

SCHEME OF EXAMINATION AND SYLLABUS FOR B. ED. COURSE
PART I: THEORY (PAPERS I- VII)
(To be implemented from the Session 2012-13)

PAPER	NOMENCLATURE	Max. Marks		No. of Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment	
I	Education: Philosophical & Sociological Bases.	80	20	4 (3 HRS: 80)
II	Learner, Learning, and Cognition	80	20	4 (3 HRS: 80)
III A	Secondary Education in India	40	10	2 (1.30 HRS: 40)
III B Any one of the following:				
Opt. i	Yoga Education	40	10	2 (1: 30 HRS: 40)
Opt. ii	Educational Vocational Guidance and Counselling	40	10	2 (1.30 HRS: 40)
Opt. iii	Health and Physical Education	40	10	2 (1.30 HRS: 40)
Opt. iv	Environmental Education	40	10	2 (1.30 HRS: 40)
Opt. v	Distance and Open Learning	40	10	2 (1.30 HRS: 40)
Opt. vi	Educational Measurement and Evaluation	40	10	2 (1.30 HRS: 40)
Opt. vii	Gender Sensitization and School	40	10	2 (1.30 HRS: 40)
Opt. viii	Human Rights and Peace Education	40	10	2 (1.30 HRS: 40)
IV A	Curriculum and School Management	40	10	2 (1.30 HRS: 40)
IV B	Inclusive Education	40	10	2 (1.30 HRS: 40)
V	Information Communication and Educational Technology	80	20	4 (3.00 HRS: 80)
VI & VII	Teaching of School Subjects. Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups. However, the candidates who have passed Shastri examination can opt for two subjects from Group-A.			

PAPER	NOMENCLATURE	Max. Marks		No. of Teaching Hours per Week (Exam Hours: Marks)
		Theory	Internal Assessment	
Group A				
Opt. i	Teaching of Hindi	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of English	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Punjabi	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Sanskrit	80	20	4 (3 HRS:80)
Opt. v	Teaching of Urdu	80	20	4 (3 HRS:80)
Group B				
Opt. i	Teaching of Mathematics	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Home Science	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Commerce	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Arts	80	20	4 (3 HRS: 80)
Group C				
Opt. i	Teaching of Life Science	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Geography	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of Economics	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Music	80	20	4 (3 HRS: 80)
Opt. v	Teaching of Computer Science	80	20	4 (3 HRS: 80)
Group D				
Opt. i	Teaching of Physical Science	80	20	4 (3 HRS: 80)
Opt. ii	Teaching of Civics	80	20	4 (3 HRS: 80)
Opt. iii	Teaching of History	80	20	4 (3 HRS: 80)
Opt. iv	Teaching of Social Studies	80	20	4 (3 HRS: 80)

PART II-PRACTICALS (PAPERS VIII- XI) Max. Marks: 300				
(B.Ed Practical Exam will be conducted by an External Team consisting of one Coordinator (Head Examiner should be of the parent University) and two Members (Sub-Examiners duly approved by the University) in two days. While constituting the team teaching subject of the Coordinator will be taken into consideration and it will not overlap with the Teaching subjects of other two examiners. Thus, a team will cover all the three teaching subjects i.e. Teaching of Languages, Teaching of Sciences and Teaching of Social Sciences – Practical Examinations Team will conduct all practical papers from VIII A, VIII B, IX & X i.e School Experience Programme)				
VIII A	ICT enabled Practical/Projects	50		2 (1.30 HRS: 50)
VIII B	Community Based Projects and Work Experiences (Any two of the following)	50 (25 Marks for each)	--	2 (1.30 HRS: 50)
	1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support teaching)			
	2) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand Bills etc)			
	3) Serva Shiksha Abhiyaan (SSA) Project and Mid-day Meal			
	4) Alternate School Monitoring-Support Teaching			
	5) Out Reach Programme (Marginalized children i.e Special Needs/ Economically/ SC/ST/Girls)			
	6) Organizing Parent-Teacher Meeting			
	7) AIDS Awareness			
	8) Gender Sensitization and Female Foeticide			
	9) Disaster Management			
IX	School Experience Programme (SEP)-Teaching Practice: School Teaching Subject I (This programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and two Members (Sub-examiners)	80		20 CBW/Preparation of printed teaching/learning material (for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required

	<p>A. Following Five Micro-Teaching Skills with 1 lesson on each skill. Use of Chalk Board including Handwriting and Use of Teaching Aids (Compulsory) 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with Examples Micro Lesson-5 Mega Lesson-5 Discussion Lesson-2 Real Teaching 20 Lessons Final Discussion-1 To be selected by the candidate out of two teaching subjects.</p>		
X	<p>School Experience Programme (SEP-)Teaching Practice: School Teaching Subject II (This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising One Coordinator (Head-Examiner) and two Members (Sub-examiners) –</p>	80	20 CBW/Preparation of printed teaching/learning material (for Blind Students) will be evaluated at the time of skill in teaching examination. No sessional work will be required
	<p>A) Following Five Micro-Teaching Skills with 1 lesson each skill. Use of Chalk Board including Handwriting (Compulsory) Use of Teaching Aids (Compulsory) 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with examples Micro Lesson-5 Mega Lesson-5 Discussion Lesson-2 Real Teaching 20 Lessons</p>		

	Final Discussion-1 To be selected by the candidate out of two teaching subjects.		
--	---	--	--

*** Each student will attend supervised teaching for 45 days.**

XI	Participation in Co-curricular School-based Activities (Select any two of the following)	Grades from O, A, B, C, and D would be awarded
	A. Communication skills and Functional use of Language Lab	Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.
U6	B. Bharat Scouts and Guides	
	C. Literary Activities	
	D. Cultural Activities	
	E. International and National Days Celebration	
	F. Sports Activities	

Criteria for the award of Internal Assessment/Internal Practical of 20% marks in theory papers may be as per the distribution given below:-

- | | | |
|------|--|-----------|
| i) | One class test/Sessional Work (In case of Practical in Theory Papers) | 10% marks |
| ii) | One Assignment/Performance and Demonstration (In case of Practical in Theory Papers) | 05% marks |
| iii) | Attendance | 05% marks |
| | Upto 75% | 0 % marks |
| | Upto 80% | 2% marks |
| | Upto 85% | 3% marks |
| | Upto 90% | 4% marks |
| | Above 90% | 5% marks |

Note:

If a candidate is awarded Internal Assessment/Internal Practical of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

Grand Total =1000 marks

PAPER VIII B- COMMUNITY BASED PROJECTS AND WORK EXPERIENCES

Max. Marks: 50
(25 Marks each)

(Any two of the Following)

