.
 Visit to different yoga centers and prepare a report.

Scheme of CIE

Class tests	:	10marks
Graded Assignments	:	10marks
Two Mid Terms :	20marks	
		40marks

Recommended Books:

Bawara, B. V. (1993). Aapki Apni Baat, Haryana: Divine Radiance Publications.
 Besant, A. (2005) An Introduction to Yoga., New Delhi: Cosmo
 Iyenger, B.K.S. (1996). Lighter on Yoga. New Delhi: Harper Collins Publishers India Private Limited
 Larson, J. G. & Bhattacharya, R. S. (2007). Encyclopedia of Indian Philosophies, Vol. XII.Yoga: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Publications.
 Lata, P. (1996). Intelligence, Creativity, Self-concept and Personality Characteristics of Delinquents and Non-delinquents. Chandigarh: Panjab University.
 Lzmailovich, Omand, S. (1960). Patanjali Yoga Pradeep. Gorakhpur: Gita Press
 Rai, V.C. (1989). Effect of Sahaj Yoga Meditation on Cardiac Disorders. Delhi Medical College: Department of Physiology
 Rao, P. V. K. (1995). Scientific and Psychological Significance of Yoga. Banaras Hindu University: Department of Education
 Yadav, Y. P. & Yadav, R. (2003). Art of Yoga, New Delhi: Friends
 Yogacharya,O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat


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SCHOOL OF EDUCATION
DETAILED SYLLABUS
(B.Ed.M.Ed.-2021-24)

METHODOLOGY OF EDUCATIONAL RESEARCH-II	[ED-260]
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II-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE-(40) & ESE- (60)]

ives:

- o develop understanding and skill in using quantitative and qualitative techniques of data analysis.
- o develop understanding and skill to interpret a given set of data after analysis.
- o enable the student to write a research report in a proper way.
- o enable the student to know and aware the status of research in India and abroad.

Contents of the Subject	No. of Teaching Periods required
Tools & Techniques of Data Collection <ul style="list-style-type: none"> i. Standardized and non-standardized: self constructed test & different type of psychological tests. ii. Qualitative Analysis & Quantitative Analysis. iii. Questionnaire, Interview, observation, schedule, attitude scales, Rating scales, check lists iv. Case study technique and focus group discussion. 	12
Analysis of Data <ul style="list-style-type: none"> i. Need and importance of Statistics: Mean, Median, Mode, Standard deviation, Correlation. ii. Measures of reliability: Central tendencies. Measures of variability: Percentages & Correlation. iii. t-test F-Ratio test, chi-square test, content analysis. iv. Introduction to SPSS, Creating a database file in SPSS. Creating graphs and interactive graphs. 	12
Interpretation of data <ul style="list-style-type: none"> i. Meaning, importance and need of data interpretation in research. ii. Techniques and steps of data interpretation. iii. Precautions to be taken by the research scholar during interpretation. iv. Use of computer & internet in research: data analysis, data organization, presentation, report writing. 	12
Writing the Research Report:	

i. Use of library, importance of taking notes, reference material. ii. Characteristics of a good research report. iii. How to right the research report. iv. Criteria for evaluation of a research report.	12
Review of Educational Research in India & Abroad: i. History of Research in Education in India & Abroad. ii. Present status of Research in India & abroad. iii. Recent trends in different areas of research. iv. Interdisciplinary approach: an emerging trend in the field of research.	12
Total	60

um/ Graded Assignments:

1. Preparation of a tool- questionnaire/ rating scale/ observation schedule.
2. Discussion on need and importance of qualitative analysis.
3. Presentation on use of computer and internet in research.
4. Prepare a format for evaluation of a research report.
5. Debate on interdisciplinary approach vs single discipline approach.

cheme of CIE

Class tests	:	10marks
Assignments	:	10marks
Two Mid Terms	:	20marks
		40marks

mended Books:

1. Corey, Stephen M; Action Research to Improve School Practices, New York, Bureau of Publication, Columbia University
2. Guilfore J.P.; Fundamental Statistics in Psychology and Education, London Mc. Graw Hill Book Co.
3. Shiltz & Jahoda; Research Methods in Social Relations, London, Methuen & Co.
4. Dr. B.N. Ray; Anusandhan Parichay, Vinod Pusttak Mandir
5. R.S. Sharma; Shiksha Anusandhan Lekhan, Kamal Book Depot, Meerut.
6. R. A. Sharma ; Educational Research
7. Kaul, Lokesh (1984).; Methodology of Educational Research, New Delhi: Vikas Publications.
8. Kerlinger, F.N. (1986). ; Foundations of Behavioural Research, Fort Worth, TX: Harc Court Bmce Jovanovich

DETAILED SYLLABUS
(B.Ed.-M.Ed.-2021-24)

PEDAGOGY OF A SCHOOL SUBJECT ENGLISH (Part – II)	[ED-262]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

ives: The pupil teacher will be able to understand:

1. Nature need and importance of English as a second language.
2. Characteristics of English Language in different context- Link language, library language.
3. Will be able to learn language skills.
4. Will be able to learn competencies through different modes.
5. Enhancing quality in teaching learning process.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning: <ol style="list-style-type: none"> 1. Concept, meaning of curriculum, difference between curriculum and syllabus. 2. Curriculum of English of Rajasthan board and CBSE Board. 3. Characteristics of good text book of English. 4. English language across the curriculum. 	9
2	Instructional support of systems in teaching of English - I: <ol style="list-style-type: none"> 1. Meaning, need and importance of instructional support system. 2. Classification and different types of support system. 3. Audio, visual, audio-visual and printed material. 4. Preparation of different types of teaching aids. 	9
3	Resources of teaching English: <ol style="list-style-type: none"> 1. Language laboratory. 2. Organization of language club. 3. Field trips and exhibition etc. 4. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning, concept and importance of co - curricular activities. 2. Classification of co - curricular activities. 3. Principles of organizing co - curricular activities. 4. Execution of co-curricular activities. 	9
5	Innovation practices in teaching learning process of English: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Need and importance of innovation in English language teaching. 3. Recent trend in teaching learning process. 4. ICT in teaching English language. 	9

	Total	45
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Program/ Graded Assignments:

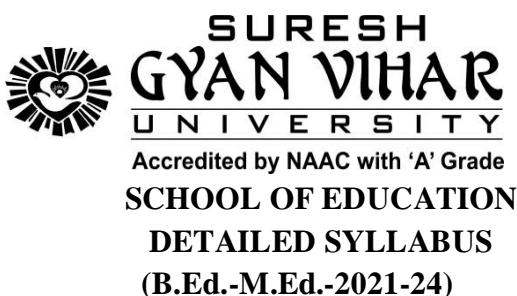
1. Contribution of eminent personalities (Discipline related).
2. Importance of discipline related areas in building up the career (Seminar).
3. Prepare an innovative plan for teaching any topic of your discipline.
4. Prepare the support material of any unit of your discipline.
5. PPP of the recent trends in Language (English).

