

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Bachelor of Education (B.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
बैचलर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम

**Faculty of Education
B.Ed. Examination
I, II, III & IV SEM.**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

मूल्य : 50.00

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Bachelor of Education (B.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
बैचलर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
प्रथम सेमेस्टर

**Faculty of Education
B.Ed. Examination
First Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY, BHOPAL

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – I

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group A : Core Course						
CC 1 : Childhood & Growing Up	6	100	25	9	75	27
CC 2 : Education in India -Status, Problems and Issues	6	100	25	9	75	27
CC 3 : Language across the curriculum – Part 1	4	50	15	6	35	12
CC 4 : Curriculum Development & School	6	100	25	9	75	27
EPC 1 : Reading and Reflecting on Texts	2	50	20	7	30	11
Total		400	110	40	290	104

Note: Assignments & Tasks for Courses 1,2,3,4

Eligibility to take the Examination

- a. A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

Guidelines for Internal Assessment:

- 1 The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.
- 2 The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed college at any time during the office hours without any intimation; and during such surprise visit, the screening committee shall verify the IA records.
- 3 The individual colleges shall also submit the required descriptive statistics i.e., Frequency distribution, Mean, for (i) Total Internal Assessment (ii) Individual papers and (iii) Internship in Teaching as directed by the Registrar(Evaluation).
- 4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).
- 5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.
- 6 The decision of the University shall be final.

Scheme of Examination:

- 1 There shall be a University Examination at the end of each semester.
- 2 Scheme of studies and examination of the B.Ed. Course (vide Annexure 1)
- 3 The External and internal assessment for each Theory and MOT paper shall be 75 and 25 marks respectively.

Theory Examination – Question Paper Pattern

Pattern of all Question Papers for B.Ed. papers (duration of examination-3 hrs)

Section	No. of questions to be answered	Marks per question	Total marks	Nature of objectives to be covered
A	11 Questions out of 14 Questions to be Answered	5	55	Knowledge/Understanding/Comprehension type questions. Each should answered in not more than one Page (100-150) Words).
B	2 Questions out of 4 question to be answered	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages (400-500 Words)
		Total	75	

- Note :**
1. All units in a given subject/paper should be adequately represented in the question paper.
 2. Due weightage in terms of marks should be given to each unit.

Internal Assessment:

- A. The Internal Assessment marks of the theory papers are as follows.

Particulars	Marks
1. Attendance	5 Marks
2. 1 st Test	5 Marks
3. 2 nd Test	5 Marks
4. Assignment	10 Marks
Total	25 Marks

Attendance Marks Split-up

Attendance (in percentage)	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

Community Orientation	Grades
a. SUPW	
b. PE/Games	
C. Citizenship Training Camp (CTC)	

Grades (A= Excellent, B=Good, C= Average)

BARKATULLAH UNIVERSITY, BHOPAL

Bachelor of Education (B.Ed.) Course

Compulsory Paper

Semester – I

CC 1: Childhood & Growing Up

Max. Marks : 75

Min. Marks : 27

Objectives: •

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social/ educational /cultural/political realities at the core of the exploration into childhood.
- To build an interdisciplinary frame work to interpret, analyse observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates during childhood
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.

CONTENT

Unit 1: Perspectives in Development

- Concept , Meaning ,Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.

Unit 2: Stages of Human Development

- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity& environment, media, nutrition, child-rearing practices, siblings and peers
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household

Unit 3: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs • Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.

- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

Unit 4: Contexts of Socialization

- Concept of socialization: family and child relationships; parenting, child rearing practices
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Essential Readings

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.

- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
- Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. 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.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

Advanced readings

- Kakkar, S. (1978). *Indian Childhood: Cultural Ideas, And Social Reality*. New Delhi: Oxford.
- Nambissan, G. (2010). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). *Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society*, in M.R. Walsh, (ed). *The Psychology of Women*. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). *The State and the Child in India: Child Labour and Education Policy in Comparative Perspective*. Princeton: Princeton University Press.

BARKATULLAH UNIVERSITY, BHOPAL

CC 2. Education in India- Status, Problems and Issues

Max. Marks : 75

Min. Marks : 27

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

CONTENT

UNIT 1: Concept of Education –

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System.
Agencies of Education – Informal, Formal and Non-formal .

UNIT 2: Salient Features of Ancient Indian Education –

- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly From the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.

Unit -3: Secondary Education

- General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,
- Secondary School Teacher–Qualifications, Competences, Job Profile, Professional Code of Ethical conduct.
- Role of Secondary school teacher in Emerging India.

Unit - 4: Teacher Education and Secondary School Curriculum

- Status, Aims and Objectives of Teacher Education in India.
- Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
- Professional organisation in the field of Teacher education
- Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
- Programmes for enhancing efficiency and productivity of school teachers- In-service training – orientation and content enrichment programmes.

Assignments: (Any two of the following.)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational importance and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.

Reference:

- Anand C. L. *et al.*, (1993) *Teacher and Education in the emerging Indian society* NCERT New Delhi.
- Coombs Philips H (1985) *The World Crisis in Education*. New York. Oxford University Press, New York
- Delors, Jacques (1996) *Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century* UNESCO.
- Dewey I (1952) *Experience in Education*, Collier Macmillan.
- Dewey S (1956) *Democracy in Education* New York: Macmillan.
- Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalijiban.
- Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
- Government of India (1966) *Report of Education Commission Ministry of Education*, New Delhi.
- Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.
- Government of India (1992) *Report of Core Group on Value Orientation of Education Planning Commission*.
- Kneller G. F. (1978) *Foundation of Education*. New York: Johri Willy and Sons.
- Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.
- Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.
- Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & Ce Put Ltd. Calcutta.
- Mukherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.
- Naik J. P. and Syed N (1974) *A Student's History of Education in India*, New Delhi. Macmillan Co.
- Naik J. P. (1975) *Equality, Quality & Quantity: The Elusive Tringle of Indian Education* Bombay : Allied Publishers.
- NCTE (1988) *Gandhi on Education* , New Delhi
- Salamaliha(1979) *Education in Social Context*. New Delhi. NCERT.

BARKATULLAH UNIVERSITY, BHOPAL

CC 3. Language across the curriculum – Part 1

Max. Marks : 35

Min. Marks : 12

Objectives

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course outline

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.
Suggested Activities
- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words,

sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)

- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

REFERENCES :

1. Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
2. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.
5. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
6. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
7. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.
8. Jones, D. : English Pronouncing Dictionary, ELBS, London, Latest Edition.
9. Kemp, et al.; Designing Effective Instruction, Macmillan College Publishing Company, 1994.
10. Krashen, S.; Second Language, Acquisition and Second Langu., Learning, Pergamum Press, New York, 1979.

Suggested Reading:

Agnihotri, R.K., Khanna, AL, 1994(Eds). Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India(RALI), New Delhi, Sage Publication

Baruah, T.C. 1984, The English Teachers Handbook, New Delhi, Sterling Publishers.

Bansal, R.K. and Harrison, J.B., 1972: Spoken English in India, Madras, Orient Longman

Brown, J.D. 1996: Testing in Language Programmes, Upper Saddle River, NJ, Prentice Hall Regents
Chomsky, N. 1986. Knowledge of Language, New York ,Praeger

Crystal David, 1997. Globalization of English, Cambridge; Cambridge University Press

Ellis, R. 1992, The Study of Second Acquisition, Oxford, Oxford University Press

Khulchandani, L.M. 1988: Language in a plural society, Delhi, Motiram Banarasidas and Shimla

Lewis.M. 1993, The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.

Lock, G. 1996. Functional English Grammar, Cambridge: Cambridge University Press

Mohanty, Bilingualism in a Multilingual Society: Psycho Social and Pedagogical Implication, Mysore: CIIL

Nagaraj, Geeta:2001 : English Language Teaching, Orient Longman Limited, Kolkata
NCERT, 2000, Continuous and Comprehensive Evaluation, New Delhi

NCERT, 2005. National Curriculum Framework, 2005, New Delhi
Nuna, D. 1991, Language Teaching Methodology, London Prentice Hall

Richards, J.C, and Rodgers, T.S. 1986, Approaches and Methods in Language Teaching, University of Hawaii, Maroo: Cambridge University Press

Vygotsky, L.S. (1978), Mind in Society, Harvard University Press: Cambridge.

Widdowson, H.G. 1992, Aspects of Language Teaching, Oxford University Press

BARKATULLAH UNIVERSITY, BHOPAL

CC 4. Curriculum Development & School

Max. Marks : 75

Min. Marks : 27

OBJECTIVES:

CREDITS: 3

- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

CONTENT:

UNIT I:

- Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing curriculum.

UNIT II:

- Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

UNIT III:

- Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

UNIT IV: PRACTICALS

- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition Reviewing of Syllabus/Books

REFERENCES

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.
- Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
- Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
- Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
- Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
- Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamum Press, 1991.
- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.

- Orlosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.
- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon. & Bondi, Joseph C.: Curriculum Development –A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

BARKATULLAH UNIVERSITY, BHOPAL

EPC 1 READING AND REFLECTING ON TEXTS

Max. Marks : 30

Min. Marks : 11

OBJECTIVES

- To enable the students to read and response to a Varity of text in different ways
- To develop Meta cognitive awareness
- To enhance the capacities as readers and writers by becoming participants in the process of reading
- To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

UNIT I Reading Skills

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT II Reading with comprehension

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks .
- Acquisition of Reading Skills

UNIT III Types of text

- Narrative text
- Expository
- Autobiographical Narratives
- Field Notes
- Ethnographies
- Addressing different types of skills and strategies

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

Essential Readings

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvolutri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Bachelor of Education (B.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
बैचलर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
द्वितीय सेमेस्टर

**Faculty of Education
B.Ed. Examination
Second Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY, BHOPAL

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – II

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group B : Core Course						
CC 1 : Learning & Teaching	6	100	25	9	75	27
2. PC (1) Pedagogy of a school subject-Part-I (Subject: 1 Physical Science (Physics/Chemistry) Biology/Maths/Social Sciences (SS)/Language - Hindi/English/Urdu/ Sanskrit/Other Region-Specific lang.)	6	100	25	9	75	27
3. PC (II) Pedagogy of a School (Part-II) : Subject Knowledge and the Related Pedagogic Dimensions (Subject : 1 Science-Chemistry/ Physics/History/Civics/Geography / Economics/ Commerce)	4	100	25	9	75	27
4 Language across the curriculum- Part-2	6	50	15	6	35	12
EPC 2 : Drama & Art in Education	2	50	20	7	30	11
Total		400	110	40	290	104

Note: Assignments & Tasks for Courses 1,2,3,4

BARKATULLAH UNIVERSITY, BHOPAL

CC 1: Learning & Teaching

Max. Marks : 75

Min. Marks : 25

Aims of the Course

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner’s based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

UNIT 2: ROLE OF LEARNER IN LEARNING

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).
- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge' :
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- 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.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching)

References

- Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishers, Delhi, 1998
- Aggarwal, J.C. *Essential of Educational Psychology*, Vikas Publishing House, New Delhi, 1994.
- Bhargava, Mahesh, *Introduction of Exceptional Children*, Sterling Publishers, New Delhi, 1994.
- Bhatia, H.R., *A Text Book of Educational Psychology*, Delhi: McMillan Co., New Delhi, 1977
- Bhatia, K.K. *Educational Psychology and Techniques for Teaching*, Kalyani Publishers, Ludhiana, 1994.
- Chauhan, S.S. *Advanced Educational Psychology*, Vikas Publishing New Delhi, 1996
- Dandapani, S., *Advanced Educational Psychology*. New Delhi. Anmol Publications Pvt. Ltd., 2000
- DeCecco, John P., *Psychology of Learning and Instruction*, Prentice Hall, New Delhi, 1987.
- Drescoll, Mercy P.M *Psychology of Learning for Instruction*, Allyn and Bacons, USA, 1993 □
- Eshwar, H.S. and Nataraj P., *Shaikshanika Manovijnana, Parichaya: Bhaga I and II, Institute of Kannada Studies*, Union of Mysore, Mysore, 1985 □
- Gagne, R.M. *Conditions of Learning and Theory of Instruction*, 4th Edition, Holt Rinehart and Winston, New York, 1977 □
- Ghangadharappa, N.R. *Shaikshanika Manovijnana*, Rekha Pradhsna, Davengere, 1996 □
- Goleman, Daniel, *Emotional Intelligence*. New York: Bantam, 1995 □
- Govinda Rao., A.V. *Shikshandalli Manovijnana*, Vidyanidhi Pradshana, Gadaga, 1996 □
- Kar, Chintamani, *Exceptional Children*, Sterling Publishers, New Delhi, 1992 □
- Kundu, C.L. and Tutoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi, 1980.
- Kundu, V.L and Totoo, D.N., *Educational Psychology*, Sterling Publishers, New Delhi.

- Lingren, H.C., *Educational Psychology in the Classroom*, 6th Ed., Oxford University Press, New Delhi, 1980 □
- Mangal, S.K. *Advanced Educational Psychology*, Prentice Hall of India. Pvt. Ltd., 1999 □
- Mathur, S.S., *Educational Psychology*, 9th Ed., Vinod Pustak Mandir, Agra, 1981 □
- Raul, Lizy T., (1998) *Educational Psychology*, CMC Mary Matha, Kerala. □
- Sharma, R.N. *Educational Psychology and Guidance*, Vikas Publishers, New Delhi, 1998 □
- Shivashankara H.V. and Basakumar P., *Shaikshanika Manovijnana*, Hanji Prakashana Davangere, 1977 □
- Skinner, C.E. (Ed) *Educational Psychology*, 4th Ed., Prentice Hall of India Pvt., Ltd., New Delhi, 1996 □
- Walia, J.S. *Foundation of Educational Psychology*, Paul Publishers, Jalandhar, 2001.
- Walia, J.S. *Foundations of Educational Psychology*, Paul Publishers Jalandhar, Punjab, 1999
- Yelon, S.L. and Weinstein, G.W., *A Teacher's World: Psychology in the Classroom*, McGraw Hill Co., Tokyo, 1977. □

BARKATULLAH UNIVERSITY, BHOPAL

CC 2. Pedagogy of a School Subject – Part 1

Hindi (A)

Max. Marks : 75

Min. Marks : 17

Objectives : Upon completion of the course, the student-teachers will be able to:

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching .
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

Unit 1: Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language.
- Nature and importance of language
- Three language formula and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India
 - a. In the constitution
 - b. In the life of Indian people
- Aims of teaching Hindi as a second / third language.
- Functional aims of Hindi Teaching.
- Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching
- Modification of Objectives in terms of behavioural changes.

Unit 2 : Planning Lessons, Resource Units, Unit Plan, Drill Lessons

- Planning of prose, poetry and Grammar lessons.
- Processing of lesson notes and micro lesson plans.
- Meaning and importance of a Unit plan and administration.
- Resource Units – Use and implications.
- Plan and process of lessons in Practice teaching.

Unit 3: Language Skills

- Development of language skills- listening objectives and importance – activities for its development
- Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures
- Reading– Objectives – Types of reading silent and loud, intensive – methods of teaching reading
- Writing – Objectives – Characteristics of handwriting – dictation
- Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation

Unit 4 :Curriculum Design

- Principles of Curriculum construction of Hindi
- Curriculum Design in Hindi-Subject centered–Learner Centered– Problem centered.
- Transaction of curriculum / Co-curricular, Extracurricular activities pertaining to teaching and learning.
- Curriculum of prose – poetry and composition. Prose – Ancient / Medieval / Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition – Exercises , Assignments and remedial teaching activities and Grammar – Translations
- Curriculum development and evaluation.

Seminar Topics (any one)

- a) Preparing scheme of assessment
- b) A study of an author / poet.
- c) Developing Linguistics Skills.
- d) System our examination.
- e) Importance of teaching materials for effective teaching.

Practicum

- a) Review of Books – 8, 9 standard school text books.
- b) Resource Unit Uses.
- c) Unit plan processing.
- d) A study of an Author / Poet.
- e) Developing Linguistics Skills.

Assignments (any one)

1. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication.
(Note: Records should be maintained).

References

- Bhai.Y (1978) *Hindi Bhasashikshan*. Vinod Pustak Mandir Agra.
- *Bhasa Visheshshank Patrick* (1980) Department of Education, Rajasthan , Bikaner
- Chaturvedi, V.S. (1999) *Adhapan Kala*. Varanasi: Ggopinath Bhargav Nand Kishor and Sons.
- Jha, L. (1940) *Bhasha Shikshan Paddhhati*. Allahabad: N.G. Saigal. U.P Press.
- John, D. (1953) *The Study of Language*. Harward University Press.
- Keshav Prasad (1984) *Hindi Shikshan*. Delhi; Dhanapatrai and Sons
- *Kothari Commission Report* (1968) Govt. of India, New Delhi

- Narang and Bhatia (1987) – *Hindi – Shikshan Vidhi.* Ludhiana : Prakash Brothers.
- Nirajkumar Sinha (1990) *Madhyamik – Vidyalayome Hindi Shiksha.* Jaipur: Hindi Grantha Academy.
- Robert. L. (1964) *Language Teaching: A Teacher's Book.* New York: Megrewtill.
- Ryburu, W.M. (1950) *The Teaching of the Mother Tongue.* Madras: Oxford University Press
- Sattigeri, K.I (1997) *Nutan Hindi Shikshan.* Belgaum: Vijaya Sattigeri.
- Srivastava, B.D. (1968) *The Structural Approach to the Teaching of English.* Agra: Ram Prasad and Sons
- Sugandhi, Deepak (2004) *Hindi Shikha Pranali.* Ilkal : Neha Prakshan. Karnataka
- Sugandhi, V. (2003) *Hindi Adhayapan.* Kolhapur, Creative Publishers.
- Syandhya Mukarji (1989) *Hindi Bhasha Shikshan.* Lucknow: Prakshan Kendra. Uttar Pradesh.

BARKATULLAH UNIVERSITY, BHOPAL

CC 2. Pedagogy of a School Subject – Part 1

Sanskrit(B)

Max. Marks : 75

Min. Marks : 27

Objectives - Upon completion of the course the student-teacher will be able to:

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

Unit 1 : Sanskrit Language – Nature and Importance

- Importance of Sanskrit language
- Contributions of Sanskrit to other Indian Languages to Indian culture and tradition and to emotional integration

Unit 2 : Place of Sanskrit in the Secondary School Curriculum

- Aims & Objectives of teaching Sanskrit with reference to three language formula.
- Instructional Objectives- Specifications of each objective in the form of specific behavioural changes.

Unit 3 : Lesson Plan in Sanskrit Language

- Planning lesson plans in prose, poetry, grammar and composition.
- Unit plan : importance, characteristics, format
- Resource unit: importance, characteristics, format
- Micro lesson plan: importance, format, practice

Unit 4 : Development of Language Skills, Curriculum Design

- Listening: importance, activities for its development.
- Speaking: importance, characteristics of good speaking, activities for its development.
- Reading: mechanics of reading, objectives, different kinds of reading – silent reading and loud reading.
- Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: subject centered, learner centered, problem centered.
- Transaction of curricular/ co-curricular activities.
- Curriculum development and evaluation.

Reference

- Apte.D.G. (2000) *Teaching of Sanskrit*. Bombay : Padma Publications. □
- Shanbhag D.N. (2002) *Subhoda Sanskrit Vyakarana*. Dharwad:Bharat Book Depot & Publications.
- Hulkerikar. G.S. (1998) *The Problems of Sanskrit Teaching*. Kolhapur : Bharat Book Depot. □
- Narasimharao. K.V.V.L. (1997) *Evaluation in Language Education*. Mysore: CIIL Publications. □
- Patnayak. P. (1997) *Language Curriculum*. Mysore: CIIL Publications. □
- Ramashakal Pandeya. (2000) *Sanskrit Shikshan*. Agra: Pustaka Mandir. □
- Ramavarmaraja . K. (2000) *The Teaching of Sanskrit*. Madras : Sanskrit Education Society. □

BARKATULLAH UNIVERSITY, BHOPAL

CC 2. Pedagogy of a School Subject – Part 1 **English(C)**

Max. Marks : 75

Min. Marks : 27

Objectives: upon completion of the course the student teacher will be able to:

1. To master the different techniques, devices of the Second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

Unit 1 : Nature of English Language

- 1.1 Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.
- 1.2 Structure of English Language- phonological, morphological, Syntactic, Semantic and graphic (a brief explanation of the concepts)

Unit 2 : Aims and Objectives of Teaching English

- 2.1 Aims and objectives of teaching English at the Secondary School level as first and second language.

- 2.2 English as a library language, link language and international language.
- 2.3 Position of English in India before and after Independence - The three language formula its meaning and scope.

Unit 3 : Instructional design of Teaching English Language

- 3.1 Teaching of Prose - detailed and non-detailed Objectives - Methods and Approaches steps in lesson planning.
- 3.2 Teaching of poetry - Objectives-Methods and Approaches - Steps in lesson planning.
- 3.3 Teaching of Grammar - Objectives - Formal and Functional -Methods of teaching grammar.
- 3.4 Use of mother tongue in teaching of English, different occasions for its effective use
- 3.5 Preparation of Unit plan, Resource Unit.

Units 4 : Methods, Approaches to Develop English Language Skills

Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English

- a. Grammar Translation Method.
 - b. Direct Method
 - c. Bilingual method.
 - d. Structural approach- Dr. WEST method
 - e. Communicative approach.
- 4.1 Development of language skills - listening objectives and importance - activities for its development.
 - 4.2 Speaking - Objectives - Activities for its development , role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.
 - 4.3 Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.
 - 4.4 Writing - Objectives - Characteristics of handwriting - dictation.

Composition - Objectives - Types (oral, written and picture composition) Free and guided composition Translation - Objectives– Importance - Characteristics of good translation.

Reference

- Ahuja R.L. (2000) *Teaching of English as a Foreign Language* - Indian Press Publications Allahabad. □
- Allan C, R (1971) *Teaching English as a Second Language*. New-Delhi. McGrawhill. □
- Allen H.B. and Compell P.N.(1979) *Readings in Teaching English as a Second Language* □
- Baruah T.C. (1984) *The English Teachers Handbook*. Sterling Publishers. □
- Billows: F.L. (1961) *The Techniques of Language Teaching* : London, Longman. Bright J. A. and McGregor C.P. (1970) *Teaching English as Second Language*. London, Eases,.
- Gordon B.S. (1960): *The Teaching of English in Free India*, Madras: Christian Literature Society.
- Hornby A.S. *The Advance Learner's Dictionary of Current English Language*.
- Hudeson, N. and McAdem, B. (2000) *English without Errors*, London.
- Kohli A. L. (1984) *Techniques of Teaching English*, 9th Edition: Delhi, Dhanpal Rai and Sons, Pvt. Ltd.
- Menon and Patel (1957) *Teaching English as a Foreign Language*, Baroda Acharya Book Depot.
- Sachdeva M.S. (1976): *A New Approach to Teaching English in Free India*. Ludiana Publications.

BARKATULLAH UNIVERISTY BHOPAL
CC2. Pedagogy of a School Subject- Part 1
Urdu (D)

Max. Marks : 75
Min. Marks : 27

Objective : Upon completion of the course the student teachers will be able to :

1. Understand objectives of teaching Urdu at Secondary Level.
2. Analyse the Curriculum of Urdu language at Secondary Level.
3. Know the different methods of developing communication skills.
4. Know the different approaches and methods of teaching different genres.
5. Prepare and use audio-visual aids in teaching Urdu.
6. Use different methods of evaluation

Unit-1 Aims and Objectives

- Difference between aims, goals and objectives
- Role and importance of Urdu as mother tongue
- Aims and objectives of teaching Urdu as first second and third language
- Curriculum of Urdu at secondary Language
- Qualities and role of Urdu teacher

Unit-2 Development

- Listening with comprehension- Listening practice, Listening to different genres
- Speaking- Speaking with proper pronunciation, speaking exercises, recitation, role play, extempore and prepared speeches, debates, language games.
- Reading- Reading with proper speed for different purposes- enjoyment, comprehension, appreciation, looking for information, silent and loud reading.
- Writing- calligraphy, spelling, punctuation, dictation, guided writing, free writing.

Unit-3 Approaches and Methods of Teaching

- Early writing strategies- alphabet, connected writing.
- Teaching of Prose
- Teaching of Poetry
- Teaching of Grammar
- Writing objectives in behavioural terms
- Lesson Planning using constructivist

Unit-4 Curriculum and Evaluation

- Curriculum of Urdu at different levels for different genres
- Preparation of diagnostic tests
- Continuous and comprehensive evaluation

Seminar Topics (any one)

- Different views on the development of Urdu language in India.
- Urdu as a sister language of Hindi to promote harmony
- Place of Urdu in contemporary Indian society.

Reference

1. Abidi, Jalees, Ebtedai school main taleem ki taraqqi
2. Ansari, Farooque, Instructional material for teachers on the new techniques and approaches of teaching Urdu at secondary level.
3. Her Majesty publication, Teaching mother tongue in secondary schools.
4. Hussain, Ahmad, Tadrees-e-Urdu.
5. Moinuddin, Hum Urdu Kaise padhen
6. Rafeeqa Kareem, Urdu zaban ka tariqa-e-tadrees
7. Saeed, Asif and Kausar, Saleha, Rahbar-e-tadrees
8. Salamatullah, Bunayadi Ustad ke liye
9. Salamullah, Hum kaise padhein
10. Saleem Abdullah, Urdu kaise padhein

BARKATULLAH UNIVERSITY, BHOPAL

CC 2. Pedagogy of a School Subject – Part 1

Physical Science (Physics and Chemistry)

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of the course, the student teacher will be able to:

- 1) Understand the nature, scope and importance of Physical science with special reference to secondary school content.
- 2) Understand the aims and objectives of teaching Physical science.
- 3) State the specific behavioral changes under each objective.
- 4) Understand and make use of different approaches & methods of teaching Physical science.
- 5) Prepare objective based lesson plans and use them in their internship.
- 6) Understand and employ several teaching techniques helpful to develop scientific attitude and scientific method.
- 7) Plan, use and maintain the physical science laboratory systematically.
- 8) Understand the principles of text-book construction.
- 9) Understand the importance of appropriate instructional materials (hardwares and softwares) in teaching Physical science and use them by preparing/selecting them in their practice teaching.
- 10) Understand the importance of principles of curriculum construction in the organisation of Physical science contact.
- 11) Get mastery in Physical science content and imbibe the special qualities of Physical Science teacher.
- 12) Prepare and use different tools of evaluation to assess the achievements of students in Physical Science.
- 13) Develop professionally by attending lectures of professional interest, reading journals, and magazines and enroll as members of professional organisation.
- 14) Organise co-curricular activities in science i.e. seminars, field trips, exhibitions discussions etc through the science club.

- 15) Apply the knowledge of physical science to develop scientific thinking and scientific outlook.
- 16) Develop skills in analyzing the content in terms of concepts and in learning experiences.
- 17) Construct and administer unit test, conduct experiments improves teaching aids.

CONTENT

Unit 1: Meaning, Nature and Impact of Physical Science

- Concept of science - Science as process and science as a product;
- Nature and Scope of Physical Science
- Impact of Science and Technology on modern living.
- Scientific Attitude - Meaning definition and importance.
- Qualities of a person who possesses scientific attitude.
- Scientific Method-Meaning, importance and steps involved (with an illustration).

8 hours

Unit 2: Aims and Objectives of Teaching Physical Science

- Aims of teaching Physical science in Secondary school:
 - 1 Personal development aim,
 - 2 Learner's academic and process skills development aim,
 - 3 Disciplinary aim and
 - 4 Cultural aim.
- Objectives of teaching physical science:
 - 1 Bases for formulation of objectives
 2. Objectives of teaching Physical science at Secondary level; (To be Discussed keeping in view of the objectives of teaching Physical science enunciated in the physical science syllabi of secondary school of M.P.); Instructional objectives of teaching physical science and stating them in observable behavioral changes ; i) Knowledge ii) Understanding, iii) Application, iv) Skill, v) Attitude, vi) Interest, vii) Appreciation.