- 1) Out of School Children Enrolment Drive (At least 5 children enrolment to Support Teaching)
- 2) Polio Drive and First Aid (Preparing awareness material e.g. Posters/Hand bills etc)
- 3) Serva Shiksha Abhiyaan (SSA) Project and Mid-day Meal
- 4) Alternate School Monitoring- Support teaching
- 5) Out Reach programme (Marginalized children i.e Special needs/Economically/SC/ST/Girls)
- 6) Organising Parent Teacher Meeting
- 7) AIDS Awareness
- 8) Gender sensitization and Female Foeticide
- 9) Disaster Management

**PAPER-IX: SCHOOL EXPERIENCE PROGRAMME (SEP) – TEACHING PRACTICE
(School Teaching Subject I)**

This programme must help Pupil-teacher to learn to function as a Teacher

One lesson in School Teaching Subject- I be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

DURING THE SESSION

I) SCHOOL TEACHING SUBJECT I

A) Any Five Micro-Teaching Skills with one (1) lesson on each skill

Use of Chalk Board including Handwriting (Compulsory)

Use of Teaching Aids (Compulsory)

- 1) Questioning
- 2) Introducing the Lesson
- 3) Use of Reinforcement
- 4) Stimulus Variation
- 5) Illustration with Examples

B. Micro Lessons-5

C. Mega Lessons-5

D. Discussion Lessons-2

E. Real Teaching 20 Lessons

F. Final Discussion-1

(To be selected by the candidate out of two teaching subjects.)

**PAPER-X: SCHOOL EXPERIENCE PROGRAMME (SEP) – TEACHING PRACTICE
(School Teaching Subject II)**

This programme must help Pupil-teacher to learn to function as a Teacher)

One lesson in School Teaching Subject- II be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

DURING THE SESSION

I) SCHOOL TEACHING SUBJECT II

A) Any Five Micro-Teaching Skills with one (1) lesson on each skill

Use of Chalk Board including Handwriting (Compulsory)

Use of Teaching Aids (Compulsory)

- 1) Questioning
- 2) Introducing the Lesson
- 3) Use of Reinforcement
- 4) Stimulus Variation
- 5) Illustration with Examples

B. Micro Lessons-5

C. Mega Lessons-5

D. Discussion Lessons-2

E. Real Teaching 20 Lessons

F. Final Discussion-1

(To be selected by the candidate out of two teaching subjects.)

**PAPER- XI: PARTICIPATION IN CO-CURRICULAR SCHOOL-BASED
ACTIVITIES**

Grades from O, A, B, C, D would be awarded.

Portfolio would be maintained activity-wise for all including documentary proofs and would be submitted before the commencement of the exams. These would be evaluated by a team of Internal Experts.

Note: Select any Two of the Following.

- A. Communication skills and Functional use of Language Lab
- B. Bharat Scouts and Guides
- C. Literary Activities
- D. Cultural Activities
- E. International and National Days Celebration
- F. Sports Activities

**PAPER-X: SCHOOL EXPERIENCE PROGRAMME (SEP) – TEACHING PRACTICE
(School Teaching Subject I)**

This programme must help Pupil-teacher to learn to function as a Teacher

One lesson in School Teaching Subject- I be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

DURING THE SESSION

I) SCHOOL TEACHING SUBJECT I

A) Any Five Micro-Teaching Skills with one (1) lesson on each skill

Use of Chalk Board including Handwriting (Compulsory)

Use of Teaching Aids (Compulsory)

- 1) Questioning
- 2) Introducing the Lesson
- 3) Use of Reinforcement
- 4) Stimulus Variation
- 5) Illustration with Examples

B. Micro Lessons-5

C. Mega Lessons-5

D. Discussion Lessons-2

E. Real Teaching 20 Lessons

F. Final Discussion-1

(To be selected by the candidate out of two teaching subjects.)

**PAPER-XI: SCHOOL EXPERIENCE PROGRAMME (SEP) – TEACHING PRACTICE
(School Teaching Subject II)**

This programme must help Pupil-teacher to learn to function as a Teacher)

One lesson in School Teaching Subject- II be delivered by Pupil-teacher in REAL SCHOOL at the end of the Session be evaluated by a Team of Experts consisting of One Coordinator (Head-Examiner) and two members (Sub-Examiners). CBW/Preparation of printed teaching/learning material (for blind students) will be evaluated at the time of Skill in-Teaching examination which will carry 20 marks. No sessional work will be required.

DURING THE SESSION

I) SCHOOL TEACHING SUBJECT II

A) Any Five Micro-Teaching Skills with one (1) lesson on each skill

Use of Chalk Board including Handwriting (Compulsory)

Use of Teaching Aids (Compulsory)

- 1) Questioning
- 2) Introducing the Lesson
- 3) Use of Reinforcement
- 4) Stimulus Variation
- 5) Illustration with Examples

B. Micro Lessons-5

C. Mega Lessons-5

D. Discussion Lessons-2

E. Real Teaching 20 Lessons

F. Final Discussion-1

(To be selected by the candidate out of two teaching subjects.)

PAPER-I: EDUCATION: PHILOSOPHICAL AND SOCIOLOGICAL BASES

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- explain the discipline of education in Philosophical and Sociological perspectives
- describe the role of education in desirable social change, sustainability, socio-economic development
- define emerging issues like social equality and equity, social cohesion, democracy, secularism, human rights, right to education and concerns for the disadvantaged section of the society
- delineate the goal of education in the Indian Society
- describe philosophy of Jainism and Buddhism
- describe philosophy of Western philosophers
- describe the concept of knowledge economy
- explain globalization in the context of Indian education system

COURSE CONTENTS

UNIT-I

- 1) Education: An Introduction
 - Meaning of Education
 - Agencies of Education (Family, Peer Groups, Mass Media, School, and State)
 - Types of Education (Formal, Non-Formal, Informal)
 - Role of Education in Democracy, Secularism, Socialism, Environmental Protection and Conservation
- 2) Education and Philosophy
 - Concept of Philosophy
 - Relationship between Education and Philosophy.
 - Difference between Philosophy of Education and Educational Philosophy
- 3) a) Education to focus on-
 - Learning to Know

- Learning to Do
- Learning to Be
- Learning to Live Together.
- Knowledge: Concept, Types, Sources and Methods of Acquiring Knowledge.

b) Philosophical Analysis of Education, Teaching, Training and Indoctrination

UNIT-II

4) a) Educational Implications of Western Schools of Philosophy -

- Idealism
- Naturalism
- Pragmatism
- Existentialism

b) Educational Implications of Indian Schools of Philosophy -

- Sankhya
- Vedanta
- Buddhism
- Jainism

UNIT-III

5) Educational Goals in Indian Society

- Ancient and Modern Indian Goals: Purusharthas
- Education and Social change:
 - Factors, Barriers
 - Education as an Instrument for Social Change

6) Education, Society and Social Justice

- Relationship between Education and Society
- Social Equity and Education
 - Within Country: Between Region, Social Class, Caste, Gender and Religious Groups
 - Among the Nations: Rich, Poor, Developed and Developing.
- Equality of Educational Opportunity
- U.N. Declaration of Human Rights, Right to Education
- Education for National Integration and International Understanding
- Role of Education in Empowerment of Women and Weaker Sections including SC, ST, OBC and Minorities.