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Bansal, R.K. and Harrison, J.B (1972); Spoken English for Indian, Madras: Orient Longman Ltd.
2. Hornby A.S.; A Guide to patterns and usage in English, Oxford : CUP
3. Barua, T.C.; The English Teacher's Handbook, New Delhi Starling publishing Pvt. Ltd.
4. Lado Robert (1971); Language Teaching, New Delhi: Tata McGraw Hill Publishing House Co. Ltd.
5. Brumfit, C.J.; Communicative Methodology in Language, Cambridge: C.U.P
6. Roach, Peter (1991); Language Teaching, English Phonetics and Phonology, Cambridge C.U.P.
7. Anderson, R.C. (1984); Role of the Reader's Scheme in Comprehension, learning and memory: in r and content texts, Psychology Press.
8. Grellet, F. (1981); Developing reading skills: a Practical guide to reading comprehension exercises Cambridge University Press



PEDAGOGY OF A SCHOOL SUBJECT GENERAL SCIENCE (Part – II)	[ED-264]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
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<p style="text-align: center;">SCHEDULE PER WEEK LECTURES-3 CREDITS-3</p>	<p style="text-align: center;">EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (0) & ESE (0)]</p>
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tives:

- . Understand the nature, scope, values and objectives of teaching science at secondary level.
- . Develop competence in teaching different topics of science effectively.
- . Develop scientific temper & provide teaching in scientific method of their student.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of General Science curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of General Science of Rajasthan board and CBSE board at school level. 3. Need and importance of General Science text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. School labs and experimental work. 2. Establishment of good quality labs at secondary and senior secondary level. 3. Organization of science clubs, fairs and exhibitions. 4. Excursion, field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in General Science teaching of school level. 3. Need and importance in present context. 4. New trends in teaching General Science in relation to ICT. 	9
	Total	45

um/ Graded Assignments:

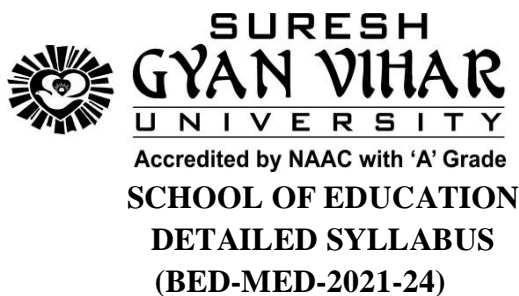
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		40marks

Recommended Books:

4. Sood, J.K.; Teaching Life Sciences, Kobl Publishers, Chandigarh
5. Sharma, L.M.; Teaching of Science & Life Science, Dhanpat Rai & Sons, Delhi.
3. Kulshertha, S.P.; Teaching of Biology, Loyal Book Depot, Meerut.
4. Yadav, K.; Teaching of life sciences, Anmol publishers, Daruagaj, Delhi
5. Vadav, M.S.; Modern methods of teaching sciences, Anmol Publisher, Delhi.
6. Singh, U.K. & Nayab, A.K.; Science Education, Common wealth Publishers Daryaganj, New Delhi
7. Venkataih, S.; Science Education in 21st century, Anmol Publishers, Delhi.
8. Yadav, M.S. (Ed); Teaching science at High level, Anmol Publishers, Delhi



PEDAGOGY OF A SCHOOL SUBJECT MATHEMATICS (Part – II)

[ED-266]

IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

- To enable pupil teachers to understand and appreciate mathematical structure and their isomorphism with physical realities.
- To improve their understanding of the basic concepts and make them appreciate their unifying strength and wide of applicability.
- To enable them to analyse the school syllabus of mathematics in relation to its objectives.
- To enable them to see meaningfulness of the school mathematics programme in relation to life situation

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Mathematics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Mathematics of Rajasthan board and CBSE board at school level. 3. Need and importance of Mathematics text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Maths lab and experimental work. 2. Establishment of maths lab at secondary and senior secondary level. 3. Organization of fairs and exhibition related to Maths. 4. Excursion field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Mathematics teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Mathematics in relation to ICT. 	9
	Total	45

Curriculum/ Graded Assignments:

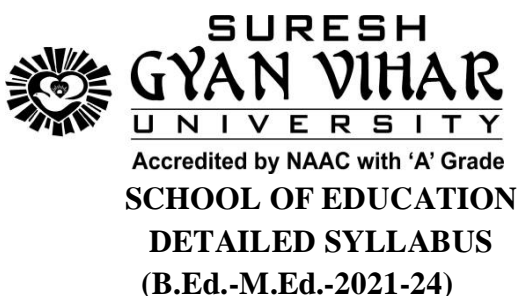
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks

Recommended Books:

1. Agarwal S.M; Teaching of Modern mathematics, Dhanpat Rai and Sons, Delhi
2. Ryangar and Kuppaswami, N.A.; Teaching of mathematics in the new education, Universal Publication.
3. Butler and Wren; The teaching of Secondary mathematics, McGraw Hill Book company.
4. Jagadguru Swami; Sri Bhari Krishna Turthji Vedic mathematics, Moti lal Banarsidas Publisher Delhi .
5. Kapur J.N; Modern mathematics for teachers, Arya Book Depot, New Delhi.
6. Mangal, S.K.; Teaching of mathematics, Prakash Brother Ludhiana.
7. Kapoor and Saxena; Mathematical Statistic, mS. Chand & Co. New Delhi.
8. Sidha, K.S; Teaching of mathematics, Streling pub. Pvt. Ltd, New Delhi.
9. Shri Vastov and Bhatnagar; Maths Education, Ramesh Book Depot, Jaipur.
10. Modern Abstract Algebra; Shanti Narayan, S. Chand & Co. New Delhi.

**PEDAGOGY OF A SCHOOL SUBJECT SOCIAL STUDIES (Part – II)****[ED-284]**

IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS
LECTURES-3	MAX. MARKS = 100
CREDITS-3	[CIE (40) & ESE (60)]

Objectives: To enable the student teacher to:

1. Understand the concept, aims and objectives of social studies
2. Importance of social studies in school curriculum. Critically evaluate the syllabus of social studies
3. Prepare different type of plans: yearly plan, unit plan, and lesson plan for different classes.
4. Apply appropriate methods & techniques of teaching different topics.
5. Use different types support material.
6. Evaluate the pupil's performance.

Unit	Contents of the Subject	No. of Teaching Periods required

1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Social studies curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Social studies of Rajasthan board and CBSE board at school level. 3. Need and importance of Social studies text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Social studies teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Social studies in relation to ICT. 	9
	Total	45

m/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

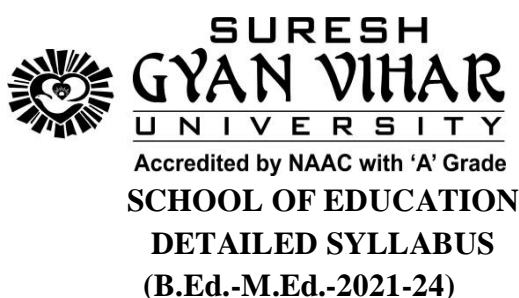
cheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks

Recommended Books:

1. Agarwal, J.C. (1989); Teaching of Social Studies: A Practical Approach, Vikas Pub. House Pvt. Ltd., Delhi
2. Bhatt, B.D. (1995); Modern Methods of Teaching , Kanishka Pub., Delhi
3. Bining, A.C. and Brining, D.H. (1952); Teaching the social studies in Secondary School , Mc Graw Hill Company, New York
4. Bhattacharya and Darji, D.R. (1966); Teaching of social studies in Indian School , Acharya Book Depot., Baroda
5. Kaushik, Vijay Kumar; Teaching of social studies in Elementary School , Anmol Pub., New Delhi

6. Kochher, S.K. (1999); Teaching of social studies , Sterling Pub. Pvt. Ltd., New Delhi
7. Wesley, E.B. & Wronski, S.P. (1958); Teaching of social studies in Higher School, D.C. Heath and Company, Boston
8. Yagnik, K.S. (1966); Teaching of social studies in India, Orient Longman, Bombay



PEDAGOGY OF A SCHOOL SUBJECT CHEMISTRY (Part – II)	[ED-268]
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IV-SEM. B.ED-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable the student teacher to:

