

YEAR-1

BMED-101

CHILDHOOD AND GROWING UP

Time: 3 Hours

Max. Marks: 100

Credits-4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the meaning, concept and characteristics of growth, maturation and development at various stages
- describe the problems of childhood and adolescent age especially with respect to the Indian context
- develop an understanding of different aspects of a child's physical, intellectual, social and moral development
- analyze the impact of urbanization, globalization and economic changes on construction and experience acquired by growing child
- develop an understanding of dimensions and stages of childhood development and developmental tasks; with a focus on cognitive views of learning as well as social- cultural and constructivism
- explain the concept of individual differences and its implications
- enlist the factors influencing individual difference
- differentiate between classical and operant conditioning theory of learning
- explain the Piaget's concept of cognitive development
- differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development
- describe the role of teacher in teaching learning situations
- explain the concept and principles of different perspectives in learning
- describe childhood in the context of poverty and globalization

COURSE CONTENT

UNIT- 1

Development of Child at different Stages (Childhood and Adolescence)

- Concept, Meaning and general principles of Growth and development. Stages of development— growth and development across various stages from infancy to adolescence. (Physical, intellectual, social and moral development.)
- Piaget’s concept of cognitive development,
- Kohlberg’s theory of moral development
- Erikson’s psycho-social development theory
- Factors affecting Growth and development
- Relative role of heredity and environment in development.
- Concept of growth and maturation
- Parenting styles: influencing developmental aspects of childhood and adolescence.
- Impact of Media on growing children and adolescents: deconstruction of significant events that media highlights and creates.

UNIT- 2

Understanding Individual Difference

- Concept of individual difference, Factors influencing individual difference, Educational implications of individual differences for teachers in organizing educational activities.
- Dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values.
- Understanding individual from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning
- Understanding differences based on a range of cognitive abilities—learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of ‘difference’ rather than ‘deficit’ perspective.
- Methods and Ways to understand Children’s and Adolescents’ Behaviour: Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives
- Meaning, characteristics and kinds of Play; Play and its functions: linkages with the physical, social, emotional, cognitive.
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

UNIT-3

Theoretical Perspectives to enhance Learning among Children and Adolescents

- Learning: Meaning, implicit knowledge and beliefs.
- Perspective on Human Learning: connectionists or Behaviorist (Thorndike, Classical and Operant Conditioning)
- Cognitivist (Insightful learning, Tolman’s Sign learning theory) Constructivism

- Bruner's discovery learning:
- Concepts and principles of each perspective and their applicability in different learning situations.
- Relevance and applicability of various theories of learning for different kinds of learning situations.
- Role of learner in various learning situations as seen in different theoretical perspectives.
- Role of teacher in teaching learning situations.

UNIT-4

Deprivation and Deprived Children: Measures for their Adjustment and Education

- Childhood in the context of poverty and globalization
- Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness)
- Issues in marginalization of difference and diversity
- Children living in urban slum, socially deprived girls: measures to bring improvement in their status
- Child rearing practices of children separated from parents practices of children's separated children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Understanding needs and behavioral problems of children and adolescents: Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction,
- Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.

Tasks & Assignments: Any one of the following (10 marks)

- Administer any two of the following Psychological Tests and prepare a report on it:
 - Intelligence Test
 - Personality Test
 - Self-Concept Questionnaire/ Inventory
 - Creativity
 - Learning Style Inventory
 - Parenting Style Inventory
 - Interest Test
 - Teaching Attitude
- Conduct a case study on a problematic Child (M.R, L.D, V.I, H.I, disruptive behavior and delinquent child etc.) and prepare a report on it.
- Prepare an observation schedule and observe the behavior of child in school setting.
- Prepare a survey report on "How media is affecting the behavior of growing child" on a group of Ten Children of age 6-14 years in terms of enhancing violence and developmental aspects of childhood. (The survey should be based on the collection of the data using a questionnaire).
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- Bhatia, H. R.(1990). *Elements of Educational Psychology Bombay:Orient Langman Ltd.*
- Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Chauhan, S. S.(2000). *Psychology of Adolescence*. New Delhi: Vikas Publishers.
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Chapter 12: Erikson and the Eight Stages of Life.
- Dandipani, S. (2000). *A Textbook of Advanced Educational Psychology*, New Delhi: Anmol Publications Pvt. Ltd.
- Dash, M.(1991). *Educational Psychology*. New Delhi: Deep and Deep Publishers.
- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*, London: Paladin Books.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
- Gulati, S. (1995). *Education for Creativity*, New Delhi: NCERT.
- Hurlock, E. B. (1990). *Adolescent Development*. New York. McGraw Hill.
- Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*, Delhi: Oxford University Press.
- Kakkar, S.B (1978). *Indian Childhood: Cultural Ideas, and Social Reality*, New Delhi: Oxford.
- Kauffman et al (1993). *Exceptional Children*. Boston: Allyn & Bacon.
- Kundu, C.L. and Tutoo, D.N. (2000). *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal S.K (2002). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India Private Limited.
- Mathur, S. S. (2000). *Shiksha Manovigyan*. Agra: Vinod Pustak Bhandar.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*, Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146.
 - Nanda, S.K (1995). *Educational Psychology*, Jalandhar: New Academic Publishing Co.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers.
- Pal, H.R.(2006). *Advanced Educational Psychology (Hindi)* New Delhi. Delhi University.
- Pal, H.R. and Sharma, M. (2007). *Education of Gifted (Hindi)*, New Delhi: Kshipra.
- Piaget J. (1997). *Development and Learning*. In Gauvian, M. and M. Cole.(eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

- Snowman, B. R. and Snowman, J.(1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.

BMED-102

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

This paper aims at developing the following competencies:

- Undertaking the nature and functions of philosophy of education.
- Writing a critical note on the nature of knowledge and knowledge getting process.
- Understanding the Contribution of various Indian and Western Schools of Philosophy in the field of Education.
- Critical appraisal of contributions made to education by prominent educational Thinkers
- Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumption about educational phenomena.

COURSE CONTENTS

UNIT –1

- Meaning of Education and Philosophy
- Relationship of Education and Philosophy.
- Meaning of Educational Philosophy.
- Functions of Educational Philosophy.
- Meaning and Nature of Knowledge.
- Types and Source of Knowledge.
- Methods of Acquiring Knowledge.

UNIT-2

- Indian Schools of Philosophy-
 - Vedanta
 - Sankhya,
 - Buddhism
 - Jainism
 - Islamic traditions

with special references to the concept of reality, knowledge and values and their educational implications.

UNIT – 3

Western schools of Philosophy:

- Idealism
- Realism
- Naturalism
- Pragmatism
- Existentialism

with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of

UNIT-4

- Education Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore, Gandhi, Dr. Radhakrishnan & J. Krishnamurthy.
- Modern Concept of Philosophy:-
 - Logical analysis
 - Logical empiricism and
 - Logical Positivism.

Tasks & Assignments: Any one of the following :(10 marks)

- Write a script on Educational development in ancient India after classroom discussion.
- The Essay Course : Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.
- Any other task assigned by the institution.

SELECTED READINGS

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John. Democracy and Education, MacMillan, New York, 1966.
6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
8. Morris, Van C. Existentialism in Education What it Means. Haper & Row, New York, 1966.
9. Pandey, R.S. An Introduction to Major Philosophies of Education, VinodPustakMandir, Agra, 1982.
10. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
11. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
12. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
13. Mukerjee, R.K. Ancient Indian Education, MotilalBanarsidas, Varanasi, 1969.

BMED-103

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course objectives-

The students will be able to:

- Define the meaning and concept of educational sociology.
- Explain the concept of social organization and factor affecting it.
- Illustrate Education as a process of social system and socialization.
- Critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
- Explain the important issues like social stratification and social mobility.

COURSE CONTENT

UNIT-1

- Concept and nature of educational sociology and sociology of Education, relationship of Sociology and Education.
- Social organization- meaning and concept, dynamic characteristics of social organization, factor influencing social organization- folkways, mores, institution and values etc and its educational implications

UNIT-2

- Socialization: meaning and concept, Agencies of socialization: family, school, society and community, Role of Education in Socialization.
- Culture: meaning and nature of Culture.
- Education and Culture.
- Cultural determinants of education
- Education and cultural change
- Concept of Cultural Lag, Enculturation & Acculturation

UNIT-3

- Value education: meaning and concept of values and its nature, Role of Education in inculcating values.
- Education and Social Change: meaning and nature, Factor determining social change.

- Constraints of social change in India- Caste, Ethnicity, Class and Language, Religion and Regionalism.
- Role of education in social change.

UNIT-4

- Social stratification: meaning, concept and its Educational implications.
- Social mobility: meaning, types, constraints on mobility and its educational implications.
- Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications

Tasks and Assignments: Any one of the following(10 marks)

Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.

- Any other activity assigned by the institution.

SELECTED READINGS

1. Pandey, K.P. Perspectives in Social Foundations of Education. AmitashPrakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al. Society and Education. Allyn and Bacon, Boston, 1995.
3. Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.
4. Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
5. Maunheim, K. et al. An Introduction to Sociology of Education Routledge and KeganPaul , London, 1962.
6. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
9. Mossish, loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
11. Mossish, loor, Sociology of Education : An Introduction, George Allen and Unwin, London, 1972
12. Mukerjee, R.K. Ancient Indian Education, MotilalBanarsidas, Varanasi, 1969.

BMED-104

LEARNING AND TEACHING

Time: 3 Hours

Credits-4

Max. Marks: 100

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- Explain the concept and importance of teaching
- Explain the concept of phases and levels of teaching
- Describe different theories of teaching, models of teaching and strategies of teaching
- Explain the concept, importance and types of learning
- Describe Flander's Interaction Analysis along with concept and types of evaluation

COURSE CONTENT

UNIT-1

- Teaching: Concept, Nature, Importance of Teaching and Phases of Teaching: Pre-active, Inter-active and Post-active
- Teaching : Different from Instruction, Training and Indoctrination
- Levels of Teaching : Memory, Understanding and Reflective level
- Theories of Teaching: Formal Theories, Descriptive Theories, Normative Theories

UNIT-2

- Models of Teaching
 - Bruner's Concept Attainment Model
 - Mastery Learning Model
 - Inquiry Training Model
 - Glaser's Basic Teaching Model
- Strategies of Teaching
 - Simulation
 - Brain-storming
 - Lecture
 - Demonstration
 - Team-Teaching

UNIT-3

- Learning: Concept, Importance, Types and Factors Affecting Learning
 - Concept of e-learning (m-learning and online learning)
 - Constructivism
 - Learning styles
- Flander's Interaction Analysis: Concept, Procedure and Significance in Teaching-Learning
- Use of ICT in Teaching Learning Process

UNIT-4

- Evaluation in Teaching – Learning Process: Concept, Need and Characteristics of Evaluation
- Evaluation Devices- Written, Oral and Observation
- Types of Evaluation : Formative, Summative and Diagnostic
- Grading and its Types
- Continuous and Comprehensive Evaluation

Task & Assignment: Any one of the following (10 marks)

- Draft a report on Teachers' Teaching Style by one week Classroom observation of two teachers.
- A Survey based report on an effective Teacher behaviours or class room Instruction
- Strategies of effective Teacher.
- Study of a case and prepare a report on influential factors of learning.
- Any other task/assignment given by the institution.

SUGGESSTED READINGS

- Bhushan, A. and Ahuja, M. (1992). Educational Technology. Meerut: Vikas Publication.
- Dececco, J.P. and Cramford, Q.R. (1970). Psychology of Learning and Instructions. New Delhi: Prentice Hall of India Pvt. Ltd.
- Flanders, Ned A. (1978). Analyzing Teacher Behaviour. London: Addison Wesley Publishing Co. Gage, N.L. College Press.
- Joyce, B. W., M. and Showers, B. (1985). Models of Teaching, New Delhi: Prentice Hall of India Pvt. Ltd.
- Mehra, V. (2010). A Text book of Educational Technology, New Delhi: Sanjay Prakashan

BMED-105

PEDAGOGY OF HINDI

Time: 3 Hours
Credits-4

Max. Marks: 100
Theory: 70, Internal 30

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the importance and role of Hindi language in our mother tongue (in our Country) or role of mother tongue in the education of a child
- develop various skills e.g. Language skills, teaching skills (micro-teaching skills) etc. conduct pedagogical analysis
- demonstrate the use of various audio-visual aids
- explain the concept of evaluation and types of evaluating techniques
- concept of curriculum in teaching of Hindi
- knowledge of different co-curricular activities in teaching of Hindi

पाठ्यवस्तु

इकाई-1

हिन्दी शिक्षण

- मातृ भाषा शिक्षण का अर्थ ,स्वरूप, महत्त्व, उद्देश्य एवं सामान्य सिद्धान्त
- देवनागरी लिपि की विशेषताएँ एवं सीमाएँ
- हिन्दी भाषा का महत्त्व- मातृ भाषा एवं राष्ट्रीय भाषा के रूप में
- ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य
- भाषाई कौशलों का विकास
 - (अ) श्रवण कौशल
 - (आ) भाषण कौशल
 - (इ) लेखन कौशल
- हिन्दी शब्दों का वर्गीकरण (अर्थ, उत्पत्ति व्युत्पत्ति)
- हिन्दी ध्वनियों का वर्गीकरण, अक्षर विन्यास एवं विराम-चिह्न

- उच्चारण शिक्षण का महत्त्व, उच्चारण दोष के कारण व उपाय

इकाई-2

- हिन्दी पाठ योजना का अर्थ महत्त्व एवं रूपरेखा
- दृश्य-श्रव्य सहायक साधनों का महत्त्व, चयन एवं प्रयोग
- इकाई योजना एवं दैनिक पाठ योजना का अर्थ, महत्त्व,अन्तर एवं निर्माण
- सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास: प्रस्तावना कौशल , उदाहरण कौशल , व्याख्या कौशल और उद्दीपन परिवर्तन कौशल
- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग

इकाई-3

- पद्यशिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- गद्य शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- व्याकरण शिक्षण का अर्थ, उद्देश्य, महत्त्व, विधियाँ, सोपान
- हिन्दी शिक्षण में अनुवाद का अर्थ, विशेषताएँ, रचना शिक्षण (कहानी पत्र नाटक एवं निबन्ध)
- हिन्दी शिक्षण में गृहकार्य-स्वरूप रूप संशोधन
- हिन्दी सु लेख शिक्षण -गुण उद्देश्य एवं विधियाँ

इकाई-4

- वर्तमान शिक्षा प्रणाली में हिन्दी पाठ यपुस्तक की विशेषताएं एवं समीक्षा
- 21वीं शताब्दी में हिन्दी की वर्तमान स्थिती , हिन्दी अध्यापक के गुण एवं कर्तव्य
- हिन्दी में मूल्यांकन-अर्थ, स्वरूप, विभिन्न विधाओं का मूल्यांकन एवं संशोधन
- हिन्दी प्रश्न पत्र निर्माण-आदर्श प्रश्न पत्र के सिद्धान्त का मूल्यांकन एवं संशोधन
- भाषा शिक्षण में हिन्दी पुस्तकालय की उपयोगिता एवं व्यावस्था
- हिन्दी पाठ्य वस्तु का अर्थ एवं शिक्षा-शास्त्रीय विश्लेषण प्रयोगात्मक क्रियाएँ
- सूक्ष्म कौशलों के सोपानों का विकास
- पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

संदर्भ ग्रंथ सूची

- बाहरीण ,हरदेव (1972), व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद
- वैस्टन कैनिप (1973)डवै लपिंग लैगवेज स्किल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील
- श्रीवास्तव राजेन्द्र प्रसाद (1973), हिंदी शिक्षण दि मैकमिलन कम्पनी ऑफ इंडिया लि0, देहली
- शुक्ल, भगवती प्रसाद (1974), हिंदी उच्चारण और वर्तनी , आर्य बुक डिपो, नई दिल्ली

- सुखिया, के0के0 (1976), हिन्दी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
- तिवारी, भोलानाथ तथा भाटिया, कैलाश चन्द्र (1980), हिंदी शिक्षण लिपि प्रकाशन, दिल्ली
- उमा मंगल(1991), हिन्दी शिक्षण, नई देहली, आर्य बुक डिपो
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BMED-106
PEDAGOGY OF ENGLISH

Time: 3 Hours
Credits-4
30)

Max. Marks: 100
(Theory: 70, Internal:

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- understand the functions and importance of English language
- understand the linguistic principles;
- conduct pedagogical analysis and develop teaching skills
- understand the different theories to language learning and teaching
- critically explain various teaching methods
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology)
- understand about the teaching of prose, poetry, composition and grammar
- acquire language skills : listening speaking reading and writing
- understand need and functions of language lab
- understand the process of language assessment and
- develop creativity among learners

COURSE CONTENT

UNIT-1

An Overview of Language Teaching

- Meaning, Importance and Functions of language.
- Linguistic characteristics of English.
- Linguistic Principles, and Aims and Objectives of Teaching English
- Philosophical, Social and Psychological Bases of Approaches to Language Acquisition and Language Learning; Inductive and Deductive Approach; Whole Language Approach; Constructive Approach; Multilingual Approach to Language Teaching.

UNIT-2

Learner Centered Approaches and Methods of Teaching

- Difference between 'Approach' and 'Method'
- Direct Method, Bi-lingual method, Audio-Lingual Method, Structural Approach,
- Communicative Approach, Constructive Approach and Co-operative Learning

- Teaching of Prose, Poetry, Composition and Grammar – Objectives and Methodology
- Micro and Mega Lessons

Teaching Learning Materials and Aids

- Print media; other reading materials such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT – audio-visual aids including CALL programmes; Radio, T.V., Films, Planning co-curricular activities (discussion debates, workshops, seminar etc.); language labs, etc.

UNIT-3

Developing Listening and Speaking Skills

- Features of English Pronunciation, Elementary knowledge of English sounds.
- Stress, Rhythm, Intonation, Patterns and their Implications.
- Materials and resources for developing the Listening and Speaking Skills: Storytelling, dialogues, Situational Conversations, Role Playing, Simulations, Speech, Games and Contexts, Language Laboratories, Pictures, Authentic Materials and Multimedia Resources.

Developing Reading and Writing Skills

- Developing Reading and Writing Skills
- Teaching Mechanism of Reading: Reading aloud and Silent Reading; Extensive and Intensive Reading; Study Skills, Including using Thesauruses, Dictionary, Encyclopedia Etc.
- Writing : Stages of Writing; Process of Writing; Formal And Informal Writing, such as Poetry, Short Story, Letter, Diary, Notices, Articles, Reports, Dialogue, Speech, Advertisement, etc., Reference Skills, Study Skills, Higher Order Skills.

UNIT-4

Remedial and Enrichment Content

- Meaning and Significance of remedial teaching
- Common errors in English and their removal through remedial teaching

Remedial Teaching Strategies

- Individualized Educational Programme
- Peer Support Programme
- Reward Scheme
- Handling Pupil's language acquisition problem
- Feedback to students, parents and teachers

Evaluation Procedure

- Progress and Assessment of development of Language; Continuous and Comprehensive Evaluation; Techniques of Evaluation – oral, written, portfolio; cloze test, self-evaluation, peer evaluation, group evaluation.
- Typology of Questions; activities and tasks (Open-ended questions, MCQ's, true and false etc.) Reflecting – Problem Solving, Creative and Critical Thinking and Enhancing Imagination.

Tasks & Assignments: Any one of the following (10 marks)

- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Prepare an outline for a school magazine.
- Develop the material for the school magazine based on your experiences during school experience practice (Hand written).
- Prepare a book-review of any one English Text Book (from syllabus of 8 th to 10 th class).
- Prepare activities for listening, speaking, reading and writing.
- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Agnihotri, R.K. and Khanna A.L. (1994). Socio-Cultural and Linguistic Aspects of English in India. SAGE Publications New Delhi/Thousand Oaks/London, Publication.
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- Sharma, A. (2010). Teaching Of English. Vijya Publications, Ludhiana
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.
- Thwaite, A., and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? Australian Journal of Language and Literacy, 32(1), 38.
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BMED-107

PEDAGOGY OF SANSKRIT

Time: 3 Hours

Max. Marks: 100

Credits-4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

After completion of the course, student teachers will be able to:

- explain the nature, need & principles of Sanskrit Language
- describe different methods of teaching of Sanskrit
- demonstrate the use of various audio visual aids
- explain the objectives and steps of teaching prose, poetry, composition & grammar of Sanskrit
- define the meaning of evaluation and types of evaluating techniques
- explain and organise different type of co-curricular activities related to Sanskrit (Shloka Recitation, Lecture, Dramatization and other creative competitions)

इकाई 1

- संस्कृत भाषा शिक्षण— अर्थ, महत्त्व, उद्देश्य
हासिक तथा वर्तमान अवलोकन
- संस्कृत भाषा एवं साहित्य का ऐति
संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता या स्थान
- संस्कृत भाषा शिक्षण में सामान्य सिद्धान्त तथा सूत्र
संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास

इकाई 2

- संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ— उद्देश्य, विशेषताएँ, लाभ तथा सीमाएँ
- संस्कृत भाषा शिक्षण की विधियाँ
- पाठशाला विधि
- पाठ्य पुस्तक विधि
- प्रत्यक्ष विधि

- व्याकरण अनुवाद विधि
- संस्कृत पाठ्य पुस्तक निर्माण
- संस्कृत अध्यापक तथा दृश्य श्रव्य साधन प्रयोग
- सुक्ष्म तथा विस्तृत पाठ योजना
- संस्कृत भाषा शिक्षण एव पुस्तकालय

इकाई 3

संस्कृत में विधाओं का शिक्षण

- संस्कृत में गद्य-शिक्षण-प्रक्रिया उद्देश्य तथा सोपान
- संस्कृत में पद्य- शिक्षण- प्रक्रिया उद्देश्य तथा सोपान
- संस्कृत में व्याकरण शिक्षण –प्रक्रिया , उद्देश्य तथा सोपान
- संस्कृत में रचना शिक्षण- प्रक्रिया , उद्देश्य तथा सोपान
- संस्कृत में अनुवाद शिक्षण- प्रक्रिया, उद्देश्य तथा सोपान

संस्कृत विषय वस्तु

- धातु रूप-पठ , लिख, अस्, भू, कृ(लट् तथा लै लकार)
- शब्द रूप-राम , हरि , नदी , लता
- प्रत्यय- (अनीयार्, तव्यत्) समास (बहुब्रीहि द्वन्द्व)
- शब्दार्थ तथा अनुवाद (8वी तथा 10वीं हरियाणा बोर्ड के पाठ्यक्रम से)

इकाई 4

संस्कृत भाषायी कौशल

- संस्कृत तमे उच्चारण शिक्षण- अशुद्धि उच्चारण के प्रकार, व्याकरण तथासृ धर के उपाय ।
 - संस्कृत तमे उच्चारण विन्यास, शिक्षण – सम्बन्धी अशुद्धियां, कारण तथा निवारण के उपाय ।
- संस्कृत त भाषा ज्ञान का मूल्यांकन , अर्थ , परीक्षाओं के प्रकार (निबंधात्मक , वस्तु निष्ठ, लघूत्तर)
- गृहकार्य नियोजन एवं संशोधन प्रक्रिया ।
 - संस्कृत भाषा की सहपाठ्य क्रियाएं(श्लोकोच्चारण , भाषण , अभिनयीकरण एवं रचनात्मकप्रतियोगिताए)
- संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें
- चौबे , विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ ।
 - सफाया रघुनाथ (1990) संस्कृत- शिक्षण , चण्डीगढ़ हरियाणा हिंदी ग्रंथ, चण्डीगढ़ ।

- पाण्डेय, राम शुक्ल (2008) संस्कृत – शिक्षण, आगरा एकादमी: विनोद पुस्तक मंदिर आगरा।
- मित्तल संतोष (2008) टीचिंग ऑफ संस्कृत , आर एल. बुक डिपो।
- वत्य, वी0एल0 (2008) संस्कृत शिक्षण , अग्रवाल पब्लिकेशन्स, आगरा।
- अशोक शर्मा और सुमन अग्रवाल (1997) टिचिंग ऑफ संस्कृत , विजया पब्लिकेशन , लुधियाना।

BMED-108
PEDAGOGY OF URDU

Time: 3 Hours
Credits-4

Max. Marks: 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the concept of Urdu and its elements
- define linguistic skills and development of these skills among pupils
- conduct pedagogical analysis on any two lessons in Urdu and develop teaching
- explain the concept of evaluation and methods of evaluating the performance of students
- critically explain various methods for teaching Urdu
- demonstrate language competencies

COURSE CONTENT

UNIT 1

- Nature and Development of Language
- Nature, development forms, functions and significant movements in modern Urdu
- Literature
- Elements of Urdu Language –its phonetic structure, morphological structure and syntactic structure.
- Spelling Errors, their causes and corrections.
- Children Literature.
- Objectives of Teaching Urdu at Secondary and Senior Secondary levels.
- Statement of objectives in behavioral terms.

UNIT 2

Pedagogical Analysis & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on any two topics of Prose & Poetry each
- Lesson planning: Need & Importance, Basic Elements & its Preparation
- Unit Planning in Urdu: Need , importance and its preparation
- Identification of linguistic and Ideational content of the lessons.

UNIT-3

- Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation.
- Approaches and Methods of Teaching Urdu
 - Prose: Objectives and Methodology, lesson planning.
 - Poetry: Objectives and Methodology, lesson planning.
 - Grammar: Objectives and approaches, lesson planning.
 - Speech development, speech defects, causes and remedies.
 - Reading, loud reading and silent reading, intensive and extensive reading, self-reading and reading habits.
 - Writing composition, objectives and methodology and correction of composition.
- **Materials for Teaching Urdu**
 - Urdu Text book and its evaluation.
 - Supplementary Readers.
 - Use of audio visual aids in teaching of Urdu.

UNIT-4

Activities Related to Urdu

- Activities for developing listening and speaking competencies.
- Activities for developing reading competency.
- Activities for developing writing competency.

Evaluation

- Meaning, Importance and Types of Evaluation in Urdu
- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps
- Diagnostic testing and remedial measures

Action Research in Urdu

- Concept and Importance of Action Research
- Planning for Action Research

Tasks & Assignments: Any one of the following (10 marks)

- Pedagogical analysis of any one topic.
- Preparation of transparencies for two lessons.
- Development of test items –essay, short answer and objective type question in Urdu.
- Preparation of Diagnostic test and remedial Program in Urdu.
- Organizing a co-curricular activity related to Urdu in School/IASE.
- Planning an outline for action research in Urdu.
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Ansari, A. (1970). Ghazal Aur Ghazal ki Taleem, New Delhi: Taraqqi-e-Urdu Board.
- Gray, C.W. (1965). Teaching of Reading & Writing, Paris, UNESCO Teaching the mother Tongue in Secondary School, London: Longmans. □
- Husain, A. (1975). Mukhtasar Tareekh-e-Urdu, Urdu Kitab Ghar
- Husain, S. (1993). Urdu Aur Uske Tadreesi Tariqe, Karachi: Rabbar Publishers.
- Khan, R.H. (1974). Urdu Imla, Delhi National Academy, Taraqqi-e-Urdu Board.
- Srivastava, R.P (1979). Teaching of Reading, Delhi: Bahari Publishers.
- Fatehpuri, F. (1985). Tadrees-e-Urdu, Karachi: Maktaba Jamia.

BMED-109

PEDAGOGY OF PUNJABI

Time: 3 Hours
Credits-4

Max. Marks: 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES:

Pupil-teachers would be able to

- Develop awareness about basic concepts related to teaching of Punjabi at the secondary level.
- Impart training in various skills e.g. language skills, use of techniques of evaluation, teaching skills (micro-teaching skills)etc.
- Enable pupil teachers to use current method of teaching Punjabi.

COURSE CONTENTS

UNIT-1

1) Nature of Punjabi Language, Aims and Objectives and Principles of Teaching.