UNIT IV

7) Education for Economic Development

- Education for Economic Growth and Development
- Role of Education in Technological Empowerment

8) National Knowledge Economy

- National Knowledge Commission (NKC)
- Indian Knowledge System: Elementary, Secondary & Higher Education
- NKC on Management of Education

9) Modernization

- Concept of Modernization
- Indicators of Modernization
- Education for Modernization

10) Globalization

- Concept
- Advantages and Disadvantages
- Competition, Collaboration and Partnership

SUGGESTED READINGS

Dagar B. S. & Dhull, I. (1994). *Perspectives in Moral Education*, New Delhi: Uppal Publishers

Gore, M. S. (1984). *Education and Modernization In India*. Jaipur: Rawat Publishers

Havighurst, R. (1995). *Society and Education*, Boston: Allyn and Bacon

Inkeles, A. (1987). *What is Sociology?* New Delhi: Prentice Hall of India

Kamat, A. R. (1985). *Education and Social Change in India*, Mumbai: Samaiya Publishing House

M. H. R. D. (1990). *Towards an Enlightened and Human Society*, New Delhi: Department of Education

Maunheim, K. (1962). *An Introduction to Sociology of Education*, London: Routledge and Kegan Paul.

Pandey, K. P. (1983). *Perspectives in Social Foundations of Education*, Ghaziabad: Amitash Prakashan.

Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*, Agra: Vinod Publishing House

Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*, New Delhi: Mayur Paperbacks: National Publishing House.

PAPER II: LEARNER, LEARNING AND COGNITION

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20*)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- differentiate between Growth and Development and explain general principles of development
- identify the variables involved in teaching- learning process so as to infer teacher's role in making instruction effective
- explain various aspects of development during adolescent years so as to be able to solve the problem of adjustment of their pupils
- explain major approaches to learning and interpret them vis-à-vis instructional applications, so as to be able to facilitate the learning of their pupils
- describe the needs of learner as individual and as a member of class room group so as to be able to facilitate personal and social development of their pupils
- explain the need and significance of guidance and counselling and to create an awareness of the approaches and strategies concerned
- explain the concept of thinking and its process
- describe group dynamics and its process including developing group mind

COURSE CONTENTS

UNIT-I

- 1) Educational Psychology and Teaching-Learning Process
 - Educational Psychology: Concept and Scope
 - Concept of Teaching and Learning
 - Variables in Teaching Process. The Learning Task (Instructional Objective), Learner Behaviour (Entry Behaviour), and Teacher Behaviour (Competence, Expectation, Personality, and Teaching Style etc.)
 - Role of Educational Psychology in Teaching-Learning process.
- 2) Growth and Developmental Pattern of Learners
 - Concept of Growth and Development
 - General Principles of Growth and Development
 - Factors influencing Development

- General and Environmental Aspects of Development, Physical and Motor, Cognitive (Piaget, Bruner), Social and Emotional (Ericson), Moral (Piaget, Kohlberg)
- Problems and Dilemmas of Adolescence (with Particular Reference to Indian Context)
- Guidance and Counselling-Concept, Types and Characteristics.

UNIT-II

3) Heredity and Environment

- Concept
- Relative Importance of Heredity and Environment in Learner's Development.
- Stages and Aspects of Development with Special Reference to Needs and Problems of Adolescents in the Indian context.

4) Approaches to Learning

- Introduction to Learning – Concept, Nature and Importance
- Behavioral- Trial and Error, Conditioning (Classical & Operant).
- Cognitive (Insightful Learning, and Information Processing Model)
- Constructivism-
 - Concept
 - Planning & Development of Learning Experience through Constructivism.
- Co-operative Learning
 - Concept
 - Practicability
- Motivation – Concept and Theories (Maslow's Theory of Self-Actualization & Achievement Motivation by David McClelland.)

UNIT-III

5) Nature of the Learner

- Intelligence: Meaning, Nature and Theories of Intelligence, Measurement of Intelligence and Application of Intelligence Tests.
- Multiple Intelligence: Concept, Types and Educational Implications.
- Creativity: Concept; Relationship with Intelligence; Techniques for fostering Creativity.
- Interest and Aptitude and their Assessment.
- Personality: Meaning, Nature and Assessment.

6) Factors affecting Learning

UNIT-IV

7) Mental Processes of Learning

- Thinking Process - Concept & Tools

- Types of Thinking - Divergent, Convergent, Critical, Reflective & Lateral Thinking.
 - Mental Processes:
 - Memory – Concept, Types & Strategies to develop Memory.
 - Forgetting – Nature, Causes, Factors & Strategies to Minimize Forgetting.
 - Imagination – Meaning, Types and Educational Implications.
- 8) Group Dynamics/Group Learning Strategies
- Meaning and Characteristics of a Social Group.
 - Group Dynamics – Process and its Importance in Learning.
 - Importance of developing Group Mind (Group Cohesiveness)
 - Sociometry - Uses and Importance.

*** For Internal Assessment**

- i) Administration and Interpretation of any one of the following tests on Peer Group:
 - a. Intelligence Test
 - b. Interest Inventory
 - c. Aptitude Test
 - d. Personality Test 5 Marks
- ii) Administration and Interpretation of any one of the above mentioned tests on School Students and Preparation of Sessional Work 5 Marks
- iii) One test on any topic out of the four units 5 Marks
- iv) Attendance 5 Marks

SUGGESTED READINGS

Aggarwal, J. C. Essential of Educational Psychology, Delhi: Doaba Book House

Allen, B. P. (2000). Personality Theories, Boston: Allyn and Bacon

Bhatnagar, S. (1980). Psychological Foundations of Teaching Learning and Development(Hindi), Meerut: Loyal Book Depot

Chauhan, S. S. (2001).Advanced Educational Psychology, New Delhi: Vikas Publishing House

De, Ceco & Crawford, L. (1988). The Psychology of Learning and Instruction, New Delhi:Prentice Hall