- . Understand the nature, place, values and objectives of teaching Chemistry at secondary/senior secondary level.
- . Establish its correlation with other subjects.
- . Use various approaches and methods of teaching chemistry.
- . Acquire the ability to develop instructional support system.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of chemistry curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of chemistry of Rajasthan board and CBSE board at school level. 3. Need and importance of chemistry text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9

2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Chemistry labs and experimental work. 2. Establishment of chemistry labs at secondary and senior secondary level. 3. Organization of science clubs, fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in chemistry teaching of school level. 3. Need and importance in present context. 4. New trends in teaching chemistry in relation to ICT. 	9
	Total	45

Curriculum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Yadav, M.S.; Teaching of chemistry, Anmol publication, New Delhi.
2. Yadav, M.S.; Teaching science at Higher Level, Anmol Publications, New Delhi.
3. Misra, D.C.; Chemistry Teaching, Sahitya.
4. Kherwadkal, Anjali; Teaching of Chemistry by Modern Method, Sarup & Sons.New Delhi.
5. Das, R.C; Science Teachg in Schools, Sterling Publishers Pvt.Ltd., New Delhi.
6. Venkataih,S. ; Science education in 21st Century, Anmol Publishers, New Delhi.
7. Rao,D.B.; World Conference on Science Education, Discovery Publishing House, New Delhi.


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PEDAGOGY OF A SCHOOL SUBJECT PHYSICS (Part – II)	[ED-270]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. Understand the modern concept of physics.
2. Understand aims and objectives of teaching physics.
3. Appreciate the contribution of eminent physicists in connection with the development of physics.
4. Plan curriculum at secondary/senior secondary level.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of physics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of physics of Rajasthan board and CBSE board at school level. 3. Need and importance of physics text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9

3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Physics labs and experimental work. 2. Establishment of physics labs at secondary and senior secondary level. 3. Organization of science clubs, fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in physics teaching of school level. 3. Need and importance in present context. 4. New trends in teaching physics in relation to ICT. 	9
	Total	45

Curriculum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Hesis, Oburn and Hoffman; Modern Science, The Macmillan Company" New York
2. Thurber W. and A Collette; Teaching Science in Today' ssecondary schools, Boston Allyan and Bacon Inc. New York
3. Magal S.K; Sadharan Science Siksha, Aray book Depot,New Delhi Vaiday,N.
4. The impact of science Teaching; Oxford and IBH Publication Company, New Delhi 1971
5. Richardson S; Science Teaching in Secondary School, Prentice Hall USA
6. Sharma,R.C. and Sukla; Modern Science Teaching', Dhanpat Rai and sons Delhi
7. Taygi S.K. Bhotik; Science Education, Sahitay pakashan,agra.



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PEDAGOGY OF A SCHOOL SUBJECT HISTORY (Part – II)	[ED-272]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable student teacher to:-

1. Understand the concept, nature and scope of history.
2. Understand the aims and objectives of teaching history at different levels of the secondary stage.
3. Prepare unit plan, lesson plan, and yearly plan.
4. Evaluate the syllabus of history of secondary level.
5. Select and apply different methods of teaching at secondary stage.
6. Imbibe basic teaching skills (micro skills).
7. Prepare objectives based achievement test.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of history curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of history of Rajasthan board and CBSE board at school level. 3. Need and importance of history text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9

3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in history teaching of school level. 3. Need and importance in present context. 4. New trends in teaching history in relation to ICT. 	9
	Total	45

Program/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on any unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Bining and Bining (1952); Teaching of social studies in secondary school, Mc Graw Hill Book Co., New York.
2. Ghosh, K.D. (1951); Creative Teaching of History, OUP.
3. Ghate, V.D.; Suggestions of Teaching History in India.
4. NCERT; Hand book of history teachers, NCERT.
5. Chaudhary, K.P.; Effective Teaching of History in India , NCERT.
6. Tyagi, Gurusharan ; History teaching , Rajasthan Hindi Granth Academy, Jaipur.
7. Ghate, B.D.; History teaching, Haryana Granth Acadami, Chandigarh.
8. Baghela Dixit; History teaching, Rajasthan Hindi Granth Academy, Jaipur.


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PEDAGOGY OF A SCHOOL SUBJECT CIVICS (Part – II)	[ED-274]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. Understand the concept, scope and aims of teaching civics.
2. Established co-relation of civics with other school subjects
3. Prepare unit plan, lesson plan, and yearly plan.
4. Apply appropriate methods in teaching particular topic.
5. Select and use relevant teaching aids.
6. Use of teaching skills.
7. Develop skill to construct test paper to measure various objectives.
8. Develop the ability to critically evaluate existing syllabus.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of civics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of civics of Rajasthan board and CBSE board at school level. 3. Need and importance of civics text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 	9

	4. Excursion field trips and educational tour. 5. Use of community resources.	
4	Co-curricular activities: 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution.	9
5	Innovation and recent trend in TLP: 1. Concept and meaning of teaching learning process. 2. Innovative method in civics teaching of school level. 3. Need and importance in present context. 4. New trends in teaching civics in relation to ICT.	9
	Total	45

cum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

mended Books:

1. Saxena, Godhika, Baghel; Nagrik Shastra Shikshan, Vinod Pustak Mandir
2. Gursharan das Tyagi; Nagrik Shastra Shikshan, Vinod Pustak Mandir
3. M.L. Mittal; Nagrik Shastra Shikshan, International Publishing House
4. Savitri Mathur; Nagrik Shastra Shikshan, Astha Prakashan
5. Rajni Yadav; Nagrik Shastra Shikshan, Astha Prakashan
6. Yogesh Kr. Singh; Nagrik Shastra Shikshan, APH Publishing Corp.
7. T. Shankar; Methods of teaching Civics, Commonwealth Publishers


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PEDAGOGY OF A SCHOOL SUBJECT ECONOMICS (Part – II)	[ED-276]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

tives:

- . Refresh the knowledge about the meaning, importance, nature, scope and aims of economics.
- . Acquaint with the aims, objectives and value-outcomes through teaching economics.
- . Develop ability to plan for suitable instructions in economics.
- . Develop appropriate attitude towards the subjects and country's economy.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of economics curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of economics of Rajasthan board and CBSE board at school level. 3. Need and importance of economics text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. 	9

4	Co-curricular activities: <ol style="list-style-type: none"> 5. Meaning and concept of co - curriculum activity. 6. Need and its importance. 7. Classification and its types at school level. 8. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 5. Concept and meaning of teaching learning process. 6. Innovative method in economics teaching of school level. 7. Need and importance in present context. 8. New trends in teaching economics in relation to ICT. 	9
	Total	45

cum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Saxena, N.R., Mishra, B.K., Mohanty, P.K.; Teaching of economics, R. Lall book depot, Meerut.
2. Aggrawal, J.C.; Teaching of economics: A practical approach, Vinod Pustak Mandir, Agra.
3. Tiwari, Deepak; Methods of teaching economics, Commonwealth publishers, Delhi.
4. Saxena, Nirmal; Arithshastra Shikshan, Rajasthan Hindi Granth Academy, Jaipur.
5. Gaur, A.K.; Arithshastra Shikshan, International publishing house, Delhi.
6. Singh, Y.K.; Arithshastra Shikshan, A.P.H. publishing corp., Delhi.
7. Hasan, N.; Teachers manual in economics, Regional College of educational Ajmer.
8. Natrajan, S.; Introduction to economics of education, Sterling Publication P. Ltd., Delhi.
9. Bhatia & Bhatia; The principles and methods of teaching, Doaba house, Delhi.