- The nature and importance of language – its origin and development
- Origin and development of Punjabi language and its script
- Role of mother tongue in the education of a child
- Aims & objectives of teaching of Punjabi
- General Principles and maxims of teaching of Punjabi

2) Development of Language skills

- Listening
- Speaking
- Reading
- Writing

UNIT-2

3) Development of Micro lessons based on skills of questioning, explaining illustration and stimulus variation.

Role of language activities

- Debates
- Recitation

- Story telling
- Symposium

4) Methodology

Modern methods of teaching language with specific references to:

- Project method
- Play way method
- Discussion method
- Correlation method
- Observation method

UNIT-3

- 5) Methods of teaching of prose, poetry, composition and grammar
- 6) Preparation of lesson plans for each of the above aspects of language.

UNIT-4

7) Instructional Material

- Audio-visual aids meaning, importance and their kinds Proper use of these in teaching of Punjabi
- Construction of the curriculum of Punjabi language, critical appraisal of Punjabi curriculum at secondary school level
- Qualities of a good Punjabi text book, criteria governing the construction of Punjabi text books.

8) Evaluation:

- Modern concept of evaluation in Language
- Different types of techniques and tests for evaluating different language skills.
- Construction of
 - Oral type tests
 - Short-answer type tests
 - Objective-type tests
 - Essay-type tests
 - Diagnostic test

Task and assignment: (10 Marks)

Any task assigned by the institution.

SUGGESTED READINGS

- Singh, G.B. (1981). Gurumukhi Lipi Da Janam Te Vikas, Chandigarh: Punjab University Publication Bureau
- Singh, G. (1971). Gurumukhi Lipi Bare, Ludhiana: Lahore Book Shop
- Singh, H. (1966). Punjabi Bare, Patiala: Punjabi University
- Sckhon, S. S. & Singh, P. P. (1961). Punjabi Boli Da Itihas, Punjab: Bhasha Vibhag

BMED-110

PEDAGOGY OF MATHEMATICS

Time: 3 Hours
Credits-4

Max. Marks: 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- explain the meaning, nature, aims and objectives of mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- use ICT in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics
- improve competences in secondary level mathematics

COURSE CONTENT

UNIT I

Concept and Aims of Teaching of Mathematics

- Meaning, scope and nature of mathematics
- Aims and objectives of teaching mathematics at secondary stage
- Framing objectives according to Blooms taxonomy
- The nature of mathematical propositions, use of quantifiers and venn diagram
- A Mathematical theorem and its variants- converse, inverse and contra positive, proofs and types of proof.

Historical Perspective of Mathematics

- History of mathematics with special emphases on teaching of mathematics
- Coexistence of precision and beauty in mathematics

UNIT-2

Development of Curriculum in Mathematics

- Meaning and objectives of curriculum
- Principles for designing curriculum of mathematics at different stages of schooling

- Recent curriculum reform at national/ state level at their critical appraisal
- Content Analysis, Pedagogical Analysis and their comparison
- Pedagogical analysis of following topics of mathematics
 - Equations
 - Sets
 - Volume
 - Trigonometry
 - Ratio and proportion

Methods of Teaching Mathematics

- Inductive - deductive
- Analytic – synthetic
- Problem solving
- Heuristic method

UNIT-3

Learning Resources

- Importance of summer programs, correspondence courses, mathematics club, contests and fairs
- Designing mathematics laboratory and its effective use
- Importance of recreational activities – games , puzzles and riddles in mathematics
- Projective and non- projective teaching aids

Instructional and Material Development

- Writing of lesson plan
 - Micro lesson planning with special reference to following micro teaching skills of Introduction, probing question, class room management, skill of illustration with examples, skill of reinforcement
 - Preparation and use of audio- visual material and equipments
 - Application of ICT in teaching of mathematics

UNIT-4

Evaluation in Mathematics

- Evaluation Tools: Meaning, need and use of diagnostic testing and remedial teaching.
 - Continuous and comprehensive evaluation
 - Formative and summative evaluation
 - Criterion and norm reference test

Professional Development of Mathematics Teachers

- Types of In-service programme for mathematics teacher
- Role of mathematics teachers association , journals and other resource material in mathematics education
- Professional growth through participation in conference/ seminars/workshop

Tasks & Assignments: Any one of the following (10 marks)

- Preparation of an unit plan in Mathematics
- Preparation of lesson plans on two different approaches on a selected content matter
- Development of learning aids on any topic in Mathematics and procedure for using it.
- Book review of any two books in Mathematics.

- Any other task/assignment given by the institution.

SUGGESTED READINGS

- Alen, D.W and Ryan, K.A. (1969).Micro teaching, reading. Masschusetts, Falifornia: Addition Wesley.
- Bloom, B.Se. (1956). Taxonomy of Educational objectives. Handbook No. 1, New York: Longmans Green.
- Boyer, C. B. (1968). History of Mathematics. New York: John Wiley.
- Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York: McGraw-Hill Book Company.
- Bush, R.N. (1968). Microteaching- Control practice in the training to teachers in communication, Opp. 201-207.
- Dave, R.H. and Saxena, R.C. (1970). Curriculum & Teaching of Maths in Secondary Schools. A Research Monograph, Delhi: NCERT
- Davis, D.R. (1951). The teaching of Mathematics. London: Addison Wesclyh Press.
- Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot.
- Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.
- Shankaran and Gupta, H.N. (1984). Content- cum – Methodology of teaching Mathematics. New Delhi: NCERT

BMED-111

PEDAGOGY OF HOME SCIENCE

Time: 3 Hours
Credits-4

Max. Marks: 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, areas, aims and objectives of Teaching of Home Science
- acquaint students about misconceptions regarding Home Science
- acquaint students about importance and interdisciplinary approach of Home-science
- develop understanding of the various methods and procedures required for Teaching Home Science effectively
- develop instructional planning and development of relevant material for the Teaching of Home science
- develop practical skills to organize various learning experiences related to Teaching of Home Science
- acquaint students to use I.C.E.T. in Teaching of Home Science
- perform pedagogical analysis of various concepts in Home science
- develop competencies and skill for effective evaluation in Home Science

COURSE CONTENT

UNIT-1

Concept and Aims of Teaching of Home Science

- Meaning, Nature and Scope of Home Science.
- Components of Home Science.
- Food and Nutrition
- Resource Management
- Human Development
- Textiles and clothing
- Extantion Education

- Misconceptions regarding Home Science
- Importance of Teaching of Home Science in various stages of Secondary Education.
- General aims and objectives of Teaching Home Science at Secondary stage.

- Bloom's Taxonomy of Educational Objectives and writing objectives in terms of behavioural outcomes of students
- Study of National, Programmes run by Government relating to Health, Nutrition and Child Care

UNIT-2

Skills and Methods of Teaching Home Science

- **Micro-teaching skills**
 - Skill of Introducing the lesson
 - Skill of Questioning
 - Skill of Illustration
 - Skill of Explaining
 - Skill of Stimulus variation

- **Preparation of Micro Lesson Plan •**

Methods of Teaching

- Lecture-cum-Demonstration
- Laboratory
- Project
- Inductive-Deductive
- Problem Solving

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning
- Meaning, Importance and preparation of Unit plan
- Meaning, Importance and Preparation of Lesson Plan
- Meaning, Importance, Classification and Preparation of Audio-Visual Material used for Teaching of Home Science
- Application of I.C.T in Teaching of Home Science
- Learning Resources
- Importance and Organization of Home Science Club.
- Excursions and Home Science Exhibitions
- Home Science Laboratory: Planning, Organization and its importance.

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Balanced Diet
 - Health and Hygiene
 - Fiber
 - Care and Maintenance of Fabrics
 - Child Care
 - Elements of Art
 - Principles of Design
 - Importance and Principles of Budget Making

Evaluation

- Evaluation in Home Science-Meaning and Importance of Evaluation

- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Development of Test Items
- Short-Answer Type
- Objective-Type

Tasks & Assignments: Any one of the following (10 marks)

- Market Survey and Report.
- Preparation of decorative items for the beautification of the school.
- Preparation of a Report on Quality Control Measures.
- Preparation of a Report on Mid-day Meal Programme in the school.
- Any other project/assignment given by the institution.

SUGGESTED READING

- Hindi Garanth Academy, Yadav, S. (2001). Teaching of Home Science. New Delhi: Anmol Publications.
- Sukhia, S. P. & Malhotra, P. V. (1976). Teaching of Home Science. Chandigarh: Haryana.
- Singh L.C. (1977). Micro-Teaching: An Innovation in Teacher Education. New Delhi: Department of Teacher Education, NCERT.
- Dass and Ray. (1983). Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd.
- Kapoor, R. (1994). Teaching of Home Science. Ludhiana: Prakash Book Depot.
- Chandra, A. (1995). Fundamentals of Teaching Home Science. New Delhi: Sterling publishers.
- Sheri, G. P. & Sherry, D. P. (2008). Teaching of Home Science. Agra: Vinod Pustak Mandir.

BMED-112

PEDAGOGY OF BIOLOGICAL SCIENCE

Time: 3 Hours
Credits-4
30)

Max. Marks: 100
(Theory: 70, Internal:

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type (Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop awareness about developments in the area of biological sciences
- orient prospective teachers in specific educational aspects of science e.g. aims and objective of biological science, pedagogical analysis of contents in biological sciences, methods of teaching, evaluation
- enable prospective teachers to be effective teachers in order to perform the required role as a biological teacher under Indian School conditions

COURSE CONTENT

UNIT-1

- Nature, History, scope and Interdisciplinary linkage of Biological Sciences
- General Aims and Objectives of Biological Sciences
- Facts and principles of Biology & its applications consistent with the stages of cognitive development of learners, Origin of life and evolution, biodiversity, observation and experiments in Biological Science.
- Bloom's taxonomy of educational objectives
- Formulation of specific objective of Biological Science in behavioural terms

UNIT-2

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Photosynthesis,
 - Human digestive system,
 - Food Chain,
 - Ecological Balance
 - Respiratory System
 - Excretory

- Circulatory
- Hereditary and Environment

UNIT-3

- Development of Instructional Material: Unit planning, Lesson planning, Preparation of Teaching aids, Development of Demonstration Experiments.
- Development of Self-Instruction materials, Linear Programme
- Teaching Strategies: Problem Solving, Investigatory approach, collaborative learning, experimental learning
 - Micro Teaching Skills: Skill of Introducing the Lesson, Skill of Questioning, Skill of Illustration, Skill of Explaining, Skill of Stimulus Variation

UNIT-4

- Concept of measurement and evaluation
- Types of evaluation: Formative, Summative, Diagnostic
- Preparation of an objective type and achievement test, Attributes of a good Achievement Test
- Different types of Grading
- Continuous and Comprehensive Evaluation

Task & Assignments: Any one of the following (10 marks)

- Model of Food Chain
- Model of Respiratory System
- Model of Excretory System
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi.
- Anderson, R.D. (1992). Issues of Curriculum Reform in Science, Mathematics and
- Higher Order Thinking Across the Disciplines: The Curriculum U.S.A: University of Colorado.
- Bremmer, J. (1967). Teaching Biology, Macmillan, London.
- Buffaloe, N. and Throneberry, J.B. (1972). Principles of Biology University Press, New Delhi: Prentice- Hall of India Ltd.
- Carin. &Robert, S. (1989).Teaching Modern Science (5th edition). U.S.A: Merill Publishing Co.
- Green, T.L. (1965). The Teaching of Biology in Tropical Secondary Schools, London: Oxford University Press.
- Gupta, S.K. (1985).Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt. Ltd).
- Heiss. E.D., Obourn. S., & Hoffman. C.W. (1985) Modern Science Teaching. New Delhi: Sterling Publishing (Pvt) Ltd. Macmillian Company Press.
 - Heiss, Obourn.,& Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.
 - Nayak, (2003). Teaching of Physics. New Delhi: APH Publications.

- Pandey,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Passi, B.K. (1976). Becoming a Better Teacher: Micro Teaching Approach, Ahemedabad: Sahitya Mudranalaya.
- Patton, M.Q. (1980).Qualitative Evaluation Methods. New Delhi: Sage Publications.
- Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- Siddifit, S. (1985). Teaching of Science Today and Tomorrow. New Delhi: Doba's House.
- Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publication.

BMED-113

PEDAGOGYOF ECONOMICS

Time: 3 Hours
Credits-4

Max. Marks: 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop an understanding of meaning, scope, aims and objectives of teaching of Economics
- get knowledge of different methods of teaching
- get knowledge of different devices, techniques and tools of evaluation
- develop the skill of preparing lesson plan in subject
- develop an interest in teaching of Economics
- acquire knowledge of present economic conditions in India
- acquire desirable attitudes and to become effective instrument of economic change and economic development
- become an effective citizen and good consumer
- acquire appropriate professional behaviour and to develop commitment to leading profession
- train the students to use problem- solving approach in problems related to economy and economics
- demonstrate application of I.C.T. in Teaching of Economics

COURSE CONTENT

UNIT-1

Concept, Scope, Aims and Objectives of Teaching of Economics

- Meaning, Nature and Scope of Economics as a school subject
- Aims, objectives and values of Teaching Economics
- Importance and role of Economics in Education
- Values of Teaching Economics: Practical. Social & Cultural
- Bloom's Taxonomy of objectives
- Statement of objectives in Behavioural Terms.