Rothstein, P. R. (1990). Educational Psychology, New York: McGraw Hills

Sharma, H.L.(2006). Dynamics of Creativity and Interest, New Delhi: Vista International Publishing House

Sharma, S. & Sharma, P. (2011) Psychological Foundations of Education, Agra: Agrawal Publication

Sprinthal, R. C. & Sprienthal, N. A. (1977). A Developmental Approach, New York: Addison Wesley

Wheldall, Kevin (2006). Developments in Educational Psychology, New York: Routledge

Woolfolk, Anita (2004), Educational Psychology, published by Darling Kindersley (India) Pvt. Ltd, Licensees of Pearson Education In South Asia

Paper-III (A): SECONDARY EDUCATION IN INDIA

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks only. There will be 2 Short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long answer-type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- describe the historical background of secondary education in modern India
- explain the problems of education and discuss the recommendations with reference to Secondary Education Commission, Indian Education Commission, National Policy on Education and National Curriculum Frame-work-2005
- demonstrate the knowledge of constitutional obligations in relation to education in India
- describe the Secondary Education System in India
- describe the problems and issues in Secondary Education
- define the concept of Examinations reforms and their importance
- explain teacher education at elementary and secondary level

COURSE CONTENTS

UNIT-1

- 1) Education in the Constitution of India
 - Important Provisions Article 29, 30, 45 & their Implications, 42nd & 72nd Amendments, and Right to Education
- 2) Problems and Issues in Elementary Education
 - Universalization of Elementary Education (UEE), Education for All (EFA), District Primary Education Programme (DPEP),
 - Important Interventions for UEE
 - National Policies on Education
 - NPE-1968
 - NPE- 1986
 - Programme of Action (1992)
 - Sarva Shiksha Abhiyan (SSA-2000) (Features, aims and Objectives)
 - National Curricular Framework -2005 (Needs and Objectives)

3) Problems and Issues in Secondary Education

- Evolution of 10+2+3 pattern as a National System of Education. General Aims of Secondary Education, Main Features of Secondary and Senior Secondary Curriculum.
- The study of the Languages and three language formula
- Quality of Education- Concept, Parameters, Status and Prospects with focus on Objective outlined in Delor's Commission Report
- Vocationalization of Secondary Education

UNIT-II

1) Teacher Education at Secondary Level and Elementary level

- Objectives of Teacher Education at Secondary level
- Pre-service and In-service Teacher Education at Secondary and Elementary level

2) Important Agencies- Their roles and functions: University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), National Assessment and Accreditation Council (NAAC), State Council of Education Research and Training (SCERT) & District Institute of Education and Training (DIETs)

3) Examination Reforms

- Concept and Importance
- Implementation of Continuous and Comprehensive Evaluation (Programme of Action 1992)
- Credit Based System- Concept, Merits and Limitations

SUGGESTED READINGS

Chopra, R. K. (1993). Status of Teachers in India, New Delhi: NCERT

Gupta, V. K. (2003). Development of Education System in India, Ludhiana: Vinod Publications.

Khan, R. S. & Ahamad, I (1997). Elementary Education and the Teacher, Delhi: IASE, Jamia Millia Islamia

Mehndi, Baqer, (1982) Nai Taleem Ke Masail, New Delhi: Maktaba Jamia

NCERT (1991). Elementary Teacher Education Curriculum: Guidelines and Syllabi, New Delhi: NCERT

Rajput, J. S. (1994). *Universalisation of Elementary Education, Role of Teacher Education*, New Delhi: Vikas Publishing House

Siddiqui, M. A. (1993). *In-service Education of Teachers*, New Delhi, NCERT

Singh, L. C. (Ed.), (1990). *Teacher Education in India. A Resource Book*, New Delhi: NCERT

Singh, L. C. & Sharma, P. C. (1995) *Teacher Education and Teacher*, New Delhi: Vikas Publishing House

Singh, R. P. (1990). *Studies in Teacher Education*, New Delhi: Bahri Publications

Paper-III (B) Opt (i): YOGA EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- define the philosophy of yoga
- explain the psychology of yoga
- describe the socio-moral base of yoga
- explain physiology of Yoga
- classify yoga ,yogic diet and yogic lifestyle
- explain medical aspects of yoga in terms of improving mental health and reducing stress

COURSE CONTENTS

UNIT-1

- 1) Philosophy, Psychology and Kinds of Yoga
 - Philosophy of Yoga, Goals of Life and Yoga, Fundamental Concepts Common to all Schools of Indian Philosophy; the Trignna, the Concept of Prakrit, Purusha-Vishesha (Ishwar) and their relation with each other; its meaning and kinds of Smadhi.
 - Psychology of Yoga: Chitta (mind) and the Methods of Chitta Control; Vritti, Pratyahara, Dharna and Dhyana.
- 2) Physiology of Socio-Moral bases- Kinds of Dhyana: Sthuula, Jyotiry and Sukshama, Nirmal Chitta and the Final Goal.

UNIT-II

- 3) Socio-Moral base of Yoga: The five YAMAS and the five NIYAMAS, the universal code of Socio-Moral restraints and Personal Observances leading to ideal adjustments in Social and Personal life.
- 4) Classification of Yoga: Raja Yoga (Ashtang Yoga), Hatha-Yoga, Sankhya-Yoga, Bhakti-Yoga and Matra-Yoga.
- 5) Yogic Diet & its application in modern context.

Sessional Work

1. Participating in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- Shirasana, Ardhamatsyendrasana, Padmasana and Shirasasana.
2. Participation in Neti, Kapalbhata and Tratak.
3. Participation in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.
4. Preparing a Workbook (project reports of the selected five Asanas, their Physiological, Psychological and Anatomical effects on Human Body, Mind, Senses and Intellect.)

For Internal Assessment

- **One Test – 2.5 Marks**
- **One Assignment – 2.5 Marks**
- **Sessional Work -2.5 Marks**
- **Attendance – 2.5 Marks**

SUGGESTED READINGS

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, A. V. (1990). *Sahaj Yoga as a cure for Epilepsy, Sochi Physiotherapy Hospital.* U.S.S.R: Department of Curatology

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

Paper-III (B) Opt. (ii): EDUCATIONAL VOCATIONAL GUIDANCE AND COUNSELLING

Time: 1.30 hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i) Paper setter will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil teachers would be able to-

- explain the concepts of guidance and counselling
- demonstrate an understanding of educational, vocational and personal guidance
- assess the needs of an individual correctly for solving problems
- use testing devices and techniques of guidance
- describe collection and dissemination of occupational guidance
- explain problems faced by students in the contemporary world
- describe the working of guidance centers

COURSE CONTENTS

UNIT-I

- 1) Introduction to guidance
 - Meaning , Nature, Scope & Functions of guidance
 - Principles of guidance
 - Need of guidance at various stages of life
 - Types of guidance: Educational, Vocational and Personal guidance (their meaning, objectives, need and importance).
- 2) Procedure of Guidance
 - Individual and group procedure of guidance, their nature and advantages
 - Group guidance techniques- class-talks, career-talks, career-conference, group-discussion, field-visit, career-exhibition, audio-visual techniques
 - Role of various community agencies in school guidance programme
- 3) Guidance Services and their organization in the Schools
 - Types of Guidance services
 - Role of school personnel in organizing guidance services.