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PEDAGOGY OF A SCHOOL SUBJECT HINDI (Part – II)	[ED-258]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

ives: The pupil teacher will be able to understand:

1. The concept of Hindi language, nature and scope, aims and objectives of Hindi teaching.
2. Co-relation Hindi language with other subject and contribution of great Hindi writers/poets.
3. The characteristics of Hindi teacher and learner, role and responsibility of Hindi teacher and relationship with learner.
4. Understand the need and importance of instructional planning and Types of innovative plans for Hindi teaching.
5. The different methods of teaching Hindi and their importance.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of curriculum at secondary and senior secondary level. 2. Curriculum and syllabus of Hindi of Rajasthan Board and its critical appraisal. 3. Curriculum and syllabus of Hindi of CBSE Board at school level and its critical appraisal. 4. Need and importance of Hindi text book: Characteristics of good text book (general and linguistic). 5. Hindi language and different dialects: Meaning, impact of dialects on Hindi with special reference of Rajasthan. 	9
2	Instructional support systems - I: <ol style="list-style-type: none"> 1. Concept, meaning, need and importance of support system. 2. Classification of support material: visual, audio, Audio visual, and printed. 3. Selection of proper material in teaching of Hindi. 4. Precaution in using the teaching material. 5. Language laboratory. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms related to Hindi teaching. 2. Availability of good quality support material. 3. Organization of academic study club of Hindi language: visit to different library and language museum. 	9

	4. Exhibition and educational tour etc. 5. Use of community resources.	
4	Co-curricular activities: 1. Meaning and concept of co - curriculum activity. 2. Need and its importance of these in Hindi teaching. 3. Classification and various types at school level. 4. Planning, organization and execution of the activities.	9
5	Innovation and recent trend in TLP: 1. Concept and meaning of teaching learning process. 2. Innovative method in Hindi teaching of school level. 3. Need and importance in present context. 4. New trend in teaching Hindi in relation to ICT. 5. Agency for promoting Hindi- Government, autonomous and NGO.	9
	Total	45

icum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

mmended Books:

1. Bhai Yogendra Jeet ; Bhasha Shikshan , Vinod Pustak Mandir, Agra
2. Keshav Prasad (2004); Hindi Shikshan , Dhanpat rai Pub., Delhi
3. Radhe Sham Sharma and Yashwanti Gaur ; Hindi Shikshan, Arihant shiksha prakashan, Jaipur
4. Raman Bihari lal ; Hindi Shikshan, Rastogi and company, Meerut
5. Ramshakal Pandey (2000); Hindi Shikshan, Vinod Pustak Mandir, Agra
6. Shrivastav, R.S. ; Matra Bhasha Shikshan , Kailash Pustak Sadan, Gwalior
7. Savitri Singh; Hindi Shikshan, Gaya Prasad and Sons, Agra
8. Niranjn Kr. Singh; Hindi Teaching in secondary school , Rajasthan Hindi Granth Academy, Jaipur.
9. Ram Prasad Yadav; Hindi Shikshan, Shri Ram Mehra, Agra.

SCHOOL OF EDUCATION
DETAILED SYLLABUS
(B.Ed.-M.Ed.-2021-24)

PEDAGOGY OF A SCHOOL SUBJECT BIOLOGY (Part – II)	[ED-278]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

- Understand the nature, place, values and objectives of teaching biology at secondary level.
- Establish its correlation with other subjects.
- Develop yearly plan, unit plan and lesson plan for senior secondary classes.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of biology curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of biology of Rajasthan board and CBSE board at school level. 3. Need and importance of biology text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Biology labs and experimental work. 2. Establishment of biology labs at secondary and senior secondary level. 3. Organization of science clubs, fair and exhibition. 4. Excursion field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in biology teaching of school level. 3. Need and importance in present context. 4. New trends in teaching biology in relation to ICT. 	9

	Total	45
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cum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

cheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

ended Books:

1. Sood, J.K.; Teaching Life Sciences, Kohli publishers, Chandigarh.
2. Sharma, L.M.; Teaching of Science & Life Sciences, Dhanpat Rai & Sons, Delhi.
3. Kulshertha, S.P.; Teaching of Biology, Loyal Book Depot.
4. Yadav, K.; Teaching of Life Sciences, Anmol Publication, New Delhi.
5. Yadav, M.S.; Modern Method of Teaching Sciences, Anmol Publication, New Delhi.
6. Singh, U.K.; Science education, Common Wealth Publishers, Daryaganj, New Delhi.
7. Venkataih,S.; Science education in 21st century, Anmol Publication, New Delhi.

PEDAGOGY OF A SCHOOL SUBJECT BOOK KEEPING AND ACCOUNTANCY (Part – II)	[ED-280]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable student teacher to:

1. Acquire the basic understanding of teaching of Book-Keeping.
2. Develop the ability to plan curriculum and instruction in Book-Keeping & accountancy at school level.
3. Develop the ability to critically evaluate the existing school curriculum of Book-Keeping & accountancy.
4. Apply appropriate methods in teaching particular topics for book keeping & accountancy.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Book keeping and accountancy curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Book keeping and accountancy of Rajasthan board and CBSE board at school level. 3. Need and importance of Book keeping and accountancy text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion, field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Book keeping and accountancy teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Book keeping and accountancy in relation to ICT. 	9

	Total	45
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Curriculum/ Graded Assignments:

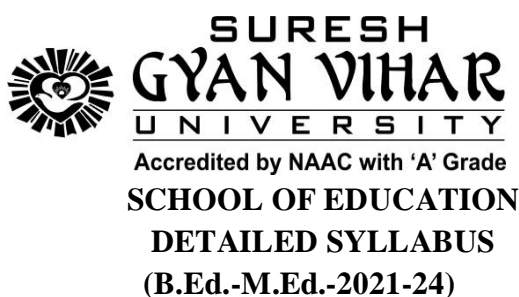
1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on any unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Recommended Books:

1. Harvey; Ways to teach book keeping and accountancy
2. Agarwal J.C. ; Teaching of commerce
3. Gupta & Gupta; Intermediate book keeping and Accounts , Agra Book Store, Agra
4. J. N. Vaish; Book keeping and accounts
5. Parikh, Dr. A.K. M. ; Lesson planning in India Schools, Subha Sanchar, Ajmer
6. Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.



PEDAGOGY OF A SCHOOL SUBJECT COMMERCE (Part – II)	[ED-282]
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IV-SEM. B.Ed.-M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-3 CREDITS-3	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives: To enable student teacher to:

1. Help the students to acquire the basic understanding in the field of commerce education.
2. Develop the ability to plan curriculum and instruction in commerce at school level.

3. Develop the ability to critically evaluate the existing school syllabus and text book.
4. Develop the ability of preparing an achievement test.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Curriculum planning and critical appraisal: <ol style="list-style-type: none"> 1. Concept and meaning of Commerce curriculum at secondary and senior secondary level. 2. Analysis of curriculum and syllabus of Commerce of Rajasthan board and CBSE board at school level. 3. Need and importance of Commerce text book. 4. Characteristics of good text book. 5. Language across the curriculum. 	9
2	Instructional support of systems - I: <ol style="list-style-type: none"> 1. Meaning: need and importance of instructional support system. 2. Classification and types of teaching aids. 3. Audio visual aids. 4. Preparation of low cost teaching aids. 5. Recent trends in teaching aids. 	9
3	Instructional support of systems - II: <ol style="list-style-type: none"> 1. Support material rooms and experimental work. 2. Establishment of quality support material rooms of secondary and senior secondary level. 3. Organization of study circle fair and exhibition. 4. Excursion, field trips and educational tour. 5. Use of community resources. 	9
4	Co-curricular activities: <ol style="list-style-type: none"> 1. Meaning and concept of co - curriculum activity. 2. Need and its importance. 3. Classification and its types at school level. 4. Planning, organization and its execution. 	9
5	Innovation and recent trend in TLP: <ol style="list-style-type: none"> 1. Concept and meaning of teaching learning process. 2. Innovative method in Commerce teaching of school level. 3. Need and importance in present context. 4. New trends in teaching Commerce in relation to ICT. 	9
	Total	45

Curriculum/ Graded Assignments:

1. Prepare a plan on career avenues related to the subjects.
2. Prepare the chart with pictures of eminent personalities of the subjects.
3. Observation of teacher and learner behavior in the class.
4. Prepare a program institution based plan on nay unit.
5. Survey on teaching methods used by regular teachers in Schools.

Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks

- Two Mid Terms : 20marks
40marks

Recommended Books:

Aggrawal, J.C. (2010); Teaching of commerce, Vikas Pub. Ltd., New Delhi.
 Boynton Lewis D.; Method of teaching book keeping, South Western Publication Co., Cincinnati, Ohio.
 Gupta & Gupta; Intermediate book keeping and Accounts, Agra Book Store, Agra.
 Lulla, B. P. (1990); Teaching commerce in secondary schools, M. S. U. Baroda.
 Parikh, Dr. A.K. M.; Lesson planning in India Schools, Subha Sanchar, Ajmer.
 Rao, Subbaetal; Teaching commerce in multipurpose sec. schools.
 Rao, seema (2004); Teaching of commerce, Amol Pub. Pvt. Ltd., New Delhi.
 Rao, Bhaskara, Digmurti (2004); Methods of teaching commerce, Discovery Pub. House, New Delhi.



FIELD ATTACHMENT– II (WITH SCHOOLS/ TEACHER INSTITUTION)	[FA-202]
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IV-SEM. B.Ed.M.Ed.	EVALUATION
SCHEDULE PER WEEK CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (100)]

S. No.		Internal/ External Assessment
1.	Attendance	2 Credits (Internal)
2.	Lecture delivery in the teacher educational institute	
3.	Observation of a regular teacher educator	
4.	Assistance work in the school internship	



Accredited by NAAC with 'A' Grade
SCHOOL OF EDUCATION
DETAILED SYLLABUS
(B.Ed.-M.Ed.-2021-24)

Research Leading to Dissertation– I (IV-SEM. B.Ed.-M.Ed.)	[DS-201]
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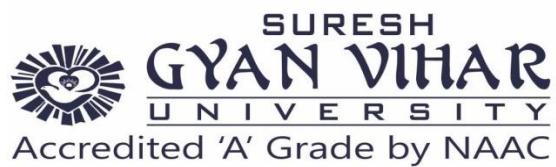
Components of CIE of synopsis in Semester - I:

• Topic selection	20
• Plan and procedures	20
• Reviews of related literature	20

	60

Components of ESE of Research Leading to Dissertation: I

1. Presentation (LCD based)	
• Command over language	10
• Slide preparation	10
• Ability to express the topic	10
2. Viva- voce	<u>10</u>
	<u>40</u>



SCHOOL OF EDUCATION
Teaching and Examination Scheme
To commence from the Academic year: 2021-2024

Department: GyanVihar School of Education

Program :B.Ed- M.Ed.

Year: III

Semester: V (Autumn)

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE

1.	TP-301	School Internship-III	18	-	-	36		60	40
2.	TP-303	Research Based Project	1	-	-	4		100	-
3.	TP-305	Understanding the Self	1	-	-	4		100	-
4.	FA-305	Field Attachment-III	4	-	-	8		60	40
		Total	24						

L – Lecture
T – Tutorial
P – Practical

CIE – Continuous Internal Evaluation
ESE – End Semester Examination

Note:

- It is compulsory for each student to complete his/her School Internship – III and Field Attachment - III in the assigned school. Physical presence is mandatory.
- School internship – III is for 16 weeks in the field.
- Theory classes will not be held in the department.
- It is compulsory for each student to complete his/her **ANY ONE CERTIFICATE COURSE FROM NPTEL/SWAYAM**

Signature of Concerned Teacher

Signature of Convener-BoS_____

Signature of Member Secretary



Semester – V (Autumn)

School Internship – III (TP – 301) (16 weeks)

S. No.	Teaching Practice and Practical Work	Internal/ External Assessment
1.	Regular class room teaching delivery of 25 lessons in each subject (25*2 = 50 lessons)	18 credits (Internal+)

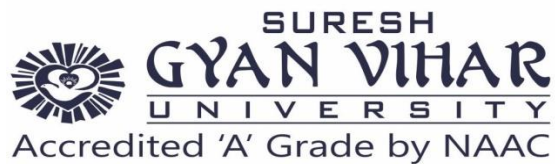
2.	Participation of co-curricular activities	External)
3.	Observation of teaching of peers (20 in each discipline and its report preparation)	
4.	Evaluation of lesson plans	
5.	Diagnostic test followed by remedial teaching	
6.	Involvement of student in lesson with the regular teacher in all day to day functioning along with teaching	
7.	2- discussion lessons	
8.	Exhibition of teaching aids	
9.	Organization of school trips	
10.	Research Based Project- (TP-303) (Action Research/ Survey)	1 credit (Internal)
11.	Understanding the self-(TP-305) Conduction of various activities related to yoga, meditation, life skills, values and peace for school students as per instructions given by schools (EPC)	1 credit (Internal)
12.	2 - final lessons	

Field Attachment – III with Schools/ Teacher institution

(FA-305)

S. No.		Internal/ External Assessment
1.	Attendance	4 Credits (Internal + External)
2.	Observation of over all activities of teacher education institute	
3.	Assistance work in the school internship	

4.	Observation of infrastructure and human resources	
5.	Report submission	



SCHOOL OF EDUCATION
Teaching and Examination Scheme
To commence from the Academic year: 2021-2024

Department: GyanVihar School of Education

Year: III

Program :B.Ed-M.Ed.

Semester: VI (Spring)

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE

1.	ED-312	(A) Program Core: Teacher education-II	4	4	-	-	40	60
2.	ED -314	Socio-economic and political aspects of Education	4	4	-	-	40	60
3.	ED-316	Professional Development of a Teacher	4	4	-	-	40	60
4.	ED -318	(C)Program Elective: I (ANY TWO) Educational Technology- II	3x2	6	-	-	40	60
5.	ED -320	Secondary or senior secondary education-II						
6.	ED-322	Guidance counseling-II						
7.	DS-602	Dissertation Work & Practicum Research leading to dissertation-II	4			4	60	40
Total			22					

L – Lecture
T – Tutorial
P – Practical

CIE – Continuous Internal Evaluation
ESE – End Semester Examination

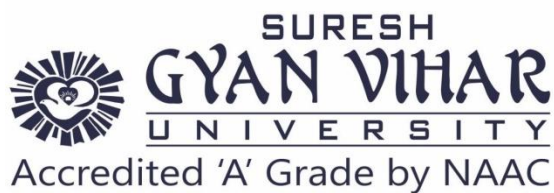
- **Note:** Students have to select the same Elective –II as they have selected in the Semester – V.