UNIT II

Pedagogical Analysis & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Wants and their classification
 - Laws of return
 - Population- its Growth Pattern, Problems of over population, Density of population
 - National Income- Meaning, Methods of Measurement.
- Lesson planning: Need & Importance, Basic Elements & its Preparation

Learning Resources

- Importance and Organization of Economics Club
- Excursion and Economics Exhibitions
- Organization of seminars, symposiums and discussions

UNIT III

- Development of Instructional Material
- Development and Designing of Curriculum of Economics
- Economics Text-Book: Importance and criteria of selection
- Economics Teacher: Professional Competencies and Responsibilities
- Development/ Utilization of Instructional Aids- Charts, Maps Graphs Tables, Models Film Strips, T. V. Computer, Internet.
- Application of I.C.T. in Teaching of Economics.
- Methods of Teaching : Lecture Method, Discussion Method, Survey Method, Project Method & Inductive-Deductive Method
- Skills of Teaching :Skill of Introducing the lesson, Skill of Explaining, Skill of Probing Questions, Skill of Illustration with Example & Skill of Stimulus Variation

UNIT IV

Evaluation

- Meaning, Importance and Types of Evaluation in Economics

- Types of tests: Essay type, short answer type and objective type.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Market Survey and Report about Consumer Behaviour
- Preparation of a Report on Programs run by Government relating to alleviation of poverty and/ or spread of education
- Preparation of test items of an achievement test of economics.
- Preparation of at least two teaching aids for teaching of Economics
- Any other project/assignment given by the institution

SUGGESTED READINGS

- Arora, P. N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Kanwar, B. S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.). (1975). Teaching of Economics. London: Heinemann Education Books.
- Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
- Siddiqui, M.H. (1993). Teaching of Economics. New Delhi, Ashish Publishing House.
- Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.
- Singh, Y. K. (2008). Teaching of Economics. New Delhi: APH Publishing Corporation.
- Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.

BMED-114

PEDAGOGY OF COMPUTER SCIENCE

Time: 3 Hours
100

Max. Marks:

Credits-4
30)

(Theory: 70, Internal:

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 objective type (Multiple choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, aims and objectives of teaching of computer science
- acquaint students about importance of computer science
- develop understanding of the various skills, methods and procedures required for teaching computer science effectively

- describe instructional planning and development of relevant material for the teaching of computer science
- develop practical skills to organize various learning experiences related to teaching of computer science
- develop skills and competencies required for preparing teaching-aids in teaching of computer science
- attain proficiency in using smart class room equipment effectively
- perform pedagogical analysis of various concepts in computer science
- train the students to use problem-solving approach in problems related to daily life
- develop competencies and skill for effective evaluation in Computer Science

COURSE CONTENT

UNIT-1

Concept and Aims of Teaching of Computer Science

- Concept, Need and Scope of Computer Science.
- Importance of Teaching of Computer at various stages in Indian Schools.
- Introduction to computers
- Input and Output and storage devices
- MS Office-2007 onwards (Word, Excel, MS Access, PowerPoint, Paint)
- Uses and Applications of computer
- Computer care- Viruses, Security and maintenance
- General Aims and Objectives of Teaching Computer Science
- Bloom's Taxonomy of Educational Objectives
- Writing objectives in terms of behavioral outcomes of students

UNIT-2

Skills and Methods of Teaching Computer Science

- Micro-teaching skills
 - Skill of Introducing the lesson
 - Skill of Questioning
 - Skill of Illustration
 - Skill of Explaining
 - Skill of Stimulus variation
- Preparation of Micro Lesson Plan •
- Methods of Teaching
 - Lecture-cum-Demonstration
 - Laboratory
 - Project
 - Inductive-Deductive
 - Problem Solving
 - Advanced Methods of Teaching: CML,CAI, Mobile Learning and Online Learning

UNIT-3

Instructional Planning and Material Development

- Unit planning and lesson planning, Preparation of Lesson Plan

- Meaning, Importance, classification and preparation of Instructional Material used for

Teaching of Computer Science

Learning Resources

- Text Books: Characteristics and Criteria for Selection of Computer Books with special reference to Theory and Practical Books of Computer Subject
- Self-Instructional Material
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

UNIT-4

Pedagogical Analysis

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Computer System
 - Operating System
 - Net-Working
 - M.S. Windows
 - MS Office
 - Information Technology & Computers

Evaluation

- Evaluation in Computer Science-Meaning and Importance of Evaluation
- Formative and Summative Evaluation.
- Diagnostic Testing and Remedial Teaching
- Types of Tests used in Computer Science

Tasks & Assignments: Any one of the following (10 marks)

- Preparation of Self Instruction Modules for the Secondary School Students
- Collection and Interpretation of data regarding computer attitude of Government School students.
- Use online Evaluation Tools for measuring Soft skills.
- Act as proctor for Computer literacy in peer teaching.
- Any other project/assignment provided by the college.

SUGGESTED READINGS

- Singh, L.C. (1977). Micro-Teaching: An Innovation in Teacher Education, Department of Teacher Education, New Delhi: NCERT.
- Gill, N.S. (2001). Essentials of Computer and Network Technology. Khanna Book Publishing Company.
- Leon, A. M. (2001). Computer for everyone. New Delhi: Vikas Publishing house.
- Intel. (2003). Intel Innovation in Education. New Delhi: Student Work Book.
- Tanenbaum, A. S. (2009). Computer Networks. New Delhi: Pearson Prentice Hall.
- Singh, Y.K. (2011). Teaching of Computer Science. New Delhi: APH publication.
- Khandai, H. (2013). Teaching of Computer Science. New Delhi: APH publication.

BMED-115

PEDAGOGY OF MUSIC

Time: 3 Hours

Credits-4

Max. Marks: 100
Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.

v) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- develop interest for music
- develop understanding of aims of teaching of music
- develop competencies and skills for teaching of music
- provide knowledge of different methods and techniques of teaching of music
- understand lesson planning and evaluation aspects in teaching music
- develop understanding & aesthetic sense through music
- enable pupil teachers to organize competitions and other practical activities

COURSE CONTENT

UNIT 1

Music: Concepts, Aims and Objectives

- Concept of Music, types and importance of Music in present scenario
- History of Indian Music: Ancient, Medieval and Modern period.
- Aims and objectives of Music as a subject in the School curriculum.
- Bloom's Taxonomy and Instructional objectives in teaching of Music

UNIT 2

Teaching Skills, Lesson Planning, Notation and Voice Culture of Indian Music

- Micro-teaching skills: Meaning, Process, Utility, Merits, Limitations
- Introducing the Lesson
- Questioning
- Stimulus Variation
- Illustration with Example
- Explaining
- Lesson Planning: Meaning, Importance & types.
- Possibilities of notation for Indian Music: Critical study of Bhatkande and Vishnu
- Digamber Pulskar
- Voice-culture-importance in Indian context

UNIT 3

Teaching Methods, Qualities of Music Teacher, Motion and Rhythm, Aesthetics in Indian Music

- Methods of teaching Music
- Alankar - Geet Method
- Demonstration – imitation Method
- Project Method
- Individual and Group Teaching Method

- Qualities of Music Teacher-Gayak, Vadaḡ and Avadyakar/composer.
- Knowledge and Importance of Taal/Motion and Rhythm and its training
- Aesthetics in Indian Music

UNIT 4

Instructional Aids, Textbooks, Classical Music, Evaluations

- Meaning and Importance of Audio-visual Instructional Aids in Teaching of Music
- Textbooks: Meaning, Importance of textbooks in teaching of Music, Qualities of a good textbooks of Music
- Importance of Classical Music, Suggestions for the popularization of Classical Music.
- Evaluation in Music: Meaning, Purpose, Importance, Evaluation Devices-Oral, Written and Practical

Tasks & Assignments: Any one of the following (10 marks)

- Tuning of the instrument related to the subject of the students.
- Collection of Musical documents (Notes, Newspaper and Magazines Articles cutting).
- Preparation of Project Report on the legends of Music.
- Preparation of low cost teaching aids.
- Any other project/ assignment given by the institution.

SUGGESTED READINGS

- Elliott (2012). Fundamental of Music. New Delhi: Prentice Hall of India.
- Shah, S. (2006). Sangeet Shikshan. Agra: Vinod Pustak Mandir.
- Khanna, J. (2003). Teaching of Music. Ludhiana: Tondon Publications.
- Vasant (1998). Sangeet Vishaarad. Hathras: Sangeet Karyalaya.

BMED-116

PEDAGOGY OF PHYSICAL SCIENCES

Time: 3 Hours

Max. Marks: 100

Credits-4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type (Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to:

- acquaint them with the teachings of physical sciences
- develop awareness about developments in the area of teaching and learning of physical sciences
- understand the methods and skills of teaching physical sciences
- develop competencies to teach at various levels in the Indian school conditions
- prepare a lesson plan
- acquiring skills relating to planning the lessons and presenting them effectively
- develop scientific thinking in themselves, students and communities
- understand the importance of educational technology for teaching physical sciences
- understand the techniques of evaluating science teaching and to construct an achievement test to assess the learning outcomes of pupils
- estimate the facilities required for the organization and maintenance of science laboratory
- understand the special qualities of a science teacher and to acquire those qualities
- acquire a favourable scientific temper towards science teaching and values

COURSE CONTENT

UNIT-1

Importance of Teachings of Physical Sciences

- Nature, Concept & Scope of Physical Sciences and its Place in the School Curriculum.
- History of Physical Sciences with special emphasis on Teaching of Physical Science.
- Aims and Objectives of Teaching Physical Sciences.
- Differentiate between the terms 'Aims' and 'Objectives'.
- Aims of teaching Physical Sciences at Middle, Secondary and Senior Secondary stages.
- Bloom's Taxonomy of educational objectives.
- Instructional Objectives of teaching Physical Sciences at the school stage and their formulation.
- Physical Science Teacher: Qualities & Responsibilities.
- Need for Professional Orientation.

UNIT -2

Approaches & Methods of Teaching Physical Sciences

- Development of Teaching Skills through Micro Teaching (Probing Questions, Introducing the Lesson, Explaining, Illustration with Examples, Using Chalkboard and Stimulus Variation).
- Methods of teaching Physical Sciences (Lecture cum Demonstration method, Project method and Problem Solving method).
- Aids, Equipments and Assistance in teaching Physical Sciences:
- Need and utilities of Physic Sciences Laboratory.
- Preparation and use of Teaching Aids.
- Unit and Lesson Planning.
- Popularization and Propagation of Physical Sciences through Science Exhibition, Science Magazine, Science Trip and Science Quiz.
- E-teaching of Physical Sciences using technology for self-learning and collaborative learning of science

UNIT-3

Pedagogical Analysis of contents in Physical Sciences

- Contents Analysis, Pedagogical Analysis and their comparison.
- Study of items: Division of units into sub-units, Teaching requirements, Instructional objectives, Teaching strategies, Previous knowledge testing, Topic announcement, Concepts of contents, Presentation, Teaching aids use, Demonstration experimental verification, Thought provoking questions and Criterion based tests.
- Pedagogical analysis of any one of the following topics:
 - Atomic Structure
 - Energy and its types
 - Environment and Pollution
 - Water as a Universal Solvent
 - Transmission of Heat
 - Magnetism ○
 - Friction

UNIT- 4

Evaluating Outcomes of Physical Sciences Teaching

- Indicators of Quality Learning and Major Issues in Classroom Learning with special reference to Physical Sciences.
- Concept of Test, Measurement and Evaluation.
- Differentiate between the terms 'Examination' and 'Evaluation'.
- Qualities of a good test, Principles and steps in construction of an achievement test,
 - Print and Question Paper, Item analysis, Construction of multiple choice questions,
 - Diagnostic test, Remedial teaching in physical sciences.
- Continuous and comprehensive evaluation, Formative and summative assessment,

- Grading pattern.
- Selection of appropriate evaluation technique.

Task & Assignments: Any one of the following (10 marks)

- Preparation of Unit Plan and two lesson plans on any topic of Physical Science included in the Science text book of secondary school.
- Write Book Review on any two books in Physical Sciences.
- Write Review on Science Exhibition, Science Trip, Science Fair, Science Fiction Movie and Scientific Environment of Class.
- Preparation of a unit/ achievement test on any topic by developing the Blue Print and the test items conforming to the blue print.
- Preparation of a model / tool / device based on any principle of Physical Sciences.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S.K. (2009). Teaching of Physical Sciences. New Delhi: Arya Book Depot.
- Pandey.(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha, M.(2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Rahi, A.S. (2012). Pedagogy in Physical Sciences and Teachers. U.S:Createspace Publications.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sonika, R.(2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Sood, J.K. (1992). New directions in Science Teaching. Chandigarh: Kohli Publishers.
- Vanaja, M. (2010). Educational Technology. New Delhi: Neelkamal Publishers.

BMED-117
PEDAGOGY OF SOCIAL SCIENCE

Time: 3 Hours
Credits-4

Max. Marks: 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type (Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, student teachers will be able to

- initiate pupil-teacher to various concepts and technology of teaching of Social Studies
- for promotion of National and International Peace and Understanding
- have an overview and integrate the knowledge drawn from various sources—History, Geography, Civics, Sociology and Economics
- acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies
- understand the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society

COURSE CONTENT

UNIT 1

Foundation and Context of Social Sciences

- Meaning, Nature and Scope of Social Sciences as a school subject
- Aims and Objectives of teaching Social Sciences at School level
- Taxonomy and behavioural Objectives in Social Sciences
- Values of Teaching Social Sciences
- Correlation of Social Sciences with History, Economics, Civics, Geography,
- Sociology, Mathematics, Natural Science and Psychology

UNIT-2

Pedagogy & Lesson Planning

- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Constitution of India
 - Size, Location and Physical features of India
 - French Revolution

- Population
- Democracy in the contemporary world
- Disaster Management
- Lesson planning in Social Sciences: Need & Importance, Basic Elements & its Preparation

UNIT-3

Curriculum, Teaching Learning Material and Skills of Teaching Social Sciences

- Meaning, Importance and Principles of designing a good Curriculum of Social Sciences; Critical Appraisal of the Existing Curriculum in Social Sciences, Suggestions for improvement; Approaches of organizing social sciences curriculum logical, concentric, spiral, chronological.
- Teaching Learning Material: Textbook & Reference Books, Documentaries, News Papers, Maps, Community, Atlas, and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Social Studies: Skill of Explaining, Skill of Illustration with Examples, Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4

Classroom Processes and Evaluation in Social Sciences

- Classroom Processes: Discovery method, Discussion method, Computer Assisted
- Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Survey Method,
- Field Visits, Concept Mapping and Story Telling.
- Meaning, Importance and Types of Evaluation in Social Sciences.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Understanding a slum in terms of its economics, subsistence, politics and historic memories.
- Study the transport needs of a community by analyzing different kinds of vehicles people own in relation with gender and socio-economic standards.
- Explore how cartoons, stamps, currency, magazines, globes and so on be used in teaching of social science.
- Trace any consumer product from its raw form and how various factors of geography, economics, politics and history influenced it.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Agarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. Second (Revised Edition): Viaks Publishing House.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi, Sage.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi, Sage.

- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications.
- Kochhar, S.K. (1998). Teaching of Social Studies, New Delhi: Sterling Publishers Pvt. Ltd, New Delhi.
- NCERT (2006). Position Paper National Focus Group on Teaching of Social Sciences, New Delhi, NCERT.
- NCERT Social Science Textbooks for classes VI-X, New Delhi, NCERT.

BMED-118

PEDAGOGY OF COMMERCE

Time: 3 Hours

Max. Marks: 100

Credits-4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type (Multiple Choice) questions of 2 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 14 marks each.
- iv) All questions carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- gain insight on the meaning and nature of Commerce for determining aims, and strategies of teaching learning
- identify and relate everyday experiences with learning commerce
- understand lesson planning and evaluation aspects in teaching Commerce
- apply the knowledge in analyzing higher secondary Commerce contents in terms of the techniques and aids for the purpose of teaching Commerce
- understand the different types of curriculum, classroom management techniques and technology in and of education to teach Commerce
- develop interests in knowing the recent development in teaching methodology, and technological developments in Commerce
- be professionally competent to design pedagogical content knowledge to be imparted in actual teaching-learning systems
- develop critical attitude to different types of learning resources and to use them for becoming an informed and effective teacher
- understand various tools and techniques of assessment of pupil's scholastic and nonscholastic performance
- become a self-critical teacher of commerce in modern day

COURSE CONTENT

UNIT- 1

Foundation and Context of Commerce

- Meaning, Nature and Scope of Commerce as a school subject.
- Aims and Objectives of teaching Commerce at School level
- Taxonomy and behavioural Objectives in Commerce.
- Values of Teaching Commerce: Practical. Social & Cultural
- Correlation of Commerce with Book-keeping, Organisation of Business and Secretarial
- Practice, Economics, Law, Sociology, Mathematics and Geography.

UNIT-2

Important Concepts, Pedagogy & Lesson Planning

- Understanding terminology of Commerce: Book Keeping, Accountancy, Business Management, E-commerce, M-commerce
- Meaning, importance and Steps of Pedagogical Analysis
- Pedagogical Analysis on the following topics:
 - Cash Book.
 - Trade
 - Advertisements
 - Balance Sheet.
 - GST/VAT Calculation
- Lesson planning in Commerce: Need & Importance, Basic Elements & its Preparation

UNIT-3

Curriculum, Teaching Learning Material and Skills of Teaching Commerce

- Meaning, Importance and Principles of designing a good Curriculum of Commerce,
- Critical Appraisal of the Existing Curriculum in Commerce, Suggestions for improvement
- Teaching Learning Material: Textbook & Reference Books, Business Documents, News
- Papers and E-resources (Blog, World Wide Web, and Social Networking)
- Skills of teaching Commerce: Skill of Explaining. Skill of Illustration with Examples,
- Skill of Reinforcement, Skill of Questioning and Skill of Stimulus Variation

UNIT-4

Classroom Processes and Evaluation in Commerce

- Classroom Processes: Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) Educational broadcasting and telecasting, e-tutoring, Problem Solving and Heuristic method.
- Meaning, Importance and Types of Evaluation in Commerce.
- Continuous and Comprehensive Evaluation: Meaning, importance & Process.
- New approaches to Assessment – Question bank, Open Book Examination & Grading
- Construction of Achievement Test – Concept and Steps

Tasks & Assignments: Any one of the following (10 marks)

- Visits to banks, insurance houses, warehouse, trade-centres, companies and other business houses
- Collection of business documents, newspaper and magazines articles (cuttings), business forms
- Collection of e-learning resources in Commerce.
- Explore how cartoons, currency, newspapers, magazines, documentaries etc. be used in teaching of commerce.
- Any other project/assignment given by the institution.

SUGGESTED READINGS

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi:Vikas Publishing House Pvt. Ltd.
- Allen, O. C. and Francis, P.H. (1988). Curriculum: Foundations, Principles and Issues. New Jersey: Prentice Hall.
- Head, G. W. (1988). Commerce. London: Heinemann Professional Publishing.
- Joyce, & Well, (2004). Models of Teaching. U.K: Prentice Hall of India.
- Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Ltd.
- Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.
- Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Chidambaram: Cyber land Publisher.
- Rao, S. (2000). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.

BMED-119

PEDAGOGY OF ARTS

Time: 3 Hours

Max. Marks: 100

Credits-4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- i) Paper setter 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 14 marks. There will be 7 Objective type(Multiple Choice) questions of 2 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 14 marks each.
- iv).All questions carry equal marks.

Objectives:

- To develop an understanding of the place of Art in Education of the child.
- To develop competencies and skills for teaching of Art.
- To develop an understanding and insight into the stages of 'Art' development in children at various age levels.
- To develop competencies and skills of the methods and techniques, in teaching of 'Art' of different kinds.
- To develop competencies in evaluating some products of Art.

COURSE CONTENT

UNIT 1

- (i) Art and meaning of Visual Communication
- (ii) Appreciation of Art

(iii) Art in daily Life

(iv) Art in Education

UNIT 2

(i) Methods and material of Art through the ages encaustic, oil, tempera, Fresco etc.

(ii) Modern Art movements, Abstraction, Cubism, Expressionism Realism, Impressionism, Romanticism.

UNIT 3

Methods of Teaching Art

(i) Qualities of an Art Teacher and his role in Education

(ii) How to prepare lesson notes for Art classes?

(iii) How to prepare Art Syllabus for Art classes?

(iv) How to teach Still life, Designs, Nature-Study and Painting- Composition.

(v) Class room Decoration

UNIT 4

(i) Stages of development in Children's Art

(ii) How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class?

(iii) Relation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education.

Task and assignment: Any one of the following: (10 marks)

(a) Landscape from memory: Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheet of drawing paper.

(b) Decoration designs: Pictorial composition in water or tempera.

(c) Still Life Drawing and Painting of Group of two or three simple objects in any medium.

(d) Poster: will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.

(e) Collage making

(f) Presentation of Art-Work

Recommended Books

1. Jeswani, K.K. Art in Education, Atma Ram & Sons Kashmiri Gate, Delhi-6

2. Road, H. Education through Art, Faber and Faber London

3. Lowen Feld, V. Creative and mental Growth, Macmillan Co., New York

4. Jeswani K.K. Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Tolstoy What is Art? An essay on Art, Oxford University Press, New York.
6. Percy Brown Indian Paintings.
7. Ian Chilvers The Oxford Dictionary of Art.
8. Bhup Singh Gulia The Traditions of Northern India (A study of Art, Architecture and Craft in Haryana) Subhi Publications, City Centre, Gurgaon (HR).
9. Lois Fichner – Rathus - Understanding Art, Prentice-Hall International (U.K.) Ltd. London

BMED-120

Self Development Skills-I Communication and Expository Writing (Evaluation by external examiner only at the end of the year)

Credit 1

Max Marks: 25

(External: 25)

Objectives:

- To develop the capacity to use ICT in effective communication
- To enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
 - To develop the writing skills
 - To use the knowledge of communication in classroom discussion and daily life.

Course content

Communication Skills: Meaning, concept and components of effective communication Strategies of effective communication.

- Development of academic skills (pre-reading, pre-writing and number)
- Expository writing: Meaning, concept and Types of effective expository writing
- Listening skill: meaning, concept and importance of listening skills academic listening (lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, tele-conference, tele interviews handling.
- Role of ICT in effective communication

Suggested activities

Writing essay/articles on any issue relating to education. Seminar presentation with PPT (on any one topic).

- Student's discussion (panel/group).
- Content analysis & reporting any one event/ news (from electronic/ print media) related to field of education.

Note:

The student will maintain a file of the record related to activities performed.

BMED-121

SELF-DEVELOPMENT SKILLS-II ACADEMIC & PROFESSIONAL WRITING (Evaluation by external examiner only at the end of the year)

Max Marks: 25

Credit 1
External: 25)

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Objectives:

After completing the course, the students would be able to write or draft professional letters and mail etc.

- Use & differentiate different kinds of writings and writing style.
- Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- Analyse academic sources and how to refer them
- Cite a source, paraphrase and acknowledge the source & edit one's own writing. Workshop on Academic Writing Skill- Suggested activities
- Write a paragraph on any topic of your interest and edit one's own writing. Prepare a report on it

- Prepare a programme on reflective thinking and negotiation skill and conduct it in school
- Prepare your resume/effective profile for an interview
- Prepare a professional letter and mail on any topic. Write a professional report of any workshop and seminar
- Book review and review of 2 research articles.
- Writing research article/paper
- Critical reflections on any 05 current events/news related to field of education.

INTERNSHIP

Distribution of Internship

Pre-Practice Teaching(Micro Teaching, Simulated Teaching: Two weeks in college its self.)
Two weeks of first year will be devoted to micro teaching and 2 lessons for five skills will be prepared for Pedagogy of school subject 1 & 2 .(One discussion lesson in each Pedagogy of school subject). Skills are following.

- (1.) Skill of introduction.
- (2.) Skill of Explaining
- (3.) Skill of ILLUSTRATION
- (4.) Skill of questioning
- (5.) Skill of Stimulus variation

Distribution of Four weeks

During the Internship, a student-teacher shall work as a regular teacher and participate in all the

- School activities, community members and children. Including planning, teaching and assessment, interacting with school teachers,
- Initially, the student one week. -teachers will observe the school and its classrooms with regular teachers for
- For each student-teacher, internship should be conducted preferably in one school for the entire 4 weeks. However, this period can be divided into two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level.
- Observation of minimum 10 lesson Pedagogy 1 & 2.
- Observation and report of school activities.
- Reall Teaching Practice Lessons-20
- Analysis of one Prescribed Course text book(Secondary Level)

More than two schools during her/his internship period. During the second block. Under any circumstances, the student -teacher should not be sent to Student-teachers should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from Principal/faculty of the school and concerned College of Education. After completing School Internship from the school, the Principal of the concerned College of Education will countersign the Certificate signed by Teacher Educator of concerned College and Principal of the School.

BMED-201
TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective Question (Multiple Choice) questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.
 - enable the students to understand human capital, education & employment analysis of earning
 - understand the concept of teacher education along with its need and scope
 - understand the historical developments in the field of teacher education in India
 - understand the objectives of teacher education at elementary, secondary and higher education
 - develop understanding about the structure, curriculum and modes of pre- service teacher education
 - and needs of innovation in pre-service teacher education programmes
 - understand concept, structure and modes of in-service teacher education
 - explain the role of various international, national and state agencies in teacher education
 - discuss current trends in teacher education
 - discuss various challenges faced by teacher education in 21st century.

COURSE CONTENTS

UNIT – I

Introduction to Teacher Education

1. Concept, Need and Scope of Teacher Education.
 - Historical Development of Teacher Education (emphasis on Kothari
 - Education Commission Report (1964-66) in India.

- Aims and Objectives of Teacher Education at:
 - Elementary Level.
 - Secondary Level.
 - Higher Level.

UNIT–II

Structure, Curriculum and Modes of Pre- Service Teacher Education

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
- Needs of Innovation in Pre-service Teacher Education Programme.

UNIT-III

Concept, Structure and Modes of In-service Teacher Education:

- o In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- p Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- q Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.
- r Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

UNIT – IV

Agencies of Teacher Education: Role and Functions:

- National Agency: UGC(University Grants Commission),NUEPA, NCTE and NCERT
- State level Agencies- DIET and SCERT.
- Role of NCERT and NCTE in Teacher Education.
- Current Trends in Teacher Education.
- Managing Teacher Education : Challenges in 21st century.

Tasks &Assignments: Any one of the following (10marks)

- Prepare a report on role of various central and state agencies in Teacher Education
- .th Century21Prepare a project on challenges in Teacher education in
- .assigned by Institution Any other activity

SUGGESTED READINGS

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.
- Dwivedisp(1980). Teacher Education: A Resource Book, New Delhi: NCERT.

BMED-202

INTRODUCTION TO EDUCATIONAL RESEARCH METHODOLOGY

Time: 3 Hours

Max.

Marks- 100

Credits:4

(Theory: 70,

Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective (Multiple Choice) Question questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.
 - understand the concept of research and educational research
 - recognize the types and methods of educational research
 - comprehend the steps involved in educational research
 - understand the use of different tools and techniques in educational research
 - use the library, Internet services and other sources of knowledge for educational research Purposes.
 - understand the procedure to conduct the research in the educational field
 - understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them
 - understand the role and use of statistics in educational research
 - select the appropriate statistical methods in educational research
 - review the educational research articles
 - use computers for data analysis.

UNIT – I

- Nature and Scope of Educational Research
- Scientific Method of Inquiry; Methods of Acquiring Knowledge
- Meaning, Nature, Need, Scope and Types of Educational Research
- Areas of Educational Research; The Research Process
- Research Paradigm: Qualitative and Quantitative Research

UNIT – II

- Formulation of Research Problem
- Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem
- Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective Question(Multiple Choice) questions of 2 marks each to be selected from the entire syllabus.
- Review of Related Literature: Importance and Various Sources including Internet.
- Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing
- Sampling: Concept, Need, Steps, Characteristics and Methods
- Preparation of Research Proposal

UNIT – III

Descriptive Statistics

- Types of Data; Graphical Representation of Data
- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation
- Measures of Relative Positions: Percentile and Percentile Ranks

UNIT – IV

- Measures of Relationship -Meaning, Assumptions, Computation and Uses of:
 - Rank Difference Correlation
 - Product Moment Correlation
 - Partial and Multiple Correlations
 - Biserial and Point Biserial Correlations
- Normal Probability Curve: Meaning, Characteristics, Skewness and Kurtosis and Applications.