10 hours

Unit 3: Approaches and Methods of Teaching Physical Science

- Enquiry Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Inductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Deductive Approach-Meaning, Uses with Illustrations, Advantages and disadvantages.
- Problem Solving Approach- Meaning, Uses with Illustrations, Steps, Advantages and disadvantages.
- Demonstration Method- Meaning, uses, Advantages and disadvantages.
- Lectures-Cum-Demonstration Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Laboratory Method- Meaning, uses with Illustration, Advantages and disadvantages.
- Guided Discovery Method - Meaning, uses with Illustration, Advantages and disadvantages.
- Biographical Method-Meaning, uses with Illustration, Advantages and disadvantages.
- Individual Instruction Techniques and Active Learning Strategies.
- Concept Mapping: Its use for summarizing a unit and evaluating students understanding

Unit 4: Instructional Design, Resources and Teaching Aid for teaching Physical Science:

- Lesson Planning-Meaning, Steps, Importance and Format of Lesson Plan according to active learning strategies.
- Unit Plan-Meaning, Steps, Importance and Format of Lesson Plan
- Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- Audio-Visual Aids (Preparation and Use)
 - I Charts;
 - ii Models;
 - iii OHP transparencies;
 - iv Filmstrips;
 - v slides;
 - vi Video tapes;
 - vii Films;
 - viii Educational C.D.'s
- Mass Media –

- i Television (T.V.);
 - ii Radio - Meaning and importance.
- Community Resources and Self learning materials –
 - iii Meaning and importance.
- Physical Science Library;
- Importance & organizing of physical science library;
- Sections of science library;
- Choice of book for science library.

References

- Ahmed, Shaikti R. (1983) *Management of Laboratory Science Programme: Report of Orientation Programme in Educational Planning and Administration*, New Delhi; NIEPA Mimeo.
- Bhandula & Chand (1986) *Teaching of Science*, Prakash Brothers, Ludhina
- Bose, A. H. Sood, J.K. and Vaidya, N. (1970), *Strategies in Science Education*. Regional Institute of Education, Ajmer.
- Carin/Sund *Teaching Science Through Discovery*; C.E. Merrill Publishing Co. London.
- Cleavel and J. M. (1964) *Physical Science* C.E. Merrill Publishing Co., Ohio.
- Craig (1958) *Science for the Elementary School Teacher*; Ginn & Co., New York
- Das R. C. (1985) *Science Teaching in Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- Fensham P. J. *et. al.*,(1994) *The Content of Science : A Constructive Approach to its Teaching & Learning*. The Falmer Press, Washington D.C.
- Gupta S. K. (1983) *Technology of Science Education*, Vikas Publishing House, Pvt. Ltd., New Delhi.
- Gupta S. K. (1985) *Physical Science Teaching in Secondary Schools*, Sterling Publishers, Pvt. Ltd., New Delhi.
- Jacobson, David *et al.*, (1985) *Methods for Teaching: A Skills Approach*. Charles, E Merrill Publishing Co., Columbus.
- Jennings Terry (1987) *The Young Scientist Investigator : The Teacher Manual of*

Oxford University Press.

- Joseph-Bradwin, *et al.* (1998) , *Sourcebook for Physical Science*. Brandwain-Watson-Blackwood
- Kalara R. M. (1981), *Innovation in Science Teaching*; Prakashan Kendra, Lucknow.
- Kohli V. K. (2003) *How to Teach Science* (A Treatise on Methodology of Teaching Physics and Chemistry) Viveka Publishers, Ambala.
- Mangal, S.K. (1995); *Teaching of Physical and Life Science*, Avg. Book Depot. : Delhi.
- Nagel E. (1961) *The Structure of Science*, Harcourt Brace and World Inc., New York
- Nair C. P.S., (1971) *Teaching Science in Our Schools*. S. Chand & Co., New Delhi
- Schwab J. J. and Bradwein P.F. (1962) *The Teaching of Science*, Marks, Harvard University Press, Cambridge.
- Sharma, R.C. (1995); *Modern Science Teaching*, Dhanpat Rai & Sons, Delhi .
- Siddiqi M.N. and Yadav R.A. (1995) *Teaching of Science at Elementary Level, Part I & Part - II*, Arya Book Depot : New Delhi.
- Siddiqi N. N. & Siddiqi M.N. (1994) *Teaching of Science Today and Tomorrow*, Doaba House, Delhi - 110 006.
- Sood S. K. (1988) *New Direction in Science Teaching*, Indian Publishers, Delhi.
- *The Importance of Art Activities for Science Teaching : A Hand Book for Teacher* (1984) Published by Centre for Cultural Resources and Training, Bahawalpur House, New Delhi.
- UNESCO (1985) *Teaching School Chemistry*, Sterling Publishers Pvt. Ltd., New Delhi.
- UNESCO,(1978) *New UNESCO Source Book's for Science Teaching*, New Delhi; Oxford and IBH Publishing Co.,
- Waiter A Thurkar and Alferd T. Collette (1964) *Teaching Science in Today's Secondary Schools*, New Delhi, Prentice Hall

BARKATULLAH UNIVERSITY, BHOPAL

B.ED. Second Semester

P.C.-1: Social Science Pedagogy

Session-end Exam 75

Minimum Pass Marks : 27

Internal Marks : 25

Introduction:

The pedagogy course in Social Science is necessary to familiar the students- teachers with the content and methodology of teaching the subject at upper primary and secondary level of school education. This syllabus makes a break with the past practices of teaching social sciences with introduction of constructivist and experiential pedagogy to cope with the real life situation.

Objectives: After completion of this course the pupil-teachers will be able to:

- Understand and appreciate the nature of social science knowledge .
- Analyze the status of social science curriculum in school education .
- Acquaint with and practice various constructivist and experiential pedagogies in social science teaching-learning
- Develop skills for using appropriate pedagogical resources in classrooms
- Devise and adopt various assessment modalities in social sciences

Unit: I Social Sciences Knowledge: Characteristics and Nature

- Object of study in Social sciences: Characteristics and nature
- Social Science knowledge: Characteristics and nature
- Normative nature of Social Science
- Interpretative nature of Social Science
- Components of Social Science in Schools: History, Geography, Political Science, and Economics: Differences and relations
- Interrelationship between social science and other disciplines

Practicum: Discussion and debates on the nature of society and social sciences and their nature

Discussion needs to be focused on the intrinsic relationships between Human activities (Economics), Human institutions and principles (political science and sociology) in spatial (Geography), temporal (History) dimensions. These discussions should lead to appreciate the inter-disciplinary nature of social sciences

Social Problems and their analysis; Data, evidences, methods and resources in Social Sciences-

Unit: II Social Science in School Curriculum

Social science as curricular knowledge

- Place of Social Science in secondary school curriculum
 - Social science as core-curriculum-historical development
 - Aims and objectives of school social science and inter-linkage with the aims and objectives of other school subjects and with general aims of school education.
 - Unique Nature of school social science and its relation with other school disciplines
 - Different components of social science and their interrelatedness-Geography, History, Economics, and Social and Political Life.
 - Stage specific treatment of Social Science with regard to:
 - Aims and Objectives
 - Content nature, selection and organization
 - Uniqueness of disciplinary components and their integration
- Practicum: Comparative analysis of prescribed syllabus and textbooks of different boards with regard to the following criteria:
- a) Curricular considerations
- aims of school subjects at various stages
 - nature of learners
 - adequacy and appropriateness of envisaged modes of learning (for concerned stage)
- b) Presentation of curricular material
- balance of topics and material
 - style of presentation
 - organization and inter-linkage of concepts
 - kinds of arrangements and its underlying logic: chronological, presentation order in the textbook, level of abstraction, significant composite "themes" or "units", problems or issues.
 - Appraisal of kinds of activities, visual support, assessment modes, exercises, with regard to:

- Kind of learning encouraged in students
- Opportunities for active and critical engagement with subject matter

Unit III Pedagogical Approaches and Processes

- Pedagogies in Social Science-Interaction, critical, and constructivist;
- Relating subject content with real life situation-going beyond textbooks.
- Observation skills in the area of social science for primary and secondary data; Map reading and analysis – distances, directions, scales on different types of maps; Mathematics skills used in economics up-to secondary level.
- Observations and field work; Construction of arguments and explanations on social themes and issues;
- Fact, opinion, bias and perspective; spatial and temporal contexts; Enquiry and evidence;

Practicum

Creating learning situations-

- Selection of key concepts from History, Geography, Political science, Economics
- Content analysis, Formulation of learning objectives
- Identification of methods, technological tools and assessment procedure

Unit IV Pedagogical Resources in Social Sciences

- Construction of resources to develop learning situation –
 - Charts, Models, Geography lab (maps, globe, model)
 - Museum, Monument, Archeological survey report,
 - Newspapers, magazines, Reference material-Dictionaries, Encyclopedias and Thesauruses and Secondary literature in libraries;
 - ICT resources- Video, Internet enabled computer system, LCD Projector, Interactive white board, Television and Radio programmes, Smartphone, Social media, Updated Applications
 - Community as resource

Practicum:

- Interview of school teacher to know difficulties in transaction of content/ construction of the knowledge;
- Student teacher will prepare lesson plan and demonstrate in class by bringing appropriate aids

- Lakatos I, (1976), *Proofs and Refutations: The Logic of Mathematical Discovery*, Cambridge University Press, Cambridge.
- Lewis, Bernard (1975), *History: Remembered, Recovered, Invented*, Simon and Schuster, Inc., New York.
- Kent, A (Ed.) (2000), *Reflective Practice in Geography Teaching*, Paul Chapman Publishing Ltd., London.
- Kumar, Krishna (2002), *Prejudice and Pride: School Histories of the Freedom Struggle in India and Pakistan*, Penguin India, New Delhi.
- Mehlinger, Howard D. (Ed.) (1981), *UNESCO Handbook for the Teaching of Social Studies*, UNESCO, Paris.
- NCERT (2006), *National Focus Group Position Paper on Teaching Social Sciences*, National Council of Educational Research and Training, New Delhi, 2006.
- Root, Michael (1993), *Philosophy of Social Science*, Blackwell, Oxford.
- Sartori, Giovanni (Ed.) (1984), *Social Science Concepts: A Systematic Analysis*, Sage Publications, New Delhi.
- Skinner, Quentin, (1985), *The Return of Grand Theory in the Human Sciences*, Cambridge University Press, Cambridge.
- Slater, F. (1982) *Learning Through Geography*, Butler and Tanner Ltd., London.
- Stanford, Michael (1986) *The Nature of Historical Knowledge*, Basil Blackwell, Oxford.
- Trigg, Roger (1985), *Understanding Social Science: A Philosophical Introduction to the Social Sciences*, Basic Blackwell, Oxford.
- Wilkins, Elizabeth J. (1979), *Elements of Social Science*, Macdonald and Evans, London.

Apart from the above-mentioned readings, please refer to the syllabi and other curricular documents brought out by NCERT, CBSE and other State Boards.

BARKATULLAH UNIVERSITY, BHOPAL
CC 2. Pedagogy of a School Subject – Part 2
History

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of the course the student-teacher will be able to:

1. Understand meaning, scope and importance of History in the school curriculum.
2. Acquire content knowledge of methods of history.
3. Acquire knowledge of aims and instructional objectives of teaching history.
4. Acquire skills in planning lessons in History.
5. Understand and apply the principles of organizing content in the teaching history.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History.
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History with other school subjects.
10. Cultivate the qualities of a good History teacher
11. Acquire the knowledge of content of History at higher secondary level.
12. Evaluate History text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

CONTENT

Unit 1: Nature and Scope of History:

- 1.1 Meaning, Nature, and scope of history
 - 1.1.1. History - an art or Science
 - 1.1.2 Modern Concept of History, exploration, criticism synthesis and exposition.
 - 1.1.3 Different levels of History - World History, National, Regional and Local History

Unit 2: Aims and Objectives of Teaching History and Civics

- 2.1 Meaning and Importance of teaching History Schools
- 2.2 Aims of teaching History
 - 2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
 - 2.2.2 Functional awareness of Rights and Duties of citizens.
- 2.3 Instructional objectives and values of Teaching History
 - 2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.
 - 2.3.2 Spelling out Instructional objectives and learning outcomes
 - 2.3.3 History based hobby clubs, societies
- 2.4 Correlation of History with other School Subject
 - 2.4.1 Meaning and Importance of correlation
 - 2.4.2 Types of correlation.
 - 2.4.3 Correlation of History with Geography, Economics, Literature
 - 2.4.5 Co curricular Activities in History
 - 2.4.6 Importance of organization of field trips, visits.

Unit 3: Instructional design in Teaching History

- 3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments and plan according to active learning strategies.
- 3.2 Resource Unit
- 3.3 Unit Plan

Unit 4: Methods, Techniques, and Instructional Materials of teaching History

- 4.1 Meaning and need of methods
- 4.2 Methods and techniques of teaching History –discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies.
- 4.3 Instructional Materials in History:
 - 4.4.1 Collateral Reading – Importance, Reading materials, Historical Novels
 - 4.4.2 Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance,
 - 4.4.3 Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,
 - 4.4.4 Audio-Visual Aids-Films, TV
 - a. History Room-Meaning and Importance, planning equipping
 - b. Computers, multimedia packages and Internet as an Instructional aid.

Practical

1. Critical evaluate History content at school level.
2. Conducting quiz Competition in History.
3. Survey of the locality and collection of information about places or institutions of historical interests.
4. Organizing short field trip to a place of historical interests
5. Preparing resource unit on a topic of your choice in History.
6. Preparation of materials for a History room or museum
7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

References

- Agarwal J.C. (2002) *Essential of Educational technology: Teaching, Learning, Innovations in Education*, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) *Teaching of History*, Prakash Brother Ltd.
- Bhattacharya S. (1966) *Teaching of Social Studies in Indian Schools*. Acharya Books Depot, Baroda.
- Bruce Joyce and Marshal Weill (1990) *Models of Teaching*. Third Edition – Prentice – Hall of India Pvt. Ltd. New Delhi.
- Kochhar S.K. (1989) *Teaching of Social Studies*. Sterling Publisher New Delhi
- N.C.E.R.T. (1970) *Effective Teaching of History in India*. A Handbook for History Teachers.
- Taneja U.R. (1910) *Fundamentals of Teaching Social Sciences*. Mahendra Capital Publishers. Chandigadh.
- Vajreswari R (1973) *A Hand Book for History Teachers*. Allied Publisher's New Delhi

BARKATULLAH UNIVERSITY, BHOPAL
CC 2. Pedagogy of a School Subject – Part 2

Civics

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of the course the student-teacher will be able to:

1. Understand meaning, scope and importance of civics in the school curriculum.
2. Acquire content knowledge of methods of civics.
3. Acquire knowledge of aims and instructional objectives of teaching civics
4. Acquire skills in planning lessons in civics
5. Understand and apply the principles of organizing content in the teaching civics.
6. Acquire knowledge about Local, Regional National, and World Political situations.
7. Acquire the knowledge of Instructional Material and resources in teaching Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating civics with other school subjects.
10. Cultivate the qualities of a good civics teacher
11. Acquire the knowledge of content of Civics /Political Science at Higher Secondary level.
12. Evaluate civics text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

CONTENT

Unit 1: Nature and Scope of Civics/Political Science

- 1.2. Meaning and scope of civics
 - 2.1.1 Man as a social animal and as a citizen

Unit 2: Aims and Objectives of Teaching Civics

- 2.4 Meaning and Importance of teaching civics in Secondary Schools
- 2.5 Aims of teaching Civics
 - 2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.
 - 2.2.2 Functional awareness of Rights and Duties of citizens.
- 2.6 Instructional objectives and values of Teaching civics
 - 2.3.4 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.
 - 2.3.5 Spelling out Instructional objectives and learning outcomes
 - 2.3.6 Civics based hobby clubs, societies
- 2.5 Correlation of Civics with other School Subject
 - 2.4.1 Meaning and Importance of correlation
 - 2.4.2 Types of correlation.
 - 2.4.3 Correlation of Civics with Geography, History, Economics, Literature
 - 2.4.3 Co curricular Activities in Civics
 - 2.4.7 Importance of organization of field trips, visits.

Unit 3: Instructional design in Teaching Civics

- 3.4 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.
- 3.5 Resource Unit
- 3.6 Unit Plan

Unit 4: Methods, Techniques, and Instructional Materials of teaching civics

- 4.1 Meaning and need of methods
- 4.2 Methods and techniques of teaching Civics –discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies.
- 4.3 Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.
- 4.5 Instructional Materials in civics :
 - 4.4.1 Collateral Reading – Importance, Reading materials, Novels
 - 4.4.2 Auto biographic, Magazines, News papers Drams, Journals Audio-Aids-Radio, Tape recorder, Visual-Aids-Maps- Importance,
 - 4.4.3 Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,
 - 4.4.4 Audio-Visual Aids-Films, TV
 - a. Civics Room-Meaning and Importance, planning equipping
 - b. Computers, multimedia packages and Internet as an Instructional aid.

Practical

1. Critical evaluate the civics content at school level.
2. Conducting quiz Competition in civics.
3. Survey of the locality and collection of information about places or institutions of Political interests.
4. Organizing short field trip to a place of political interests
5. Preparing resource unit on a topic of your choice in Civics.
6. Preparation of materials for a civics room or museum
7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

References

- Agarwal J.C. (2002) *Essential of Educational technology: Teaching, Learning, Innovations in Education*, Prakash Publishing house Pvt. Ltd. New Delhi.
- Bhattacharya S. (1966) *Teaching of Social Studies in Indian Schools*. Acharya Books Depot, Baroda.
- Bruce Joyce and Marshal Weill (1990) *Models of Teaching*. Third Edition – Prentice – Hall of India Pvt. Ltd. New Delhi.
- Kochhar S.K. (1989) *Teaching of Social Studies*. Sterling Publisher New Delhi
- Taneja U.R. (1910) *Fundamentals of Teaching Social Sciences*. Mahendra Capital Publishers. Chandigadh.

BARKATULLAH UNIVERSITY, BHOPAL
CC 2. Pedagogy of a School Subject – Part 2
Geography

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of the course the student-teacher will be able to:

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Geography.
2. Acquire knowledge and understanding of the aims and objectives of Geography
3. Realize the values of learning geography
4. Make use of Audio-visual aids about Geography.
5. Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
6. Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
7. Acquire the knowledge of Geography Curriculum

CONTENT

Unit 1: Meaning, Nature and Scope of Geography:

- 1.1 Meaning, Nature, Scope and importance of Geography
- 1.2 Branches of Geography and their importance- physical, economic, human and political.
- 1.3 International relations and study of Geography

Unit 2: Aims and Objectives of teaching Geography

- 2.1 Aims/Values of teaching Geography
 - 2.1.1 Intellectual aims
 - 2.1.2 Cultural aims
 - 2.1.3 Environmental aims
 - 2.1.4 Utilitarian aims
 - 2.1.5 Aesthetic aims
- 2.2 Taxonomy and objectives of teaching Geography
 - 2.2.1 Knowledge
 - 2.2.2 Understanding
 - 2.2.3 Application
 - 2.2.4 Attitude and interest
 - 2.2.5 National Integration. International Understanding.
- 2.3 Co-relation of Geography with History, Science, Economics, Mathematics and languages
- 2.4 Trends in Geography Education
- 2.5 Importance and Organization of Field trips, Visits
- 2.6 Geography based hobby clubs / societies (National geography specials)

Unit 3: Instructional Design in Geography:

- 3.1 Meaning, importance and format of lesson plan

- 3.2 Principles of lesson planning
- 3.3 Characteristics of a lesson plan
- 3.4 Prepare Lesson Plan according to Active Learning Strategies
- 3.4 Unit plan
- 3.5 Resource Unit

Unit 4 : Methods of Teaching Geography

4.1 Meaning and importance of methods of teaching Geography

4.2 Different Methods of teaching Geography

- 4.1.1 Lecture Method
- 4.1.2 Laboratory Method
- 4.1.3 Observation Method
- 4.1.4 Excursion Method
- 4.1.5 Project Method
- 4.1.6 Discussion Method
- 4.1.7 Active Learning Strategies

Practicum

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography

Assignments

1. Visit to an observatory, planetarium or Geography museum
2. Collection of specimens
3. Preparation of a project report – based on local geographical survey.

Note

1. Submission of report after doing any one of the above practical work

References

- Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, Prentice- Hall Inc.
- Brianlt, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
- Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill
- Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.
- Cons, G.J. (1957) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
- Gabler, Robert, et al, (1945), *Introduction to Physical Geography*. San Francisco, Holt, Rinehart and Winston
- Garnett Ohio, (1965), *Fundamental in School Geography*, London, Harrap and Co.
- Gospil, G.H. (1965), *The Teaching of Geography*, London, Macmillan and Co.
- Graves, N.J. (1971), *Geography in Secondary Education*, London, Geography Association
- Graves, N.J. (1972), *New Movement in the Study and Teaching of Geography*, Australia, F.W. Cheshire Publishing Printing Ltd.

- Haggett, P., (1972) *Geography: A Modern Synthesis*, New York, Harper and Row
- Indian National Committee for Geography, (1968) *Developing Countries of the World* Calcutta, 21st IGU Publication
- Indian National Committee for Geography, (1968), *Indian Regional Studies*, Calcutta, 21st IGU Publication
- Indian National Committee for Geography, (1968), *Mountains and Rivers of India*, Calcutta, 21st IGU Publication
- Kendeaw, W.G. (1938), *Climatology*, London, Oxford University Press:
- Lake, Philip, (1974), *Physical Geography*, Madras, Macmillan Co. of India Ltd.
- Leong, Goh, Cheug, (1971), *Certification Physical and Human Geography*, Singapore, Oxford University Press:
- Long and Robertson, (1968), *Teaching of Geography*, London, Heinemann Educational Books Ltd.
- Long, M.L (Ed) (1974), *Handbook for Geography Teachers*, London Methuen Educational Ltd.
- Macnee E.A., (1953) *Teaching of Geography*, London, Oxford University Press:
- Robinson, Arthur H. (1960), *Elements of Cartography*, New York, John Wiley and Sons, Inc.
- Seninithirajah, N. and J. Weira, (1971), *Evaluation in Geography*, Ontario, Ontario Institute of Education
- Standing Sub-committee in Geography, (1954,) *Handbook for Geography Teacher*, London, Methuen Educational Ltd.
- Treqartha, Gelnm T., (1954), *An Introduction to climate*, New York, McGraw Hill Book Company Inc.
- UNESCO (1965) *Source Book for Geography Teaching*, London, Longman, Longman Co.
- Wheeler, Jr. J. Renton Kostabade and Richard S. Thoman (1969), *Regional Geography of the World*, New York: Holt, Rinehart and Winston, Inc.
- Woolridge, S.W. and W.G. East, (1951), *The Spirit and Purpose of Geography*, New York, Hutchinson.

BARKATULLAH UNIVERSITY, BHOPAL
CC 2. Pedagogy of a School Subject – Part 2
Economics

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of the course the student-teacher will be able to:

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Economics
2. Acquire knowledge and understanding of the aims and objectives of teaching economics
3. Realize the values of learning economics
4. Make use of Audio-visual aids about Economics
5. Develop skills in equipping the economics (i) Museum (ii) Room (iii) Library
6. Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
7. Acquire the knowledge of economics Curriculum

CONTENT

Unit 1: Meaning, Nature and Scope of Economics

1. Meaning, Nature, Scope and importance of Economics.
2. International relations and study of Economics

Unit 2: Aims and Objectives of teaching Economics

2.2 Aims/Values of teaching Economics

- 2.1.1 Intellectual aims
- 2.1.2 Cultural aims
- 2.1.3 Environmental aims
- 2.1.4 Utilitarian aims
- 2.1.5 Aesthetic aims

2.3 Taxonomy and objectives of teaching Economics

- 2.2.1 Knowledge
- 2.2.2 Understanding
- 2.2.3 Application
- 2.2.4 Attitude and interest
- 2.2.5 National Integration. International Understanding.
- 2.3 Co-relation of Economics with History, Geography, Science, Mathematics and languages
- 2.4 Trends in Economics Education
- 2.5 Importance and Organization of Field trips, Visits
- 2.6 Economics based hobby clubs / societies

Unit 3: Instructional Design in Economics:

- 3.6 Meaning, importance and format of lesson plan
- 3.7 Principles of lesson planning

- 3.8 Characteristics of a lesson plan
- 3.4 Prepare Lesson Plan according to Active Learning Strategies
- 3.9 Unit plan
- 3.10 Resource Unit

Unit 4 : Methods of Teaching Economics

4.3 Meaning and importance of methods of teaching Economics

4.4 Different Methods of teaching Economics

- 4.1.1 Lecture Method
- 4.1.2 Laboratory Method
- 4.1.3 Observation Method
- 4.1.4 Excursion Method
- 4.1.5 Project Method
- 4.1.6 Discussion Method
- 4.1.7 Active Learning Strategies

Practicum

1. Preparation of charts and models of Economics.
2. Preparation of transparencies about- section of economics events.
3. Preparation of resource unit in

Assignments

1. Visit to an observatory, planetarium or museum
2. Collection of specimens
3. Preparation of a project report – based on local economic survey.

Note

1. Submission of report after doing any one of the above practical work



बरकतउल्ला विश्वविद्यालय, भोपाल

कमांक: 777/अकादमी/पाठकम/अ-1/2016

भोपाल, दिनांक : 27-04-2016

अधिसूचना

संबंधितों को सूचित किया जाता है कि शिक्षा अध्ययन मंडल की अनुसंधानुसार बी.एड. द्विवर्षीय (द्वितीय सेमेस्टर) सत्र 2015-16 के पाठ्यक्रम में निम्नांकित संशोधन किया जाता है :-

संशोधित विषय समूह :-

PC I Pedagogy of school subject Part-I
Physical Science/Social Science/Commrce

PC II Pedagogy of school subject Part-II
Language : Hindi/English/Urdu/Sanskrit/Math/Biology Science

साथ ही PC Pedagogy of school subject Part-I में Social Science का पाठ्यक्रम परिशिष्ट 1 पर संलग्न है, पूर्व में जारी अधिसूचना कमांक 1820/अकादमी/पाठकम/अ-1/2015 भोपाल, दिनांक 31.07.2015 के साथ संलग्न पाठ्यक्रम में Physical Science के पाठ्यक्रम से Physics & Chemistry को विलोपित किया जाता है। संशोधित अधिसूचना के अनुसार ही अध्यापन की कार्यवाही सुनिश्चित करें।

आदेशानुसार

कुलसचिव

भोपाल, दिनांक : 27-04-2016

पु.कमांक : 778/अकादमी/पाठ/अ-1/16

प्रतिलिपि :-

1. आयुक्त एवं सचिव, उच्च शिक्षा विभाग, सतपुड़ा भवन, भोपाल।
2. समस्त संबद्धता प्राप्त शासकीय/अशासकीय महाविद्यालयों के प्राचार्यों एवं संचालकों इस अनुरोध के साथ की उक्त अधिसूचना से विद्यार्थियों को अवगत कराते हुए अध्यापन की कार्यवाही सुनिश्चित करने का कष्ट करें।
3. अधिष्ठाता शिक्षा संकाय बरकतउल्ला विश्वविद्यालय भोपाल की ओर सूचनार्थ।
4. अध्यक्ष एवं सदस्यगण शिक्षा अध्ययन मंडल की ओर सूचनार्थ।
5. अधिष्ठाता, छात्र कल्याण, बरकतउल्ला विश्वविद्यालय, भोपाल की ओर सूचनार्थ।
6. अधिष्ठाता, महाविद्यालयीय विकास परिषद, बरकतउल्ला विश्वविद्यालय, भोपाल की ओर सूचनार्थ।
7. उप-कुलसचिव गोपनीय/परीक्षा/भंडार कक्ष बरकतउल्ला विश्वविद्यालय, भोपाल की ओर सूचनार्थ।
8. सहायक कुलसचिव परीक्षा/गोपनीय/भंडार कक्ष, बरकतउल्ला विश्वविद्यालय की ओर सूचनार्थ।
9. जनसंपर्क अधिकारी, बरकतउल्ला विश्वविद्यालय की ओर सूचनार्थ।
10. प्रभारी मित्र कार्यालय, बरकतउल्ला विश्वविद्यालय की ओर सूचनार्थ।
11. वेबसाइट प्रभारी की ओर सूचनार्थ कि उक्त अधिसूचना के साथ संलग्न लिसेबर्स को विश्वविद्यालय की वेबसाइट पर अपलोड करने की कार्यवाही सुनिश्चित करें। उक्त अधिसूचना के साथ संलग्न पाठ्यक्रम को आपके ईमेल पर भेजा जा चुका है।
12. संबंधित सहायक गोपनीय/परीक्षा/भंडार कक्ष बरकतउल्ला विश्वविद्यालय की ओर सूचनार्थ की अधिसूचना के साथ संलग्न संशोधित पाठ्यक्रम के अनुसार ही कार्यवाही सुनिश्चित करें।
13. स्ट्रॉणकम प्रभारी, बरकतउल्ला विश्वविद्यालय की ओर सूचनार्थ की अधिसूचना के साथ संलग्न संशोधित पाठ्यक्रम के अनुसार ही अग्रिम कार्यवाही सुनिश्चित करें।
14. संपादक दैनिक समाचार पत्रों की ओर इस निवेदन के साथ प्रस्तुत है कि उक्त अधिसूचना को अपने लोक प्रिय समाचार पत्रों में समाचार के रूप में प्रकाशित करने की कृपा करें।
15. कुलपति के निज सहायक के माध्यम से कुलपति जी की ओर सूचनार्थ।
16. कुलसचिव के निज सहायक के माध्यम से कुलसचिव जी की ओर सूचनार्थ।
17. संबंधित नस्ती।

उपकुलसचिव (अकादमी)

बरकतउल्ला विश्वविद्यालय, भोपाल

BARKATULLAH UNIVERSITY, BHOPAL

CC 2. Pedagogy of a School Subject – Part 2

Commerce

Max. Marks : 75

Min. Marks : 27

Objectives:

1. To introduce student teachers with the methodology of teaching used in - teaching of Commerce in schools.
2. To make student teachers aware of the values of Commerce and the relationship of Commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To acquaint student teachers with the role of teaching aids, textbook, homework, libraries in commerce.
5. To equip student teachers with the curriculum.