UNIT-II

- 4) Counselling
 - Concept of Counselling
 - Theories of Counselling: Theory of Self (Rogers)
 - Types of Counselling: Directive, Non-directive, and Eclectic.
- 5) Process of counselling
 - Skills in counselling (Listening, Questioning, Responding, and Communicating)
 - Role of teacher as a Counsellor and professional ethics associated with it.
- 6) Techniques used in guidance:
 - Questionnaire, Anecdotal records, Interview schedule, Case study, Diary and Autobiography.
 - Cumulative Record Cards

SUGGESTED READINGS

Aggarwal, J. C. (2004). Educational vocational guidance and counseling, Delhi: Doaba House

Granz, R. M. (2005). Foundation and Principle of Guidance, Boston: Allyn & Bacon.

Gupta, V. K. (2004). Educational Guidance and Counselling, Ludhiana: Ankur Publications

Jones, J. A. (1970). Principles of Guidance, Bombay: Tata, New York: McGraw Hill

Kocher, S. K. (2007). Educational Guidance and Counselling, New Delhi: Sterling

Myres, G. E. (2005). Principles and Techniques of Vocational Guidance, New York: McGraw Hill.

NCERT (2008). Counselling process and strategies (Module 2). New Delhi: NCERT

NCERT (2008). Guidance for human development and adjustment (Module 3). New Delhi: NCERT.

NCERT (2008). Introduction to Guidance (Module 1). New Delhi: NCERT

Pandey, K. P. (2000). Educational and Vocational Guidance in India, Varanasi: VishwaVidyalaya Prakashan

Rathus, S. A. & Nevied, J. S. (1980). Adjustment and Growth: The challenges of life, New York: Rinehart and Winston

Robinson (2005). Principles and Procedures in Student Counselling, New York: Harper & Row

Strang, R. (2005). Counselling Techniques in Colleges and Secondary Schools, New York: Harper

Sharma, R.A. (2008), Fundamentals of Guidance & Counseling, Meerut: R Lall Book Depot.

Paper-III B Opt. (iii): HEALTH AND PHYSICAL EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks only. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- explain the concept, aims and objectives of Health and Physical Education
- describe hygienic environment along with contributing factors and its importance
- explain various Communicable diseases and first aid
- demonstrate ability to describe balanced diet
- explain good posture
- define general medical standard of an individual.

COURSE CONTENTS

UNIT-I

- 1) Health Education
 - Concept
 - Aims and objectives of health education
 - Factors influencing health
 - School health programmes
 - School health services
 - Role of the teacher in School Health programme
- 2) Physical Education
 - Concept
 - Misconception
 - Aims and objectives
 - Relation with general education.
- 3) Nutrition and Balanced Diet
 - Components of Balanced Diet
 - Functions
 - Major sources
 - Malnutrition.

UNIT-II

- 1) Posture
 - Concept and values
 - Postural deformities and their Management.
 - Personal Hygiene
 - Environmental Hygiene
 - Pollution and Global Warming
- 2) Communicable diseases- Mode, control and prevention
- 3) Physical Fitness and First Aid.
 - Physical fitness: Meaning, elements, and importance.
 - First aid in the following – Hammaerage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

SUGGESTED READINGS

Bucher, C. A. (1964). *Foundations of Physical Education*, New York: Mosby & Company

Kilander, H. F. (1971). *School Health Education*, New York: Mac Millan Company

Manjul, J. U. S. (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher

Paper-III B Opt. (iv): ENVIRONMENTAL EDUCATION

Time: 1.30 Hours

Max. Marks: 50

(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- define the concept of environmental education
- explain components of environment and healthy environment
- explain various global environmental issues
- demonstrate knowledge of impact of technology on environment
- define major eco-systems and their conservation
- explain various kinds of pollution.

COURSE CONTENTS

UNIT-I

- 1) Environmental Education
 - Concept, definition, principles
 - Need and importance
 - Goals and objectives of environmental education for sustainable development.
 - Methodologies of Environmental Education.
- 2) Teaching Environmental Education
 - Various methods (survey, project and field trip)
 - Role of school and teacher- various activities and associated skills
 - Eco magazine
 - Exhibition and plantation
 - Eco-Club – meaning, objectives, structure, and activities
- 3) Environment
 - Meaning and definition of Environment and its Components
 - Principles of environment
 - Major environmental problems
 - Concept of healthy environment & efforts in this direction
 - Conservation of environment: Government commitment in national and international fields.

UNIT-II

- 4) Global Environmental Issues.
 - Depletion of ozone layer.
 - Global Warming (Green House Effect)
 - The major Eco-systems and their conservation- terrestrial and aquatic Eco-system
- 5) Types of Pollution
 - Environment Pollution
 - Soil Pollution
 - Water Pollution
 - Air Pollution
 - Noise Pollution
- 6) Miscellaneous Environmental Issues.
 - Forests and their conservation.
 - Wildlife and its conservation.
 - Conservation of energy resources.
 - Alternate source of energy.
 - Waste management.
 - Population and environment- Human population growth and its problems
 - Indoor environment.

SUGGESTED READINGS

Gupta, V. K. (1998). *Environmental Education*, Jalandhar: New Academic Publishing House

Kormondy, E. (1991). *Concept of Ecology*, New Delhi: Prentice Hall of India

Palmer, J. & Philips, N. (1994). *The Handbook of Environmental Education*, New York: Routledge

Purdom, P. W. & Aredson S. (1980). *Environmental Science*, Columbus: Charles E. Merrill Publishing Co.

Sharma, P. D. (1993). *Environmental Biology*, Meerut: Rastogi & Co.