Signature of Concerned Teacher

Signature of Convener-

BoS_____

Signature of Member Secretary



School of Education
DETAILED SYLLABUS
2021-25

Teacher education-II	ED-312
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VI-SEM. B.Ed,M.Ed	EVALUATION
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<p>SCHEDULE PER WEEK</p> <p>LECTURES-4</p> <p>CREDITS-4</p>	<p>EXAMINATION TIME = (3) HOURS</p> <p>MAX. MARKS =100</p> <p>[CIE (40) & ESE(60)]</p>
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Objectives:

1. To understand the concepts, objectives and principles of teacher education.
2. To acquaint the development of teacher education.
3. To realize the place of teaching in the community.

Unit	Contents of the Subject	No. of Teaching Periods required
1	<p>Student Teaching</p> <ol style="list-style-type: none"> i. Meaning and scope of student teaching. ii. Objectives of student teaching. iii. Problems of student teaching. 	12
2	<p>Quality concern in Teacher Education</p> <ol style="list-style-type: none"> i. Need of quality concern in teacher education. ii. Causes of quality deterioration in teacher education. iii. Role of teachers for promoting quality in teacher education. 	12
3	<p>Self Financing Teacher Education Institution</p> <ol style="list-style-type: none"> i. Meaning and need of self finance institution. ii. Position/ status of self finance institution. iii. Role of universities in affiliated private colleges. 	12
4	<p>Models of Teaching</p> <ol style="list-style-type: none"> i. Meaning and characteristics of models. ii. Types of Models: <ol style="list-style-type: none"> a) Advance organizer model of teaching. b) Jurisprudence model of teaching. c) Synectic model of teaching. 	12
5	<p>Innovative practices in Teacher Education</p> <ol style="list-style-type: none"> i. Seminar ii. Workshops iii. Tutorial iv. SUPW v. Analyzing teacher behavior. <p>(Flanders Interaction analysis system).</p>	12
	Total	60

Practicum / Grader Assignments:

1. Prepare a detail note on conducting the workshops and seminars for current topics in the field of teacher education.

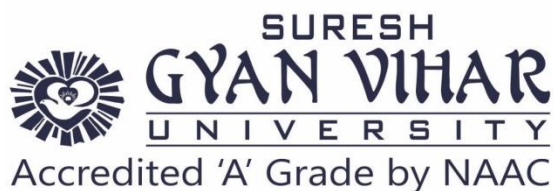
2. Prepare a PPT on implementation of SUPW work in schools.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		40marks

Books Recommended

Sr.No.	Name of Book	Author	Publisher
1	Adhyapakshiksha	Sharma, R.A. (2007)	Loyal Book depot. Meerut.
2	New era in teacher education	Chaurasia G. (1967)	Sterling Publishers Pvt. Ltd., Delhi
3	Teacher education current and prospects	Gupta, Arun K. (1984)	Sterling Publishers Pvt. Ltd., Delhi
4	Education of Indian teachers	Udai Shankar (1984)	Sterling Publishers Pvt. Ltd., Delhi
5	Secondary Teacher education	Kakkad, G.M. (1988)	Himalaya Pub. House, Delhi
6	Teacher education quality development	Maya Shankar (2004)	Adhayan Pub., Delhi
7	Ministry of Human Resource Development	National Policy on Education (1986)	Govt. of India, New Delhi
8	Teacher Education In Etal in India	Adaval, S.P. (1984)	Amitabh Pub. Allahabad
9	New Education Policy special issue -SahityaParichaya	-----	Vinod Pub., Agra



**School of Education
DETAILED SYLLABUS
2021-25**

SOCIO-ECONOMIC AND POLITICAL ASPECTS OF EDUCATION	ED-314
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VI-SEM. B.Ed,M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS =100 [CIE (40) & ESE(60)]

Objectives:

1. Student will be able to understand the socialistic pattern of society.

2. Students will be able to understand the education as an industry and inter relationship between economics and education.
3. Student will be able to identify the different characteristics of contemporary political system.
4. Student will be able to understand the role of education in different political systems.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Socialistic pattern of society: <ol style="list-style-type: none"> 1. Nature of Socialistic pattern of society. 2. Necessary condition for Socialistic pattern of society. 3. Objectives of a Socialistic pattern of society. 4. Education for Socialistic pattern of society. 5. Eradication of social evils through education. 	12
2	Education for economic growth: <ol style="list-style-type: none"> 1. Meaning, concept of economics. 2. Concept of economics goods: material and non-material goods. 3. Education as a economic goods. 4. Education as a producer and consumer goods. 5. Education as an industry. 	12
3	Classification of capital: <ol style="list-style-type: none"> 1. Capital goods. 2. Human capital. 3. Social capital. 4. Intellectual capital. 5. Factors affecting human capital. 	12
4	Interrelationship between economics and education: <ol style="list-style-type: none"> 5. Aims of education (vocational aim), 6. Economics for educational development. 7. Economics for a better producer for personal and society. 8. Education is an investment in economics terms. 9. Education as a guarantee for economics security. 	12
5	Education and political system: <ol style="list-style-type: none"> 1. Concept of political system. 2. Political systems in different types of states. 3. Relationship of education with political systems. 4. Theory of states: <ol style="list-style-type: none"> a) Classical theory. b) Marxism theory. c) Progressive liberal theory. 5. Contemporary political system: concept and education in the system:- <ol style="list-style-type: none"> a) Communism b) Socialism c) Democratic. 	12
	Total	60

Practicum / Grader Assignments:

- 1.Preparation of a plan for eradication of social evils through education.

2. Presentation on classification of capital and factors affecting human capital.
3. Write an essay on how education as a guarantee for economic security?
4. Debate on democratic system vs communism.
5. Discussion on Education as an industry.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks

Books Recommended

1. S. K. Murthy ; Philosophical and sociological foundation of education ,
VinodPustakMandir
2. GargiSharanMisra (2008); Today education tomorrows nation, Patheya Pub. , Jabalpur
3. R. K. Sharma and StrikrishnaDubey; ShikshaSidhant and Adhmik Bharat meinShiksha
4. Dr. Ashok Kumar; ShikshakaiSaqmajikAdhar , University Pub., Jaipur.

School of Education
DETAILED SYLLABUS
2021-25

PROFESSIONAL DEVELOPMENT OF TEACHER		[ED-316]
VI-SEM. M.Ed.	EVALUATION	
SCHEDULE PER WEEK	EXAMINATION TIME = (3) HOURS	
LECTURES-4	MAX. MARKS = 100	
CREDITS-4	[CIE (40) & ESE (60)]	

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

- Develop understanding of various strategies of teachers' professional development, gain insight into the status of teachers' in-service education in the country.
- Develop understanding of the process of In-service education, use various methods and techniques for the identification of training needs, use various techniques for the evaluation of In-service teacher education programmes, reflect on issues, concerns and problems of teacher in-service education, appreciate the use of ICT for the professional development of teachers.