COURSE CONTENT:

UNIT-1

1. Meaning, nature, scope and concept of Commerce.
2. Place of commerce in secondary school curriculum and its critical appraisal.
3. Commerce and its relationship with other Social Sciences.

UNIT – II

1. Different methods of teaching commerce, uses and critical analysis.
 - a. Lecture Method
 - b. Discussion Method
 - c. Problem-Solving Method
 - d. Project Method
 - e. Survey Method
 - f. Demonstration Method

2. Commerce Text-books and Supplementary Materials.
Techniques of teaching commerce subject: Questioning – Answering, Assignment, Observation, Explanation and Illustration.

UNIT – III

1. Analysis and Discussion on skills of teaching Commerce (practice for developing atleast 5 micro skills).
 - a. Skill of introducing the lesson
 - b. Skill of questioning
 - c. Skill of explanation
 - d. Skill of stimulus variation
 - e. Skill of black board writing
2. Lesson planning in commerce, Meaning, need and importance, construction of composite lesson plan. Lesson Plan according to Active Learning Strategies.
3. Development and utilization of teaching aids(projects, Non-projected and performing arts) required for commerce programme.

UNIT – IV

1. Qualification, Qualities and Professional growth of Commerce Teacher.
2. Role of Co-curricular activities in commerce.
3. Types and Techniques of evaluation.

PRACTICALS:

1. Evaluation of a commerce text-book at Secondary level.
2. Writing objectives and specifications on any one topic from commerce and discussions amongst the group regarding decision making while selecting objectives and difficulties faced.

Reference

- Agarwal J.C (2004) Teaching of Commerce; A Practical approach New-Delhi, Vikas Public House.
- Nataraj S. (2006) Learning to teach, V.V. Nagar CVM □
- Tewari S.A (2005) Commerce Education in the Global era Delhi, Delhi Adhyan Publication.
- Tomar S. (200) Teaching of Commerce Agra, Vinod Pustak Mandir. □
- Venkat E.T. (2004) method of Teaching of Commerce, New-Delhi, Discovery Public House. □

BARKATULLAH UNIVERSITY, BHOPAL
CC 2. Pedagogy of a School Subject – Part 1
Mathematics

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of this course student teachers will be able to-

1. Recall the meaning, nature and scope of mathematics.
2. Acquaint aims and objectives of teaching mathematics in Secondary school level.
3. Plan teaching in mathematics at micro and macro level.
4. Prepare unit plans, resource unit and organize lesson to meet at different class room situations.
5. Analyse and evaluate the curriculum of mathematics at Secondary school level.
6. Apply different approaches and methods of teaching mathematics in classroom situations.
7. Prepare and use instructional materials in teaching mathematics.
8. Prepare different kinds of test and understand the comprehensive evaluation.
9. Participate and organize the different co-curricular activities in mathematics.
10. Understand the professional competencies, commitments and expectations of mathematics teacher.

CONTENT

Unit 1: Meaning, Nature and Scope of Mathematics

1.1 Meaning of Mathematics

1.1.1. As a Science of Number

1.1.2. As a Science of Quantity

1.1.3. As a Science of Measurement

1.1.4. As a Science of Logical reasoning

1.2 Nature of Mathematics

1.3 Scope of Mathematics

- 1.2.1 Place of Mathematics in day today life activities
- 1.2.2 Mathematics use in day to day life activities
- 1.2.3 Relation with School subjects
- 1.2.4 Relation with other Disciplines – Engineering, Agriculture, Medicine

Unit 2: Aims and Objectives of Teaching Mathematics

2.1 Aims/Values of Teaching Mathematics

- 2.1.1 Meaning of Aim/Values
- 2.1.2 Utilitarian Aim/Values
- 2.1.3 Disciplinary Aim/Values
- 2.1.4 Cultural Aim/Values
- 2.1.5 Intellectual Aim/Values
- 2.1.6 Aesthetic and Recreational Aim/Values

2.2 Instructional objectives of Teaching Mathematics

- 2.2.1 Meaning of Instructional Objectives
- 2.2.2 Instructional Objectives and there specifications of teaching mathematics
- 2.2.3 Knowledge
- 2.2.4 Understanding
- 2.2.5 Application
- 2.2.6 Skill
- 2.2.7 Attitude
- 2.2.8 Appreciation
- 2.2.9 Interest
- 2.2.10 Formulation and Statement of objectives in behavioural terms

Unit 3: Instructional Design in Mathematics and C0-curricular Activities in Mathematics :

- 3.1 Lesson Planning: Meaning ,Steps , Importance and Format of Lesson Plan
- 3.2 Unit Plan-Meaning ,Steps , Importance and Format of Lesson Plan
- 3.3 Resource Unit-Meaning, Steps, Importance and Format of Lesson Plan
- 3.4 Yearly Planning-Meaning, Principles and Format

- 3.5 Mathematics Club : Objectives of Maths club, organisation and activities
- 3.6 Mathematics Olympiads : objectives and importance
- 3.7 Mathematics Quiz : Organisation and importance
- 3.8 Mathematics Museum : Organisation and importance
- 3.9 Mathematics Fair : Organisation and importance
- 3.10 Mathematics Laboratory : Objective, importance and uses
- 3.11 Recreational activities in mathematics : Games, Puzzles, Riddles, etc.,
- 3.12 Ethno Mathematics

Unit 4: Approaches, Methods and Techniques of Teaching Mathematics

4.1 Learner Centered Approach

- 4.1.1 Inductive method and Deductive method
- 4.1.2 Analytical method and Synthetic method

4.2 Activity Centered Approach

- 4.2.1 Guided discovery method and Problem Solving Method
- 4.2.2 Project Method and Discovery Learning Method
- 4.2.3 Active Learning Strategies
- 4.2.4 CAI in Teaching Mathematics

4.1 Concept Mapping-Meaning, Advantages and Disadvantages

4.4 Techniques of teaching Mathematics

- 4.4.1 Supervised study
- 4.4.2 Oral work and written work
- 4.4.3 Drill and Review
- 4.4.4 Assignment in Maths
- 4.4.5 Home work

References

- 📖 Butler and Wren (1960) *The Teaching of Secondary Mathematics*, Tokyo; McGraw Hill Book Company.
- 📖 Henderson, K. et al (1975) *Dynamics of Teaching Secondary Mathematics*, London Houghton Mifflin.

- 📖 Howard Eves, *An Introduction to the History of Mathematics*.
- 📖 Jantli, R. T. (2000) *Subodha Ganitha Bodhane*, Vidhyanidhi Prakashan, Gadag.
- 📖 Krulik and Weise (1975). *Teaching Secondary School Mathematics*. London W.B. Saunders.
- 📖 Kuppuswamy Ayyangar, N. (1988) *The Teaching of Mathematics in New Education*, Bangalore.
- 📖 Mangal, S. K. (1989) *Teaching of mathematics*. Ludhiana: Prakash Brothers Publishers.
- 📖 Sidhu, K. S. *Teaching of Mathematics*, B'lore Sterling Publishers.
- 📖 Wren (1973). *Basic Mathematical concepts*, New York, McGraw Hill.
- 📖 Yadawad S.B. and Rabanal R.T.,(2000) *Vishayadharit Ganit Bodhane*, Vidyanidhi Prakashan, Gadag.

BARKATULLAH UNIVERSITY, BHOPAL

CC 2. Pedagogy of a School Subject – Part 1

Biological Science

Max. Marks : 75

Min. Marks : 27

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

1. Understand the nature, scope & importance of Biological Sciences and get acquainted with ancient as well as modern developments in the field of Bio-Sciences.
2. Understand the Aims, Objectives of teaching Bio-Science and will be able to state the objectives in behavioral terms
3. Acquaint with the Resources for teaching Biology & their effective Utilization.
4. Get exposed to Micro teaching and preparing Resource Unit, Unit Plan & Lesson Plans.
5. Understand the concept of curriculum, principles of curriculum construction and trends curriculum revision
6. Be introduced to various methods, approaches & models of teaching Biological Science and implement them in their teaching practice.
7. Understand and prepare the different types of test items for the Evaluation of students performance in Biology.
8. Appreciate and inculcate the Competencies and commitments needed for a biological Science Teacher.
9. Plan & execute various curricular & co-curricular activities related to teaching of Bio-Science

CONTENT

Unit 1:1.1 Introduction to Teaching Biological Science

- 1.1.1 Biological Science: Meaning, Nature and Scope
- 1.1.2 Relationship between Biology & human welfare

1.1.3 Latest developments in the field of Biology

1.2 Co-curricular Activities and Resources in Teaching Biological Science

1.2.1 Bio Science laboratory - Need and importance, equipping, Bio-lab, Organizing the practical Work

1.2.2 Project Activities: Aquarium, Viverium, Terrariums, Museum, School garden,

1.2.3 Preservation of specimen through plastination-Meaning, Importance and Steps.

1.2.4 Meaning, importance and Organization of Co-Curricular Activities

1.2.5 Bio-Science Club – organisation & its activities

1.2.6 Bio Science Exhibition

1.2.7 Field trips

1.2.8 Bio-Science Quiz

1.2.9 Nature Study

1.2.10 Bird watching

1.2.11 Collection & Preservation of Specimens-Plants and Animals

Unit 2: Aims and Objectives

2.1 2.1.1 Utilitarian, Cultural and Disciplinary Aims

Scientific Attitude and Training in Scientific Method

2.2 Instructional Objectives:

Bio - Science in Secondary schools:

2.2.1 As per NCERT Curriculum Framework-2000

2.2.2 As per NCTE Curriculum Framework

2.2.3 As per National Curriculum Framework-2009

2.3 Behavior Specifications of Instructional Objectives:

2.3.1 Knowledge

2.3.2 Understanding

2.3.3 Application

2.3.4 Skill

Unit 3: Approaches, Methods and Models of Teaching Biology

3.1 Approaches:

3.1.1 Structure and function Approach

3.1.2 Types specimen Approach

3.1.3 Inductive and Deductive Approach

3.2 Methods of Teaching

3.2.1 Guided Discovery Method

3.3 Models of Teaching:

3.3.1 Biological Science Enquiry Model (Joseph Schwab)

3.3.2 Memory Model (J. Lucas)

Unit 4: Instruction Design in Teaching Biological Science.

4.1 Pedagogical Analysis: Analysis of 8th, 9th and 10th Standard Biology Text book of Karnataka State

4.2 Lesson Planning- Meaning, Importance and format according to active learning strategies.

4.3 Unit Plan - Meaning, importance and steps

4.4 Resource Unit - Meaning, importance and components.

Assignments (any one)

1. Preparing power point slides for any selected unit in VIII or IX class Biology.
2. Preparing a set of (OHP) transparencies
3. Slides for a selected Unit in 10th Std. Biology.

Practicum:

1. Writing of Instructional objectives & behavioral specifications on a selected Unit.
2. Preparing improvised apparatus in Biology
3. Preparing a lesson Plan on any topic in Biology using any innovative Method / Model of Teaching
4. Developing an Achievement test / Diagnostic test

References

- Buffaloe, N.D. Throneberry (1969) - *Principles of Biology*, Prentice Hall of India, New Delhi.
- Chikkara & Sharma (1989) *Teaching of Biology*, Prakash Bros. Ludhiyana.
- Green T.L. (1965) - *Teaching of Biology in Tropical Secondary Schools*, Oxford University Press, London.
- Guddalli NM (1993) - *Vignana Bhoodane*, Bharat Book Dept. Dharwad.
- Mangal S.K., (1997) *Teaching of Physical & Life Sciences* Avg. Book Depot. New Delhi.
- Miller & Blaydes (1962)- *Methods & Materials for teaching of Biological Science*, Tata Mc.Grahill Pub. Co - New Delhi.
- Narendra Vaidya (1971) *The Impact of Science Teaching*, Oxford and IBH Pub.Co. New Delhi.
- NCERT (1982) *Teaching of Science in Secondary Schools*, New Delhi.
- Patil S. S & Rakkasagi (1998) - *Jeeva Vignana Bhoodane*, Vidyanidhi Prakashan, Gadag.
- Sharma L.N. (1977) *Teaching of Life Science*, Dhanpat Rai & Sons, New Delhi.
- Sivashankar H.V., and Basavakumaiah, P. (1987) *Vignana Bhoodane*, Hanji Prakashan, Davangere.
- Sood J.K. (1987) *Teaching of Life Sciences*, Kohli Pub. Chandigarh.
- Thurber & Colletta (1964) *Teaching of Science in Today's Secondary School*, Prentice Hall Pvt. Ltd, New Delhi
- UNESCO (1978) - *New Source book of Science Teaching*, Oxford & BH Pub. Co. Ltd., New Delhi.
- Yadav K. (1995)- *Teaching of Life Sciences*, Anmol Pub. New Delhi.

BARKATULLAH UNIVERSITY, BHOPAL

CC 4. Language across the curriculum – Part 2

Max. Marks : 35

Min. Marks : 12

Objectives

- It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts.
- They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts.
- Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

UNIT 1: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes

- Collating notes and organising information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

UNIT 2: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)
- Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group)

BARKATULLAH UNIVERSITY, BHOPAL

EPC 2: DRAMA AND ART IN EDUCATION

Max. Marks : 30

Min. Marks : 11

Introduction

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

OBJECTIVES

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT 3: APPRECIATION OF ARTS

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

Project Work (Units 1 and 2)

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.–how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths/Social Sciences/ Languages etc.) while integrating different art forms.

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

PRACTICAL PART

1. **BODY MOVEMENT**-Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION**- Focus, Concentration.
3. **SCRIPT WRITING**-characterization, dialogue, time and space, beginning, middle, end
4. **POETRY RECITATION**- Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**
6. **CASTING.**
7. **BUILDING OF A CHARACTER.**
8. **PARTS OF SPEECH**- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.

9. **DESIGN OF A PRODUCTION.**

10. **PRODUCTION-** Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

Suggested Approach for Teaching-learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Bachelor of Education (B.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
बैचलर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
तृतीय सेमेस्टर

**Faculty of Education
B.Ed. Examination
Third Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY, BHOPAL

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – III

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group A : Core Course						
CC 1 : Pedagogy of a School Subject (Part-II)		50	15	06	35	12
2. School Internship		350	150	54	200	72
3. EPC 1- Educational Psychology Practical		50	10	04	40	14
Total		450	175	64	275	98

Note: Twenty weeks (four weeks) practice Teaching & (Sixteen weeks) internship school.

INTERNSHIP IN TEACHING

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as following

S.No.	Particulars	Sem.-III Marks	
		Max.	Min.
1.	Micro Teaching under simulated conditions (Eight Skills)	16×3= 48	17
2.	Lesson planning (Practice Teaching)	100	36
3.	Execution of the lesson in the actual class room situation & school work	100	36
4.	Unit Plan	40	14
5.	Unit Test Administration Evaluation and interpretation	40	14
6.	Resource unit/instructional kit/workbook /working models	12	04
7.	Observation Records	10	04
	Total	350	125

BARKATULLAH UNIVERSITY, BHOPAL

Third Semester

CC1 Pedagogy of a School Subject part 2

Max. Marks : 75

Min. Marks : 27

Objectives:

1. To enable Students to responds to a variety of Maxims of Teaching.
2. To develop the teaching skills of Students.

COURSE CONTENT

Unit I- Maxims of Teaching and Micro Teaching

Meaning , Nature and Types of Maxims of Teaching

Meaning , Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching

Advantages , limitations and uses of Micro Teaching

Unit II- TEACHING SKILLS

- 1) Introduction Skill
- 2) Fluency in Questioning
- 3) Probing Question
- 4) Explaining
- 5) Illustrating and use of Examples
- 6) Teacher's silences and Non Verbal Cues
- 7) Lecturing
- 8) Reinforcement
- 9) Stimulus variation
- 10) Black board
- 11) Effective Communication
- 12) Recognizing and Attending Behaviours

- 13) Self Induction
- 14) Classroom Management
- 15) Planned repetition
- 16) Achieving Closure

EPC 1 Educational Psychology Practical

PSYCHOLOGY TEST (ANY FIVE)

1. Intelligence Test- Verbal
2. Intelligence Test- Non Verbal
3. Interest Test
4. Attitude Test
5. Learning by Whole and Part Metho
6. Personality test -Introvert and Extrover
7. Value Test
8. Adjustment Test 9.Anxiety Test
9. Achievement Test



बरकतउल्ला विश्वविद्यालय, भोपाल

क्रमांक: 2115 /अकादमी/पाठ्यक्रम/अ-1/2016

भोपाल, दिनांक: 13.07.2016

अधिसूचना

संबंधितों को सूचित किया जाता है कि विद्या परिषद की स्थाई समिति की बैठक दिनांक 30.06.2016 के पद क्रमांक 16/9/25 की अनुशंसा उपरंत विश्वविद्यालय अधिनियम 1973 की धारा 15(4) में कुलपतिजी को दिए गए अधिकारों के तहत, अनुमोदन पश्चात बी.एड. तृतीय सेमेस्टर सत्र 2016-17 में 20-Weeks School Internship Programme निम्नानुसार किया जाना होगा :-

B.Ed. Course prepares teachers for Upper Primary, Secondary and Senior Higher Stages of school education. Master degree holders in sciences/ Social Sciences/Humanities and Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks are eligible. So, there has to be teaching/ pedagogy subjects as per norms, as under:

For Graduates (including engineering graduates)

PC 1 – Physical Sciences/ Social Sciences

PC 2 – Biological Sciences/ Mathematics/ Languages – Hindi/English/Urdu/ Sanskrit etc.
(For teaching up to secondary level)

For Post Graduates Sciences/ Social Sciences/ Humanities (any two school subjects – one PG Subject to teach at Higher Secondary Level and other the school subject to teach at secondary and upper primary level which should have studied at graduation level as an elective)
Physics/ Chemistry/ Biology/ Mathematics/ Commerce/ Economics/ History/ Geography/ Political Science/ Home Science/ Physical Sciences/ Biological Sciences/ Hindi/ English/ Urdu/ Sanskrit/ Any other Language.

Reading and Reflecting on Text:

It is a small theory paper as mentioned on page 4 of the BU syllabus of two-year B.Ed.. The detailed syllabus given on page 22 also confirms it.

Drama and Art in Education:

It is a small theory paper as mentioned on page 25 of the BU syllabus of two-year B.Ed.. But the detailed syllabus given on page 65 confirms that unit 1 and 2 are to be valued as internal. Unit 3 has theory and project work and it is to be valued through project evaluation in viva-voce and external examiner has to be appointed.

Semester III

20-Weeks School Internship Programme

Week – 1: School Observation – I (Under guidance of Teacher-educators)

A school observation program of one week will be organized in cooperating school for:

- Observation of school, teachers and student activities in the context of the content and documentation.
- Exposure to library and internet facility available in school
- Presentations by student-teachers on selected themes – individually or in groups.
- Awareness of pedagogical skills and strategies for removing tensions, examination for, stress, corporal punishment, violence and conflicts at school level.

One or two day's formal orientation may be organized at college level. Not for formal examination - 25* marks will be allotted as per regularity, interest and attitude)

Week - 2: School Observation - II (Under guidance of Teacher-educators)

A visit of one week to various types/ systems of school education to analyze the structure and organization of school education is to be organized. The offices of local educational bodies should also be visited. Weight-age for different activities may be as under:

Activity	Marks
• Report on educational bodies in the place.	(5)
• Report on various types/ forms of schools	(5)
• Comparative study of various types of schools.	(5)
• Report on use of different learning resources in classroom in concerned subjects.	(5)
• Report on classroom communication in classrooms of the concerned subjects	(5)

Total = 25*

Week - 3: School Exposure - I (Independent study after guidance of Teachers)

One week attachment in a co-operating school in a group of 10 to 12 student-teachers to complete the following assignments:

Assignment	Marks
• Report on observation of students in learning situations at school in concerned sub.	(5)
• Report on a case study of individual learner	(5)
• Report on a constructivist learning situation.	(5)
• Report on inclusive education practices in the school	(5)
• Report on use of ICT in teaching-learning situations in the concerned subject	(5)

Total = 25*

Week - 4: School Exposure - II (Independent study after guidance of Teachers)

One week attachment in a co-operating school to complete the following assignments:

Assignment	Marks
• Field observation notes on human development in the school	(5)
• Analysis of learning situations with regard to human development	(5)
• Two case studies of adolescents - one boy and one girl	(5 + 5)
• Report on environmental concerns in students in cooperating school	(5)

Total = 25*

Week - 5 to 8: Core Training (In the college under simulated situation)

Objectives:

On completion of core-training the teacher trainee will be able to:

- develop core-teaching competencies
- develop insight into the intricacies of teaching-learning process
- manage classroom activities and co-curricular activities
- understand roles and responsibilities of teacher as a professional
- acquaint themselves with classroom processes
- develop the competencies in planning of lessons and assessment.

Marks: Development of Core teaching competencies

10 marks (at least 10 micro-lessons)

Textbook Analysis

7.5 marks *

Action Research Report

7.5 marks *

25 marks

=

“हिए गए तापको को सबसही शिक्षक पढाएंगे!!”

Organization of School Activity	10
Case Study (02) (Middle/ Sep./ Hig. Sec.)	10
Impression in Cooperating School (marks)	20
	<u>200</u>

Duration of School Attachment 10 Weeks (PG Internee can teach 9,10, 11 12 and graduates to 6, 7, 8, 9 and 10)

Activities:

Pre-internship: - Orientation for field assignments and projects -- one week
- Organization of meeting of interns, teachers & Principal of cooperating school. 1 day

Internship: - Job and time-table allotment

- Practice teaching (at least 40 lessons in each subject total 80 lessons without repetitions)
- Supervision of lessons, providing feedback discussions on lessons, daily.
- Peer supervision on observation schedule (at least 30 lessons – 15 in each subject)
- Two criticism lessons (one in each subject)
- Two final lessons (one in each subject)
- Evaluation by the cooperating teachers/ Principal.
- Preparation of Progress cards/ records of students.
- Orientation in conducting parent-teacher meetings
- Organization of co curricular activities. (Quiz, exhibition, subject club, etc.)
- Completion of field assignments under the guidance of supervisor/ cooperating teachers.
- Participation in working with community/ other programmes of the school.
- Preparation of school calendar/ timetable etc.

Post-internship – meeting of interns and supervisors to share internship experiences. (one week)

- Exhibition of teaching aids.
- Subject-wise Post-internship seminars and discussions.
- Inviting feedback from the cooperating schools.
- Preparation of brief report by each intern on his/ her experiences.
- Viva-voce on SEP by a board.

Scheme for Evaluation: - Regular lessons and criticism lessons by supervisors and/or cooperating teachers. Final Lesson by the board of internal and external examiners and the reports and records of all * marked activities will be evaluated by the board. And others will be valued internally as per guidelines of the university. Thus total external valuation (*marked) will be of 200 marks and others will be 150 marks.

आदेशानुसार



कुलसचिव

भोपाल, दिनांक : 13-07-2016

पु.क्रमांक : 2116 /अकादमी/पाठ/अ-1/16

प्रतिलिपि :-

1. आयुक्त, उच्च शिक्षा विभाग, सतपुड़ा भवन, भोपाल।
2. समस्त संबद्धता प्राप्त शासकीय/अशासकीय महाविद्यालयों के प्राचार्यों को अनुरोध के साथ की उक्त अधिद्वना से विद्यार्थियों को अवगत कराते हुए अध्यापन की कार्यवाही सुनिश्चित करने का कष्ट करें।
3. अधिष्ठाता शिक्षा संकाय बरकतउल्ला विश्वविद्यालय भोपाल की ओर सूचनार्थ।
4. अध्यक्ष एवं सदस्यजन शिक्षा अध्ययन मंडल की ओर सूचनार्थ।
5. अधिष्ठाता, छात्र कल्याण, बरकतउल्ला विश्वविद्यालय, भोपाल की ओर सूचनार्थ।
6. अधिष्ठाता, महाविद्यालयीन विकास परिषद, बरकतउल्ला विश्वविद्यालय, भोपाल की ओर सूचनार्थ।
7. उप-कुलसचिव गोपनीय/परीक्षा/भंडार कक्ष बरकतउल्ला विश्वविद्यालय, भोपाल की ओर सूचनार्थ।
8. सहायक कुलसचिव परीक्षा/गोपनीय/भंडार कक्ष, बरकतउल्ला विश्वविद्यालय की ओर सूचनार्थ।
9. जनसंपर्क अधिकारी, बरकतउल्ला विश्वविद्यालय की ओर सूचनार्थ।

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Bachelor of Education (B.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
बैचलर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
चतुर्थ सेमेस्टर

**Faculty of Education
B.Ed. Examination
Fourth Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY, BHOPAL

Syllabus & Course Structure

BACHELOR OF EDUCATION (B.Ed.)

B.Ed. Course Scheme of Examination – Semester

Scheme

Semester – IV

Course/Paper	Hours per week	Total marks	Internal (Formative)		External (Summative)	
			Max.	Min.	Max.	Min.
Group B : Core Course						
CC 1 : Gender, School & Society	6	100	25	09	75	27
2. Educational Technology & ICT	6	100	25	09	75	27
3. Creating an inclusive school	6	100	25	09	75	27
4. Optional course : (Any one of the subject mentioned below)	6	100	25	09	75	27
a. Value Education	---	---	---	---	---	---
b. Futurology in Education	---	---	---	---	---	---
c. Health and Physical	---	---	---	---	---	---
d. Guidance and Counseling in School	---	---	---	---	---	---
e. Environmental Education	---	---	---	---	---	---
f. Action Research	---	---	---	---	---	---
EPC 3 : Understanding the self	2	50	20	07	30	11
EPC 4 : Understanding of ICT	2	50	20	07	30	11
Total		500	140	50	360	130

Note: Assignments & Tasks for Courses 1,2,3,4

BARKATULLAH UNIVERSITY, BHOPAL

Fourth Semester CC 1 Gender, School and Society

Max. Marks : 75

Min. Marks : 27

Course Objectives:

To enable the Student Teacher to:

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
3. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
4. To help student teachers to develop abilities to handle notion of gender and sexuality.