Sharma, R. C. & Tan, M. C. (eds) (1990). *Source Books of Environmental Education for Secondary School Teachers*. Bangkok: UNESCO

Ship, S A. B. (1996). *Education for the Environmental Concerns, Implications and Predices*. New Delhi: Radha Publication

PAPER-III (B) Opt. (v): DISTANCE AND OPEN LEARNING

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- recall and explain the concept, scope and applications of distance education
- describe history and future of distance education
- explain in own words the problems of distance learners
- name the steps for the preparation of self instructional material- (SIM) or self-learning material (SLM)
- define role of mass media in distance education

COURSE CONTENTS

UNIT-I

- 1) Concept of Distance Education
 - (a) Distance Education and allied terms:
 - Non-formal Education
 - De-schooling education
 - Correspondence education
 - Open education
 - (b) Scope of Distance education
- 2) History, importance and Future of Distance Education in India
 - Present Status
 - History of Distance Education
 - Need and Importance of Distance Education
 - Future of Distance Education in India
- 3) Mass media in Distance Education
 - Print and Non-Print Media
 - Audio-Visual Computer based media
 - Learning through media

UNIT-II

- 4) Distance educator, Distance learners and Self Learning Material

- Distance educators and their types
 - Professional training in distance education
- 5) Different types of Distance Learners and their possible problems
- Student counselling services in Distance Education
 - Continuous assessment in Distance Education
- 6) Self Learning Material and its preparation
- Preparation of Self-Learning Material (SLM)
 - Self-Instructional Material (SIM) format

SUGGESTED READINGS

Bates, A. W. (1995). *Technology, Open Learning and Distance Education*, London: Routledge.

Bates, T. (1993). *Theory and Practice in the use of Technology in Distance Education*, London: Routledge.

Dececco, John P. & Crawford, W. (1997). *The Psychology of Learning and Instruction*, New Delhi: Prentice Hall of India Pvt. Ltd.

Gagne, R.M. & Biggis, L.J. (1974). *Principles of Instructional Design*, New York: Rinehart & Winston.

Koul, B.N. & Creed, C. (1990). *Study of Language Needs of Commonwealth Students Studying at a Distance through the Medium of English*, Report prepared for the British Council.

Masonh, R. (1998). *Globalizing Education: Trends and Applications*, London: Routledge.

Panda, Santosh (2006). *Planning and Management in Distance Education*, New Delhi: Viva Books.

Ramanujan, A. R. (1995). *Reflections on Distance Education for India*, New Delhi: Manak Publications Pvt. Ltd.

Paper-III B Opt. (vi): EDUCATIONAL MEASUREMENT AND EVALUATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long -answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- define Evaluation, Assessment and Measurement
- explain Measurement Procedures in respect of Cognitive and Non-Cognitive Tests
- describe Norm Referenced (NRT) and Criterion Referenced Testing (CRT)
- explain Approaches of Evaluation
- classify and differentiate Tools and Techniques of Evaluation
- explain Continuous and Comprehensive Evaluation

COURSE CONTENTS

UNIT-I

- 1) Evaluation, Assessment and Measurement
 - Fundamental Assumptions underlying the Concepts of Evaluation, Assessment and Measurement: Similarities and Differences
 - Types of Scales: Nominal, Ordinal, Interval and Ratio Scales
 - Characteristics of a Measuring Instrument, Concept of Reliability and Validity and their Methods of Estimation
- 2) Measurement Procedures in respect of Cognitive and Non-Cognitive Tests
 - Ability Testing Procedures
 - Disability Testing Procedures
 - Uses Of Cognitive and Non-Cognitive Tests
- 3) Norm-Referenced and Criterion-Referenced Testing (NRT & CRT))
 - Concept of NRT and CRT and difference between NRT and CRT
 - Developing tests under NRT and CRT Approaches
 - Assessing the Difficulty Value and Discrimination Indices of Test Items; Estimation of Reliability and Validity for NRT and CRT Approaches

UNIT-II

- 4) Evaluation- Concept and Approaches
 - Definition, Need and Importance
 - Characteristics of Evaluation
 - Types of Evaluation, Advantages and Disadvantages

5) Techniques and Tools of Evaluation

- Testing- Concept and Purposes
- Observational Techniques
- Projective Techniques
- Rating Scales, Intelligence Tests, Aptitude Tests, Inventories, the Anecdotal Records

6) Continuous, Comprehensive Evaluation and Credit Based Evaluation

- Continuous Evaluation
- Comprehensive Evaluation
- Credit Based Evaluation
- Functions, Strengths and Limitations

SUGGESTED READINGS

Agarwal, S. N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak Bhandar

Asthana, B. (2010). Measurement and Evaluation in Psychology and Education, Agra: Aggarwal Publishers.

Balls, S. & Aderson, S. (1976). Encyclopedia of Educational Evaluation in Teaching, New York: McMillan.

Kubiszyn, T. & Borich, G. (1977). Educational Testing and Measurement: Classroom Application and Practice, New York: Harper Collins College Publisher

Thorndike, R. L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley.

Paper-III B Opt. (vii): GENDER SENSITIZATION AND SCHOOL

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- explain the concepts of sex and gender.
- demonstrate an understanding of psychological and sociological perspectives of sex and gender.
- explain the social construction of gender with special reference to family.
- describe women education and various laws protecting them.
- list the factors contributing to gender inequalities in schooling.
- describe the concept of women empowerment and various roles of women in sustainable development.

COURSE CONTENTS

UNIT-I

- 1) Sex and Gender
 - Psychological and Sociological perspectives
 - Radical Feminism- Gender, patriarchy, reproductive technology, and motherhood
 - Socialist – Feminis;-class, gender and division
 - Indian Women- Family, caste, class, culture, religion and social system.
- 2) Social construction of gender
 - Socialization
 - Family
 - Gender identity; the media, gender roles and stereotypes; class, caste, community and gender relations
- 3) Women Education and Law
 - Women access to and participation in formal education
 - Women and non-formal education
 - Media and women
 - National effort to protect women's rights

UNIT-II

- 1) Gender inequalities in schooling
 - Organisation of schooling

- Gender bias in text books
 - Curricular choices and
 - Hidden curriculum (teacher attitude, classroom interaction and peer culture)
- 2) Gender and Schooling –Education for gender equity
- Case studies of interventions in school education
 - Reflections from the field and strategies for change
 - The Lok Jumbish Experience
- 3) Education and Empowerment of Women
- Concept and importance
 - Women and sustainable development
 - Special role of women as protector of environment
 - Waste management and women
 - Women as workers

SUGGESTED READINGS

Bordia, A. (2007). Education for gender equity: The Lok Jumbish experience, p 313-329

Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing

Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House

Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications

Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME

Ruhela, S. (1988). Understanding the Indian Women Today; Delhi: Indian Publishers Distributors

Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

PAPER-III (B) Opt. (viii): HUMAN RIGHTS AND PEACE EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- describe various human rights
- classify human rights
- illustrate human rights commissions
- list the domains of human rights
- explain constitutional and institutional safeguards
- state problems of Refugees
- define UN Principles in association with human rights
- Understand the concept, need and implementation of peace education.