Sl. No.	Contents of the Subject	No. of Teaching Periods required
1	Teaching as a profession: <ol style="list-style-type: none"> 1. Concept and meaning of profession, teachers, teacher education and teaching. 2. Teaching skills and competencies required for school teachers and teacher educators. 3. Qualification for school teacher and teacher educators. 4. Teaching as a profession- analysis of present status and types of persons recruited as a teacher. 	12
2	Professional development of teachers: <ol style="list-style-type: none"> 1. Concepts and importance of strategies 2. Strategies of professional development- workshop, seminar, symposium, panel discussion, refresher course, orientation program etc. 3. Teaching learning resource centre and its function 4. Provision for professional development. 	12

ICT for professional development: <ol style="list-style-type: none"> 1. Types of Media–Audio, Video, Audio-Video. 2. Interactive technologies-teleconferencing, e-learning, designing of e-content. 3. EDUSAT for Teacher Professional Development Programme (CPD). 4. Role of IGNOU, UGC, NCERT, SIETs 5. Challenges and limitations of interactive technologies for INSET. 	12
Professional training for teachers: <ol style="list-style-type: none"> 1. In-service teacher education program- concept and its importance and mode of INSET. 2. Pre-service teacher education program – concept importance and objective of pre-service teacher education program. 3. Role and function of NCTE for training for teachers. 4. Methods and techniques of teacher training. 	12
New trends and professional development of teachers: <ol style="list-style-type: none"> 1. Teacher, research and publications. 2. Code of ethics in teaching profession 3. Innovation in teaching 4. Technical skills and soft skills 	12
Total	60

/ Grader Assignments:

1. Preparation of a Plan for INSET of the teachers of school.
2. Construction of Tools for identification of Training needs in different subject areas.
3. Identification of Training needs of a group of teachers of a school.
4. Preparation of Self-Learning Material/e-content for primary or secondary school teachers.
5. Appraisal of a training programme organised by DIET/IASE/CTE.

me of CIE

Class tests	:	10marks
Graded Assignments	:	10marks
Two Mid Terms :	20marks	
		<hr/> 40marks <hr/>

Recommended Books:

1. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing
2. Professional Development of Teachers. Maidenhead, Brinks Open University Press.
3. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
4. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
5. Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
6. Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.



Accredited by NAAC with 'A' Grade

SCHOOL OF EDUCATION

DETAILED SYLLABUS 2019-21

ICT – A TOOL IN TEACHING LEARNING –II	[ED-324]
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VI-SEM. B.Ed.	EVALUATION
SCHEDULE PER WEEK PRACTICAL-4 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

Objectives:

1. ICT application in class room and professional development and in teaching learning process.
2. Awareness about functioning of computer, concept of hardware and software and education software, computer memory and its unit.
3. Basic features of windows: MS-Office, MS-Excel and preparation of slides.
4. Computer aided instruction concept and modes.
5. Internet and multimedia Concept and its educational uses.
6. Role of computer in education system.

1. Create a folder in your teaching subject for storing ,05 images ,any topic on your choices using File Manager
2. Preparation of certificates of participation in the school activity for the school students
3. Preparation of video Lectures using Screen cast-o-matic
4. Prepare a Google sheet and Google form for assessment of your any one teaching subject.
5. Preparation of TLM with Podcast, webcast screen-cast
6. Preparation of blogs, wikis as a content developer
7. Use of LMS for classroom management : Attendance ,weekly test and graded assignment
8. Use of Ms-Word,Excel,Power-point for preparation of Resume, Applications ,results and marksheets ,content writing and its presentation ,charts ,table ,graphs , formula ,mail merge , commands of MS-Word
9. Online class conduction through ZOOM/Google Meet/Webex

Recommended Books:

S.No.	Name of the Book	Author	Publisher
1.	Macro Computer in Science and Language teaching	Reghavan, S.S	Mysore R.C.E
2.	An Introduction to Micro Computers	Osborne A	Galgolia Book Source, New Delhi
3.	Computer	Koor Harjit	Aatmaram & Sons, New Delhi
4.	Computer ek parichay	Vakatachamal, S.	Pitabar publication company P.Ltd New Delhi
5.	An introduction to Computer Science	Balamurali, Savitha	Vikas Publishing House, Pvt.Ltd.New Delhi
6.	Computer an introduction	Payal Lotia and Pradeep Nair	BPB Publication, New Delhi-110001

Open Elective Offered by Ecosystem for Innovation and Entrepreneurship (EIE) Course

Code : EIE-001

Course: INNOVATION & ENTREPRENEURSHIP

L:3 Hrs., T:1Hr., P:0 Hrs., Per week

Total Credits:03

COURSE OBJECTIVES:

To enable participants to learn how to become an entrepreneur and to support with conceptual understanding to those who wish to become entrepreneurs. The course will provide fundamental conceptual understanding about the path of entrepreneurship.

Course Outcomes:

1. Understand the logic and mechanics of a business enterprise
2. Determine if they have the mind-set & preparation to be an entrepreneur
3. Develop an understanding of the entrepreneurial process from conceptual stage to becoming an established business
4. Know about stages of technology evolution, product and business life cycles
5. Develop an understanding of business functions essential for success of technology enterprises
6. Presentations Business Plan.

Unit I: Overview, Idea Generation/Evaluation: Course structure & overview, Startup, Types & stages of start-up, Idea generation strategies, Target size of market/business, Case Study **Entrepreneur's Manifesto:** 14 points about being Entrepreneurial in your company, Big Company versus Startup Mindset, Case Study: Webvan and Peter Relan
Business model canvas: Components of business model and canvas, Boot-strap financing, angels/VCs – elevator pitch, presentation & business plan, Case Studies

Presentation: Innovative Idea Presentation

Unit II: Components of BMC: Value proposition and Differentiation, Customer Segmentation, Customer relationships, Channels, Key Partnerships, Key activities, Key Resources, Revenue streams, Cost Structure, Case studies

Presentation: Social Innovation presentation

Unit III: Customer Discovery: The need for Customer feedback, Product Market Fit, The Customer Discovery Process, **Business Model Canvas Presentations:** Business Narrative, Presentations of BMC, business model to establishing a complete Business plan.

Business Plan Sections: Minimum Viable Product (MVP) & agile engineering: Definition of MVP, Planning an agile engineering team for quick change in business model (pivot), Start-up team & communication method, Customer Discovery and Validation
Presentation: MVP Presentation

Unit IV: Business Narrative and Go ahead Decision

Process: Developing the Business Narrative after Validating the BMC, The Go Ahead Decision Process,

Basics of Business plan: Components of Business plan, Problem and Need, Scenario presentation **Detailing**

Business Plan – Market: Sizing Market potential, case studies

Presentation: Business Plan Simulation & Customer Feedback

Unit V: Detailing Business Plan – Team and Technology:

Ideal Team composition, Technology and Solution **Detailing**

Business Plan – Go To Market and Revenues: Go To Market strategies and Cost Modeling– **competition and Milestones:**

Competition Analysis and Positioning, Milestones Product development **Business Plan, Financing,**

Presentation: Team Presentations of Business Plan before an Entrepreneur

Readings:

Textbook: The Start-up Owner's Manual: The Step-by-Step Guide for Building a Great Company, by Steve Blank & Bob Dorf.

References:

1. The Art of War, Sun-Tzu (Sun Tzu: The Art of War... free epub book at <http://www.epubbooks.com/book/692/the-art-of-war>)
2. Hope is not a Strategy, Rick Page
3. Innovation and Entrepreneurship, Peter Drucker
4. Biographies of Andy Grove, Bill Gates, Larry Ellison, Google Founders, etc
5. Straight from the Gut and Winning, Jack Welch
6. How to Drive Your Competition Crazy, Guy Kawasaki
7. Crossing the Chasm, Geoffrey Moore
Differentiate or Die, Jack Trout

School of Education
DETAILED SYLLABUS
2021-25

Educational Technology- II	ED-318
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VI-SEM. B.Ed,M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS =100 [CIE (40) & ESE(60)]

Objectives:

1. Develop awareness about uses of computer technology in Educational Research.
2. Develop understanding about the various aspects of data analysis software.
3. Develop various skills to use computer technology for sharing the information and Ideas through the Blogs and Chatting groups.
4. Understand the process of locating the research studies carried in the Internet and using of online journals and online books.
5. Make them understand the use of professional forums and professional associations.