COURSE CONTENTS:

UNIT I Gender Issues: Key Concepts

1. The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

UNIT II Gender Challenges and Education

1. Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.

2. Representation of gendered roles, relationships and ideas in textbooks and curricula.
3. Schools nurture or challenge creation of young people as masculine and feminine selves.

UNIT III Gender Issues and Role of Teacher

1. Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)
2. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
3. Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)

UNIT IV Role of the Media and Life Skills Education

1. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
2. Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.
3. Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

Assignment:

1. Group Discussion:

B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket

team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

2. **Group work& activities, brainstorming, audio-visual presentations:** prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).
3. **Assignments and Projects:** Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

References:

1. Aker,S. (1994) Feminist theory and the study of gender and education; In S.
2. Aker, Gendered Education: Sociological Reflections on women, Teaching and
3. Feminism, Buckingham: Open University Press.
4. Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
5. *Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.*
6. *Lips, Hilary M. (1989) Sex and Gender an Introduction, California*
7. Mountainview, Mayfield Publishing Company.
8. hokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
9. Crapo, H. (ed.) (1970) Family, Class and education, London: Longman

10. David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai,
11. Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
Chandra, Karuna (1984) *Structures and ideologies: Socialization and Education of girl child in South Asia*, Indian. Journal of Social Sciences. Vol 3 No. 1.
12. Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', *New frontiers in higher education*, Vol.- XV No. 3.

BARKATULLAH UNIVERSITY BHOPAL

CC 2. Educational Technology & ICT

Max. Marks : 75

Min. Marks : 27

Objectives: Upon the completion of the course the student-teachers will able to:

Explain meaning, components, functions of computer and its historical backgrounds.

- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

CONTENT

Unit 1 : Fundamentals of Computer

1.1 History and Generations of Computer

1.2 Meaning, Definition and Characteristics of Computer

1.3 Basic Functions of Computer - Input-Process-Output Concepts

1.4 Anatomy of Computer

1.5 Classification of Computers:

1.5.1 Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)

1.5.2 Based on working principle (Analog, Digital and Hybrid Computers.)

Unit 2: Computer Organization: Hardware and Software

2.1 Input Devices:

2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board

2.2 Central Processing Unit:

Arithmetic and Logic Unit, Control Unit and Memory Units.

2.3 Memory Devices (Storage devices):

2.3.1 Primary memory Devices: RAM, ROM, PROM, EPROM and EEPROM.

- 2.3.2 Secondary memory Devices: Hard Disk, CD-Rom, DVD, Optical Disk, Pen drive.
- 2.4 Output Devices: Monitor, Printer, Plotter, Speaker
- 2.5 Operating System:
 - 2.1.1 Needs and Functions of Operating System
 - 2.1.2 Types of Operating System – single user and multi user
- 2.6 Programming Languages: Types of Languages – LLL and HLL
- 2.7 Computer Software:
 - System Software, Application Software and Operating System
- 2.8 Computer Virus and its prevention.

Unit 3: Microsoft Windows (System Software)

3.1 Introduction to MS-Windows

Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer

3.2 Application Programme: MS-OFFICE (**Application Software**) MS-WORD, MS-EXCEL AND MS-POWERPOINT.

3.3 Microsoft Word :

3.3.1 Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.

3.3.2 Starting Ms-Word, Opening a new document. Opening old document, naming the new document, saving the document using save and save as commands.

3.3.3 Formatting the Document

Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing.

Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings. Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre, Left, Right, Justified

3.3.4 Editing the Document

Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear

3.3.5 Inserting: Frame, objects, pictures, headers, footers, page number, date and time

- 3.3.6 Tabs, Tables, Columns : Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula
- 3.3.7 Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, rotate right, reshape
- 3.3.8 Page setting and printing the document and Mail merge
- 3.3.9 Educational based applications : Preparation of lesson plans using Ms Word

3.4 Microsoft Excel :

- 3.4.1 Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.
- 3.4.2 Creating a new worksheet, Opening as existing worksheet, saving the worksheet.
- 3.4.2 Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts.
- 3.4.3 Preparation of School Time Table, Marks list, Salary Bill etc.

3.5 Microsoft Power Point :

- 3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.
- 3.5.2. Working with Text–Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc
- 3.5.3. Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc
- 3.5.4. Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.
- 3.5.5. Educational based application, use of the Power Point.

Unit 4: Applications Information and Communication Technology in Education

- 4.1 Introduction to ICT: Meaning, Need and importance of ICT.
- 4.2 Introduction to Multi Media :
 - 4.2.1 Meaning of Multi media
 - 4.2.2 Scope of Multi media
 - 4.2.3 Components of Multi media
 - 4.2.4 Pre-requisites of Multimedia PC
 - 4.2.5 Graphic Effects and Techniques
 - 4.2.6 Sound and Music
 - 4.2.7 Uses of Multimedia for teaching
 - 4.2.8 Developing a lesson plan using a multimedia package
- 4.3 Introduction to Internet
 - 4.3.1 Meaning of Internet
 - 4.3.2 Characteristics of Internet
 - 4.3.3 Uses of Internet
 - 4.3.4 Educational based applications of Internet
- 4.4 Computer Application in Education
 - 4.4.1 Computer Assisted Instruction: Concept, Characteristics, Modes, Merits and demerits.
 - 4.4.2 Computer Assisted Testing : concept, characteristics, modes, merit and demerits
 - 4.4.3 Computer Managed Instruction : concept, characteristics, modes, merits and demerits
- 6. Introduction to/ website –meaning and importance
 - 4.5.1 Social websites (Blog/Twitter/face book)

Requirements:

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.
2. It is recommended that for each student teacher get hands on experience at least one hour per week. College is free to design the practical time table.

3. It is recommended that out of 4 Hours a week. (2 Hours theory and 2 hour practical's.)
4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

Assignments: (Any One Uniform pattern)

1. Write the History and Generations of Computer.
2. Write the Input, Output and Storage devices of Computer system.
3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy.
4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy.
5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art, sound, effects, animation, etc...)for teaching any concept on your subjects.
6. Internet: Surfing Educative websites, downloading, taking a printout, creating E-mail Id.

Reference

- 📖 Balaguruswamy E. (2001), *Programming in Basic*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- 📖 Casanova and Molina (1996), *Multi media : Production, Planning and Delivery*, New Delhi : Prentice-Hall of India Private Limited.
- 📖 Gupta, Vikas (1997) , *Micro soft Windows*, New Delhi : Pustak Mahal.
- 📖 Gupta, Vikas (1997), *Rapidex Computer Course*, New Delhi : Pustak Mahal.
- 📖 Harley, Hahn (1996), *The Complete Internet Reference*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- 📖 Hayes, J.P. (1998), *Computer Architecture and Organisation*, New Delhi: Tata McGraw Hill Publishing Company Limited.
- 📖 Jain, V.K. (1997), *Computer for Beginners*, New Delhi : Pustak Mahal.
- 📖 Leon, Alexis and Mathews (1998), *E mail in a Nutshell*, Chennai : Leon Tech World.
- 📖 Leon, Alexis and Mathews (1999), *Fundamentals of Information Technology*, Chennai : Leon Tech World.

- 📖 Milan, Milenkovic (1987), *Operating System - Concept and Design*, New Delhi : Tata McGraw Hill Publishing Company Limited.
- 📖 Rajaraman V. (1992) , *Fundamentals of Computer*, New Delhi : Prentice-Hall of India Private Limited.
- 📖 Ron, Mansfield (1994), *The Compact Guide to Microsoft Office*, New Delhi: B.P.B Publication.
- 📖 Singh, Vishnu Priya and Singh, Meenakshi (1998), *Multimedia Illustrate*, New Delhi : Prentice-Hall of India Private Limited.
- 📖 Subramanian N. (1986), *Introduction to Computer Fundamentals*, New Delhi: Tata McGraw Hill Publishing Company Limited.

BARKATULLAH UNIVERSITY BHOPAL

CC3: CREATING AND INCULSIVE SCHOOL

Max. Marks : 75

Min. Marks : 27

Objectives:

On completion of the Course the Student Teacher will be able to :

1. Identify the children of special needs.
2. Understand the nature of special needs their psycho educational characteristics and functional limitation.
3. Familiarize with assessment and placement procedure for children with special needs.
4. Development understanding about accommodating special needs in regular classroom.
5. Appreciate the education of children with special needs.

COURSE CONTENT

Unit 1- Special needs and education

- Concept and types of special needs.
- education of children with special needs and its implecation for universilisation of elementary education.
- understanding and respecting diversity.
- trends of education for children with special need in India.
- policies schemes and legislations about the education of children with special educational needs.

Unit 2- nature ,types and characteristics of children with special needs

- psycho-social and educational characteristics functional limitations with reference to-

- locomotor impairment
- hearing impairment
- visual impairment
- learning disability
- gifted and disadvantaged children
- mental retardation and slow learners.

Unit III Inclusive Education

- concept and philosophy of inclusive education
- teaching competencies required for inclusive education
- Roll of class teachers and Resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
- guidance and counselling in inclusive education.
- Specific role of family and community participation.
- Support services needed for inclusive schools

UNIT IV- identification and assessment of children with special educational needs

- Concept and techniques of assessment
- -identification and functional assessment of children with special needs
- -importance of assessment for instructional planning and curriculum.
- curriculum ,adaptation, teaching strategies and evaluation in inclusive school.
- -Principles and methods of curriculum adaptation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:
- comparative learning ,peer tutoring ,behavior modification, multisensory approach, perceptual strategy and system approach.
- individual educational program (IEP) and use of emerging technology
- adaptation in evaluation procedures.

Practicum: Any one of the following:

(suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.
5. Preparation of teaching plan for accommodation special need(Any one type) in regular classroom.
6. List out the resources for effective implementation of integration programme with reference to any one category of special needs. Apart from the above similar activities from the five units will be identified and given.

References:

1. Montgomery,D. (1990),special need in ordinary schools: children with learning difficulties, Cassel Educational limited ,london
2. 2.Ainscow,M.(1990)special needs in the classroom: A Teacher education resource pack UNESCO
3. Hallahan and Kuffman J.M.(1984) excetional children ,Prentice hall
4. 4.Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Meml Publishing Co. A Bell and Howell Co.
5. Hegarty S. and Mithu Alur(2002)Education and children with Special

BARKATULLAH UNIVERSITY BHOPAL
CC 4. Optional Course:
(Any One of the Subject mentioned below)

(a) Value Education

Max. Marks : 75

Min Marks :27

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

1. Understand the concept and types of values.
2. Understand the meaning and basic-theories of axiology.
3. Get an insight into the strategies of inculcation of values among children.
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. Understand the role of the teacher in value education.

CONTENT

Unit 1: Introduction to Values

- 1.1 Values: Concept, Nature, Types and Significance
- 1.2 Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values
- 1.3 Contemporary Values in Indian Context
 - 1.3.1 Panchakosha Theory of Values
 - 1.3.2 Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non-Violence
 - 1.3.3 Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

Unit 2: Strategies of Inculcation of Values

- 2.1 Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

2.2 Techniques of Inculcating Values in Life

2.2.1 Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)

2.3 Role of Teachers in Value Education.

Unit 3: Role of Social Agencies in Value Education

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Community

3.5 Mass Media (Print and Electronic)

3.6 Information and Communication Technology (Computer and Internet)

Unit 4: Value Education in Secondary Schools

4.1 Integrated approach

4.2 Direct Approach

4.3 Incidental approach

4.4 Co-curricular and Extra-Curricular Activities

4.1.1 Resolving Value Conflicts (value crisis)

4.1.2 Discussion of Burning Social and Moral Problems

4.1.3 Project Work and Community Centered Activities

Assignments (any one)

1. Visit to religious institutions which are involved in Educational endeavor
2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
3. Selection of incidences/ episodes from the biographies depicting particular/ selected value
4. Preparation of Value Judgment Scale

Reference:

- Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- Dewey, J. (1916) Democracy and Education. New York: Macmillan.

- Doyle, T.F. (1973) Educational Judgments. London: Routledge and Kegan Paul.
- Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.
- Gupta, N.L. (1986) Value-education: Theory and Practice, Amjeer, Krishna brothers.
- Kneller, G.F., (1971) Introduction to the Philosophy of Education. New York: Johnwilly and Sons.
- Lowenthal, F. and Vandamme F. Eds. (1986) Pragmatics and Education. New York. Planeum.
- Marlow A.H., Ed. (1959) New Knowledge in Human Values. London: Harper and Row
- Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
- Rogers, C.R. (1980) A Way of Being. Houghton Mifflin, Boston.
- Russell, B. (1972) Education and the Good Life. New York: Leveright.
- Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporat

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL SUBJECT

(B) FUTUROLOGY IN EDUCATION

Max. Marks : 75

Min. Marks : 27

OBJECTIVES:

To acquaint students with the significance of the study of Futures in general and Futurology in particular.

To develop the knowledge and skills of students for Forecasting Futures of Education through methods and techniques.

To develop critical thinking of students about the problem and prospects of school education in future.

CONTENT:

UNIT I: Concept of Future and Future studies:

Needs, Scope and Significance of Futures Studies in General

UNIT II: Concepts of Futurology in Education and Futuristic Education:

Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage

UNIT III: Parameters of Forecasting Educational Futures.

Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.

UNIT- IV: Futures of Educational System:

Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change

ACTIVITY:

Group Activity (ONE)

Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit 3.

Individual Activity (ONE)

- a. Designing futuristic course content of own subject at school level on the basis of study of Literature.
- b. Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
- c. Using Future Wheel Exercise.

References:

- Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.
- NIEPA Report: Education in the 2001, New Delhi, 1986.
- Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.
- Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.
- Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.
- Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.
- Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.
- Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.
- Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.
- Toffler, A.: The Third Wave. Pan book, London, 1980.

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL PAPER

(C) Health and Physical Education

Max. Marks : 75

Min. Marks : 27

Objectives : Upon completion of the course the student–teacher will be able to :

1. Understand the significance of Health Education for the all-round development.
2. Maintain and promote good health
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. Know about the effective organization of physical education activities.

CONTENT

Unit 1 : Health and Physical Education

- 1.1 Health : Meaning, Aims and Objectives, Importance and Scope
- 1.2 Physical Education : Meaning, Aims and Objectives, Importance and Scope
- 1.3 Related fields – Recreation, Health Education and Education
- 1.4 National and Emotional Integration through Sports and Physical Education
- 1.5 Yoga – Meaning – Astanga Yoga – Significance in Modern Society.

Unit 2 : Health Service and Supervision

- 2.1 Medical Inspection – Meaning, Procedure and Importance
- 2.2 Personal Care – Skin, Eyes, Ears and Teeth
- 2.3 Safety Education – Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes.
- 2.4 First Aid – Meaning, Significance, principles of giving first aid
- 2.5 Fatigue – Meaning, Causes and Remedies.
- 2.6 Balanced DIET – Meaning and Benefits.

Unit 3 : Leadership, Discipline, Incentives and Awards

3.1 Leadership

- 3.1.1 Qualities of good leader in physical education
- 3.1.2 Teacher leadership
- 3.1.3 Student leadership

3.2 Discipline

- 3.2.1 Meaning
- 3.2.2 Common forms of indiscipline in schools
- 3.2.3 Causes for indiscipline
- 3.2.4 Steps to check indiscipline
- 3.2.5 Rewards and discipline
- 3.2.6 Punishment and discipline

3.3 Incentives and Awards

- 3.3.1 Letter – Crest
- 3.3.2 Cup
- 3.3.3 Trophy
- 3.3.4 Medal
- 3.3.5 Honour Board
- 3.3.6 Scholarship
- 3.3.7 Certificate
- 3.3.8 Cash prize – based on the Player’s Performance

Unit 4 : Organization of Physical Education Activities

- 4.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits
- 4.2 Tournaments : Meaning, Types – Knock-out and league, Benefits.
- 4.3 Sports meet : Meaning, Organization, Benefits.
- 4.4 Camps and Hikes : Meaning, Organization, Benefits.

Practicum

1. Participation in any one major game and one sports item
2. Ground marking for selected games and sports
3. Commands, line formation and marching, ceremonial parade
4. Participation in two National festival programmes for flag hoisting

References

- Kamalesh and Sangral, (2000), *Principles and History of Physical Education*, Ludhiana : Tandon Publication,.
- Nadgir, K.G. (1998) , *Sharir Shikshanad Vidhanagalu*, Dharwad : Mallesajjan Vyayama Shale.
- Nadgir, K.G.(1997) , *Arogya Muttu Aragya Shikshana*, Dharwad : Mallasajjana Vyama Shale.
- Prakash Brothers (2000) *Organization, Administration and Recreation in Physical Education*, Ludhiana : Prakash Brother Publication.
- Rao, V. K. (2003), *Physical Education*, New Delhi : A.P.H. Publishing Corporation.
- Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), *Health and Physical Education*. Ludhiana : Kalyeni Publishers.
- Vijendra Kumar (2000), *Modern Methods of Teaching Physical Education*, New Delhi : Sarup & Sons.

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL PAPER

(D) GUIDANCE AND COUNSELING IN SCHOOLS

Max. Marks : 75

Min. Marks : 27

Objectives: Upon completion of this course the student-teacher will be able to :

1. Understand the principles, scope and need of guidance and counselling in schools
2. Acquaint himself with nature of different problems faced by children in context of learning and development.
3. Understand the acquisition and process of learning in children with special needs.
4. Acquaint himself with learning disabilities of children and its remedies
5. Take up minimum guidance programme at school level.

CONTENT

Unit 1: Guidance and Counselling

- 1.1 Introduction to Guidance and Counselling
- 1.2 Nature, Purpose and Scope of Guidance and Counselling
- 1.3 Difference between Guidance and Counselling
- 1.4 Counselling
 - 1.4.1 Principles
 - 1.4.2 Approaches
- 1.5 Areas of Guidance
 - 1.5.1 Educational Guidance
 - 1.5.2 Vocational Guidance
 - 1.5.3 Personal Guidance *

Unit-2: Problems of Developments in Children

- 2.1 Problems related to physical development

- 2.1.1 Common problems faced by children
- 2.1.2 Nutrition
- 2.2 Problems related with Emotional Development
 - 2.2.1 Adjustment to Home
 - 2.2.2 Adjustment to School
 - 2.2.3 Adjustment to Peer Group
 - 2.2.4 Problems related to academic achievement
 - 2.2.5. Problems related to Gender bias and Gender related issues
- 2.5 Applications of the whole child concept for parents, teachers and counselors
- 2.6 Acquisition and Process of Learning
 - 2.6.1 Concept of learning
 - 2.6.2 Factors affecting learning
 - 2.6.3 Physiological factors
 - 2.6.4 Psychological factors
 - 2.6.5 Socio-emotional factors
 - 2.6.6 Educational factors

Unit 3: Learning Disabilities of Children

- 3.1 Factors Contributing to Learning Problems
 - 3.4.1 External factors – Psychological and Educational
 - 3.4.2 Internal factors – Low general ability, Attention, Specific reading, writing etc.
- 3.2 Assessment of the child
 - 3.2.1 Case history
 - 3.2.2 Assessment of general abilities
- 3.3 Remediation
 - 3.3.1 Principles of Guidance Services
 - 3.3.2 Designing remedial strategies.

Unit 4: Guidance for Children with Special Needs

- 4.1 Meaning, definitions and types of exceptional children
- 4.2 Gifted and Creative children

4.3 Slow learners and backward children

4.4 Strategies for helping exceptional children to overcome their problems.

Assignments (any one)

1. Case study of a child with special problem.
2. Publication of a career bulletin based on authentic sources of Jobs. Employment
3. Organization of career conference, Campus Interviews, etc.
4. Organization of Counseling session for (Individual / Groups) students who are genuinely in need of Counseling.
5. Organization of Guidance sessions about services and facilities available in a school or college.

References

- Adams, J.F.(1965) *Counselling and Guidance : A Summary*, New York : The Mc Millan company Ltd.
- Aggarwal. J. C. *Educational & Vocational Guidance & Counselling*. Delhi : Doaba House.
- Asha Bhatnagar (1999) *Guidance and Counselling : Theoretical Perceptive*. Vol-1. New Delhi : Vikas Publishing House.
- Berki B. G. & Mukhopadhyaya. B. *Guidance & Counselling : A Manual* New Delhi: Sterling Publishers.
- Byrne, M. and Sheranian. C (1977), *Introduction to Communicative Deriders*, New York: Harper and Row.
- Cattle, W.C. and Downnie N M (1970) *Preparation for Counselling*, Eaglewood Cliffs. N J : Prentice Hall.
- Hammil, D D and Bartel N R (Eds) (1975) *Teaching Children with Learning and Behavioural Disorder*. Boston : Allyn and Bacon.
- Harr, E L and Cramer, S H (1972) *Vocational Guidance and Career Developments in the Schools: Towards a Systems Approach*. Boston : Houghton Mifflin.
- Jones, A J. (1963) *Principles of Guidance*. New York: McGraw Hill.

- Kochhar. S. K *Educational & Vocational Guidance in Secondary Schools*. Sterling Publishers : New Delhi.
- Learner, J.C (1985) *Learning Disabilities*, Boston, Houghton Mifflin.
- Lowning, L. N. (1968) *Guidance and Counselling Services: Introduction*, McGraw Hill Book Company.
- Myers, G. *Principles and Techniques of Vocational Guidance*. New York : McGraw Hill.
- Rao. S. N *Counselling & Guidance*. New Delhi : Tata McGraw Hill.
- Sharma. S. R. *Research in Educational & Vocational Guidance*. New Delhi : Anmol Publications.
- Shertzer, B E and Peter H J (1965) *Guidance: Techniques of Individual Appraisal and Development*. New York : McGraw Hill.
- Traxler, A C and Narh, R D. (1966) *Techniques of Guidance*. New York : McGraw Hill.
- Vashita. S. R *Vocational Guidance in Elementary Schools*, New Delhi : Anmol Publications.
- Warters, J (1960) *Group Guidance: Principles and Practices*. New York : McGraw Hill.
- Weomberg, C (1966) *Social Foundations of Guidance*. New York : Free Press.

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL PAPER

(E) Environmental Education

Max. Marks : 75

Min. Marks : 27

Objectives : Upon completion of the course, the student-teacher will be able to :

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations in conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

CONTENT

Unit 1 : Introduction to Environmental Education

- 1.1 Environmental Education – Concept , Importance and Scope
- 1.2 Objectives and Principles of Environmental Education.
- 1.3 Basic Concepts in Environmental Education
 - 1.3.1 Ecology
 - 1.3.2 Eco-System
 - 1.3.3 Ecological Balance
 - 1.3.4 Food Chain
 - 1.3.5 Pollution and Pollutants
 - 1.3.6 Natural Resources
 - 1.3.7 Green House Effect
 - 1.3.8 Bio-degradable and Non-degradable Materials.
 - 3.3.9 Bio-sphere – Bio-Diversity

- 1.4 National Environment Awareness Campaign (NEAC)
- 1.5 Environmental Orientation for School Education (EOSE)
- 1.6 Environmental Information System (ENVIS).

Unit 2 : Environment and Pollution

- 2.1 Meaning of Environment.
- 2.2 Types of Environment
- 2.3 Types of Environmental Pollution
 - 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.
 - 2.3.2 Water Pollution: Meaning, causes, The Water (Prevention and Control of Pollution) Act – 1977
 - 2.3.3 Soil Pollution : Meaning, causes, Remedies
 - 2.3.4 Sound Pollution : Meaning, causes , Remedies
- 2.4 Ecological Imbalances
 - 2.4.1 Deforestation
 - 2.4.2 Soil Erosion
 - 2.4.3 Extinction of Wild life
 - 2.4.4 Depletion of Ozone layer
- 2.5 Life and Contributions of Environmental Activists.
 - 2.5.1 Mahesh Chandra Mehta
 - 2.5.2 Sunderlal Bahuguna
 - 2.5.3 Vandana Shiva
 - 2.5.4 Maneka Gandhi
 - 2.5.5 Shivaram Karanth

Unit 3 : Agencies in Environmental Education

- 3.1 United Nations Environment Programme (UNEP)
- 3.2 International Union for Conservation of Nature and Natural Resources (IUCN).
- 3.3 Union Ministry of Environment and Forests.
- 3.4 Central Pollution Control Board (CPCB).

- 3.5 Centre for Environment Education (CEE).
- 3.6 National Afforestation and Eco-Development Board (NAEB)
- 3.7 Environment Protection Movements in India.
 - 3.7.1 Chipko Movement
 - 3.7.2 Appiko Movement
 - 3.7.3 Narmada Bachao Andolan (NBA).
 - 3.7.4 Western Ghats Protection Movement

Unit 4: Methods of Teaching Environmental Education

- 4.1 Direct (Specialized) Approach
- 4.2 Integrated (Multi-Disciplinary) Approach Incidental Approach
- 4.3 Co-curricular and Extra-Curricular activities.
 - 4.4.1 Project Work.
 - 4.4.2 Intellectual Meets–Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.
 - 4.4.3 Field Outreach and Extension Activities.
 - 4.4.4 Eco-Clubs / Nature Clubs.
 - 4.4.5 Problem Solving Activities related to Burning Ecological Problems.
 - 4.4.6 Quiz, Poster Making, Models Making and Exhibitions.
- 4.5 Evaluation in Environmental Education
 - 4.5.1 Formative Evaluation
 - 4.5.2 Summative Evaluation.

Practicum / Assignments (any one)

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities
 1. District Environment office
 2. Paryavaran Vahini
 3. Eco-clubs /Nature clubs
2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.
3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the

activities of any three individuals and three institutions.

4. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.
5. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, Environmental Education.
6. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
7. Create a Garden in your college and document your experiences.
8. Organizing environment education activities for school students (any two) Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
9. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

References

- 📖 Government of India (2001) *India – 2001 – A Reference Annual*, New Delhi : Ministry of Information and Broadcasting.
- 📖 Carson, Sean Mc. B. (1978) *Environmental Education – Principles and Practices*, London : Edward, Arnold Publishers.
- 📖 Dash, M. C. (1993) *Fundamentals of Ecology*, Tata McGraw Hill.
- 📖 Khopkar, S. M. (1995) *Environmental Pollution Analysis*, New Delhi : New Age International Pvt. Ltd.
- 📖 Krishnamacharyelu, V. and Reddy, G. S. (2000) *Environmental Education*, Hyderabad: Neelkamal Publications Pvt. Ltd.
- 📖 Mallik, S. C. and Bhattacharya, D. K. (1986) *Aspects of Human Ecology*, New Delhi : Northern Book House.
- 📖 National Council of Educational Research and Training (1981) *Environmental Education at the School Level*, New Delhi.
- 📖 Patro, S. N. and Panda, G. K. (1994) *Eastern Ghats in Orissa : Environment*,

Resources and Development, Bhubaneswar : Orissa Environmental Society.