Tasks and Assignments: Any one of the following: (10 marks)

- Development of a Research Proposal on an identified research Problem.
- Neuman, W.L. (1997). An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.
- Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.
- Van Dalen, D. B. (1992). Understanding Educational Research. New York: McGraw Hill.
- Young, P.V. (1960). Scientific Social Surveys and Research. New York: Prentice Hall

Select any one classroom based action research problem and prepare an action plan of its resolution.

- Prepare different types of graphs on any hypothetical data.
- Make a list of the likely skills that one will need to learn and practice before carrying out various stages in research plan.
- Any other task/Assignment by the institution

SUGGESTED READINGS

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Fox, D. J. (1969). The Research Process in Education, New York: Holt, Rinchart and Winston Inc.
- Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.

- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L. (1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
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**BMED-203
ASSESSMENT FOR LEARNING**

Max. Marks : 100

Time: 3 Hours

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective (Multiple Choice) Question questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Rationale:

The course “Assessment for Learning” aims to develop a critical understanding of issues in assessment and explore realistic, comprehensions and dynamic assessment processes which are culturally responsive for use in classroom.

Learning Outcomes

After the transaction of the course, student teachers will be able to:

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the importance of assessment in continuous and comprehensive manner
- Develop assessment tasks and tools to assess learner’s competence and performance
- Devise marking, scoring and grading procedures,
- Devise ways of reporting on student performance

- Analyse, manage and interpret assessment data.
- Develop the habit of reflecting-on and self-critiquing to improve performance.

Course Contents

Unit I

1. Introduction to Assessment & Evaluation

- Concept of Assessment & Evaluation and their inter relationships.
- Purposes and objectives of assessment for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- Critical review of current evaluation practices:
 - a) Formative and summative evaluation
 - b) Prognostic and diagnostic
 - c) Norm referenced test and Criterion referenced test
 - d) Quantitative and Qualitative

Unit II

2. Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning (Revised taxonomy of objectives (2001))
- Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)
- Construction of achievement tests- steps, procedure and uses
- Construction of diagnostic test – Steps, uses & limitation
- Kinds of tasks: projects, assignments, performances

Unit III

3. Assessment Process & tools

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools – observation schedule; check-list; rating scale; anecdotal record;
- Assessment of group processes – Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV

4. Construction Interpretation and Reporting of student's performance

- Interpreting student's performance :
 - a) Descriptive statistics (measures of central tendency & measures of variability, percentages)
 - b) Graphical representation (Histogram, Frequency Curves)

- c) NPC – percentile.
- d) Grading – Meaning, types, and its uses
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.
- Reporting student’s performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

Practicum/Sessionals (10 marks)

Any one of the following:

- i. Construction of unit test, using table of specifications and administering it to target group and interpreting the result.
- ii. Construction of any one of the process oriented tools and administering it to group of students & interpreting it.
- iii. Analysis of question papers (teacher made)
- iv. Writing self appraisal/ create portfolio.
- v. Planning and organizing student’s portfolio.
- vi. Writing a report on the evaluation and learner practice of school education.
- vii. Examine and reflect upon the problems and issues involved in assessment practice of school evaluation.

Suggested Readings

Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.

Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.

Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.

Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.

Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.

NCERT(1985). Curriculum and Evaluation, New Delhi:NCERT

Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.

Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

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BMED-204
EDUCATIONAL STUDIES

Time: 3 Hours Max.
100

Marks-

Credits:4
30)

(Theory: 70, Internal:

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective (Multiple Choice) Question questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

Students will be able to-Understand and appreciate education a social phenomenon, practice and field of study.

- Acquainted with documented related to educational policies and educational programmes.
- Understand educational structure, institution and system.
- Understand and reflect or various issues and concerns in education.

UNIT- I

Nature of Education

- Education as a phenomenon, Education as a practice, Education as a field of study,
- Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society

Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with philosophy, psychology, sociology, management, economics, anthropology etc.
- Contribution of science and technology in education and challenges ahead.
- Axiological issues in education: role of peace and other values, aesthetics in education.
- Dynamic relationship of education with the political process. .
- Interrelation between education and development.

UNIT- II

Socio-cultural Context of Education

- Social purpose of education.
- Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity.
- Process of socialization and acculturation of the child: role of school, parents, peer group and the community.

School Context

- Multiple schools contexts-rural/urban, tribal etc.
- School management: Role of teachers, headmasters, and administrators.
- Nurturing learner friendly school environment.
- School as site of curricular engagement.
- Teacher's autonomy and professional independence.

- Participation of different stakeholders in school education-role of media, use of technology, NGOs,

- Civil society groups, Teacher organisations, family and local community.
- Monitoring and evaluation of schools.

UNIT- III

- **Educational Institutions and Educational Structure**
 - UNESCO,UGC,NCERT,NCTE,CBSE,SCERT(s) & DIET(s)
 - Higher, Secondary and Elementary education system
 - Educational Structure at central, state, district, block and village level
- **National Programmes and Policies in Education**
 - SSA,RAMSA & RUSA
 - NCF(2005) & National Knowledge Commission (2005)
 - NCFTE (2009)
 - RTE Act (2009)

UNIT- IV

- **National Issues and Concerns in Education**
 - Universalization of Elementary Education
 - Globalization of Education
 - Liberalization of Education
 - Expansion of Secondary and Higher Education
 - Issues related to equity, equality and quality of Education, Education of the disadvantaged

Task and Assignment- Any one of the following (10 MARKS)

- Assignment based on policy perspectives and status of education of socio-economically
- disadvantaged children of India/of a particular State,
- Vision of school education in India.
- Visit to a school, observation of activities and preparation of a reflective report.
- Any other task/assignment given by the institution.

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- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.), Boston: Alynand, Becon.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice.New York: Teachers College Press
- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
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- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Australia Allen and Unwin,.
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
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- Cole, M.(2011). Education, equality and human rights: Issues of gender, race, sexuality, disability and social class. NY: Routledge.
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 - Jandhyala, B. T. G. (2003). *Education society and development: National and international perspective*. New Delhi: APH Publishing Corporation.
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 - Rao, K.S. (2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA.
 - Sharma, R.K. & Chouhan, S.S. (2006). *Sociology of education*. New Delhi: Atlantic Publishing Corporation.
 - Sood, N. (2003). *Management of school education in India*. New Delhi: APH Publishing Corporation.
 - Stella, A. & Sudhanshu, B. (2011). *Quality assurance of transnational higher education, the experience of Australia and India*. New Delhi: NUEPA.
 - Sujhata, K. & Rani, G. (2011). *Development of secondary education in India: Access, participation and delivery mechanism and financing*. New Delhi: Shipra Publication.
 - Sujhata, K. & Rani, G. (2011). *Management of secondary education in India*. New Delhi: Shipra Publication.
 - Yazail, J. (2003). *Globalization and challenges of education*. New Delhi: Shipra Publication.

SCHOOL INTERNSHIP

4 WEEKS

The mode of engagement of internship will depend on the stage of teacher preparation in different semesters. It may start with school exposure and subsequently it shall be in the form of short term school attachment and finally of the school internship of longer duration. School Internship is rightly regarded as the most important component of any teacher education programme as it provides the student teachers a platform for linking theory to the real classroom situation. It involves full time work in a school aimed at gaining intensive experience in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do. The field experience helps in expanding the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During internship student teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which helps in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students' learning and development.

4 weeks per year internship shall be carried out during the course. Here, the student teachers are required to be placed suitably in the schools of their choice. Care must be taken to identify various types of school such as Government, Private, Urban, and Rural. A student teacher needs to undergo internship in at least two types of schools: For this, student teachers may be allowed to choose the state, district and school. The number of student teachers to be allotted to a particular school shall be 10-12. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools.

The faculty members of the institute, on the basis of their availability, would be allotted to different schools as supervisors during the internship period. Alongwith the names of the

faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

Student teachers shall undertake the following activities during the internship period:

I. Planning and Facilitating Teaching Learning

- Unit/ Lesson planning
- Classroom teaching
- Lesson observation
- Developing and Using Teaching Learning Resources
- ICT integration

II. Assessment, Remediation and Action Research

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Assessing effectiveness of remediation through action research

III. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

IV. Understanding Learner

- Collecting information about a student(Case Study)

V. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

VI. Community and school

- Survey of households
- Interaction with SDMC/SMC members
- Interacting with parents

Internship

- Every student teacher shall undergo an internship of 4 weeks each year in an identified school.
- During this period the student teacher shall be attached to a school and he/she shall
- periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from Institute. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc). In the first block of 4weeks, student teachers shall engage with students' of either Upper Primary or Secondary classes; and in the second block of 4 weeks in reverse order.

Practicum during internship

Student teachers shall perform the following during internship:

- prepare lesson plans in two school subjects and deliver at least 15 lessons in each
- Integrate student assessment activities with teaching learning process

- Development of learning resources
- Observation of peer teaching: 10 in each school subject
- Conducting 2 unit tests: one in each school subject; diagnostic tests followed by remedial instruction
- Conducting action research and case study
- preparing portfolios
- preparation of learning resources

Post Internship

The following activities shall be organised in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Exhibition of teaching aids.
- Inviting feedback from cooperating schools.
- Viva-Voce on School Internship Programme by a board comprising of faculty members of the institute.

Internal Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers, peers, supervisors of the institute; and various records submitted by the student teachers. The Evaluation in course school internship programme will be evaluated by internal committee of the concerned college of education

The Principal and Three Senior Teacher will constitute search a committee.

Do activities from the following:

- (I) Report about Integration with Principal, Teacher, Non-Teaching staff and students on school environment.
- (II) Prepare a Case Study of Challenged student
- (III) Write a Article on any educational topic
- (IV) Report on Co- Curricular Activity

BMED- (205-219)

SKILL IN TEACHING- I & II

Credits-2
Subject)

Max. Marks: 100 (e forach Pedagogy

(External-70, Internal-30)

Detail of Lessons to be followed in Each Pedagogic Subject

- a) Micro Lessons-05 (for each Teaching Subject)
- b) Mega Lessons-05 (Under Simulated situations)
- c) Discussion Lessons-01
- d) Real Teaching 12 Lessons

The two final examination lessons delivered by the students will be evaluated by three external examiners and coordinator appointed for this purpose by the university on the recommendations of the board of studies in education as per the previous practice. To evaluate final lessons in teaching subject-I and teaching subject-II separately.

BMED-220

SCHOOL BASED ACTIVITIES

50 :M.M
Credits 1

(15:Internal 35 :External)

The student teachers are required to prepare a file of the following activities :

1. Development of CCE in any pedagogic subject.
2. Development of learning material on one topic of any pedagogic subject.
3. Reporting about school internship. (After the school internship, the student teachers are required to prepare a report in which all the activities performed by them in the school during their stay of four weeks in the school)

**3–YEAR
BMED-301
CURRICULUM STUDIES**

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7Objective type)Multiple choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

- conceptualize the meaning and different perspectives of curriculum
- understand the epistemological, sociological and the psychological basis of curriculum development
- understand the different types of curriculum with respect to their main orientation and approaches
- compare and analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

COURSE CONTENTS

UNIT – I

- Concept of ‘Curriculum’ and ‘Syllabus’ and their scope
- Process of curriculum development
- Bases of curriculum
- Principles of curriculum development
- Factors affecting curriculum development

UNIT – II

- Types of curriculum - Knowledge based, Activity based, Skill based and Experienced based, core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance
- Approaches in Curriculum Development - Developmental approach, Functional approach and Eclectic approach
- Curricular trends- Lifelong learning, Futuristic education, Collaborative curriculum, core curriculum and collateral curriculum

UNIT – III

- Models of curriculum development and planning

- Taba's Model of curriculum development
- Administrative model
- Grass root model
- Demonstrative model
- System analysis model

UNIT – IV

Curriculum transaction and its evaluation.

Formative and summative evaluation.

Methods of curriculum evaluation and models of curriculum evaluation
Role of teacher in curriculum evaluation.

Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
NCF, 2005 and NCFTE, 2009.

Recent developments and research trends in curriculum designing.

Tasks and Assignments: Any one of the following:(10 marks)

- Critical appraisal of present curriculum in secondary schools of Haryana.
- Compare and prepare report on different y curriculum prescribed by different boards at secondary level.
- Any other work assigned by the institution.

SELECTED READINGS

- Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin. Co.
- Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder&Stonghton, London.
- Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers.
- Goodland, J. (1979). *Curriculum Enquiry–The Study of Curriculum Practices*. New York: McGraw Hill.
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- Payne, D. A. (1973). *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.
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- Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.
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- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

BMED-302
ADVANCED EDUCATIONAL RESEARCH

Time: 3 Hours

Max. Marks- 100

Credits:4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

- Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7Objective type)Multiple choice(type questions of 2 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
- All questions carry equal marks.

COURSE OBJECTIVES:

After completion of the course, students will be able to:

- understand the concept of research and educational research
- understand the types and methods of educational research
- understand the steps involved in educational research
- develop inquisitive mind and spirit of inquiry
- develop competency to plan, execute and report research in the educational field
- understand the use of different tools and techniques in educational research
- understand the role and use of statistics in educational research
- understand the basic educational statistics and select the appropriate statistical methods in educational research
- use computers for data analysis

COURSE CONTENTS

UNIT – I

Methods of Research

- Descriptive Research
- Historical Research
- Experimental Research: Experimental Designs.
- Qualitative Approaches of Research: Ethnography and Case Study

UNIT-II

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research
- Writing Research Report- Characteristics, steps and importance.

UNIT-III

Tests of significance

- Concept of Null hypothesis
- Standard error
- Type I & Type II error

- One Tail & Two Tail test
- Significance of statistics & significance of percentage, Proportion and correlation
- Significance of difference between means- Z- test & t- test

UNIT-IV

14. ANOVA(One Way)- Meaning, assumptions, computations & uses.
15. Regression and Prediction- Concept, uses, assumptions & computations of linear regression equation, Standard error of measurement.
16. Meaning of Non Parametric tests Concept, Computation and Uses of:
 - Chi-Square Test of Equality and Independence
 - Median Test
 - Sign Test

SUGGESTED READINGS

5. Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
 6. Best, J. W. and Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall.
 7. Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
 8. Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
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 11. Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
 12. Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
 13. Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
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 15. Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
 16. Lindquist, E.F. (1970). Statistical Analysis in Educational Research, New Delhi, Oxfordand IBH publishing House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
 - Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
 - Neuman, W.L. (1997). An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.
 - Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
 - Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
 - Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.