Unit	Contents of the Subject	No. of Teaching Periods required
1	ICT In report writing and documentation <ol style="list-style-type: none"> 1. Use of Word processors in preparing a report. 2. Various formats of a research report. 3. International standards for writing, citing and reporting in research. 4. Editing text – track change mode. Merging documents. 	12
2	Data analysis by using database software-1 <ol style="list-style-type: none"> 1. Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office). 2. Editing of database file; Formatting, Data filtering, data analysis, descriptive statistics and inferential statistics. 3. Creating graphs and charts. Creating a table by using wizard. 	12
3	Data analysis by using database software-2 <ol style="list-style-type: none"> 1. Introduction to SPSS, Creating a database file in SPSS. 2. Creating graphs and interactive graphs. 3. Creating tables, Creating Cross tables. 4. Parametric tests like t-Test, ANOVA- one way and two 	12

	way, ANCOVA; 5. Non-parametric tests, chi-square test. 6. Interpretation of test result and significance of hypotheses.	
4	Blog and Professional Forum 1. Concept of blog. 2. Discussion group. 3. Chatting forum. 4. Online forum- Use in learning and professional development of teachers, creating Blog/forum.	12
5	Web Resources for research Online books, journals, dissertations, thesis, online conferences related to research, webcasting, online surveys of educational research.	12
	Total	60

Practicum / Grader Assignments:

1. Critical analysis of database software including open source.
2. Critical analysis of a computer based research report.
3. Critical analysis of the different research reports based on data analysis and interpretation.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks

Books Recommended

1. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
2. Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
3. Horton, W (2001): Designing web-based Training John Wiley & Sons.
4. Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional
5. Design: Computer – Based Training. Jossey – Bass.
6. Phillips. R (1997) Interactive Multimedia London: Kogan Page.
7. Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
8. Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
9. Schank, R.C. (2001) Virtual Learning McGraw Hill.
10. Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
11. T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton,
12. W (2001). Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

School of Education
DETAILED SYLLABUS
2021-25

Secondary or senior secondary education-II	ED-320
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VI-SEM. B.Ed,M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS =100 [CIE (40) & ESE(60)]

Objectives:

1. Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. Reflect on the need and importance of work experience, art education, health physical education and working with the community.
3. Understand the importance of teaching of language science and mathematics at secondary level
4. Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
5. Develop research insight for curriculum development in elementary education.
6. Understand the nature and uses of different types of tools and techniques of evaluation in education acquire the skill to construct the achievement and diagnostic tests.

Unit	Contents of the Subject	No. of Teaching Periods required
1	School Curriculum Development at Secondary and SeniorSecondary Level: <ul style="list-style-type: none"> • Concept, components and determinants of curriculum. • Principles of curriculum construction. • Criteria for selection and organization of content and learning activities. • Autonomy in developing curriculum, • Issues and challenges in developing curriculum. 	12
2	Language Curriculum:- Criteria for developing language curriculum <ol style="list-style-type: none"> 1. Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. 	12

	2. English needs to find its place along with other Indian Languages –Multilingual character of the classroom.	
3	Science Curriculum: <ol style="list-style-type: none"> 1. Science as a composite discipline at secondary stage. 2. Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving. 3. Criteria and principles of developing science curriculum at school level. 4. Need of improvement- identify and merging core topics of a discipline at +2 levels demanding into recent trends in the science field 	12
4	Social Science Curriculum:- Criteria and principles of developing science curriculum <ol style="list-style-type: none"> 1. Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues. 2. At secondary stage social sciences comprise history, geography, sociology, political science and economics. 3. At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced. 	12
5	Educational Evaluation - Tools and Techniques <ol style="list-style-type: none"> 1. Meaning nature and functions of evaluation, difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of evaluation - formative, diagnostic and summative evaluation. Continuous and comprehensive evaluation. 2. Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading. 3. Construction of Achievement test, objective types, short answer type, multiple choice type, essay. 	12

Practicum / Grader Assignments:

- Critical analysis of database software including open source.
- Critical analysis of a computer based research report.
- Critical analysis of the different research reports based on data analysis and interpretation.

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	20marks
		<hr/> 40marks <hr/>

Books Recommended

1. Presentation of criteria for selections and organization of content in construction of a curriculum of secondary level.
2. Discussion on the importance of three-language formula.
3. Debate on science as a composite discipline at secondary stage.
4. PPT on testing and non-testing tools of evaluation and need and importance of any one tool above mentioned.
5. Prepare a list of achievement on any unit of your course/subject using different types of question.
6. Critical analysis of secondary board paper of social studies.

School of Education
DETAILED SYLLABUS
2021-25

Guidance counseling-II	ED-322
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VI-SEM. B.Ed,M.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS =100 [CIE (40) & ESE(60)]

Objectives:

1. Develop command of theoretical knowledge of various techniques in guidance and counseling.
2. Develop practical skills in selected techniques in guidance and counseling.
3. Develop abilities to provide individual and group guidance and counseling.

Unit	Contents of the Subject	No. of Teaching Periods required
1	Appraisal in Guidance & Counseling: <ol style="list-style-type: none"> i. Meaning, Nature of appraisal. ii. Need for appraisal in Guidance & Counseling. iii. Techniques of diagnosis: <ol style="list-style-type: none"> a) Standardized techniques. b) Non-standardized techniques. 	12
2	Role of Tests and Tools of Measurement <ol style="list-style-type: none"> i. Projective techniques. ii. Semi projective techniques. iii. Standardized tests. iv. Non- Standardized tests. 	12
3	Approaches and Models of Counseling: <ol style="list-style-type: none"> 1. Approaches: <ol style="list-style-type: none"> a) Humanistic approach. b) Self study approach. 2. Models: <ol style="list-style-type: none"> a) Counselor control. b) Non directive. 	12

4	Individual Counseling: <ol style="list-style-type: none"> Concept of individual counseling. Counseling interview. Counseling process: conditions, counseling relationship. 	12
5	Group Counseling: <ol style="list-style-type: none"> Concept and structure of group counseling. Dynamics of group counseling. Process of group counseling. Limitations of group counseling. 	12
	Total	60

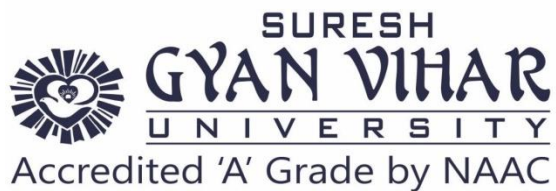
Practicum / Grader Assignments:

1. Critical analysis of database software including open source.
2. Critical analysis of a computer based research report.
3. Critical analysis of the different research reports based on data analysis and interpretation

Note: Scheme of CIE

• Class tests	:	10marks
• Graded Assignments	:	10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

Books Recommended



School of Education
DETAILED SYLLABUS
2021-25

RESEARCH LEADING TO DISSERTATION-II	DS- 602
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VI-SEM. B.EdM.Ed	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS =100 [CIE (40) & ESE(60)]

S. No.		Internal/ External Assessment
1.	Abstract writing of the dissertation	4 Credits (Internal + External)
2.	Submission of thesis (Dissertation)	
3.	External viva and presentation	
4.	Work related to inter-semester break - II (ISB ₂)	



POST-INTERNSHIP – IV (2 weeks)	[TP -202]
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VI-SEM. B.Ed.	EVALUATION
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SCHEDULE PER WEEK PRACTICAL-8 CREDITS-4	EXAMINATION TIME = (3) HOURS [CIE (100)]
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S. No.	Post- internship of teaching practice	Internal/ External Assessment
1.	Organization of educational exhibition and fairs	4 credits (Internal)
2.	Formation of different clubs	
3.	Community based project work	
4.	Preparation of Journal/ School Magazine/ Wall magazine	

Note: Program is scheduled as per the availability of the schools in the semester.