- 📖 Purushotham Reddy and Narasimha Reddy, D. (2002) *Environmental Education*, Hyderabad : Neelkamal Publications Pvt. Ltd.
- 📖 Saxena, A. B. (1986) *Environmental Education*, Agra : National Psychological Corporation.
- 📖 Sharma, R. C. (1981) *Environmental Education*, New Delhi.
- 📖 Sharma, R.C. (1985) *Inter Disciplinary Approaches in Environmental Education*, Paris.
- 📖 Sharma R. K. and. Kaur, H (2000) *Air Pollution*, Meerat : Goel Publishing House.
- 📖 Sharma, B. K. and Kaur, H. (2000) *An Introduction to Environmental Pollution*, Meerat : Goel Publishing House.
- 📖 Sharma, B. K. and Kaur, H. (1994) *Soil and Noise Pollution*, Meerat: Goel Publishing House.
- 📖 Sharma, J. N. (1991) *An Introduction to Water Pollution*, Meerat : Krishna Prakash Mandir.
- 📖 UNESCO, *Environmental Education – Principles of Teaching and Learning*, Paris.
- 📖 ----- (1985) *Evaluation of Environmental Education in Schools – A Practical Guide for Teachers*, Paris.
- 📖 ----- (1985) *Interdisciplinary Approaches in Environmental Education*, Paris.
- 📖 ----- (1985) *Living the Environment*, A Source Book in Environmental Education.
- 📖 ----- (1987) *Trends in Environmental Education*, Paris.
- 📖 ----- (1985) *Guide on Environmental Value Education*, Paris.

BARKATULLAH UNIVERSITY BHOPAL

OPTIONAL PAPER

(F) Action Research

Max. Marks : 75

Min. Marks : 27

Objectives : Upon completion of this course the student-teacher will be able to:

1. Acquire the knowledge of concept of research and educational research.
2. Understand the concept of basic, applied and action research and their differences.
3. Understand the meaning, significance and scope of action research
4. Become aware of action research problems in different areas in schools.
5. Acquire the knowledge of steps involved and tools used in action research.
6. Acquire the skills of conducting action research and to develop the skills of interpreting and reporting the findings of action research.

CONTENT

Unit 1 : Research and Educational Research

- 1.1 Research – meaning, definition and importance.
- 1.2 Educational Research – meaning, definition and importance.
- 1.3 Steps in Educational Research.
- 1.4 Types of Research : Fundamental/Basic, Applied and Action Research–meaning definition and importance.
- 1.5 Methods of research : Historical, Experimental and Survey
- 1.6 Differences between applied and action research with reference to –
 - i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) limitations

Unit 2 : Action Research

- 2.1 Meaning, definition and scope of action research.
- 2.2 Importance of action research to classroom teachers, administrators and guidance personnel.
- 2.3 Limitations of action research
- 2.4 Action problems in different areas in schools – examples.

Unit 3 : Research Steps and Tools

- 3.1 Steps in Action Research
 - 3.1.1 Identifying the problem area (examples– experimental design and qualitative design).
 - 3.1.2 Pinpointing the problem.
 - 3.1.3 Problem analysis in terms of causes.
 - 3.1.4 Identifying the objectives.
 - 3.1.5 Formulating action hypotheses.
 - 3.1.6 Designing action plan.
 - 3.1.7 Execution of the plan.
 - 3.1.8 Analysing the data.
 - 3.1.9 Findings
 - 3.1.10 Reporting.
- 3.2 Tools of Data Collection.
 - 3.2.1 Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale – meaning, need, advantages and limitations.
 - 3.2.2 Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).
 - 3.2.3 Measures in classroom – Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)
- 3.3 Quantitative and Qualitative data : meaning and examples.
 - 3.3.1 Analysis of the Data–frequency distribution, measures of central tendency, variability,

3.3.2 Co-efficient of correlation (Pearson's rank difference method).

3.3.3 Interpretation of data with an example – descriptive and graphical.

(Note : to be discussed without computation)

Unit 4 : Action Research Report

4.1 Format of report in terms of steps of action research (as in 3.1 above).

4.2 Summary, bibliography and appendix.

Assignments (any one)

Preparation of an action plan on a classroom problem such as :

- a. identifying causes of poor reading ability and suggesting remedial measures.
- b. identifying the causes and types of spelling errors and suggesting remedial measures.
- c. identifying the causes of poor map-reading skills and suggesting remedial measures.
- d. identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- e. identifying the causes of truancy and suggesting remedial measures.
- f. identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures.

(any other problems similar to above mentioned)

Reference

- Aggarwal, J.C. (1975), *Educational Research : An Introduction*. New Delhi : Arya Book Depot.
- Best, J. W. and Kahn, J. V. (2002), *Research in Education*, (7th Ed.) New Delhi : Prentice Hall Pvt. Ltd.
- Corey, S.M. (1953), *Action Research to Improve School Practices*, New York: Bureau of Publications, Columbia University
- Fox, D. J. (1969), *The Research Process in Education*. New York : Holt, Rinehart and Winston, Inc.
- Garrett, H.E. (1969), *Statistics in Psychology and Education*. Bombay : Vakils, Feffer and Simons, Ltd.

- Koul, L. (1984), *Methodology of Educational Research*, New Delhi : Vikas Publishing House Pvt. Ltd.
- McLean J.E. (1995), *Improving Education through Action Research*, California : Corwin Press, INC.
- NCERT (1979), *Research in Classroom*, New Delhi : Volume I to IV.
- Sharma, R.N. (1993), *Methodology of Research in Education*, New Delhi : Surjeet Publications.
- Sidhu, K. S. (1984), *Methodology of Research in Education*, New Delhi : Sterling Publishers Pvt. Ltd.
- Van Dalen, D. (1973) *Understanding Educational Research : An Introduction*. New Delhi : McGraw Hill Book Co.

BARKATULLAH UNIVERSITY BHOPAL

EPC 3 : Understanding the Self

Max. Marks : 30

Min. Marks : 11

Objectives:

- The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.
- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Unit 1: Exploring the Aim of Life Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

Unit 2: Discovering one's True Potential

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal

Unit 3: Developing Sensitivity

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences
- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit 4: Peace, Progress and Harmony

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

Unit 5: Facilitating Personal Growth: Applications in Teaching

- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology

Essential Readings

1. Antoine de Saint-Exupery. (1977). *The Little Prince*. London, UK: Wordsworth Edition
Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). *Our Many Selves*. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). *Man's Search for Meaning*. New York: Pocket Books.
4. Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). *Education for Peace, Position Paper*. New Delhi: NCERT. 7. *Walk with Me: A Guide for Inspiring Citizenship Action*. (2006). New Delhi: Pravah Pub.
7. Readings for Discussion 1. Bach, R. (1994). *Jonathan Livingston Seagull*, London, UK: Harper Collins Publications.
8. Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
9. Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.
10. Gupta, L. (2008). *Growing up Hindu or Muslim: How Early does it Happen*. *Economic and Political Weekly*, 63(6), 35-41.
11. Haldar, B. (2006). *A Life Less Ordinary*. New Delhi: Penguin Books. Translated by

Urvashi Butalia.

12. Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
13. Joshi, K. (1996). Education for Character Development. Dharam Hinduja International Centre for Indic Research.
14. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.
15. Kumar, K. (1986). Growing Up Male, Seminar, No. 318.
16. Seminar, Identity. No. 387, November 1991. New Delhi. 11. UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.

Suggested Audio-Visual Resources

1. Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
2. Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
3. Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
4. The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)

5. Advanced Readings

1. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
2. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
3. Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust

BARKATULLAH UNIVERISTY BHOPAL

EPC 4: Understanding of ICT

Max. Marks : 30

Min. Marks : 11

Objectives: Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

Practicum :

1. Computer Fundamental

- Instructions on operating the Computer
- Connecting of all peripherals to CPU for a system
- Switching on/off/restart
- Inserting/removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive
- Copying a file from hard disk to floppy disk
- Inserting/removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

2. **Exercise in Ms-Word**

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools

3. **Exercise in Ms-Excel**

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts
Descriptive Statistics
- Preparation of School Time Table
- Preparation of Tables

4. **Exercise in Ms-Power Point**

- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation

5. **Exercise in Information and Communication Technology**

- Browsing the Internet and down loading – search word using search engine
- Working with Multimedia
- Receiving/Sending of E mail and attachment

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Master of Education (M.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
मास्टर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम

**Faculty of Education
M.Ed. Examination
I, II, III & IV SEM.**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

M.Ed. CURRICULUM
(TWO YEAR SEMESTER)

As per
NCTE Regulation - 2014

BARCATULLAH VISHWAVIDYALAYA
BHOPAL 2015

BARKATULLAH VISHWAVIDYALAYA, BHOPAL

CURRICULUM FOR

MASTER OF EDUCATION PROGRAM (TWO YEAR – FOUR SEMESTERS)

OBJECTIVES

- To help students gain a grasp of major philosophical options available in the field of education.
- To develop among students an insight into modern theories of learning and development.
- To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
- To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.
- To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.
- To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.
- To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

Eligibility Criteria

As per NCTE/ University norms

Mode and Duration

M.Ed. Program will be regular. Its duration will be of four semesters covered in two years.

Attendance

As per NCTE norms

CURRICULUM PLAN

Each M.Ed. candidate shall offer following courses:

- (1) Core/Compulsory Course,
 - i. Perspective Courses
 - ii. Tool Courses
- (2) Elective courses,
Advance Level Courses: **Any Two**
- (3) Practicum

One elective course will be offered by the students in the First year of the program in both semesters under First Advance level course-I and First Advance level course-II respectively. Similarly, another elective course will be offered by the students in the Second year of the program in both semesters under Second Advance level course-I and Second Advance level course-II respectively.

Total marks of the entire two year M.Ed. semesters program will be 1800. Out of these, 1200 marks will be for Theory courses, whereas 600 marks will be for Practical courses. In Theory courses, internal evaluation will be to the extent of 20% while in Practical courses it will be around 30%.

[1] CORE/COMPULSORY COURSES:

i. Perspective Courses

Perspective Courses shall comprise of:

Philosophical Perspectives of Education

Sociological Perspectives of Education

Psychological Perspectives of Education

Contemporary & Future Perspectives of Education

ii. Tool Courses

Tool Courses shall comprise of: Educational Research - I Educational Research - II

Information and Communication Technology Research Data Analysis &

Interpretation - I Research Data Analysis & Interpretation - II

[2] ADVANCE LEVEL COURSES COURSES

From the following list of **Advanced Level Courses** a candidate will offer **any TWO** courses of his/her choice, one in each year of the M.Ed. program.

Educational Administration Special Education

Teacher Education

Guidance and counseling Educational Technology Curriculum Studies

BARKATULLAH UNIVERSITY, BHOPAL
M.ED. (Two year degree course)

REVISED SCHEME

[3] PRACTICUM

SEMESTER I

Area	Course No.	Course Title	Nature	Int./Ext.	Max Marks	Academic Hours/Week
Perspectives	Course 1	Philosophical Perspectives of Education	T	20/80	100	6
Tool	Course 2	Educational Research-I	T	20/80	100	6
	Course 3	Information and Communication Technology	P	30/70	100	8
Specialization	Course 4/8/12/16	First Advance Level Course- I	T	20/80	100	6
Practicum	Course 5	Critical Reading of Literature	P	50/00	50	6
					450	

BARKATULLAH UNIVERSITY, BHOPAL
M.ED. (Two year degree course)

REVISED SCHEME

SEMESTER II

Area	Course No.	Course Title	Area	Course Title	Area	Course
Perspectives	Course 6	Psychological Perspectives of Education	T	20/80	100	6
Tool	Course 7	Research Analysis and Interpretation – I	T	20/80	100	6
Specialization	Course 4/8/12/16	First Advance Level Course-II	T	20/80	100	6
Practicum	Course 9	Dissertation Proposal	P	50/100	150	12
					450	

BARKATULLAH UNIVERSITY, BHOPAL
M.ED. (Two year degree course)

REVISED SCHEME

SEMESTER III

Area	Course No.	Course Title	Nature	Int./Ext.	Max Marks	Academic Hours/Week
Perspectives	Course 10	Sociological Perspectives of Education	T	20/80	100	6
Tool	Course 11	Educational Research-II	T	20/80	100	6
Specialization	Course 4/8/12/16	Second Advance Level Course- II	T	20/80	100	6
Practicum	Course 13	Field Engagement	P	50/100	150	12
					450	

BARKATULLAH UNIVERSITY, BHOPAL
M.ED. (Two year degree course)

REVISED SCHEME

Area	Course No.	SEMESTER IV		Nature	Int/Ext.	Max Marks	Academic Hours/ Week
		Course Title					
Perspectives	Course 14	Contemporary and Future Perspectives of Education		T	20/80	100	6
Tool	Course 15	Research Data Analysis and Interpretation-II		T	20/80	100	6
Specialization	Course 4/8/12/16	Second Advance Level Course- II		T	20/80	100	6
Practicum	Course 17	Dissertation		P	50/100	150	12
						450	

NOTE 1:

Mode of transacting the curriculum will include: Lecture cum demonstration, discussion, Individual and group assignment, tutorials, Self study, Seminar, workshops and conferences, Observation of training programmes of different organizations / institutions. Case studies of institutions, Visit to resource centres, media production units, Computer practical, Psychological practical, Conducting tests and surveys.

NOTE 2:

20 internal marks in each theory course will be awarded on the basis of two separate tasks such as an assignment/ seminar/ quiz/ survey/ small project/written test etc. Records of both of these tasks will be duly maintained by the concerned faculty/ college.

In a practical course internal marks will be awarded to students on the basis of day to day conduct of the work/practical/ activity/seminar. Students will maintain a record of the work in the form of daily diary/ reflective journal/ report to be deposited with the concerned faculty/ college.

NOTE 3:

A candidate should **pass each Theory and Practical courses separately**. To pass a theory course, a candidate must obtain a minimum of 40% marks in it, with at least 35% in external and 50% in internal evaluation. To pass a practical course, a candidate must obtain a minimum of 50% marks in it, with at least 40% marks in external and 50% in internal evaluation. Internal and external marks obtained in a course will be shown separately in the mark sheet.

To pass in M.Ed. program as a whole, the candidate must get an aggregate of 50% marks in both Theory and Practical components taken together.

Separate Division will be awarded in Theory and Practical Parts. First division will be given to those candidates who secure 60% marks and above in aggregate. Second division will be awarded to those who get at least 50% but less than 60% marks. Distinction will be awarded to those who get 75% marks and above in aggregate.

In all practical examination not more than approximately 25 students should be examined in a batch/day. External marks are to be given only by the External Examiner directly to the University.

Students wishing to appear in a particular semester examination must have appeared in all previous semester examinations.

In case of Failure, a candidate will be allowed to carry **any two courses** of a semester. If a candidate fails in more than two courses of a semester the entire semester will have to be repeated. The examination of a Carry course will be held as and when it is offered in the subsequent semester. To pass a Carry course a candidate will get **one chance** only.

A candidate will have to pass two year M.Ed. program in **at the most three years**.

M.Ed. (Two year- Four Semester)

	Page No.
First Semester	11-25
Second Semester	26-35
Third Semester	36-44
Fourth Semester	45-99

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Master of Education (M.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
मास्टर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
प्रथम सेमेस्टर

**Faculty of Education
M.Ed. Examination
First Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY, BHOPAL

M.Ed. SEMESTER –I

COURSE 1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Max. Marks : 80

OBJECTIVES:

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT

UNIT I: PHILOSOPHY OF EDUCATION

(a) Meaning, Functions, Scope and Role of the Philosophy of Education.
Relationship between education and philosophy

(b) Metaphysics, Axiology and Epistemology in Philosophy.

UNIT II: THEORY BUILDING

- (a) Concept, Process, characteristics, types and importance of Definition
- (b) Concept, types and characteristics of Proposition and Assumption
- (c) Concept, Types and Structure of Inference.
- (d) Process of Theory building.

UNIT III: SCHOOLS OF INDIAN PHILOSOPHY

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS

Indian Philosophers: Tagore, Aurobindo and Krishnamurti.

Western Philosophers: Rousseau, Russell and Dewey.

ACTIVITIES

- Book Reviews of original readings of Rabindranath Tagore / Sri Aurobindo/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)
- Presentation on Fallacies of Inference.
- Reviews of two Doctoral Level Research Works of Standard
- Analysis of Education Policy/Major policy Documents for their philosophical underpinnings.

REFERENCES

Agrawal, S.K.: Shiksha ke Darshnic Evam Samaj Shastriya Siddant, Modern Publishers, Meerut, 1981. Belford, T.O.: Toward a Philosophy of Education, New York: Holt Rinehart, 1969.

Aurobindo Society: Teaching of Aurobindo, Aurobindo Society, Pondicherry, 1952.

Brubacher, L.S.: Modern Philosophies of Education McGraw Hill Co. New York, 1962.

Butler, L.D.: Four Philosophies, Harper, New York ,1951.

Butler, J.D. *Four Philosophies and their practice in Education and Religion*, Third Edition , NewYork, Harper and Row co., 1968.

Brubacher, J.S. *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd., 1950.

Canker, W.: Hindu Personality of Education. Tagore, Gandhi, Aurbindo, Manohar Book Service, New Delhi: 1976.

Cohen, Brenda: Educational Thought: An Introduction London: MacMillan Co., London, 1969.

Cohen, M.R. & Nagle, E.: Introduction to Logic and Scientific Method Delhi: Allied Publishers, 1984.

Connor, D.J.: Introduction to Philosophy of Education, London, Rutledge and Kegan Paul. Copi, I.M.: Introduction to Logic London: Macmillan Co., 1968.

Dutt, R.P.; India today and Tomorrow. People Publishing House, Delhi, 1955.

Elmhrist, L.K.: Rabindra Nath Tagore, John Murrey, London, 1961.

Gaind, D.N. and Sharma, R.P.: Shiksha ke Siddhant, Universal Publishers, Agra, 1964.

Gokhale, B.G.: Indian Thought Through the Ages, Asia Publishing House, Bombay, 1961

Hurst, P.: Logic of Education, London, Rutledge and Kegan Paul, 1983.
Kneller, G.F. (Ed.): Logic and Language of Education, New York, John Wiley and Sons, 1966.

Kabir, H.: Indian Philosophy of Education, Asia Publishing House, . New Delhi, 1964.

Mani, R. N.: Educational Ideas and Ideals of Eminent Indians, New Book Society of India, New Delhi, 1965.

Mertzer, W.P. et. al.: Dimensions of Academic Freedom. University of Illinois Press, 1969.

Moore, T.W.: Educational Theory: An Introduction. London: Rutledge and Kegan Paul, London, 1974.

Mukherjee, H.B.: Education for Fullness; A Study of Educational Thoughts and Experiments of R.N. Tagore, Asia Publishing House, Bombay, 1962.

Nash, Paul: Authority and Freedom in Education, New York: John Wiley and Sons, 1966.

Oad, L.K.: Shiksha ki Darshnic Prashtbhoomi, Jaipur: Rajasthan Hindi Granth Academi, 1973.

Pal,H.R.:Educational Research (Hindi), Bhopal :Madhya Pradesh Hindi Granth Acdemi,1973.

Pandey, R.S.: Shiksha Darshan, Agra; Vinod Pustak Mandir, 1979.

Pandey, R.: Shiksha ki Darshnik Evam Samaj Shastriya Prashtha, Bhoomi, Vinod Pustak Mandir, Agra,1979

Park, J.: Selected Readings in Philosophy of Education, MacMillan, London,

1964. Peters, R.S.: Ethics and Education London: George Allen and Unwin,
1970. Radhakrishnan, S. Uddeshyapurna Jeevan, New Delhi, Hind Pocket
Books, 2004.

Radhakrishnan, S. Bhartiya Sanskriti Kuchh Vichar, New Delhi, Hind Pocket
Books, 2004.

Radhakrishnan,S. Hamari Virasat, New Delhi, Hind Pocket Books, 2004.

Radhakrishnan,S. Upnishado Ka Sandesh, New Delhi, Hind Pocket Books.
2004

Rusk, R.R. *The Philosophical Bases of Education* ,London ,University of
London Press Ltd., 1928.

Rusk, R.R. and Scotland, J. *Doctrines of the Great Educators*, (Fifth Edition),
New York, The Macmillan Press Ltd.1979.

Sharma,Y.K. *The Doctrines of the Great Indian Educators*, New Delhi,
Kanishka Publishers, 2002.

BARKATULLAH UNIVERSITY, BHOPAL

M.Ed. SEMESTER –I

COURSE 2: EDUCATIONAL RESEARCH - I

Max. Marks : 80

OBJECTIVES

- To make students aware of importance and need of research in education.
- To make them Familiar with the nature of research in education.
- To impart them concepts of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- To help students to understand the characteristics of positivist and non-positivist research paradigms as they apply to educational research.
- To make students learn the reasoning and its use in educational research.
To train students in selecting the suitable problem.
- To make students familiarize with the steps of research proposal and train them in formulating research proposal.

CONTENT

UNIT I: SCIENTIFIC METHOD, EDUCATIONAL RESEARCH

- (a) Definition, Characteristics, Steps, Types: Basic/Fundamental Research, Applied Research & Action Research.
- (b) Meaning and Definition of Qualitative and Quantitative Research.
- (c) Variable- Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

UNIT II: FORMULATION OF RESEARCH PROBLEM

- (a) Criteria and sources for identifying the research problem.
- (b) Characteristics of a good research problem.
- (c) Reviewing Literature and Writing the rationale for any research problem based on review.
- (d) Setting objectives of the study: primary, secondary and concomitant

UNIT III: HYPOTHESIS

- (a) Definition, Characteristics, Statement of the Hypothesis.
- (b) Types: Research Hypothesis, Statistical Hypothesis (Null and Directional), and Operational Hypothesis.

UNIT IV: POPULATION, SAMPLE, AND RESEARCH DESIGN

Definition of Population and Sample Importance of Sampling

- (a) Sampling Techniques – Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage, Sampling:
- (b) Size of Sample, Sample Error and Avoidance of Sampling Bias.
- (c) Research Design: Concept of Experimental Design.

UNIT V: RESEARCH PROPOSAL WRITING

- (a) Formats, style and essential elements of research proposal.
- (b) Writing References in research Proposal

ACTIVITIES

- Writing abstracts of any two dissertations
- Evaluation of two dissertations on the basis of Title, objectives, hypotheses, Design and Sampling techniques
- Review of a qualitative/ quantitative research study
- Solution of UGC-NET question papers on prescribed contents

REFERENCES

Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972.

Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.

Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M. S. University of Baroda, 1974.

Buch, M.B. (Ed.): Second Survey of Research in Education (1972-1978). Baroda: Society for Educational Research and Development, 1979.

Buch, M.B. (Ed.): Third Survey of Research in Education (1978-1983). New Delhi: NCERT, 1986.

Ebel, R.L.: A Guide to Educational Research. Boston: Allyn and Bacon Inc., 1965.

Fox, D.J.: The Research Process in Education. New York: Holt Rinehart and Winston Inc., 1969.

Furlong, Nancy E. and Others: Research Methods and Statistics an Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.

Gay, L.R.: Educational Research – Competencies for Analysis and Application. New Jersey: Prentice – Hall, Inc., 1996.

Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.

Ghosh, B. B.: Scientific Method and Social Research. New Delhi: Sterling Publishers Pvt. Ltd., 1982.

Good, C.V.: Essential of Educational: Methodology and Design. New York: Appleton Century Crofts, 1941.

Healy, Joseph F: Statistics- A Tool for Social Research Belmont, C.A. Wadsworth publishing Company, 1999.

Helmstadter, G.C.: Research Concepts in Human Behaviour, Education, psychology, Sociology. New York: Meredith Corporation, 1970.

Husen, T. and Postlethwaite, T.N.: The International Encyclopaedia of Education (Vols. 1 to10) Research and studies. Britain: Pergaman Press, 1985.

Kerlinger, Fred, N.: Foundations of Behavioural Research. Delhi: Surjeet Publication, 1978.

McGrath, J.H.: Research Methods and designs for Education. International Book Company, 1970.

Mitzel, H.E.: Encyclopaedia of Educational Research (Vol 1 to 4). New York; The Free Press, 1982.

Mouly, George, J.: The Science of Educational Research. New Delhi: Eurasia Publishing House Pvt. Ltd., 1964.

Popper, K.R.: The Logic of Scientific Discovery. Routledge and Kegan Paul, 1959.

Kunker, P.J. and McGrath, J.E.: Research on human Behaviour- a Systematic Guide to Method. New York: Holt Rinehart and Winston Inc., 1972.

Sharma, B.A., Prasad, R.D. and Satyanarayan, P.: Research Method in Social Sciences. New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sidhu, K.S.: Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990

Travers, R.M.W.: An introduction to Educational Research. New York: The McMillan Publishing Company, 1986.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

Wittrock, M.C.: Handbook of Research on Teaching. New York: McMillan Publishing Company, 1986.

BARKATULLAH UNIVERSITY, BHOPAL

M.Ed. SEMESTER –I

COURSE 3: INFORMATION AND COMMUNICATION TECHNOLOGY

Max. Marks : 70

OBJECTIVES

- To enable students to understand the scope of ICT and its pedagogic applications.
- To help students to understand the meaning of ICT integration in teaching learning and other academic tasks.
- To acquaint students with basics of Computer System and their functions.
- To familiarize students with the computer software and hardware approaches in education.
- To help them acquire instructional applications of Internet and web resources.
- To develop competency among students to use Online and Offline electronic resources. To empower students in handling applications like MS-Word and MS-Excel.
- To help students to explore the environment of WINDOW Operating System.

CONTENT

UNIT I: INTRODUCTION TO COMPUTER SYSTEM

Parts of Computer and their functions, Input and Output Devices used in Research Process, Memory, Modern Components of different Hardware like laptop, tablet , smart mobiles.

UNIT II: OPERATING SYSTEMS:

- (a) WINDOWS: Concept and Features, Creating folders, Shortcuts and their application. Internet Explorer.
- (b) ANDROID: Basic features- Interface, Application (Apps), Memory Management (RAM, ROM) Security and Privacy, Uses of Smartphone and Tablet, and their applications.

UNIT III: MS OFFICE

(a) MS Word: Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.

(b) Power point: Different Menus and ribbons, making slides. Custom Slide Show.

(c) MS-Excel: Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

UNIT IV: INTERNET

(a) Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines, Use of Online Dictionaries, Translator, Plagiarism Software, Use of Cloud Computing, Utility of Different Topologies in the field of Education.

(b) World Wide Web - Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching-Learning Process. Down loading Information, Uses and Abuses of INTERNET.

UNIT V: USES AND APPLICATIONS

Computer in Teaching Learning Process, Library, Administration, Guidance and Counselling, In Evaluation Process. NMEICT, Use of Sakshat : A One –Stop Education Portal .

(a) Computer in Research

ACTIVITIES

- Power-point presentation on any topic Formatting of Document
- Analysis of the different application software packages with reference to their use in education.
- Preparation of a project report by using various application software packages and its critical appraisal.

REFERENCES

Adam, D.M. *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y., 1995.

Bose, K Sanjay. *Hardware and Software of Personal Computer*, 2005.

Conrad, Kerri. *Instructional Design for Web – Based Training* HRD Press, 2001.

Flynn, Meredith and Rutkosky, Nita: *Advanced Microsoft Office 2000*. New Delhi: Publications, 2000.

Harvest, Douglas: *Excel 4 for Windows: Instant Reference*. Singapore; Tech Publications PTE Ltd. 1992.

Hillman, David: *Multimedia Technology and Applications*. New York: Delmar Publishers, 1998. Horton, W. *Designing web-based Training*, John Wiley & Sons, 2001.

Matthews, Martin: *Windows 95 Power Tools*: New York: Random House Electronic Publishing, 1995.

Minasi, Mark; Christiansen, Eric & Shapar, Kristina: *Expert Guide to Windows 98*. San Francisco: Sybex, 1998. Nagpal, D.P.: *Computer Course*. New Delhi: Wheeler Publishing, 2001.

Oberlin, S.K.; Kervran, P. & Cox, J.: *A Quick Course in Windows 3.1*. Delhi: Jaico Publishing House, 1993.

Rajaraman, V.: *Fundamentals of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd., 1997. Rathbone, Andy; *Windows for Dummies*. Delhi: Pustak Mahal, 1993.

Ray, John: *Special Edition Using Microsoft TCP/IP* New Delhi: Prentice Hall of

India Pvt. Ltd., 1997.

Rosenberg, M.J. e-learning New York: McGraw Hill. 2001.

Sanders, Donald H.: Computers Today. New York: McGraw hill Book Co., 1988.

Sansanwal, D.N.: Information Technology in Higher Education. University News, Vol. 38, No.46, 2000, pp 1-6.