COURSE CONTENTS

UNIT-I

- 1) Human Rights Education
 - Role of UNESCO, Role of School, Education up to 14 years as Fundamental Right, Fundamental Duties, Media and its role.
 - Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and associated Human Rights Commission.
- 2) Vital Domains of Human Rights
 - Right to Information, Poverty, Child Labour, and Environment
 - Human Rights in relation to Women, Terrorism, and Disabled
 - Human Rights in India
 - United Nations and Human Rights

UNIT-II

- 3) Judicial Activism
 - Human Rights Violation and Police
 - Problem of Refugees and Internationally Displaced Persons

- 4) Custodial Justice
 - Guidelines to Police Commissioners and District Magistrates
 - Standard Rules for Treatment of Prisoners
 - UN Principles for Protection of Prisoners
- 5) Peace Education
 - Concept, Need
 - Implementation of Peace Education at various levels

SUGGESTED READINGS

Devine, C., & Wilde, C. R. H. R. (1999). Human Rights: Essential Reference Book,

Donnelly, J. (2003). Universal Human Rights in Theory and Practice, New Delhi: Sterling.

Kaarthikeyan, D.R (2005). Human Rights: Problems and Solutions. New Delhi: Gyan Publishing House <http://www.gyanbooks.com>.

Maria, A. (2002). Women Empowerment Teacher-Education Edutracks, VIII, p.11-17.

Smith, R. (2008). Essentials of Human Rights. New Delhi: Sterling Publications.

WWW. Youth for Human Rights. Org.

Paper-IV (A): CURRICULUM AND SCHOOL MANAGEMENT

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

- develop an understanding of the concept, principles and steps of curriculum development
- develop an understanding of the concept, need, scope and functions of school management
- develop an understanding of different components of human and material resources of the school
- develop an understanding and awareness of various characteristics of a quality school
- develop an understanding of the concept, need and importance, types and principles of time-table construction, school-records and co-curricular activities
- develop an understanding of the concept and principles of classroom management
- develop an understanding of the role of a teacher in class-room management

COURSE CONTENTS

UNIT-1

- 1) Curriculum
 - Meaning
 - Importance
 - Bases of Curriculum
- 2) Curriculum Development
 - Concept, Need and Importance of Curriculum Development.
 - Principles of Curriculum Development.
 - Factors affecting Curriculum Development: Philosophical, Social and Psychological.

3) Steps of Curriculum Development and Evaluation of Curriculum.

UNIT-II

1) School Management

- School Management: Concept, Need, Nature, Scope and Functions.
- Management of Human and Material Resources: Components of Human and Material Resources, Responsibilities and Qualities of a Headmaster and a Teacher; Relationship of a Headmaster and a Teacher, Characteristics and Maintenance of a School Plan.

2) Classroom Management: Concept, Principles, Problems and Solutions, factors and Role of a Teacher.

- Maintenance of School-Records: Need and Importance, Advantages, Requisites and Types of School-Records.
- Time-Table: Concept, Need, Importance, Types and Principles of Construction of School Time Table.
- Co-curricular Activities: Meaning, Importance, Types and Principles of Organizing Co-curricular Activities, Organization of Morning Assembly, Field trips, School Publication, NCC, Dramatics, Debates and Discussions, Declamations and Symposia.

SUGGESTED READINGS

Agarwal, V. & Bhatnager, R. P. (1997). Educational Administration, Meerut: R. Lall Book Depot.

Aggarwal, J. C. (1967). Education Administration, School Organisation and Super vision, Delhi: Arya Book Dept

Aggarwal, J. C. (2003). Hnadbook of Curriculum and Instruction, Delhi: Doaba Book House

Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems, Ludhiana: Prakash Brothers

Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT

Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill

Hass,G. (1991). Curriculum Planning, A new Approach, Boston: Allyn Bacon

Hooer, R.(1971). Curriculum: Context, Design and Development, New York: Longmans

- Lawten, D. (1986). *School Curriculum Planning*, London: Holders and Stayhton
- Menon, T. K. N. & Kaul, G. N. (1954). *Experiments in Teacher Training*, New Delhi: Sterling Publishers
- Nicholls, H. (1978). *Developing Curriculum- A Practical Guide*, London: George Aleen and Unwin
- Payne, D. A. (1973). *Curriculum Coalition: Commentaries on Purpose, Process and Product*, Boston: D.C. Heath
- Siddiqi, M. A. (1993). *In Service Education of Teachers*, New Delhi: NCERT
- Singh, L. C. & Sharma, P. C. (1995). *Teacher Education and the Teacher*, New Delhi: Vikas Publishing House
- Singh, R. P. (1990). *Studies in Teacher Education*, New Delhi: Bahri Publication
- Taba, H. (1962). *Curriculum Development: Theory and Practice*, New York: Harcourt, Brace and world
- William, M. A. (1966). *Planning Curriculum for Schools*. New York: Rinchart and Winston

PAPER-IV (B): INCLUSIVE EDUCATION

Time: 1.30 Hours

Max. Marks: 50
(Theory:40,Internal:10)

NOTE FOR PAPER SETTER

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and will carry 8 marks. It will be comprised of 2 short answer-type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

- 1) Introduction to Inclusive Education
 - Concept, Meaning and Need
 - Transition from Segregation to Inclusion
 - Principles
 - Models
 - National Policy for Person with Disabilities 2006 with reference to Inclusive Education.
 - Sarva Shiksha Abhiyaan-2002 with reference to Inclusive Education.
- 2) Special Educational Needs (SEN) of Learners in Inclusive School
 - Identification of Diverse Needs of SEN Learners and Referrals
 - Disabilities in Children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopaedic Impairment, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities
 - Types and Use of Assistive Devices for Learners with SEN
 - Barriers in Inclusive Education: Attitudinal, Social and Educational
 - Educational Concessions and Facilities.