- Turabian, K. L. (1973). *A Manual for Writers of Term Papers, Theses and Dissertation*, Chicago, University of Chicago Press.
- Van Dalen, D. B. (1992). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P.V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.

)Specialisation Course -any 1)

BMED-303 EDUCATION POLICY, ECONOMICS AND PLANNING (At Elementary Level)

Time- 3 Hrs.

Max. Marks-100

Credit-4

(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

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2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7Objective type)Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Unit – 1

Economics of education.

- Meaning
- Aims
- Scope
- Significance

Education as consumption or investment

- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

Unit –II

Cost of education

- Components of education cost
- Methods of determining cost
- Problems arising in the application of the concept of cost in education.

Benefits of education

- Concept of cost benefit analysing
- Concept of private and social relevance rate of return analysing and its limitations
- Limitations of cost benefit analysis

Unit – III

Education and economic development

- concept of growth and development
- education and economic development
- factor effecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions

of education to economic growth

Human capital

- Meaning
- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

Unit –IV

Manpower requirement

- Meaning
- Manpower forecasting
- Difference in forecasting and projection
- Rational of manpower forecasting
- Limitation of forecasting
- Approach of forecasting
- Educated unemployment
 - Causes.
 - Problems
 - Effects of unemployment on economy and their remedies.
 - Linking of education with job apprehension
 - Self employment.

SELECTED READINGS

Alex, V. Alexander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.

Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.

Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.

Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.

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Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.

Kneller, G.F: Education and Economics Thought, New York, John Wilet and Sons, INC, 1968.

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Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1990.

Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.

Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.

Raza, Moonis: Educational Planning: A long Term Perspective, Concept

Publishing Company, New Delhi, 1986.

Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1992.

Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.

Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.

Vaizey, J.: Costs of Education, London :Feber , 1962.

UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

BMED-304
EDUCATION POLICY, ECONOMICS AND PLANNING
(At Secondary Level)

Time- 3 Hrs.

Credit-4

Max. Marks-100
(Theory: 70, Internal: 30)

NOTE FOR PAPER SETTER

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3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Unit – I

Economics of education.

- Meaning
- Aims
- Scope
- Significance

Education as consumption or investment

- Education as consumption
- Education as investment
- Difficulties on teaching education as investment or consumption.

Unit – II

Cost of Education

- Components of education cost
- Methods of determining cost
- Problems arising in the application of the concept of cost in education

Benefits of Education

- Concept of cost benefit analyzing
- Concept of private and social relevance rate of return analyzing and its limitations
- Limitations of cost benefit analysis

Unit – III

Education and economic development

- Concept of growth and development
- Education and economic development
- Factor affecting contribution to economic growth development
- Growth producing capacities difficulties involvement in calculation of contributions of education to economic growth

Human Capital

- Meaning
- Education as industry
- Issues of economics of education
- Residual approach
- Criticism against human capital theory

Unit –IV

Manpower requirement

- Meaning
- Manpower forecasting
- Difference in forecasting and projection
- Rational of manpower forecasting
- Limitation of forecasting
- Approach of forecasting

Educated unemployment

- Causes.
- Problems
- Effects of unemployment on economy and their remedies.
- Linking of education with job apprehension
- Self employment

SELECTED READINGS

Alex, V. ALEXander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.

Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.

Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.

Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.

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Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.

Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.

Vaizey, J.: Costs of Education, London :Feber , 1962.

UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

BMED-305

MANAGEMENT AND ADMINISTRATION OF EDUCATION

(At Elementary Level)

Time- 3 Hrs.

Max. Marks-100

Credit-4

(Theory: 70, Internal: 30)

Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.

1. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7Objective type)Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
3. All questions carry equal marks.

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at elementary level.
3. To develop an understanding in students about education and problems of trends in educational management and administration.
4. To help the students to understand various approaches and problems of educational planning.
5. To assist the students to plan,organize and implement supervisory programmes in educational institutions.

COURSE CONTENTS

UNIT-I

1. Meaning, Nature and Scope of Educational Administration, Relationship among management, administration, supervision and planning.
2. Development of modern Concept of Educational Administration from 1900 to present day.
 - Taylorism
 - Administration as a process.
 - Human relations approach to Administration.
- 3.Meeting the Psychological Needs of Employees.

UNIT-II

4. Specific Trends in Educational Administration:-
 - Decision Making
 - Organizational Development
 - Conflict Management
 - PERT
5. (a) Meaning and Nature of Leadership
(b) Theories of Leadership

6. (a) Styles of Leadership
- (b) Measurements of Leadership

UNIT-III

7. (a) Meaning and Nature of Educational Planning.
- (b) Approaches to Educational Planning
8. (a) Perspective Planning
- (b) Institutional Planning
9. Administrative Structure of Elementary education at central, state, district, block, cluster and village level.

UNIT-IV

- 10..Meaning and Nature of Educational Supervision, Supervision as a :
 - (a) Service Activity
 - (b) Process
 - (c) Function
11. (a) Modern Supervision and Functions of Supervision.
- (b) Planning, Organizing and Implementing Supervisory Programmes.

SELECTED READINGS

- Bhatnagar, R.P. & Aggarwal, V. (2004). *Educational administration supervision, planning and financing*. Meerut: R. Lall Book Depot.
- Burgers, D. & Newton, P. (2014). *Educational administration and leadership*. New York : Routledge.
- Bush, T. (2010). *The principles of educational leadership & management*. New Delhi: Sage Publication.
- Bush, T. (2010). *Theories of educational leadership and management*. New Delhi: Sage Publication.
- Goel, S.L. & Goel. (2009). *Educational administration and management*. New Delhi: Deep and Deep Publication.
- Harbison, I.F. (1967). *Educational Planning and Human Resource Development*. Paris : UNESCO.
- Harding, H. (1987). *Management Appreciation*. London: Pitman Publishing.
- Hatehy, H.J. (1968). *Educational Planning, Programming, Budgeting – A Systems Approach*. New Jersey : Prentice Hall.
- . R.B. and Nunnery, M.Y. (1983). *Educational Administration – An Introduction*. N.Y. : MacMillan.
- Mohanty, J. (2005). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publication.
- Nachimuthu, K (2015). *Educational Planning, Administration and Management*. Tamilnadu: Iris Publication.
- Shukla, P.D. (1983). *Administration of Education in India*. New Delhi : Vikas.
- Sinha, P.S.N. (ed.) (2002). *Management and Administration in Govt*. New Delhi : Commonwealth Publishers.
- Speras, H. (1995). *Improving the Supervision of Instruction*. N.Y : Prentice Hall.
- Wiles Kimbal (1955). *Supervision for Better Schools*. N.Y.: Prentice Hall.

BMED-306

MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Secondary Level)

Time- 3 Hrs.
Credit-4

Max. Marks-100
(Theory: 70, Internal: 30)

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective type) Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at secondary level.
3. To develop an understanding in students about education and problems of trends in educational management and administration.
4. To help the students to understand various approaches and problems of educational planning.
5. To assist the students to plan, organize and implement supervisory programmes in educational institutions.

COURSE CONTENTS

UNIT-I

1. Meaning, Nature and Scope of Educational Administration, Relationship among management, administration, supervision and planning.
2. Development of modern Concept of Educational Administration from 1900 to present day. Taylorism Administration as a process. Human relations approach to Administration.
3. Meeting the Psychological Needs of Employees.

UNIT-II

4. Specific Trends in Educational Administration:-

- Decision Making
- Organizational Development
- Conflict Management
- PERT

5. (a) Meaning and Nature of Leadership
(b) Theories of Leadership
(a) Styles of Leadership
(b) Measurements of Leadership

UNIT-III

- 8 . (a) Meaning and Nature of Educational Planning.
(b) Approaches to Educational Planning
8. (a) Perspective Planning
(b) Institutional Planning
10. Administrative Structure of Secondary education at central, state, district, block, cluster and village level.

UNIT-IV

10. Meaning and Nature of Educational Supervision, Supervision as a :
 - (a). Service Activity
 - (b). Process
 - (c). Function
11. (a) Modern Supervision and Functions of Supervision.
(b) Planning, Organizing and Implementing Supervisory Programmes.

SELECTED READINGS

- Bhatnagar, R.P. & Aggarwal, V. (2004). *Educational administration supervision, planning and financing*. Meerut: R. Lall Book Depot.
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- Mohanty, J. (2005). *Educational administration, supervision and school management*. New Delhi: Deep & Deep Publication.
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- Speras, H. (1995). *Improving the Supervision of Instruction*. N.Y : Prentice Hall.
- Wiles Kimbal (1955). *Supervision for Better Schools*. N.Y.: Prentice Hall.

BMED-307

INCLUSIVE EDUCATION (At Elementary Level)

**Time- 3 Hrs.
Credit-4**

**Max. Marks-100
(Theory: 70, Internal: 30)**

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective type) Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course Objectives

After studying this paper, the prospective teacher educators will be able to-

- Differentiate among mainstreaming, integrated education and inclusive education.
- Describe the Provisions of PWD Act-1995 and National Trust 1999
- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

COURSE CONTENTS

Unit 1

Introduction to Inclusive Education

- Marginalization vs Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education.

Unit 2

policies, programmes and legislative provisions with reference to children with special needs (CWSN)

- NPE 1986, POA 1992; SSA and RMSA
- Persons With Disabilities Act (EO,PR, & FP), 1995 and the Draft Rights of Persons with Disabilities Bill – 2012 and subsequent amendments.

- RCI Act, 1992 and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014
- National Policy for Persons with Disabilities - 2006
- UNCRPD – 2007

Unit 3

Building Inclusive Schools

- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.
- Ensuring Physical, Academic and Social Access.
- Leadership and teachers as change agents.
- Index for Inclusion – Indian and Global
- Assistive technology for CWSN

Unit 4

Curricular Adaptations and Accommodations

- Meaning, Difference, and Need.
- Specifics for children with Sensory disabilities (VI and HI)
- Specifics for children with Neuro-developmental disabilities.
- Specifics for children with Locomotor disabilities and Multiple disabilities.
- Engaging gifted children.

Unit 5

Supports and Collaboration for Inclusive Education

- Stakeholders of Inclusive Education.
- Advocacy for the rights of CWSN – Meaning and importance.
- Family support & involvement for inclusive education
- Community involvement for inclusive education
- Resource mobilization for inclusive education.

Field engagement/ Practical (Any one of the following)

- Visit an inclusive schools and write an observation report highlighting pedagogy and CWSN interaction in the classroom

Prepare a checklist for accessibility in inclusive school with reference to architectural barriers.

- Prepare a lesson plan for teaching any topic of your choice using any instructional strategy.**

- Design a poster and slogan on Inclusive Education.**

Suggested Readings

Ahuja, A & Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.

Ashman, A & Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.

Barlett, L.D. & Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.

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GOI (1992). Scheme of Integrated Education for the disabled. 1992: New Delhi: MHRD

Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press

Harely, R.K. & Lawrence, G.A. (1977) Vishal impairment in the school. Springfield. IL Charles C. Thomas.

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Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH

Longone, B (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.

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Muricken, Jose S.J. & Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.

MSJ & E(1995). Persons with Disabilities Act- 1995, New Delhi: Government of India

<http://socialjustice.nic.in/policiesacts>.

BMED-308

INCLUSIVE EDUCATION (At Secondary Level)

**Time- 3 Hrs.
Credit-4**

**Max. Marks-100
(Theory: 70, Internal: 30)**

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective type) Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
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Describe the Provisions of PWD Act-1995 and National Trust 1999

- Explain the barriers to inclusive education.
- Explain the concept of curricular adaptations and its needs and importance.
- Explain the roles and responsibilities of stakeholders for inclusive education of CWSN

COURSE CONTENTS

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Unit 3

Building Inclusive Schools

- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.
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- Advocacy for the rights of CWSN – Meaning and importance.
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Field engagement/ Practical (Any one of the following)

- Visit an inclusive schools and write an observation report highlighting pedagogy and CWSN interaction in the classroom.
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- Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press
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- Jangira, N.K. & mani, M.N.G. (1977) Integrated education of the visually handicapped: Management Perspectives: Gurgaon: Academic Press.
- Mohapatra, C.S. (Ed) (2004). Disability management in India: Challenges and commitments Secunderabad: NIMH
- Longone, B (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.
- Mani, M.N. G. (1992). Technique of teaching blind children New Delhi: Sterling for effective instruction. New Delhi: Merrill.
- Muricken, Jose S.J. & Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.
- MSJ & E(1995). Persons with Disabilities Act- 1995, New Delhi: Government of India
- <http://socialjustice.nic.in/policiesacts>.

) Specialisation Course -any 1)

BMED-309

EDUCATIONAL TECHNOLOGY (At Elementary Level)

**Time- 3 Hrs.
Credit-4**

**Max. Marks-100
(Theory: 70, Internal: 30)**

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective type) Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of forming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

UNIT CONTENTS

UNIT –I

1. Meaning and Scope of Educational Technology: System approach to Education and its Characteristic, Components of educational Technology – Software and Hardware.
2. Multimedia approach in Educational Technology.

UNIT –II

3. Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
4. Stages of Teaching – Pre-active, Interactive and Post active.
5. Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
6. Programmed Instruction : Origin, Principles and characteristics
7. Types: Linear, Branching and Mathetics.
8. Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

9. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
10. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo's Model of Communication.
11. Models of Teaching: Concept, Different families of Teaching Models.

UNIT –IV

12. Designing Instructional System: Formulation of instructional objectives, Task

- Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.
13. Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
 14. Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.