Sansanwal D.N. & Suri, S.: Computers in Psychological Testing. Journal of Education and Psychology, Vol. 53, Nos. 1-2-3, 1996.

Sinha, P.K.: Computer Fundamentals: Concepts, Systems and Applications. New Delhi: BPB Publications, 1992.

BARKATULLAH UNIVERSITY, BHOPAL

M.Ed. SEMESTER –I

COURSE 4: CRITICAL READING OF LITERATURE

Max. Marks : 80

Each M.Ed. student is required to undertake dissertation work as part of her courseware. The selection of a dissertation topic is usually preceded by a critical reading of literature available in her area of research interest in the form of theses, dissertation abstracts, research articles published in professional journals, book of readings, policy documents, project reports and so on.

As a part of this course, each M.Ed. student will write abstracts of theses/ book reviews/ critical reviews of published research papers/ policy documents pertaining to the chosen area of research. The exercise will be undertaken under the close guidance and supervision of the research guide allotted to the candidate. It is supposed to help students in identifying knowledge gaps and, formulation of the research problem.

Internal marks will be awarded by the research guide of the candidates on the basis of the record of such reviews of research literature maintained by the scholars.

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Master of Education (M.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
मास्टर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
द्वितीय सेमेस्टर

**Faculty of Education
M.Ed. Examination
Second Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY BHOPAL

M.Ed. SEMESTER –II

COURSE 6: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Max. Marks : 80

OBJECTIVES

- To acquaint students about various concerns and methods of psychology.
To develop insight into various theories of learning.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.
- To develop an understanding of theories of personality and its Assessment.

CONTENT

UNIT I: PSYCHOLOGICAL ORIENTATION TO EDUCATION

- Concerns of Education Psychology.
- The methods used in educational psychology.

UNIT II: HUMAN DEVELOPMENT AND ITS THEORIES

- Concept and aspects of Human development, Implications for teaching learning process,
- Stages of Human development,
- Development task theory
- Cognitive development theory
- Moral development theory
- Language development theories- Behaviouristic, Nativist and Interactionist

UNIT III: THEORETICAL APPROACHES TO LEARNING

- Bandura's Social Learning, Cognitive and Social cognitive Theories,
- Constructivist Theories of Bruner and Vygotsky
- Experiential learning of Kolb
- Information processing of Norman, Hull's reinforcement theory, Tolman's theory of learning and Levin's field theory.

UNIT IV: PERSONALITY THEORIES

- Concept, nature, dynamics and structure of personality.
- Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretschmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these Theories.
- Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories

UNIT V: MENTAL HEALTH AND HYGIENE

- Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.
- Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.
- Frustration, Conflict, and anxiety- meaning and management.

ACTIVITIES

The Students would perform Experiments and Tests Related to:

1. Adjustment
2. Transfer of Learning
3. Personality
4. Creativity
5. Cognitive Development

REFERENCES

Allport, G.W.: Personality. New York: Holt, Rinehart and Winston, 1937.

Arkoff, Abe: Adjustment and Mental Health. New York: McGraw Hill book Company, 1968.

Asubel, D.P : Educational Psychology, A Cognitive View. New York: Holt, Rinehart and Winston, 1968.

Boring, E. G.: A History of Experimental Psychology. Bombay: The Times of India Press, 1969.

Brown, C.W. and Ghiselli, E.E.: Scientific Method in Psychology. N.Y.: McGraw Holt Co, Inc, 1951.

Cattell, R.B.: Description and Measurement of Personality. Yonkers: Word Book Company, 1946.

Chauhan, S.S.: Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd., 1998.

Dandpani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Pvt. Ltd., 2000.

Dash, M.: Educational Psychology. New Delhi, 1991. Flaherty, Charles, E. et al.: Learning and Memory. Chicago: Rand McNally College Publishing Company, 1977.

Frestner, C. B. & Skinner, B. F.: Schedules of Reinforcement. New York: Appleton Century-Crofts, 1957.

Garne, R.M.: The conditions of Learning. New York : Holt Rinehart and Winston, 1965.

Guilford, J. P. and Hoepfner, R: The Analysis of Intelligence. New Delhi: McGraw Hill Book Co , 1971.

Guilford, J. P.: The Nature of Human Intelligence. New York: McGraw hill Book

Co,1937.

Guthrie, E. R.: The Psychology of Learning. New York: Harper, 1935.

Hilgard E. R. and Marquis, D. G.: Conditioning and Learning. New York: Appleton Century,1940.

Hilgard, E. R., Atkinson, R. C. and Atkinson, R. L : Introduction to Psychology (5th Ed.). New York: Harcourt Brace Jovanovich, Inc. 1971.

Hilgard, Ernest . and Bowe, Gadon, H.: Theories of Learning. New Delhi: Prentice Hall of India Pvt. Ltd.,1977.

Hurlock, E. B.: Adolescent Development. New York: McGraw Hill Book Co,1959.

Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., 2000.

Lewin, K.: Dynamic Theory of Personality. New York: McGraw Hill,1936.

Macguigan, F. J: Experimental Psychology. New Delhi: Prentice Hall of India Private Limited,1990.

Martin, D. N.: Doing Psychological Experiments. Australia: Wadsworth Publishers, 2000. Marx, M. H.: Learning Theories. New York: Macmillan, 1971.

Mathur, S.S.: Educational Psychology. Agra: Vinod Pustak Mandir, 2000.

Munn, N. L: Psychology-The Fundamentals of Adjustment (2nd Ed.). Boston: Houghton Mifflin & Co, 1951.

Ormrod, J.E.: Human Learning –Principles, Theories and Education Implications. New York: Merrill Publishing Company, 1990.

Pal, H. R.: Advanced Educational Psychology (Hindi). New Delhi: Directorate of Hindi Medium Implementation, 2006.

Pal, H. R. , Pal, R. and Devara, R.: Experimental Educational Psychology. Delhi: Directorate of Hindi Medium Implication, Delhi University , 2011.

Pervin, L. A.: Personality - Theory and Research. New York: John Wiley & Sons Inc,1993. Piaget J. & Inhelder, B.: The Psychology of Child. New York: Basic Books, 1969. Postman, L. and Egan, J. P. : Experimental Psychology. New York:Harpe,1949.

Rao, S.N.: Educational Psychology. New Delhi: Wiley Easetern Ltd., 1990.

Sternberg, R. J : The Triarchic Mind - A New Theory of Human Intelligence. New York: Penguin Books,1989.

Woodworth, R.S. and Schloberg: Experimental Psychology. New Delhi: Oxford and IBH Publishing, 1971.

BARKATULLAH UNIVERSITY BHOPAL

M.Ed. SEMESTER –II

COURSE 7: RESEARCH DATA ANALYSIS AND INTERPRETATION- I

Max. Marks : 80

OBJECTIVES

- To help students understand relationship between types of research tools and the nature of data.
- To help students develop competency and confidence in statistical description and presentation of research data.
- To develop among students capacity for qualitative and quantitative analysis of research data.
- To sensitize students about the assumptions underlying statistical test and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting research data.

CONTENT

UNIT I: NATURE OF RESEARCH DATA IN EDUCATION

- Interface between research tools & research data Quantitative and Qualitative data
- Analysis of Qualitative data
- Issues of reliability and validity

UNIT II: MEASUREMENT AND DESCRIPTIVE STATISTICS

- Levels of Measurement
- Descriptive Statistics and Plots

UNIT III: NORMAL PROBABILITY CURVE

- Normal probability and its applications

UNIT V: PARAMETRIC INFERENCE STATISTICS

- Sampling distribution of mean, sampling error, setting confidence intervals for population mean.
- Hypothesis testing: Levels of significance
- Critical value approach and p-value approach
- Type I and Type II errors in testing hypothesis.
- Two tailed and one tailed tests.
- The t-test: Independent and Correlated One Way ANOVA
- Assumption of Parametric Tests

UNIT V: COMPUTERS IN DATA ANALYSIS

- Overview of computer software for data analysis
- Coding of data and Data entry in various computer software, Microsoft Excel/ SPSS Data Analysis and interpretation

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

Freedman, D., Pisani, R. and Purves R.: Statistics (Fourth Edition), Viva Books, 2011.

Freedman, D. A: Statistical Models Theory and Practice, Cambridge: Cambridge University Press, 2009.

Furlong, Nancy E. and Others: Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.

Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.

Garrett, H. E.: Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd, 1981.

Gay, L.R.: Educational Research – Competencies for Analysis and Application. New Jersey: Prentice – Hall, Inc., 1996.

George, D. and Mallery, P.: SPSS for Windows: Step by Step, VJ Books Inc, 1999.

Guilford, J. P: Fundamental Statistics in Psychology and Education. Auckland: Mcgraw Hill International Book Company, 1981.

Healy, J.F: Statistics- A Tool for Social Research Belmont, C.A.Wadsworth publishing Company, 1999.

Johnson, Richard A. and Tsui, Kam-Wah: Statistical Reasoning and Methods. New York: John Wiley and Sons, INC, 1998.

Landau, S. and Everitt, B. S.: A Handbook of Statistical Analysis using SPSS, Chapman & Hall/ CRC Press Company, New York Washington D.C, 2004

Linguist, E.F.: Statistical Analysis in Educational Research. New Delhi: Oxford and IBH publishing Co., 1968.

Reddy, T. S. and Rao, P. B.: Research Methodology and Statistical Measurements. New Delhi: Reliance Publishing House, 1995.

Rout, S.K.: Educational Measurement Evaluation and Statistics, Navyug Publishers & Distributors, New Delhi, 2009.

Salkind, N.J: Encyclopedia of Measurement and statistics, vol.I, II, III, Sage Publications, New Delhi, 2007.

Siegel, S: Non-Parametric Statistics for the Behavioral Science. New York: McGraw Hill Book Company, 1988.

Snedecor, G. W. & Cochran, W. G.: Statistics Methods. New Delhi: Oxford and IBH Publishing Co, 1968. Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: prentice

Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

BARKATULLAH UNIVERSITY BHOPAL

M.Ed. SEMESTER –II

COURSE 9: DISSERTATION PROPOSAL

Max. Marks : 100

Each M.Ed. student is required to develop a dissertation proposal under the active supervision of the research guide at the conclusion of the first year of the program. At the end of second semester, the student will be assessed by an external examiner on the basis of the submitted proposal and an open presentation of the research proposal, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Master of Education (M.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
मास्टर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
तृतीय सेमेस्टर

**Faculty of Education
M.Ed. Examination
Third Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY BHOPAL

M.Ed. SEMESTER –III

COURSE 10: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Max. Marks : 80

OBJECTIVES

- To enable the students to understand the sociological perspective in education.
- To equip students with the basic terms and concepts of the subject of sociology of education.
- To make students aware about the relationship of society, economy, polity/politics, religion and culture and education.
- To help students appreciate the role of agencies like family, community, politics and economy in education/schools in India.
- To make sensitive the students about the ramifications of the constitutional ideal of protective discrimination and social justice for education.
- To enable the students to understand the impact of education on social change and mobility.

CONTENT:

UNIT I: INTRODUCTION

- Definition and scope of Sociology of Education
- Interrelationship between sociology and education
- Conceptualizing Education: Society, Culture, Socialization and Education
- Education as a Social Institution; its Historical Evolution and Contemporary Forms.

UNIT II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

- Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education
- Theoretical perspectives on education as a social system: Structural

- Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey, K. Mannheim, Karl Marx and T. Parsons)
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in India.

UNIT III: AGENCIES OF EDUCATION IN INDIA

- Education and the Family, Education and the Community, Concept of the Community Schools;
- Politics and Education; Economy and Education.

UNIT IV: EDUCATION AND SOCIAL PROCESSES

- Education and Social Stratification Modernization and Social Processes
- Education and Social Change
- Education and Social Mobility

UNIT V: PROTECTIVE DISCRIMINATION AND EDUCATION

- Constitutional Ideals- Social equity and equality of educational opportunities – Addressing education deprivation of SC/ST/OBC/women/ Rural Population.

ACTIVITIES:

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village Identifying trends in research in sociology of education

REFERENCES

Anderson, W.A. and Parker, F.B.: Society-Its Organisation and Operation. New Delhi: Affiliated East West Press (Pvt. Ltd.0, 1966.

Bell Robert R. (Ed.): The Sociology of Education: A Source Book. Dossey Press, Haramood, Illinois, 1962.

Bernbanum, Gerald: Knowledge and Ideology in Sociology of Education. London:

McMillan Press, 1977.

Blackledge, David and Hunt, Barry: Sociological Interpretations of Education. London: Croom Helm, 1985.

Brown, F.J.: Educational Sociology. New York: Prentice Hall Inc., 1961.

Bruner, J.S.: The Process of Education. Delhi: Atmaram and Sons, 1964.

Cook, L.A. and Cool, E.E.A.: sociological Approach to Education. New York: McGraw Hill, 1960.

Gore, Desai and Chitnis (Eds.): Papers in the Sociology of Education in India. New Delhi: NCERT, 1967.

Mannheim, K. and Steward, W.A.C.: An Introduction to Sociology of Education. London: Routledge and Kegam Paul, 1962.

Ottaway, K.C.: Education and Society. London: Routledge and Kegam Paul, 1955.

Parsons, T.: The Social System. New York: Free Press, 1951.

Ruhela, S.P. (Ed.): Social Development of Educability in India. Delhi: Jain Brothers, 1969.

R.G. Burgess: Sociology, Education and Schools: An Introduction to the Sociology of Education. London B.T. Bastford Ltd., 1986.

Shukla, S. and Kumar, K. (Eds.): Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.

Singh Yogendra: Social Stratification and Change in India. New

BARKATULLAH UNIVERSITY BHOPAL

M.Ed. SEMESTER –III

COURSE 11: EDUCATIONAL RESEARCH-II

Max. Marks : 80

OBJECTIVES

- To help students to discriminate between different Methods of Research.
- To enable students to select the most appropriate Experimental Design.
- To help students to distinguish between Internal Validity and External Validity.
- To enable students to discriminate between Parametric and Non Parametric Statistical Techniques.
- To develop among students the skill of selecting appropriate method of computing Correlation and interpret the Coefficient of Correlation.
- To empower students to write the Thesis/Dissertation in a systematic way.
- To develop among students understanding of qualitative research and its types.
- To help students get acquainted with different tools and techniques of data collection
- To enable students to learn the process of standardization of tools

UNIT-I: QUANTITATIVE RESEARCH: MEANING, CHARACTERISTICS AND TYPES

- Descriptive research.
- Survey Research
- Ex-post facto research.
- Experimental Research
- Historical research.

UNIT II :QUALITATIVE RESEARCH

- Case studies
- Ethnographic studies.
- Phenomenological research
- Naturalistic Inquiry
- Meta cognition and Policy research

UNIT-III: TOOLS AND TECHNIQUES OF DATA COLLECTION

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.

UNIT-IV: RESEARCH DESIGN

- Concept of design of study
- Types: Single variable and Factorial Designs
- factors affecting validity of experimental design

UNIT-V: RESEARCH PAPER WRITING AND RESEARCH REPORT WRITING

- Writing research report: format, language and style of report, chapterization pagination, bibliography and references
- Writing research paper: Choice of the journal, Selection of objectives, choosing title, writing rationale, developing the paper

ACTIVITIES

- Conducting a Case Study Writing a Research Paper Writing a background article

REFERENCES

- Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972.
- Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt.Ltd.
- Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M.S.University of Baroda, 1974.
- Buch, M.B. (Ed.): Second Survey of Research in Education (1972-1978).Baroda: Society for Educational Research and Development, 1979.
- Buch, M.B. (Ed.): Third Survey of Research in Education (1978-1983).New Delhi: NCERT, 1986.
- Ebel, R.L.: A Guide to Educational Research. Boston: Allyan and Bacer Inc., 1965.
- Fox, D.J.: The Research Process in Education. New York: Holt Rinehart and Winston Inc., 1969.
- Furlong, Nancy E. and Others: Research Methods and Statistics An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.
- Gay, L.R.: Educational Research – Competencies for Analysis and Application. New Jersey: Prentice – Hall, Inc.,1996.
- Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.
- Ghosh, B. B.: Scientific Method and Social Research. New Delhi: Sterling Publishers Pvt. Ltd., 1982.
- Good, C.V.: Essential of Educational: Methodology and Design. New York: Appleton Century Crofts, 1941.
- Healy, Joseph F: Statistics- A Tool for Social Research Belmont, C.A. Wadsworth publishing Company, 1999.

Helmstadter, G.C.: Research Concepts in Human Behaviour, Education, psychology, Sociology. New York: Meredith Corporation, 1970.

Husen, T. and Postlethwaite, T.N.: The International Encyclopaedia of Education (Vols. 1 to10) Research and studies. Britain: Pergaman Press,1985.

Kerlinger, Fred, N.: Foundations of Behavioural Research. Delhi: Surjeet Publication, 1978.

McGrath, J.H.: Research Methods and designs for Education. International Book Company, 1970.

Mitzel, H.E.: Encyclopaedia of Educational Research (Vol 1to4). NewYork; The Free Press, 1982.

Mouly, George, J.: The Science of Educational Research. New Delhi: Eurasia Publishing House Pvt. Ltd., 1964.

Popper, K.R.: The Logic of Scientific Discovery. Routledge and Kegan Paul, 1959.

Kunker, P.J. and McGrath, J.E.: Research on human Behaviour- A Systematic Guide to Method. New York Holt Rinehart and Winston Inc.,1972.

Sharma, B.A., Prasad, R.D. and Satyanarayan, P.: Research Method in Social Sciences. New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sidhu, K.S.: Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd., 1985.

Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey prentice Hall, 1990.

Travers, R.M.W.: An introduction to Educational Research. New York: The McMillan Publishing Company, 1986.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers,1978.

Wittrock, M.C.: Handbook of Research on Teaching. New York: McMillan Publishing Company, 1986.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 13: FIELD ENGAGEMENT

Max. Marks : 100

The objective of course on field engagement is to offer students opportunities of gaining firsthand experience of the working of teacher education institutions and/or organizations actively engaged in some specialized fields of education such as curriculum development, text book production, education of the differently abled, faculty development, educational administration etc. It shall include four weeks of field visit focused on close observation of various activities performed by these institutions/ organizations. A M.Ed. student is supposed to prepare a report in the form of reflective journal and make a presentation of onsite experiences gained back at her own institution, preferably through power point mode. Internal marks will be obtained from the institution visited, while the external examiner will award marks on the basis of the submitted report and presentation cum viva voce examination of the candidates.

बरकतउल्ला विश्वविद्यालय,भोपाल
Barkatullah University, Bhopal

**Two-year (Four Semester)
Master of Education (M.Ed.)
Course of Studies & Prescribed Books
Approved by Board of Studies in Education**



शिक्षा संकाय
पाठ्यक्रम एवं निर्धारित पुस्तकें
मास्टर ऑफ एज्यूकेशन दो वर्षीय
(चतुर्थ सेमेस्टर) पाठ्यक्रम
चतुर्थ सेमेस्टर

**Faculty of Education
M.Ed. Examination
Fourth Semester**

प्रकाशक
कुलसचिव
बरकतउल्ला विश्वविद्यालय,भोपाल

BARKATULLAH UNIVERSITY BHOPAL

M.Ed. SEMESTER –IV

COURSE 14: CONTEMPORARY ISSUES IN INDIAN EDUCATION

Max. Marks : 80

OBJECTIVES

- To enable prospective teacher educators/administrators to:
- Be familiar with the contemporary issues in education at various levels by accessing various types of learning resources, surveys and interactions.
- Develop understanding of the nature of the issues, factors contributing to origin of the issue and the effects within and outside the system of education.
- Develop skills to work-out solutions of the existing educational problems in the light of the contemporary socio-political framework.
- Develop professional competence to participate in the policy development for education and its implementation modalities at various levels.

UNIT I: EDUCATIONAL ACCESS, QUALITY AND EQUITY

Free, universal and compulsory school education: SSA and RMSA-provisions, crisis, challenges and remedies. Vocational education, and education for entrepreneurship. Higher Education: Access, quality and equity concerns.

UNIT II: EDUCATION FOR UNIVERSAL VALUES

Peace, environment and humanitarian concerns, Life Skills and education, Paradoxical trends (alienation-integration, local-global, altruism-consumerism, etc.), Ethics Education. Education for democratic living, Education for universal human values

UNIT III: COLLEGE CAMPUSES AND ISSUES OF PARTICIPATION

Campus disturbances: Students unrest, Menace of ragging, student entitlements.

Education and the masses: Public-private partnership, Community participation in functioning of institutions- SMCs, PTAs, etc., Mass concerns (medium of education, drop-outs etc., weakening of informal agencies).

Professional bodies in Teacher Education.

UNIT IV: MANAGEMENT FOR EXCELLENCE

Online provisions – Entrance, teaching learning and evaluation, Knowledge networks (NKC), Institutional websites as MIS, ODE, Quality of Education: Selection of Teachers, Examination reforms (CCE), Assessment and accreditation of institutions (NAAC), Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC) and regulation of institutions (NKC), Choice based credits, Internationalization and Credit transfer.

UNIT V: REORGANIZATION OF TEACHER EDUCATION

Effects of Globalization, Liberalization and Privatization on teacher education. Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009, Teacher Education Reforms: Justice Verma Commission and Implications for teacher education.

ACTIVITIES

- Critical review of any policy document. Case study of Quality institution
Study of role of SMC/ PTA

REFERENCES

MHRD (2001): Convention on the Right of the child. New Delhi.

UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

Dev, A.,Dev, T.A.,Das,S. (1996) *Human Rights a Source Book*, New Delhi,

NCERT, Pp. 233.

Ram Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E.
Pp 80.

Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.

Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974)
Source Book on Environmental Education for elementary Teacher Educators, New Delhi: NIEPA, Pp 278.

NCERT (1970) *Education and National Development- Report of the Education Commission (1964-66)*, New Delhi: NCERT.

Singh, S.K.(2008) *Environmental Education and Ethics* , Amrit Prakashan , Varanasi,Pp.114

Singh, S.K.(2010) *Fundamentals of Environmental Education* , Sharda Pustak Bhawan , Allahabad ,Pp.175

Srivastava, P. (2005) *Paryavaran Shiksha*, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.

NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.

NCERT (2011) *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.

Stella,A. (2001).Quality assessment in Indian higher education:Issues of impact and future perspectives,New Delhi: Allied publishers,Pp.236.

BARKATULLAH UNIVERSITY BHOPAL

M.Ed. SEMESTER –IV

COURSE 15: RESEARCH DATA ANALYSIS AND INTERPRETATION- II

Max. Marks : 80

OBJECTIVES

- To help students understand the concept of interaction of variables in factorial design ANOVA.
- To develop among students the understanding of covariate(s) in one way and factorial design ANCOVA.
- To help students develop competency and confidence in computation of statistical test measures and testing their significance.
- To enable students to make distinction between parametric and non parametric test and their applicability.
- To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting data.

CONTENT

UNIT I: FACTORIAL DESIGN ANOVA

- Two way ANOVA of equal and unequal cell size
- ANCOVA- One way and two way with one or more covariates

UNIT II: NON PARAMETRIC TESTS

- Concept of non parametric tests, difference between parametric and non parametric tests
- One sample Chi square test: hypotheses of equality, proportion and normality Two sample chi square test, Residual analysis

UNIT III: NON PARAMETRIC TEST FOR TWO INDEPENDENT SAMPLES

- Mann Whitney U test
- one tailed and two tailed tests

UNIT IV: PAIRED SAMPLES TEST

- Wilcoxon T test
- Testing null and directional hypotheses

UNIT V: COMPUTERS IN DATA ANALYSIS

- Data entry in computer software, Microsoft Excel/ SPSS Data Analysis and interpretation using computers

ACTIVITIES

- In relation to the Statistical Tests listed above:
- Data entry, exploring nature of data, running the tests Selecting, Modifying and interpreting the output

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

Freedman, D., Pisani, R. and Purves R.: Statistics (Fourth Edition), Viva Books, 2011.

Freedman, D. A: Statistical Models Theory and Practice, Cambridge: Cambridge University Press, 2009.

Furlong, Nancy E. and Others: Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.

Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.

Garrett, H. E.: Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd, 1981.

Gay, L.R.: Educational Research – Competencies for Analysis and Application.

New Jersey: Prentice – Hall, Inc., 1996.

George, D. and Mallery, P.: SPSS for Windows: Step by Step, VJ Books Inc, 1999.

Guilford, J. P: Fundamental Statistics in Psychology and Education. Auckland: Mcgraw Hill International Book Company, 1981.

Healy, J.F: Statistics- A Tool for Social Research Belmont, C.A.Wadsworth publishing Company, 1999.

Johnson, Richard A. and Tsui, Kam-Wah: Statistical Reasoning and Methods. New York: John Wiley and Sons, INC, 1998.

Landau, S. and Everitt, B. S.: A Handbook of Statistical Analysis using SPSS, Chapman & Hall/ CRC Press Company, New York Washington D.C, 2004

Linguist, E.F.: Statistical Analysis in Educational Research. New Delhi: Oxford and IBH publishing Co., 1968.

Reddy, T. S. and Rao, P. B.: Research Methodology and Statistical Measurements. New Delhi: Reliance Publishing House, 1995.

Rout, S.K.: Educational Measurement Evaluation and Statistics, Navyug Publishers & Distributors, New Delhi, 2009.

Salkind, N.J: Encyclopedia of Measurement and statistics, vol.I, II, III, Sage Publications, New Delhi, 2007.

Siegal, S: Non-Parametric Statistics for the Behavioral Science. New York: McGraw Hill Book Company, 1988.

Snedecor, G. W. & Cochran, W. G.: Statistics Methods. New Delhi: Oxford and IBH Publishing Co, 1968. Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: prentice

Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 17: DISSERTATION

Max. Marks : 100

M.Ed. students will submit a report of the dissertation work, carried out by them during the coursework in two typed copies. A soft copy of the same in the form of CD will necessarily be enclosed along with each hard copy of the dissertation report. At the end of the fourth semester, the student will be assessed by an external examiner on the basis of the submitted report and an open presentation of the research work, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.

BARKATULLAH UNIVERSITY BHOPAL

M.ED. TWO YEARS

ADVANCE LEVEL COURSES

COURSE 4/8/12/16: EDUCATIONAL TECHNOLOGY- I

Max. Marks : 150

OBJECTIVES:

- To familiarise student with the concept of educational technology.
- To equip student with fundamentals of system approach for solving educational problems scientifically.
- To make students aware of different types of instructional material. To enable students to understand the role of mass media in education.
- To make student familiar with the role of educational technology in education.
- To acquaint students with the challenges and opportunities emerging in integrating new technology in educational process.

CONTENT

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational technology: concept, definition, meaning, nature, scope, & significance, Teaching technology and instructional technology, development of instructional technology, trends in educational technology mass instructional technology, role of technology in education.

UNIT II: APPROACHES OF EDUCATIONAL TECHNOLOGY

Hardware, software and system approach: definition, characteristics and advantages. Designing and analyzing system, implementation of system approach in education, concept of cybernetics and system analysis.

UNIT III: COMMUNICATION PROCESS

Communication Process: Concept, nature, process, models and barriers, Mass media – selection and types, Multimedia approach, Classroom communication, Education and Training: Face-to-face, Distance and other

alternative modes, Information Theory Channels of communication through mass media in education & Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials, Mastery Learning.

UNIT IV: MULTI SENSORY AIDS

Concept, definitions, Classification: Audio, Visual, and Multi Sensory. Principles of selection of teaching aids, importance and uses. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,

UNIT V: DESIGNING INSTRUCTIONAL SYSTEM

Formulation of instructional objectives, Task Analysis, Instructional Material: PLM– Meaning, types: LPLM, BPLM. MPLM, developing various types of PLM. Development of Modules.

ACTIVITIES

Development of PLM on any topic. Preparation of teaching aids Script writing : Audio/Video

REFERENCES:

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982. Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992.
- Dececco. J.P. *Educational Technology*, New York: HRW, 1964. Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.

Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986. Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998. Mohanty, J.: Educational Broadcasting, Sterling Publishers, New Delhi, 1984.

Rao. V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.

Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.

Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.

Sharma, A.R.: Programmed Learning, Loyal Book Depot, Meerut, 1982.

Wilson, Bob: The Systematic Designs of Training Courses, Parthenon Publishing, U.S.A., 1987.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: EDUCATIONAL TECHNOLOGY-II

Max. Marks :

OBJECTIVES

- To enable the student to understand the models of teaching.
- To make the student familiar with new technological applications in education including online learning.
- To enable the student with use of computer packages in education become good practitioner of Educational technology.
- To acquaint the student with the challenges and opportunities emerging in integrating new technology in Educational process.
- To empower the student in pedagogical application of multimedia approaches.

CONTENTS

UNIT- I: TECHNOLOGY OF TEACHING

Models of teaching: meaning, characteristics and types

- Concept Attainment Model
- Advance Organizer Model
- Inquiry Training Model
- Role Play Model
- Value Analysis Model

Modification of teacher behaviour: Flanders Interaction Analysis Category System (FIACS) Simulation.

UNIT II: ICT IN EDUCATION

Computer assisted instruction, Web based instruction: uses, web links, online learning, m-learning, flipped classroom, blended learning, Virtual classrooms, computer based assessment system, Computer mediated communication. Uses

of teleconferencing, interactive video and computer conferencing, Massive open online courses (MOOCS)

UNIT III: MULTIMEDIA APPROACH

Meaning, characteristics, usage, Multimedia Development Process, Instructional Design for Multimedia: Models of designing multimedia: Reeves Multimedia Design Model, ADIE Model, Script writing for multimedia.

UNIT – IV: DISTANCE EDUCATION & MASS MEDIA

Distance Education: Concept, Different contemporary system, viz., Correspondence, distance and Open: Student support services: Evaluation Strategies in Distance, Education; Counselling Methods in Distance Education. Mass Media: Media – Educational TV and Radio as mass media.

UNIT V: PROBLEMS AND CHALLENGES

Problem of sub-optimal use of technology in education, Attitudinal problems and challenge of adapting to fast emerging technologies in education, Poor maintenance of infrastructure and lean technical support system, Challenge of faculty empowerment in technology of teaching.

ACTIVITIES

- Development of e-content in an area.
- Construction of profile on wiki-educator
- Development of lessons using models of teaching
- Script writing for multimedia program

REFERENCES

Agrawal, R: Educational Technology Management & Evaluation. Delhi: Shipra Publications, 2009.

Anand, S : Educational Development and Technology. New Delhi: Anmol Publications Pvt. Ltd, 2007.

Dahiya, S. S: Educational Technology-Towards Better Teacher Performance.

Delhi: Shipra Publications, 2008.

Dangwal, K.L: Educational Technology (Technology supported Teaching & Learning). New Delhi: APH Publishing Corporation, 2011.

Davis, B.: Tools for Teaching. Maxwell, New York, 1993.

Joyce, B. and Well, M.: Models of Teaching. New Jersey: Prentice Hall Inc., 1985.

Lucido, P.L. & Borabo, R.G : Educational Technology. Quezon City: Katha Publishing Co,1997.

Mangal,S.K : Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd, 2009.

Mohanty, J: Modern Trends in Educational Technology. ND: Neelkamal Publications Pvt. Ltd, 2007.

Pathak, G. P: Education and Communication Technology. ND: Reference Press, 2005. Rao, V. K: Educational Technology. ND: APH Publishing Corporation, 2011.

Rather, A. R.: Dynamics of Educational Technology. New Delhi: Anmol Publications Pvt. Ltd, 2006.

Sampath, K. et al.: Introduction to Educational Technology. Sterling Publisher, New Delhi, 1981.

Sharma, R.A.: Educational Technology. Loyal Book Depot, Meerut, 1982.

Siddiqui, M. H: Challenges of Educational Technology. ND: APH Publishing Corporation, 2009. Ventataiah, N.: Educational Technology. APH Publishing Corporation, New Delhi, 1996.

Yadav, N. (2008). A Handbook of Educational Technology. New Delhi: Anmol Publications Pvt. Ltd, 2008.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: CURRICULUM STUDIES- I

Max. Marks :

OBJECTIVES

- To enable the student teachers to develop understanding about important principles of curriculum construction.
- To help student teachers understand the bases and determinants of curriculum.
- To familiarise the student teachers with the concept of curriculum design and process of curriculum development.
- To develop among the student teachers the competency to analyze given curriculum for its explicit and implicit components.
- To help them recognise the need for organising the curriculum on the principles of integration, articulation and coherence in curriculum.
- To enable them identify different kinds of integration, articulation and coherence in curriculum.
- To acquaint the students with the different approaches to curriculum designing. To develop competency among students in designing curriculum unit.
- To equip students with the understanding of different models of curriculum development.

CONTENT

UNIT I: CURRICULUM FUNDAMENTALS

Concept and meaning of curriculum, Definition of curriculum,
Curriculum & syllabus Elements of Curriculum

Various curriculum concepts: Stated curriculum, recommended curriculum, supported curriculum, Transacted curriculum, Formal and Informal curriculum, Manifest and Hidden Curriculum, Null curriculum
Scope of curriculum studies

UNIT II: BASES AND DETERMINANTS OF CURRICULUM

Historical considerations, Philosophical considerations, Psychological considerations, Sociological considerations, Discipline-oriented considerations

UNIT III: CURRICULUM ORGANIZATION

Principles of curriculum organisation, various kind of Integration, Articulation & coherence in curriculum, analyzing the existing curriculum in relation to principles of curriculum

Approaches to curriculum organisation: Subject centred, Core curriculum, Learner-centred, Community - centred curriculum, Process approach and Humanistic approach

UNIT IV: CURRICULUM DESIGN & CURRICULUM DEVELOPMENT

Process of Curriculum Designing & Development: Deduction of curriculum from aims and objective of education, Content analysis & Instructional Strategies, Evaluation process & procedures

UNIT V: MODELS OF CURRICULUM DEVELOPMENT

Tylers, Hilda Taba, Nicholls and Nicholls, Wheeler and Need assessment model

ACTIVITIES

- Analysis of a school text book
- Analysis of the B.Ed. curriculum of the Institution/ University
- Review of original writings on Curriculum

REFERENCES

Aggarwal, Deepak: Curriculum development: Concept, Methods and Techniques, New Delhi. Book Enclave 2007.

Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.

Arora, G.L.: Reflections on Curriculum. NCERT, Delhi, 1984.

Dewey, John: The Child and the Curriculum, University of Chicago Press, 1966.

Diamond Robert M.: Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication, 1986.

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

Government of India: National Policy on Education, Department of Education, New Delhi, 1986.

Hass, Glen: Curriculum Planning: A New approach, Boston: Allyn Bacon, 1991.

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

Joseph, P.B. et al.: Cultures of Curriculum, New York, Teacher College Press, 2000.

McKernan, James: Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge, 2007.

MHRD: Programme of action, Govt. of India, New Delhi, 1992.

MHRD, Gov. of India: National policy on education (revised), New Delhi, 1992.

NCERT: National Curriculum Framework for School Education, NCERT, New Delhi, 2000. NCERT: National curriculum framework, New Delhi, 2005.

Oliva, Peter F.: Developing the Curriculum, Scott, and Foresman & Co, 1988.

Oliver, Albert: Curriculum Improvement a Guide Principles and Processes. New York, Harper and Row, 1977.

Payne, I.D.A. Curriculum Evaluation: Commentaries on Purpose Process and Product, Boston, D.C. Health, 1973.

Pratt, D.: Curriculum Design and Development, Harcourt, Brace and Jovanich, 1980.

Reddy, B.: Principles of Curriculum Planning and Development, 2007.

Taba, Hilda: Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc, 1962.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: CURRICULUM STUDIES-II

Max. Marks :

OBJECTIVES

- To enable the student teachers to develop understanding about strategies of curriculum implementation.
- To familiarise students with the importance and dynamics of curriculum evaluation for curriculum development.
- To sensitize the student teachers about various issues in curriculum development and need to address them.
- To help them identify recent trends in curriculum designing and development.
- To develop among students a comparative understanding of their own curriculum and curricula of some select countries.

CONTENT

UNIT I: CURRICULUM IMPLEMENTATION STRATEGIES

Role of Curriculum support Materials, Preparation for implementation, Models of implementation

UNIT-II: CURRICULUM EVALUATION

Concept, Need, Importance and Aspects: Formative, Summative curriculum evaluation, NRT and CRT Testing, Models of Curriculums evaluation, Interpretation of evaluation results and method, and reconstruction of curriculum

UNIT III: ISSUES IN CURRICULUM DEVELOPMENT

Centralized vs. Decentralized curriculum, Diversity among teachers in their competence, Problem of curriculum load, Participation of functionary and beneficiaries in curriculum development

Unit IV: CURRICULUM FOR TWENTY FIRST CENTURY

Open Distance Learning Curriculum (ODL)

Recent Curriculum Trends: National Curriculum Frameworks for School Education and Teacher Education

Social Reconstructionist curriculum: characteristics, purpose, role of the teacher in Reconstructionist curriculum, Future Trend in Curriculum

Curriculum researches in India: Trend report

Unit V: COMPARATIVE CURRICULUM

Comparative study of curricula of different countries: India, UK, USA, USSR

ACTIVITIES

- Term paper on comparative studies of curricula of any two Nations
- Case study of process of development of B.Ed. curriculum of the University
- Study of stakeholders feedback on B.Ed./ M.Ed. curriculum
- Study of curriculum of an Open University

REFERENCES

Aggarwal, Deepak: Curriculum development: Concept, Methods and Techniques, New Delhi. Book Enclave, 2007.

Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.

Arora, G.L.: Reflections on Curriculum. NCERT, Delhi, 1984.

Dewey, John: The Child and the Curriculum, University of Chicago Press, 1966.

Diamond Robert M.: Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication, 1986.

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

Government of India: National Policy on Education, Department of Education, New Delhi, 1986.

Hass, Glen: Curriculum Planning: A New approach, Boston: Allyn Bacon, 1991.

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

Joseph, P.B. et al.: Cultures of Curriculum, New York, Teacher College Press, 2000.

McKernan, James: Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge, 2007.

MHRD: Programme of action, Govt. of India, New Delhi, 1992.

MHRD, Gov. of India: National policy on education (revised), New Delhi, 1992.

NCERT: National Curriculum Framework for School Education, NCERT, New Delhi, 2000.

NCERT: National curriculum framework, New Delhi, 2005.

Oliva, Peter F.: Developing the Curriculum, Scott, and Foresman & Co, 1988.

Oliver, Albert: Curriculum Improvement a Guide Principles and Processes. New York, Harper and Row, 1977.

Payne, I.D.A. Curriculum Evaluation: Commentaries on Purpose Process and Product, Boston, D.C. Health, 1973.

Pratt, D.: Curriculum Design and Development, Harcourt, Brace and Jovanovich, 1980.

Reddy, B.: Principles of Curriculum Planning and Development, 2007.

Taba, Hilda: Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc, 1962.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: TEACHER EDUCATION- I

Max. Marks :

OBJECTIVES

- To acquaint students with the pre-service and in-service Teacher Education in India. To familiarize students with the evolution of Teacher Education in India.
- To make students understand the nature and perspectives of the Teacher Education. To develop an understanding of needs and problems of Teacher Education.
- To develop an understanding of different modalities of transacting Teacher Education curriculum.

CONTENTS

UNIT I: GENESIS OF TEACHER EDUCATION

Evolution and development of Teacher Education in India, before and after independence, Recommendations of various commissions established after independence for Teacher Education.

UNIT II: PRE-SERVICE TEACHER EDUCATION

Teacher Education: Concept & objectives of Teacher Education at secondary level, Curriculum of Teacher Education at different levels.

Different phases of Teacher Education: Pre-Service Teacher Education- Concept, Objectives, Different agencies of pre-service education, Induction- concept, objectives and characteristics of effective induction programs

UNIT III: IN-SERVICE TEACHER EDUCATION

In-Service Teacher Education- concept, objectives, different agencies of in-service education, Different techniques for providing in-service education such as seminars, workshops, symposium, panel discussion, group discussion, quiz etc.

Different models of in-service education; winter schools, summer schools, short term programs.

UNIT IV: PERSPECTIVES ON TEACHER EDUCATION

- (a) Nature of teacher education as a profession, as a supervision, as administration, as counseling, as curriculum development, as science, as clinical interaction and as teacher development.
- (b) Competency based teacher education,
- (c) Accountability in teacher education

UNIT V: PROBLEMS OF TEACHER EDUCATION

Changing needs and problems of teacher education- teacher education and practicing schools, Preparing teachers for special schools, Isolation of teacher education institutions from schools and TEIs working at different levels, commercialization of teacher education, low social esteem of teaching profession, Role of professional associations

ACTIVITY (ANY TWO)

- To develop check list of competency based teacher-education. To prepare a list for accountability of teachers.
- To evaluate/survey the curriculum of teachers' training program. To evaluate/survey the innovative programs of teacher education.

REFERENCES

- Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation, 2012.
- Chatterji and Desuja, A.: Training for Teacher in India and England New Delhi: Orient Longman, 1959.
- Chaurasia, G.: New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967.
- Dunkin, M. J. (Ed.): The International Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon, 1985.
- Gage, N. L. (Ed.): Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1967.
- Gupta, A.K.: Teacher Education: Curriculum and prospects. New Delhi: Sterling Publishing Private Ltd., 1984.
- Mc Nergney, R. F. and Carrier, C. A.: Teacher Development, New York; McMillan Publishing Co., 1981.
- Miman, J. (Ed.): Handbook of Teacher Evaluation. London: Sage Publications, 1981. Mohan, R.: Teacher Education. New Delhi: PHI Learning Private Limited, 2011.
- Mukerjee, S. N. (Ed.): Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co., 1968.
- NCERT: National Curriculum Framework. New Delhi: NCERT, 2005.
- NCTE: Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.
- NCTE: Policy Perspectives in Teacher Education. New Delhi: NCTE, 1998.
- Nikose, R. L.: Teacher Education- Issues & Challenges. New Delhi: APH Publishing Corporation, 2012.
- Pal, H. R. & Passi, B. K.: Classroom Interaction. Agra: Har Prasad Bhargava

Publication. Shukla, R.S.: Emerging Trends in Teacher Education. New Delhi: Sterling, 1984.

Pal, H. R.: Curriculum- Yesterday, Today & Tomorrow. Shipra Publisher, New, Delhi, 2006.

Pal, H. R.: Methodologies of Teaching & Training in Higher Education(Hindi).Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2004.

Panda, B. N. and Tiwari, A. D.: Teacher Education. New Delhi: APH Publishing Corporation, 1997.

Singh,L.C.: Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT, 1979.

Singh, L. C.: Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.

Smith, B. O.: Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc., 1971.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: TEACHER EDUCATION- II

Max. Marks :

OBJECTIVES

- To update the students with the recent researches in teacher education and teacher effectiveness.
- To help students in developing a comparative picture of teacher education in the U.S.A. the U.K. and the U.S.S.R.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To familiarize students with the emerging trends in Teacher Education.

CONTENTS

UNIT I: AGENCIES FOR PROFESSIONAL DEVELOPMENT

Agencies of Teacher Education and their roles in professional development of Teacher Educators. National level agencies: NCTE, NCERT, UGC - ASC., NUEPA, ICSSR, RIEs. State level agencies: SBTE, DIET, IASEs, UTDs, CTEs, BITEs

UNIT I: RESEARCHES IN TEACHER EDUCATION

Research in Teacher Education: Concept, Area/Scope & Problems of Research in Teacher Education, Trends of research in Teacher Education, Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc), Emerging trends, areas and variables of research in Teacher Education.

UNIT III: COMPARATIVE TEACHER EDUCATION

Comparative teacher education: comparative study of teacher education in USA, USSR, UK and India in special reference to their foundational historical

background, levels &

structure of teacher training and their courses of the study, curriculum, methods of teaching, methods of evaluation, standards of teacher education, administration & finance, contemporary problems & emerging trends.

UNIT IV: NEW PARADIGMS IN TEACHER EDUCATION

New trends in teacher education: paradigm shift in teaching-learning process (teacher centered, teacher-learner interaction, learner centered, learner-centered interaction),

e-learning & m-learning in teacher education, Constructivism in teacher education, Interdisciplinary approach, Distance education, correspondence & Non-formal education in teacher education, Flanders interaction analysis category system.

UNIT V: QUALITY OF TEACHER EDUCATION

Quality Assurance: NAAC & their criteria for quality assessment of HEIs, Criteria of quality assurance in context of IQAC, Performance Based Appraisal System-Academic Performance Indicator (PBAS-API), TQM.

SUGGESTED ACTIVITIES

- SWOT Analysis of any teacher education Institute
- Report of a teacher education institute on the basis of quality criteria determined by the NAAC
- Abstract of Ph. D. thesis in the area of Teacher Education

REFERENCES

Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation, 2012.

Biddle, B. J. et al.: Contemporary Research on Teacher Effectiveness. New York: Holt Rinehart, 1964.

Buch, M. B. and Palsane, M. L.: Readings in In-service Education. Anand: V.D. Patel University, 1968.

Chatterji and Desuja, A.: Training for Teacher in India and England New Delhi: Orient Longman, 1959.

Chaurasia, G.: New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967. Chaurasia, G.: Innovations and challenges in Teacher Education. Agra: Vikas Publication, 1977.

Corey, S.: In-service Education of Teachers and Administrators. Chicago: University of Chicago Press, 1962.

Dunkin, M. J. (Ed.): The International Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon, 1985.

Gage, N. L. (Ed.): Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1967.

Gupta, A.K.: Teacher Education: Curriculum and prospects. New Delhi: Sterling Publishing Private Ltd., 1984.

Henry, N. B. (Ed): In-service Education of Teachers, Supervisors, Administrators. Chicago: University of Chicago Press, 1967.

Mc Nergney, R. F. and Carrier, C. A.: Teacher Development, New York; McMillan Publishing Co., 1981.

Miman, J. (Ed.): Handbook of Teacher Evaluation. London: Sage Publications, 1981.

Mohan, R.: Teacher Education. New Delhi: PHI Learning Private Limited, 2011.

Mukerjee, S. N. (Ed.): Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co., 1968.

NCERT: National Curriculum Framework. New Delhi: NCERT, 2005.

NCTE: Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.

NCTE: Policy Perspectives in Teacher Education. New Delhi: NCTE, 1998.

Nikose, R. L.: Teacher Education- Issues & Challenges. New Delhi: APH Publishing Corporation, 2012.

Shukla, R. S.: Emerging Trends in Teacher Education. New Delhi: Sterling, 1984.

Pal, H. R.: Methodologies of Teaching & Training in Higher Education(Hindi).Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2004.

Panda, B. N. and Tiwari, A. D.: Teacher Education. New Delhi: APH Publishing Corporation, 1997.

Singh, L. C.: Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT, 1979.

Singh, L. C.: Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.

Singh, T. and Others: Orientation Program of University Teachers. Varanasi: Faculty of Education, B.H.U., 1982.

Smith, B. O.: Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc., 1971.

Watking, R. (Ed): In-service Training – Structure and Content. William Brothers Ltd., Birkenhead, 1977.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-I

Max. Marks :

OBJECTIVES

- To acquaint students with the emerging concept of Educational Administration.
- To help students to understand the various factors affecting the character of educational administration.
- To impart knowledge of the concept of and related concepts underlying Educational Administration.
- To help the students to understand the nature of Educational Planning, Educational Leadership and Performance Appraisal.
- To develop the students understanding and appreciation of the theories of Educational Administration and Leadership.
- To develop an insight about key concepts of Educational Supervision.
- To develop in them knowledge and skills of Evaluation and Appraisal of educational Institutions.
- To develop in students a satisfactory concept of competence in Educational Administration.
- To develop pre-requisite skills for Educational Administrator among students. To keep students precisely informed about the Educational Planning in India.

CONTENTS

UNIT I: MODERN DEVELOPMENTS IN EDUCATIONAL ADMINISTRATION

Taylorism, Human Approach, Max Weber's concept of Management, Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration.

UNIT II: EDUCATIONAL LEADERSHIP

Meaning and Nature of Educational Leadership, Theories of Leadership, Styles of Leadership: Autocratic, Democratic & Laissez Faire, Group Dynamics and Human Relations.

UNIT III: EDUCATIONAL PLANNING

Types and Scope of Educational Planning. Principles, Different Approaches to Educational Planning, Economic and Social aspects of Educational Planning; steps in preparation of plans; Implementing, Evaluating and Readjusting a plan. Five year Plan in education: Historical Background, Features, Impacts, Merits, Demerits.

UNIT IV: EDUCATIONAL SUPERVISION

Principles, methods and procedures of Educational Supervision, Supervision as Service Activity, Evaluating effectiveness of supervision, Functions of Supervision, Modern Supervision.

UNIT V: PERFORMANCE APPRAISAL

Meaning, Concept and Scope, Code of Professional Ethics for teacher, Program for professionals, growth of teachers and improvement of instructional program.

ACTIVITIES

- Seminar on the history of Educational Administration Critical Account of Educational Planning in India
- Critical appraisal of the Five year plans in India Critical analysis of a Leader
- Visit to an Educational Institution
- Preparation of Performance Appraisal for Teachers, Administrators etc.
- Account of Educational Administration in India

REFERENCES

Adams, D. (Ed.): Educational Planning, Centre for Development of Education, Syracuse University Press, All University School Education, 1958.

Bettelheim, C.: Study in the Theory of Planning, Asia Publishing House, Bombay, 1961.

Campbell, R.F. and Gregg, R.T. (Ed.): Administrative Behavior in Education, Harper and Brothers, . New York, 1957.

Chandrakant, L.S. et al: Educational Administration - What it Means. Ministry of Education, Delhi, 1957. Corbally, J.E. (Jr.): School Finance. Allyn and Bacan, Boston,1962

Craig, M. W: Dynamics of Leadership, Jaico Publishing House, Bombay,1995.

Davar, R. L. & Davar, S. L.: The Management Process, Progressive Corporation Pvt. Ltd. Bombay, 1982.

Dull, L.E.W.: Criteria for Evaluating the Supervision Programme in School, System Findlay, Ohio, 1960.

Harold-Koontz & Cyril O'Donnell Principles of Management. (2nd ed.), McGraw-Hill Book Company, New York, 1959.

Hicks, H. J.: Educational Supervision in Principle and Practice. The Ronald Press Company New York, 1960.

Mort, P. R: Principles of School Administration. McGraw Hill Book Company Inc, New York, 1946.

George R. Terry: Principles of Mangement. (3rd ed). Richard Publication, Homewood, 1954.

Gupta, L. D.: Ucha Shiksha Prashashan, Haryana Sahitya Acadamy, Chandigarh, 1990.

Jain, P.C. & Maheshwari, G. C, Prabhandhan ke Sidhant , Sultanchand & Sons,

New Delhi, 1992.

Koontz, H. & O'Donnell, C: Principles of Management. (2nd ed.), McGraw-Hill Book Company, New York, 1959.

Mathur, S. S: Educational Administration-Principles and Practices, Krishna Press, Jullundher, 1969.

Mishra, A. (Ed.): The Financing of Indian Education, Asia Publishing House, Delhi, 1967. Naik, C: Leadership and Educational Administration, Ministry of Education, New Delhi, 1957.

Naik, J. P: Educational Planning in India, Allies publishers, Bombay, 1965.

Ode, L. K.: Shekshik Prashashan. Rajasthan Hindi Granth Academy, Jaipur, 1991.

Robbins, Stephen P: Organizational Behavior - Concepts, Controversies, Applications. 11th Ed. Prentice Hall, 2010.

Robert, T et. al :Leadership and Organization: A behavioural science Approach McGraw-Hill Book Company, New York, 1959.

Simmon, H.A.: Administrative Behaviour (2 nd Ed.). McMillan and Co., New York, 1967.

Saxena, C. C: Prabhandhan ke Sidhant Sahitya Bhavan Publication, Agra, 1996.

Sears, J. B.: The Nature of the Administrative Process, McGraw Hil, New York, 1950.

Speers H: Improving the Supervision of Instruction N.L, Prentice Hall Inc, Englewood Cliffs, 1953.

Tripathi, P. C. Successful Organisation Management, Global Business Press, New Delhi, 1992.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-II

Max. Marks :

OBJECTIVES

- To develop among the students understanding and appreciation of the theories of Educational Administration.
- To develop among students the concept of competence in Educational Administration. To help the students to understand the nature of Educational Planning and Finance.
- To acquaint them with the theory and Practice of Educational Finance.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of Educational Administration.
- To help them gain an understanding of Financing in Education in India.
- To sensitize students about underlying issues in Educational Administration.
- To develop among students an insight about the modern trends and related concepts of Educational Administration.
- To acquaint student with the knowledge of Human Resource Management.

CONTENT

UNIT I: THEORIES OF EDUCATIONAL ADMINISTRATION

Conflicts- Gatzel's Theory, Motivation-Theory of Organizational Equilibrium,
Decision Making- Griffith Theory and Administrative Behavior, Systems
Analysis: An approach to Educational Administration.

UNIT II: ISSUES IN EDUCATIONAL ADMINISTRATION

Centre, state and local bodies, centralization and decentralization in India, State and

Private enterprise, existing problems of administration in India, External and Internal controls, Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).

UNIT III: EDUCATIONAL FINANCE

Importance of Financing in Education, Sources of Income, Cost of Education and Expenditure on Education. Resource Mobilisation and Allocation, Preparation of budget, Role of central and state governments, local authorities, Private Agencies, Voluntary Organization

Unit IV: HUMAN RESOURCE MANAGEMENT

Staff selection; Personnel development, Performance appraisal systems; Motivation and job satisfaction, Organisational climate; Team building

UNIT V: MODERN TRENDS IN EDUCATIONAL ADMINISTRATION

Decision Making, Organization Compliance, Organizational Development, PERT/CPM, PPBS system approach, Management Information Systems: Database: Concept and Management, Office Management, Management of Physical Resources

ACTIVITIES

- Critical Account of Educational Administration and Management in India
- Critical Appraisal of Educational Planning and Finance in India
- Assignment on Sources of Educational Finance in India

REFERENCES

Aggrawal, J. C: Educational Administration, School Organisation and Supervision, Delhi: Agra Book Depot, 1967.

Bhatnagar, R. P. & Aggrawal, V.: Educational Administration Meerut: Loyal Book Depot. 1998.

Campbell, R.F. and Gregg, R.T. (Ed.): Administrative Behavior in Education. New York: Harper and Brothers, 1957.

Chandrashekrn, P.: Educational Planning and Management. New Delhi: Striling Publication, 1994.

Corbally, J.E. (Jr.): School Finance. Boston: Allyn and Bacan. 1962.

Culbertson, J.A., Paul, B.J. and Theodore, L.R.: Administrative Relationships-A Case Book. Englewood Cliffs, N.J.: Prentice Hall Inc., 1960.

Datt, R. and Sundharam, K.P.M.: Indian Economy. New Delhi: S.Chand & Company Ltd., 2004.

Deshora, M. L. :Sangathan: Sidhant evm Vyavahaar. Delhi: Himanshu Publication, 1994.

Goel, A. & Goel S. L. Education Policy and Administration. New Delhi: Deep & Deep Publication, 1994.

Government of India (1951-1956). First Five-year Plan:1951-1956, Planning Commission, New Delhi: Planning Commission.

Government of India (1956-1961). Second Five-year Plan: 1956- 1961, Planning Commission, New Delhi: Planning Commission.

Government of India (1961-1966). Third Five-year Plan: 1961- 1966, Planning Commission, New Delhi: Planning Commission.

Government of India (1969-1974). Fourth Five-year Plan: 1969-1974, Planning Commission, New Delhi: Planning Commission.

Government of India (1974-1979). Fifth Five-year Plan 1974-1979, Planning Commission, New Delhi: Planning Commission.