UNIT-II

- 3) Planning and Managing Inclusive Curriculum in Schools
 - School Readiness and School Transition
 - Individualized Educational Plan (IEP): Development & Implementation.
 - Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.
 - Curricular and Instructional accommodations

- 4) Facilitators for Inclusive Education
 - Need for Multidisciplinary Approach
 - Role and Responsibilities: General, Special and Resource Teachers
 - Role and Responsibilities: Family and Community
 - Parent- Professional Partnership: Need and Relevance

SUGGESTED READINGS

- Adrian A., John E. (1998). *Educating Children with Special Needs*, New Delhi: Prentice Hall
- Alur, M. and Buch, M. (2010). *The Journey for Inclusive Education in the Indian Subcontinent*. New York: Routledge.
- Baquer, A. & Sharma, A. (1997). *Disability: Challenges Vs. Responses*, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall
- Chaote J. S. (1991). *Successful Mainstreaming*, New York: Allyn & Bacon
- Daniels, H. (1999). *Inclusive Education*, London: Kagan
- Deiner, P.L. (2000). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace & Company
- Dessent, T. (1987). *Making Ordinary School Special*, Jessica Kingsley Publishing
- Gargiulo, R.M. (1997). *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth publications
- Gathoo, V. (2004). *Curriculum Strategies and Adaptations for Children with Hearing Impairment*. New Delhi: Kanishka Publishing

- Giuliani, G. A. & A., M. (2002). Education of children with Special Needs: From Segregation to Inclusion, New Delhi: Sage Publications
- Hollahan, D. P. & Kauffman, J. M. (2000). Exceptional Learners: Introduction to Special Education, Boston: Allyn and Bacon.
- Joyce S. Shoate (1997). Successful Inclusive Teaching, Boston: Allyn & Bacon
- Karant, P. & R. , J. (2003). Learning Disabilities in India, New Delhi: Sage Publication
- Mohapatra, C. S. (ed.) (2004). Disability Management in India: Challenges and Commitments. New Delhi: Indian Institute of Public Administration
- Mani, M. N. G. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, New Delhi: Sage Publishing House
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford: Heinemann.
- Mathew, S. (2004). Education of Children with Hearing Impairment, RCI, New Delhi: Kanishka Publications
- Panda, K. C. (1997). Education of Exceptional Children, New Delhi: Vikas Publications
- Sedlak, Ribert, A. & Schlosss P. (1986). Instructional Methods for Students with Learning and Behavior Problems, New York: Allyn & Bacon
- Yesseldyke, J. S. & Algozzine, B. (1998). Special Education: A Practical Approach to Teachers. New Delhi: Kanishka Publishers, Distributers.

**PAPER -V: INFORMATION, COMMUNICATION AND EDUCATIONAL
TECHNOLOGY**

Time: 3 Hours

**Max. Marks: 100
(Theory:80, Internal:20)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. It will be comprised of 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the FOUR units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- define the concept of ICT
- understand the role of Information Communication Technology in present and future
- understand computer network and use of internet in teaching and learning
- get awareness of computer usage and its importance in education
- define the scope and importance of educational technology in contemporary society
- explain emerging technologies exhibiting proper perspective and attitudes
- acquire theoretical bases of educational technology and to develop awareness about recent development in the area of Educational Technology

COURSE CONTENTS

UNIT-1

- 1) Information and Communication Technology
 - Meaning and Concept
 - Models of Communication, Classroom Communication
 - Concept of Tele-communication and Satellite-communication-Teleconferencing, Video Conferencing
- 2) Introduction to computers
 - Input and Output devices
 - MS Office-2003 onwards (Word, Excel, MS Access, PowerPoint, Paint)
 - Computer care- Viruses, Security and maintenance
 - Uses and Applications of computer.
- 3) Networking
 - Internet and its Working-WWW, Educational website, E-mail
 - E-learning and Virtual Classrooms

- Multimedia-Meaning, Concept, Required Software, and use in education

UNIT-II

4. Educational Technology
 - Meaning and Concept
 - Scope & Significance
5. Training Strategies
 - Simulation and Micro Teaching
6. Thinking Skills
 - Concept, Types, Various strategies for developing Thinking

UNIT-III

7. Innovations in Teaching-Learning
 - System Approach
 - Personalized Instructional System
 - Co-operative learning
 - Language Laboratory
8. Models of Teaching
 - Concept
 - Fundamental Elements of Models of teaching
 - Types of Teaching Model
9. Glaser's basic Teaching Model, Inquiry Training Model, Mastery Learning Model

UNIT-IV

10. Action Research
 - Concept, Need and Importance of Action Research
 - Procedure of Action Research
 - Developing a few action Research Projects in School context.
11. Educational statistics
 - Meaning and Importance
 - Statistical data and its Organization
 - Graphical representation of data: Histogram, Bar Diagram, Frequency Polygon, Ogive
 - Measures of Central Tendency- Mean, Median and Mode

SUGGESTED READINGS

Best, John W. & Kahn, J. (1995). *Research in Education*, New Delhi: Prentice Hall.
 Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. New York. Routledge.
 Garret, H. E. (1956), *Elementary Statistics*, Longmans, Green & Co., New York.
 Good, C.V. & Douglas, E.S. (1954), *Methods in Social Research*, New York: McGraw Hill.

- Jenkins, J. (1998). Distance Education, the Internet and the learning Culture, A paper presented in International Conference on Collaborative Networked Learning, New Delhi: IGNOU.
- Jon, N. (1981). *A Teachers Guide to Action Research*, London: Grant McIntyre Limited.
- Kasturiranjana, K. (1995). *Valedictory address in the seminar on Technologies for Education Networking*, New Delhi: IGNOU.
- Kulkarni, S.S. (1986). *Introduction to Education Technology*, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). *Educational Technology and Communication Media*, Cuttack: Nalanda.
- McMillan, J.H. & Schumacher, S. (1989). *Research in Education: A Conceptual Introduction*, New York: Harper & Collins.
- Mehra, Vandana (2004) *Educational Technology*, New Delhi : S S Publishers.
- Mohanty, J. (1992). *Educational Technology*, New Delhi: Deep and Deep Publication.
- Mukhopadhyaya, M. (ed.) (2005). *Education Technology Knowledge Assessment*, New Delhi: Shipra Publications.
- Richmond, W. R. (ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology*, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning*, New Delhi: Gagandeep Publications
- Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT*, New York: Routledge.
- Takewale, R. G. (1995). *Technologies for Educational Network*, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Urns, R.B. (1991). *Introduction to Research in Education*, New Delhi: Prentice hall.

Paper-VI & VII (Group A) Opt (i): TEACHING OF HINDI

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and will carry 16 marks. It will be comprised of 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- define the nature, need & principles of Hindi Language
- explain different methods of teaching of Hindi
- demonstrate the use of various audio visual aids
- explain objectives and steps of teaching prose, poetry & grammar of Hindi
- explain the meaning of evaluation and types of evaluating techniques.

इकाई 1

हिन्दी-शिक्षक

(1)

- मातृ भाषा शिक्षण का अर्थ, स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य ।
- भाषाई कौशल का सामान्य ज्ञान
 - (अ) श्रवण कौशल
 - (आ) भाषण कौशल
 - (इ) पठन कौशल
 - (ई) लेखन कौशल