SELECTED READING

1. Davies, I.K., "The Management of Learning," London: Me Graw Hill, 1971
2. Dececco, J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
3. Kulkarni, S.S., "Introduction to Educational Technology", Mew Delhi: Oxford & IBH Publishing Company, 1986.
4. Kumar, K.L., "Educational Technology", New Delhi : New Age International Publisher, 1996.
5. Locatis, C.N. and Atkinson, F.D., "Media and Technology for Education and Training", London: Charles E. Publishing Co., 1984.
6. Mavi, N.S., "Programmed Learning – An Empirical Approach", Kurukshetra, Vishal Publishers, 1984
7. Joyce, B. & Weil, M., Models of Teaching, New Delhi, Prentice Hall, 1992.
8. Merrit, M.D. (ED.), "Instructional Design", New York: 1971.
9. Mukhopadhyay, M. (ED.) "Educational Technology", New Delhi: Sterling, 1990.
10. Pandey, K.P. "A First Course in Instructional Technology", Delhi: Amitash Parkashan, 1980.
11. Pandey, K.P., "Dynamics of Teaching Behavior, Ghaziabad Amitash Parkashan, 1983.
12. Pandey, S.K. "Teaching Communication, New Delhi, Commonwealth Publishers 1997.
13. Prcival, F. and Wllington, H., "A Handbook of Educational Technology, : New York, Kogan Page, 1988.
14. Schneider, Arnold E., Donaghy, William C., Newman, Pamela Jane "Organizational Communication"
15. Skinner, B.F., "The Technology of teaching", New York: Appleton Century Crofts, 1968.
16. Vedanayagam, E.G., "Teaching Technology for College Teacher:, New Delhi: Sterling Publisher, 1988

BMED-310

EDUCATIONAL TECHNOLOGY (At Secondary Level)

Time- 3 Hrs.

Max. Marks-100

Credit-4

(Theory: 70, Internal: 30)

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7Objective type)Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
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4. All questions carry equal marks.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of farming educational objectives.
4. To develop the skills of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

UNIT CONTENTS

UNIT –I

1. Meaning and Scope of Educational Technology: System approach to Education and its Characteristic, Components of educational Technology – Software and Hardware.
2. Multimedia approach in Educational Technology.

UNIT –II

1. Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training.
2. Stages of Teaching – Pre-active, Interactive and Post active.
3. Teaching as different levels – Memory, understanding and reflective levels of organizing teaching and learning.
4. Programmed Instruction : Origin, Principles and characteristics
5. Types: Linear, Branching and Mathetics.
6. Development of a Programme: Preparation, Writing, Try out and Evaluation

UNIT –III

1. Modification of Teaching Behavior, Micro-teaching, Flanders Interaction Analyses, Simulation.
2. Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal.and Non-verbal), Models of Communication:- Shannon and Weaver Model ofCommunication, Berlo's Model of Communication.
3. Models of Teaching: Concept, Different families of Teaching Models.

UNIT –IV

1. Designing Instructional System: Formulation of instructional objectives, Task Analysis, Designing of Instructional strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brainstorming sessions.

2. Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests.
3. Application of Educational Technology in Distance Education: Concept of Distance Education; Distance and open Learning system; Student Support Services: Evaluation strategies in Distance Education; Counseling in Distance Education.

SELECTED READING

1. Davies, I.K., "The Management of Learning," London: Me Graw Hill, 1971
2. Dececco, J.P., "The Psychology of Learning and Instruction", New Delhi, Prentice Hall, 1988.
3. Kulkarni, S.S., "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company, 1986.
4. Kumar, K.L., "Educational Technology", New Delhi : New Age International Publisher, 1996.
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16. Vedanayagam, E.G., "Teaching Technology for College Teacher, New Delhi: Sterling Publisher, 1988

BMED-311

Comparative Education (At Elementary Level)

Time- 3 Hrs.

Max. Marks-100

Credit-4

(Theory: 70, Internal: 30)

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7Objective type)Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

COURSE CONTENTS

UNIT-I

1. Concept, Aims and Scope of Comparative Education.
2. Factors influencing Education System.
3. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

1. Elementary Education: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.

UNIT-III

1. Primary Education in UK & USA (Aims, Pattern, Curriculum, Methods of Instruction & Evaluation System)

UNIT-IV

1. Secondary Education in India, UK & USA.

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). *Comparative Methods in Education*, New Delhi: Oxford and IBH Publishing Co.
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- Sodhi, T.S. (2005). *A Text Book of Comparative Education-Philosophy, Patterns and Problems of National Systems*, New Delhi. Vikas Publishing House Pvt. Ltd.
- Sodhi, T.S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.
- Reddy R.S. *The methods of analysis and enquiry publisher, Ajay Verma, Common wealth publisher 4378/4B, Mutali Lal Street, Ansari Road, New Delhi*.
- Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt: The Associated Publishers.

BMED-312

Comparative Education (At Secondary Level)

**Time- 3 Hrs.
Credit-4**

**Max. Marks-100
(Theory: 70, Internal: 30)**

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective type) Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

- To develop understanding among students regarding concept of Comparative Education, its Aims, Purposes and Importance.
- To develop understanding in students regarding the Factors Influencing Educational Systems of Different Countries.
- To acquaint the students regarding Approaches to Study Internal Systems of Different Countries.
- To acquaint the students regarding Educational System of India as well as Other Countries like UK, USA, and Australia.
- To help students in developing understanding regarding Problems, Issues and Existing Provisions and Programmes of the Country in the Context of Educational Systems of Other Countries.

COURSE CONTENTS

UNIT-I

1. Concept, Aims and Scope of Comparative Education.
2. Factors influencing Education System.
3. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

1. Primary/Elementary Education in India: Concept of Universalization of Elementary Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.
2. Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.

UNIT-III

1. Higher Education in India, UK and USA.

UNIT-IV

1. Distance Education: its Needs and Various Concepts with Reference to India, UK and Australia.
2. Educational Administration in India, U.K. and U.S.A.

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. U.S.A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). *Comparative Methods in Education*, New Delhi: Oxford and IBH Publishing Co.
- Chaube, S.P. & Chaube, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.
- Chaubey S.P.(1969). *Comparative Education*, Agra: Ram Prasad and sons Publishers
- Cramer J.F. and Brown G.S., (1965). *Contemporary Education: A comparative study of National Systems*. New York: Naracourt Brace and Co.
- Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.
- Dent H.C., (1981). *Educational Systems of England*. London: George Allen
- Gazette of India. (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.
- Kandel I.L. (1963). *Studies in Comparative Education*. New York: George Harrap
- Kubow, Patrica K., & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. U. S. A.: Pearson/Merrill/Prentice Hall Publishers.
- Mundy, Karen. ,Bickmore, Kothy. ,Hayhoe Ruth. ,Madden, Meggan. & Madjidi, Katherine. (2008). *Comparative and International Education: Issues for Teachers*. U.S.A.: Teacher College Press.
- MHRD. (1995). *DPEP Guidelines*, New Delhi: Govt. of India.
- MHRD. (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi : Govt. of India.
- MHRD. (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India. Udaipur: Preparation of the Publication at Vidya Bhawan Society.
- NCERT. (2012). *Impact of In-Service Teacher Training on Class room Transaction in Haryana*.
- NUEPA. *Elementary Education in India- Where do we Stand?* New Delhi :State and District Report Cards (Yearly Publication)
- Shrivastava, S.K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Sodhi, T.S. (2005). *A Text Book of Comparative Education-Philosophy, Patterns and Problems of National Systems*, New Delhi. Vikas Publishing House Pvt. Ltd.
- Sodhi, T.S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.
- Reddy R.S. *The methods of analysis and enquiry publisher, Ajay Verma, Common wealth publisher 4378/4B, Mutali Lal Street, Ansari Road, New Delhi*.
- Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt: The Associated Publishers.

BMED-313

Educational and Vocational Guidance (At Elementary Level)

**Time- 3 Hrs.
Credit-4**

**Max. Marks-100
(Theory: 70, Internal: 30)**

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7 Objective type) Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course Objective

- To develop understanding among students regarding importance of guidance services at Primary School Stage.
- To acquaint them regarding various Guidance Programmes and Activities which can be Organized at School Level
- To develop understanding among students regarding the concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding the Worth of Understanding and Assessing the Individual correctly.

Course Contents

UNIT-I

1. Meaning, Principal, Need, Importance and Type of Guidance- Educational Guidance, Vocational Guidance and Personal Guidance.
2. Organization of Guidance Services in Elementary School: Type of Guidance Services, Importance at Elementary School Level.
3. Occupational Information at Elementary School Level - Meaning and its Needs & Methods of Imparting Occupational Information.

UNIT-II

4. Group Guidance at Elementary School Level - Meaning, Advantages, Principles and Kind of Group Guidance.
5. Guidance of Students with Special Needs at Elementary School Level.

UNIT-III

6. Placement Service at Elementary School Level - Meaning, Functions and Principles.
7. Follow-up Service at Elementary School Level - Meaning, Purpose and Characteristics.

UNIT-IV

8. Study of the Individual, Data Collection Techniques of Information- Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.

9. Counseling at Elementary School Level - Meaning, Need and Principles.

- Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Non-Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Eclectic Counseling: Concept, Procedure, Advantage and Limitations

SELECTED READINGS

1. Bernard, Harold W & Fullmer Daniel W. Principles of Guidance, Second Edition, New York- Thomas Y. Crowell Company, 1977.
2. Jones, J.A : Principles of Guidance, Bombay, Tata. New York. McGraw Hill, 1970.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
6. Pandy, K.P., Educational and Vocational Guidance in India – Vishwa Vidyalaya Prakashan Chowk, Varanasi, 2000.
7. McGowan, J.P. Schmidt : Counselling : Reading in Theory and Practice, New York Holt, Rinehard and Winston, 1962.
8. Tolbert, E.L: Introduction of Counselling, New York, McGraw Hill, 1967.
9. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
10. Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
11. Robinson: Principles and Procedures in student Counselling, New York, Harper & Roe.
12. Super, D.E., Schmidt: Appraising Vocational Fitness by Means of Psychological Testing, New York: Haper and Row, 1962.

BMED-314

Educational and Vocational Guidance (At Secondary Level)

Time- 3 Hrs.

Max. Marks-100

Credit-4

(Theory: 70, Internal: 30)

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions.
2. Q.No. 1 will be compulsory and will carry 14 marks. It will comprise of 7Objective type)Multiple Choice(type questions of 2 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 14 marks each.
4. All questions carry equal marks.

Course Objective

- To develop understanding among students regarding importance of Guidance Services at Secondary School Stage.
- To acquaint them regarding various Guidance Programmes and Activities which can be Organized at School Level.
- To develop understanding among students regarding the Concepts, Aims, Process, Procedure of various Guidance Services and Counseling.
- To acquaint the students regarding the Roles & Responsibilities of Guidance Workers, Teachers, Heads of the Schools and Counselors.
- To appraise the students regarding the Worth of Understanding and Assessing the Individual correctly.

Course Contents

UNIT-I

1. Concept, Importance and Areas of Guidance- Educational Guidance, Vocational Guidance and Personal Guidance.
2. Organization of Guidance Services in Secondary Schools.
3. Occupational Information at Secondary School Level. Sources of Occupational Material in India.

UNIT-II

1. Group Guidance- Meaning, Advantages, Principles and Kind of Group Guidance.
2. Guidance of Students with Special Needs at Secondary School Level.

UNIT-III

1. Job Analysis- Meaning, Type and Purpose of Job Analysis.
2. Placement Service- Meaning, Functions and Principles.
3. Follow-up Service- Meaning, Purpose and Characteristics.

UNIT-IV

1. **Study of the Individual, Data Collection Techniques of Information-** Standardization and Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case

Study, Sociometry, Questionnaire, Observation and Interview and Cumulative Records.

Counseling at Secondary School Level- Meaning, Need and Principles.

- Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Non-Directive Counseling: Concept, Procedure, Advantage and Limitations.
- Eclectic Counseling: Concept, Procedure, Advantage and Limitations.

SELECTED READINGS

1. Bernard, Harold W & Fullmer Daniel W. Principles of Guidance, Second Edition, New York- Thomas Y. Crowell Company, 1977.
2. Jones, J.A : Principles of Guidance, Bombay, Tata. New York. McGraw Hill, 1970.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M: Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Miller, F.W: Guidance Principles and Services, Columbia Ohio, Merrill, 1961.
6. Pandey, K.P., Educational and Vocational Guidance in India – Vishwa Vidyalaya Prakashan Chowk, Varanasi, 2000.
7. McGowan, J.P. Schmidt : Counselling : Reading in Theory and Practice, New York Holt, Rinehard and Winston, 1962.
8. Tolbert, E.L: Introduction of Counselling, New York, McGraw Hill, 1967.
9. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harper.
10. Taxler, A.E: Techniques of Guidance, New York, McGraw Hill, 1964.
11. Robinson: Principles and Procedures in student Counselling Harper & Roe.
12. Super, D.E., Schmidt: Appraising Vocational Fitness by Means of Psychological Testing, New York: Harper and Row, 1962.

BMED-315

**Internship in TEI)6 weeks(
(Evaluation by external examiner only at the end of the year)**

Max. Marks: 50

Credits: 2

NOTE:

Duration: 6 weeks

(External: 35, Internal: 15

- The student will maintain a file of the record related to activities performed.
- For internship the student will be engaged in the schools for a continuous period of 6 weeks.
- Do any four activities from the following:
 - A report by the student in which he/she will record one's experiences, observations, and reflections during internship. (25 marks)
 - Analysis of any text book from peace perspective. (25 Marks)
 - Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. (25 Marks)
 - Develop an achievement test on any subject and standardize it. During this process item analysis, reliability, validity and norms are to be computed. (25 marks)
 - Administration, scoring and interpretation of any two of the following psychological tests: (25 Marks)

Intelligence Test

Teacher Effectiveness Scale

Personality Test

Study Habits Inventory

Students will observe/ analyze the classroom teaching learning behavior of four teachers through Flanders's interaction analysis system and prepare a report on it. (25 marks)
Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching. (25 Marks)

BMED-316

DISSERTATION

(evaluated by External Examiner only at the end of Year)

**Credits-4
External**

**M.Marks- 150
150**

Writing Synopsis(with review related literature) on and its Presentati

- Comprehensive review of related literature, selection/ development of research tool, collection of data ,analysis of data &conclusion with findings.

)Presentation of progress report of research work(including all above mentioned item(