Government of India (1980-1985). Sixth Five-year Plan: 1980- 1985, Planning Commission, New Delhi: Planning Commission.

Government of India (1985-1990). Seventh Five-year Plan: 1985- 1990, Planning Commission, New Delhi: Planning Commission.

Government of India (1992-1997). Eighth Five-year Plan: 1992- 1997, Planning Commission, New Delhi: Planning Commission.

Government of India (1997-2002). Ninth Five-year Plan: 1997- 2002, Planning Commission, New Delhi: Planning Commission.

Government of India (2002-2007). Tenth Five-year Plan: 2002- 2007, Planning Commission. New Delhi: Planning Commission.

Government of India (2002-2007). Eleventh Five-year Plan: 2007- 2012, Planning Commission, New Delhi: Planning Commission.

Griffiths, D.W. (Ed.): Behavioural Sciences and Educational Administration. Chicago: Chicago University Press of Chicago, 1964.

Griffiths, D.E.: Research in Educational Administration. New York: Bureau of Publications, Teacher College, Columbia University, 1959.

Gupta, L. D.: Ucca Shiksha Prashashan. Chandigarh: Haryana Sahitya Academy, 1990.

Halpin, A. (Ed.): Administrative Theory in Education. Chicago: Midwest

Administration Centre, University of Chicago, 1958.

Jain, P.C. & Maheshwari, G. C: Prabhandhan ke Sidhant . New Delhi: Sultanchand & Sons, 1992.

Levin, H.M.: Cost- effective Analysis in Camboy, M (ed.) International Encyclopedia of Economics of Education (2nd Ed.), London: Pergamon press, 1995.

Mukerji, S. N.: Administration of Educational Planning and Finance (Theory and Practice), Vadodara: Acharaya Book Depot, 1970.

Naik, J. P.: Educational Planning in India. Bombay: Allied Publication, 1965.

NCERT (1966): Education and National Development, New Delhi: NCERT.

N.S.S.E. Year Book Pt. 2: Behavioural Sciences and Educational Administration. Chicago: Chicago University Press, 1964.

Nwankwo, J. I.: Educational Administration Theory & Practice. Delhi: Vikas Publishing House Pvt. Ltd, 1982.

Ode, L. K.: Shekshik Prashashan. Jaipur: Rajasthan Hindi Granth Academy, 1991.

Robbins, Stephen P: Organizational Behavior - Concepts, Controversies, Applications. Prentice Hall, 2010.

Simmon, H.A.: Administrative Behaviour (2 nd Ed.). New York: McMillan and Co, 1967.

Saxena, C. C: Prabhandhan ke Sidhant . Agra: Sahitya Bhavan Publication

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: SPECIAL EDUCATION -I

Max. Marks :

OBJECTIVES

- To enable the prospective teacher to acquire knowledge and understanding of Special Education.
- To acquaint the students with the historical scenario of special education in India and abroad.
- To provide the knowledge about the trends like rehabilitation, mainstreaming, integration, inclusion etc.
- To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Visual Impairment, Hearing Impairment, Orthopedically Impaired and Juvenile Delinquency).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for Education of the children with various disabilities.

CONTENT

UNIT I : INTRODUCTION TO SPECIAL EDUCATION

(a) Concept, Definition, Objectives, Assumptions, Scope. (b) Key terms related to Special Education- Handicap, Impairment and Disability. Historical development of Special Education. Trends in Special Education: Rehabilitation, Integration, Inclusion Normalization and Mainstreaming. Legal Aspect of Special Education: (a) Constitutional Provisions and Acts (b) Facilities for special children (c) National Institutes related to disability.

UNIT II: VISUAL IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Assessment techniques, Training For Visually Impaired-Sensory Training, Concept development, Communication skills, Daily Living Skills, Orientation and Mobility Training, Aids and appliances and Educational Programmes.

UNIT III: HEARING IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Training in Sign Language, Aids and Appliances and Educational Programmes.

UNIT IV: ORTHOPEDICALLY IMPAIRED

Concept, Definition, Characteristics, Classification and Educational Programmes.

UNIT V: JUVENILE DELINQUENTS

Concept, Definition, Characteristics, Causes and educational Programmes.

ACTIVITIES:

- Visit to any Special/Integrated/inclusive School and writing and presentation of report.
- Survey of Educational facilities/ Aids and appliances available in the special school.
- Case study of any one child suffering from any disability.
- Survey of the various web resources available any prescribed disability.
- Review of researches related to the prescribed disabilities.

REFERENCES

Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York,1992.

Cruschank, W. M: Psychology of Exceptional Children and Youth, Engelwood Cilffs. N.J.: Prentice Hall, 1975.

Kirk, S.A & companions Educating Exceptional Children. Houghton Mifflin Company, Eleventh ed, Boston, New York, 2006.

Pal, H.R: Vishishta Balak, Madhya Pradesh Hindi Granth , Academy, Bhopal, 2010.

Panda, K.C: Education of Exceptional Children, Vikas Publishing House, New Delhi, 1997.

Shankar, U: Exceptional Children, Enkay Publisher, New Delhi, 1991.

Singh, N: Special Education. Commonwealth Publishers. New Delhi, 1997.

Stow & Selfe : Understanding Children with Special Needs, Unwin Hyman Ltd. London, 1989.

Yesseldyke, E. James, Bob Algozzine. Special Education- A Practical Approach for Teachers, Kanishka Publishers & Distributers , New Delhi

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: SPECIAL EDUCATION -II

Max. Marks :

OBJECTIVES:

- To enable the prospective teacher to acquire knowledge and understanding of Special education and its curriculum.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- To acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.
- To aware the students with the various trends in the area of Special Education.

CONTENT

UNIT I: CURRICULUM PLANNING IN SPECIAL EDUCATION

(a) Meaning of curriculum (b) Difference in General and Special curriculum,(c) Foundations of curriculum (d) Components of curriculum (e) Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: (a) Cross Disability Approach. (b) Role of Formal and Informal agency in dealing with special children.

UNIT II: EDUCATION OF MENTALLY RETARDED

(a) Concept, (b) Definition,(c) Classification, (d) Characteristics, (e) Causes, (f)

Educational Programmes.

UNIT III: EDUCATION OF BACKWARD CHILD

Concept of Backward children Causes of backwardness and Education Programmes.

UNIT IV: EDUCATION OF GIFTED AND CREATIVE CHILD

(a) Concept, (b) Definition, (c) Characteristics, (d) Identification, (e) Educational Programmes.

UNIT V: EDUCATION OF LEARNING DISABLE

(a) Concept, (b) Definition, (c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

ACTIVITIES

- Visit to Special School
- Project on any one disability area
- Preparation of Learning Material
- Curriculum planning for special children
- Test preparation for Learning Disabled

REFERENCES

Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992.

Cruschank, W. M: Psychology of Exceptional Children and Youth, Engelwood Cilffs. N.J.: Prentice Hall, 1975.

Kirk, S.A & companions Educating Exceptional Children. Houghton Mifflin Company, Eleventh ed, Boston, New York, 2006.

Pal, H.R: Vishishta Balak, Madhya Pradesh Hindi Granth ,

Academy,Bhopal, 2010.

Panda, K.C: Education of Exceptional Children, Vikas Publishing House, New Delhi, 1997.

Shankar, U: Exceptional Children, Enkay Publisher, New Delhi, 1991.

Singh, N:Special Education. Commonwealth Publishers. New Delhi,1997.

Stow & Selfe : Understanding Children with Special Needs, Unwin Hyman Ltd. London,1989.

Yesseldyke, E. James, Bob Algozzine. Special Education- A Practical Approach for Teachers, Kanishka Publishers & Distributers ,New Delhi

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: GUIDANCE AND COUNSELLING– I

Max. Marks :

OBJECTIVES

- To familiarize students with meaning, nature, scope ,aims and principles of guidance & counseling.
- To familiarize students with meaning, definition, techniques, types and methods of counseling.
- To acquaint students with philosophical, sociological and psychological foundation of guidance.
- To familiarize students with standardized and non standardized tools of guidance.
- To help students in understanding nature of individual and individual differences.
- To make students aware about world of education and world of work.
- To familiarize students with process of organizing guidance services at different levels and personnel involve in guidance services.

CONTENTS

UNIT I: GUIDANCE

Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance,

Philosophical, Sociological and Psychological Foundations of Guidance: Aims and Principles of Guidance.

Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

UNIT II: COUNSELLING

Meaning, historical development and importance of counselling.

Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive. Eclectic counselling. Techniques in counselling: Steps of counselling. The Qualities of effective counsellor.

Theories of counselling-Psychoanalytical theory (Freud, Jung), Self concept/ actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behavioristic (Skinner,Pavlov) Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview. preparation, process, interpretation, recording, and termination .

UNIT III: TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELING

Criteria of Good Guidance test: general, practical & psychological. Simple (Non Standardized)

Tools of Guidance – Characteristics, construction and use by the Guidance worker. Anecdotal and cumulative records, Autobiography and self reports,

Behavior Description, Questionnaire, Rating Scale and Checklist, Observation and Interview schedules, Sociometric Devices. Scientific (Standardized)

Tools of Guidance – Psychological Testing: Nature and Preliminary Precautions, Role Advantages and limitations –Intelligence, Personality, Creativity, Aptitude, Attitude and Interest.

UNIT IV: UNDERSTANDING THE INDIVIDUAL

Individual Differences in the process of Guidance and Counseling -Nature and Importance.

Nature of Individual's Personality, its significance

Adjustment: Meaning and Mechanisms and development of Strategies for enhancing Adjustment

Principles of Educational and Vocational Planning, world of work and world of education.

Importance of assessing interest for educational and vocational guidance

UNIT V: ORGANIZATION OF GUIDANCE PROGRAM AT VARIOUS LEVELS

Secondary and college level, Need for Practical Programs of Service.

Basic Services of Guidance and Counseling, Role of various personnel and agencies in an organized program of services.

Referral Services – Special and Community.

ACTIVITIES

- Individual and group counselling for children and adolescents for emotional, social, behavioural and academic problems.
- Needed Competencies for Various Vocations & Professions
- Preparation of Computerized Cumulative Record
- Computerized Psychological testing of an individual/class
- Developing Skills in Communication with practical exercise in verbal and non-verbal mode.

REFERENCES

- Agarwala J.C: Educational and Vocational Guidance & Counseling, Doaba House, New Delhi,1965.
- Barki B.G.,& Mukhopadhyay B : Guidance and Counseling- A manual, Sterling Publishers Pvt. Ltd, New Delhi,1989.
- Bhatnagar R.P : Guidance and Counseling in Education and Psychology, R. Lall Book Depot, Meerut,2011.
- Bernard, H.W.: Towards Better Personal Adjustment. McGraw Hill Book Co., New York,1957.
- Cattle, C. and Downie, N.M.: procedures and preparation for counseling, Englewood Cliffs, New Jersey, 1960.
- Chauhan S.S: Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd, New Delhi,2001.
- Chibber S.K: Guidance and Educational Counseling, Common Wealth Publishers, New Delhi,2008.
- Crow and Crow : An Introduction to Guidance, Eurasia Publishing House (P) Ltd, New Delhi,1962.
- Geldard, K. and Geldard, D.: Counselling Children – A practical Introduction. Sage publications, New Delhi, 1997.
- Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. Prentice Hall, New Jersey, 1995.
- Gladding T.S : Counseling- A Comprehensive Profession, Dorling Kindersley (I) Pvt. Ltd, 2009. Goldman L.: Using Tests in Counselling. Appelton Century Crofts, New York, 1971.
- Gupta, M : Effective Guidance and Counseling-Modern Methods and techniques, Mangal Deep Publication, Jaipur, 2003.

Hollend, J.: The psychology of Vocational Choice. Wattham Man, TheBlaisoldd publication Co., 1966.

Jaysawal, S.R.: Guidance and Counselling, Prakshan Kendra, Lucknow,1985.

Jones, A.J.: Principals of Guidance, McGraw Hill Book Co.Inc.,NewYork,1951.

Kochhar S.K: Guidance and Counseling in Colleges and Universities, Sterling Publishers Pvt. Ltd., New Delhi,1984.

Kochhar S. K: Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Pvt. Ltd., New Delhi,1984.

Mc Daenial, H.B.: Reading in GuidanceHolt, Rinehart and Winston, New York,1959.

Mishra R.C: Guidance and Counseling Vol. I, APH Publishing Corporation, New Delhi,2011.

Mishra R.C: Guidance and Counseling Vol. II, APH Publishing Corporation, New Delhi,2011.

Myers, G.E.: Principals and techniques of Vocational Guidance, McGraw Hill Book Co. Inc., NewYork,1941.

Nayak A.K :Guidance and Counseling, APH Publishing Corporation,New Delhi,1997. Peterson, J.V. and Nisenholz, B.: Orientation to Counselling. Allyn And Bacon, Boston, 1995. Qureshi H : Educational Counseling, Anmol Publications Pvt. Ltd, New Delhi, 2004.

Sharma, R.A.: Fundamentals of Guidance and Counselling. R. Lall Book Depot, Meerut, 2001. Siddiqui M.H :Guidance and Counseling, APH Publishing Corporation, New Delhi,2009.

Singh U. K.& Sudarshan K. N. Vocational Education, Discovery Publishing House, New Delhi,1990.

Super, D.E.: Psychology of Careers. Harper and Brothers, New York, 1957.

Yadav S: Guidance and Counseling, Anmol Publications Pvt. Ltd. New Delhi,2005.

BARKATULLAH UNIVERSITY BHOPAL

COURSE 4/8/12/16: GUIDANCE AND COUNSELLING- II

Max. Marks :

OBJECTIVES

- To acquaint students with need of guidance at different educational levels and techniques collecting and disseminating educational as well as vocational information.
- To familiarize students with concepts like vocational development, vocational maturity, vocational adjustment and their relationship.
- To make student understanding self concept and aspiration and importance of studying these concepts for guidance worker.
- To familiarize students with meaning, need , methodology and strategies of personal guidance.
- To make student aware about personality development skills.
- To familiarize students with training of personal involved in guidance activities.
- To acquaint students with concept objectives and organization of educational clinic.
- To make student aware about the researchers conducted in the area, needed areas of research and issues and challenges in guidance.
- To familiarize students with intervention programme as relaxation strategies, Critical analysis of problems and understanding of behavior pattern of special children.

CONTENT

UNIT I: EDUCATIONAL GUIDANCE

Meaning, Guidance and Curriculum, Principles and Examples of Guidance oriented Curriculum. Special Need and Specific Nature of Guidance at different educational stages, viz. Primary, Secondary, Higher Secondary, College entrance, University and Professional Courses/Colleges.

Educational Information – Importance, Techniques of collecting and disseminating Educational Information.

UNIT II: VOCATIONAL GUIDANCE

Meaning, Theories of Vocational Development, Vocational Development, Vocational Maturing and Vocational Adjustment Occupational Information – Nature and Importance/ Significance, Classification of Occupations, Sources of Occupational Information, Collection, Analysis and Filing of Occupational Information, Dissemination and use of Occupational Information, Job Analysis and Job Profiles.

Theories of career development (some basic concepts, applicability and limitations of each theory) - Trait Factor Theory , Roe's theory of personality development and career choice , Holland's career theory of personality types and work environment , Super's life span/life space approach to career development

UNIT III: PERSONAL GUIDANCE

Meaning and Definition of Personal Guidance, Need of Personal Guidance, Methodology and Strategy of Personal Guidance, Various Possible Areas of Problems- Viz. Physical Health, Social Relationship, School Life, Home and Family, Sex, Ideals, Financial Status, Morals, Religion etc. Various areas of Deviancy viz. – Physical, Mental, Intellectual, Academic, Emotional, Psychoneurotic etc. Cause effect Relationship,

Personality Development : Skills for developing personality: Self Confidence, coping with stage fear, preparing for interview, Communication skill, Self exploration, etc.

UNIT VI: GROUP GUIDANCE

Concept and Need of Group Guidance, Specific need of Group Guidance in Indian Situations, Group Dynamics and Group Guidance, Group Guidance and Individual Counseling. Techniques of Group Guidance.

Researches in Guidance Types and Areas of Researches conducted. Needed Areas of Research in Guidance and Counseling. Issues and challenges in Guidance.

UNIT V: INTERVENTION PROGRAMMES

Role of relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems. Personal management skills (Time, self management)

Critical Analysis of different Types of problems -Academic Problems, Class room problems, Personal, Vocational, Emotional/social problem (Adjustment) , and Problem of Decision making .

Behaviour Patterns of Gifted, underachiever, Slow learner/educationally backward child, Attention deficit hyperactive (ADH) Children, Visual/ auditory/ Speech, Orthopedic and Mentally challenged.

ACTIVITIES

- Sources and Disseminating Information: Educational and Vocational Job Analysis
- Trend Report on Researches of Guidance and Counseling Group Assessment- Tools: Administration and Report.
- Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems.
- Critical Analysis of different types of Problems of Students Study of Behaviour Pattern of any special child

REFERENCES

- Agarwal J.C: Educational and Vocational Guidance & Counseling, Doaba House, New Delhi, 1965.
- Barki B.G., & Mukhopadhyay B : Guidance and Counseling- A manual, Sterling Publishers Pvt. Ltd, New Delhi,1989.
- Bhatnagar R. P: Guidance and Counseling in Education and Psychology, R. Lall Book Depot, Meerut, 2011.
- Bernard, H.W.: Towards Better Personal Adjustment. McGraw Hill Book Co., New York, 1957.
- Cattle, C. and Downie, N.M.: procedures and preparation for counseling, Englewood Cliffs, New Jersey, 1960.
- Chauhan S.S: Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd, New Delhi, 2001.
- Chibber S.K: Guidance and Educational Counseling, Common Wealth Publishers, New Delhi, 2008.
- Crow and Crow: An Introduction to Guidance, Eurasia Publishing House (P) Ltd, New Delhi, 1962.
- Geldard, K. and Geldard, D.: Counselling Children – A practical Introduction. Sage publications, New Delhi, 1997.
- Gibson, R.L. and Mitchell, M.H.: Introduction to Counselling and Guidance. Prentice Hall, New Jersey, 1995.
- Gladding T. S: Counseling- A Comprehensive Profession, Dorling Kindersley (I), Pvt. Ltd, 2009. Goldman L.: Using Tests in Counselling. Appelton Century Crofts, New York, 1971.
- Gupta, M: Effective Guidance and Counseling-Modern Methods and techniques, Mangal Deep Publication, Jaipur, 2003.

Hollend, J.: The psychology of Vocational Choice. Wattham Man, The Blaisoldd publication Co.,1966.

Jaysawal, S.R.: Guidance and Counselling, Prakshan Kendra, Lucknow, 1985.

Jones, A.J.: Principals of Guidance, McGraw Hill BookCo.Inc.,New York,1951.

Kochhar S.K: Guidance and Counseling in Colleges and Universities, Sterling Publishers Pvt. Ltd., New Delhi, 1984.

Kochhar S. K: Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Pvt. Ltd., New Delhi, 1984.

Mc Daenial, H.B.: Reading in Guidance Holt, Rinehart and Winston, New York, 1959. Mishra R.C: Guidance and Counseling Vol. I, APH Publishing Corporation, New Delhi, 2011. Mishra R.C: Guidance and Counseling Vol. II, APH Publishing Corporation, New Delhi, 2011.

Myers, G.E.: Principals and techniques of Vocational Guidance,McGraw Hill Book Co. Inc., NewYork,1941.

Nayak A.K : Guidance and Counseling, APH PublishingCorporation, New Delhi,1997.

Peterson, J.V. and Nisenholz, B.: Orientation to Counselling. Allyn and Bacon, Boston, 1995. Qureshi H : Educational Counseling, Anmol Publications Pvt. Ltd, New Delhi, 2004.

Sharma, R.A.: Fundamentals of Guidance and Counselling. R. Lall Book Depot, Meerut, 2001. Siddiqui M.H :Guidance and Counseling, APH Publishing Corporation, New Delhi,2009.

Singh U. K.& Sudarshan K. N. Vocational Education, Discovery Publishing House, New Delhi,1990. Super, D.E.: Psychology of Careers. Harper and Brothers, NewYork,1957.

Yadav S: Guidance and Counseling, Anmol Publications Pvt. Ltd. New Delhi,2005.



बरकतउल्ला विश्वविद्यालय, भोपाल

होशंगाबाद रोड, भोपाल म.प्र. 462026



क्रमांक: 406.1/अकादमी/पाठ्य.प्र./2023

भोपाल, दिनांक: 24.05.2023

:: सूचना ::

शारीरिक शिक्षा एवं योग विषय के अध्ययन मण्डल/ समिति की बैठक दिनांक: 31/05/2023 को अपरान्ह: 03:30 बजे अकादमी शाखा के सभागृह में आयोजित की गई है। कृपया अध्ययन मण्डल के सदस्यों से अनुरोध है, कि उक्त बैठक में निर्धारित समय पर आवश्यक रूप से उपस्थित होने का कष्ट करें।

अतः समस्त अधिष्ठाता/अध्यक्ष/सदस्यों की उपस्थिति प्रार्थनीय है।

कार्यावली

1. राष्ट्रीय शिक्षा नीति के अंतर्गत विश्वविद्यालय के शैक्षणिक विभाग में संचालित बैचलर ऑफ फिजिकल एजुकेशन एण्ड स्पोर्ट्स (बी.पी.ई.एस.) द्वितीय वर्ष (सेमेस्टर पद्धति) के पाठ्यक्रम तथा परीक्षा योजना को प्रचलित अध्यादेश क्रमांक 14 'ए' (च्वाईस बेस्ड क्रेडिट सिस्टम) के अंतर्गत सेमेस्टर पद्धति में तैयार कर अनुशंसित करना।
2. राष्ट्रीय शिक्षा नीति के अंतर्गत विश्वविद्यालय के क्षेत्राधिकार महाविद्यालयों में संचालित बैचलर ऑफ फिजिकल एजुकेशन एण्ड स्पोर्ट्स (बी.पी.ई.एस.) द्वितीय वर्ष (वार्षिक पद्धति) के पाठ्यक्रम तथा परीक्षा योजना को प्रचलित अध्यादेश क्रमांक 14 'बी' (च्वाईस बेस्ड क्रेडिट सिस्टम) के अंतर्गत सेमेस्टर पद्धति में तैयार कर अनुशंसित करना।
3. सत्र 2023-024 हेतु बी.पी.एड. के पाठ्यक्रम पर विचार कर अनुशंसित करना।
4. सत्र 2023-24 हेतु विश्वविद्यालय के शैक्षणिक विभाग एवं महाविद्यालयों में संचालित मास्टर ऑफ फिजिकल एजुकेशन (एम.पी.एड.) पर विचार कर अनुशंसित करना।
5. सत्र 2023-24 हेतु पी.एचडी. प्रवेश परीक्षा एवं कोर्सवर्क के पाठ्यक्रम पर विचार कर अनुशंसित करना।
6. अध्यक्ष की अनुमति से अन्य प्रकरण।

पृ. क्रमांक: 406.2/अकादमी/पाठ्य.प्र./2023
प्रतिलिपि:-

उप-कुलसचिव (अकादमी)
भोपाल, दिनांक: 24.05.2023

पद	सदस्यों का नाम	सदस्यों का पता	मोबाईल नम्बर
अधिष्ठाता	रिक्त	-	-
अध्यक्ष	डॉ. आलोक मिश्रा	शारीरिक शिक्षा विभाग, यू.टी.डी., भोपाल,	9424416936
सदस्य	डॉ. बी.एस.भदौरिया	शारीरिक शिक्षा विभाग, व्ही.एन.एस.कॉलेज, भोपाल	9826054988
सदस्य	डॉ. विनोद झा	शारीरिक शिक्षा विभाग, आई.पी.सी., भोपाल	7024055572
सदस्य	श्री अरुण पॉण्डे	शारीरिक शिक्षा विभाग, जवाहर लाल नेहरू महावि., भोपाल,	9406543988
सदस्य	डॉ. रवि मिश्रा	शारीरिक शिक्षा विभाग, एन.एम.व्ही., होशंगाबाद	9893805732
सदस्य	डॉ. योगेन्द्र पुरोहित	शारीरिक शिक्षा विभाग, कमलनाथ कॉलेज, भोपाल	9425025169
सदस्य	डॉ. श्याम मिश्रा	शारीरिक शिक्षा विभाग, राजीव गाँधी कॉलेज, भोपाल	9425488948
सदस्य	डॉ. साधना दानौरिया	शारीरिक शिक्षा विभाग, यू.टी.डी., भोपाल,	9425005718

सहवरित सदस्य

1. सदस्य: डॉ. दीपक मेहता, प्रोफेसर एवं हेड शा.शि., देवी अहिल्याबाई विश्वविद्यालय, इन्दौर, (म.प्र.)
2. सदस्य: डॉ. विशाल बन्ने प्रोफेसर, डायरेक्टर एवं हेड शा.शि., रानी दुर्गावती विश्वविद्यालय, जबलपुर

1. आयुक्त, उच्च शिक्षा विभाग, सतपुडा भवन, भोपाल की ओर सूचनार्थ।
2. क्षेत्रीय संचालक, उच्च शिक्षा, भोपाल एवं नर्मदापुरम् संभाग की ओर इस अनुरोध के साथ कि अपने संभाग में संचालित महाविद्यालयों के प्राचार्यों को निर्देशित करने का कष्ट करें, कि वे विश्वविद्यालय के अध्ययन मण्डल की बैठक में उपस्थित होने हेतु महाविद्यालयों के शिक्षकों को कर्तव्य अवकाश प्रदान कर, कार्यमुक्त करने का कष्ट करें।
3. प्राचार्य/ विभागाध्यक्ष, संबंधित महाविद्यालय को इस आग्रह के साथ सूचित किया जाता है कि, विश्वविद्यालय/ महाविद्यालय में सेवारत संबंधित अध्ययन मण्डल के अध्यक्ष/सदस्यों को बैठक में उपस्थित होने हेतु आवश्यक रूप से निर्देशित कर, उन्हें कर्तव्य अवकाश प्रदान करना सुनिश्चित करें, जिससे कि विश्वविद्यालय का अकादमीक कार्य समय सीमा में सम्पन्न हो सके।
4. प्रभारी, अतिथिगृह, बरकतउल्ला विश्वविद्यालय, भोपाल की ओर इस आशय के साथ प्रेषित, कि वे बैठक में स्वल्पाहार की व्यवस्था सुनिश्चित करें।
5. वित्त नियंत्रक, बरकतउल्ला विश्वविद्यालय, भोपाल की ओर भुगतान संबंधी कार्यवाही सुनिश्चित करने के निवेदन के साथ सूचनार्थ प्रेषित।
6. सहायक संचालक, अंकेक्षण विभाग, बरकतउल्ला विश्वविद्यालय, भोपाल की ओर सूचनार्थ।


.....2



7. कुलपति के सचिव के माध्यम से मा.कुलपति जी ओर सूचनार्थ ।
8. कुलसचिव के निज सहायक के माध्यम से कुलसचिव जी की ओर सूचनार्थ ।
9. संबंधित नस्ती ।

विशेष नोट:-

1. भोपाल के बाहरी सदस्य यात्रा टिकट अनिवार्य रूप से प्रस्तुत करे, अथवा कार से आने वाले सदस्य टोलटेक्स की रसीद एवं घोषणा पत्र अनिवार्य रूप से प्रस्तुत करें।
2. म.प्र.शासन के पत्र क्र. एफ 1-2/2016/नियम/4, दि. 05.05.2016 के अनुसार वि.वि.के समस्त भुगतान ई पेमेंट के माध्यम से किये जाने हैं। अतःसम्माननीय सदस्यों से निवेदन है, कि बैंक पासबुक के मुख्य पृष्ठ की छायाप्रति, जिसमें बैंक नाम, आई.एफ.सी.कोड एवं खाता क्रमांक का उल्लेख हो, देना अनिवार्य है।


कुलसचिव
सहा-अकादमी (अकादमी)
बरकतउल्ला विश्वविद्यालय, भोपाल