

B.Ed. (Bachelor of Education)

For the examination of 2008 and after

The examination for the degree of B.Ed. shall consist of the following:

Part I	A.	Six compulsory theory papers of 100 marks each	(600 marks)
	B.	One Elective paper	(100 marks)
Part II	Practical: Consisting of Psycho practical, Practical work & viva voce.		
			(50 marks)
Part III	Practice of Teaching.		(200 marks)
Part IV	Activities/Work Experience		
	I.	Co curricular activity	
	II.	Presentation of Assignments from theory papers.	

These activities will be evaluated through grade system.

Structure of Question Paper:

The content of each paper will be divided into four units.

Question no. 1 is compulsory and will be in the form of 10 short answer questions based on whole content of the syllabus. Rest of the questions shall be from each of the four units and will comprise of two options out of which one will have to be attempted. Thus in all the candidate will have to attempt 5 questions.

No. & Type of questions

Marks

One question comprised of 10 short answer type (4 marks each)	40
Four question long type (15 marks each)	60

Grand Total = 100

Course Structure-

Part I Theory

(A) Six Compulsory Theory Papers

- Paper I:** Education in Emerging Indian Society
- Paper II:** Psychology of Learner and Teaching-Learning Process
- Paper III:** Development of Indian Education
- Paper IV:** School Organization and Health Education
- Paper V:** Technology of Teaching
- Paper VI:** Methods of Teaching School Subjects

(B) One Elective Paper out of the following papers

- 1 Guidance and Counselling
- 2 Measurement and Evaluation
- 3 Special Education
- 4 Pre-Primary Education
- 5 Environmental Education
- 6 Computer Aided Instruction
- 7 Value Education

- 8 Education for Human Rights and World Peace

Part II Practicals

A. Psychology Practical – Tests and Experiments

B. Practical Work –

(a) Action Research and Submission of Report

(b) Analysis of the Text Book of each teaching subject and submission of reports.

C. Viva-Voce on the whole Practical course.

Part III Practice-in- teaching

10 Practice Lessons in simulated situations and Micro teaching + 40 Lessons + Preparation of Material aids for both the teaching subjects.

Part IV Activities/Work Experience: Each to be evaluated separately in grades

- I. Co-curricular activities
- II Presentation of Assignments from theory papers

Scheme of Examination

Marks

Part I

(A) Compulsory theory Papers	6x100 = 600
(B) One Compulsory Elective *	1x 100 = 100

* (Marks not to be counted towards Division. Minimum passing marks 40)

Part II B.Ed. Psychology Practical:

a. Performance of Psychology Practical and viva voce	20 marks
b. Statistical Applications in Education (Written test)	15 marks
c. Viva Voce based on 'Action Research Report'	<u>15 marks</u>
Total-	50 Marks

Part III *Practice-in-teaching*

200 marks

(150 External + 50 Internal: 10 for teaching Aids, 5 + 5 for two criticism lessons, 10 + 10 for Lesson Planning in each teaching subject, 10 for supervised lessons)

Part IV

Activities: To be evaluated separately in Grades

- I Co-Curricular
- II Presentation of Assignments from theory paper

Grades: ***A = Excellent***

B = Very Good

C = Good

D = Satisfactory

E = Not Satisfactory

F = Non-participation

Part I : Theory

A. Compulsory Theory Papers

Paper –I

Education in Emerging Indian Society

Objectives: The pupil teacher will be able to:

1. Understand the concept of society, education and its interrelationship.
2. Understand and appreciate the educational heritage of India.
3. Understand the social realities of Indian society and their demands on education.
4. Understand the role of education in the modernization process of the society.
5. Understand the issues and problems of Indian Education system.

Unit I

Education: Meaning, concept and nature, Aims and Objectives,

Agencies of Education:-Role of Home, School, Community, Youth organizations, Mass media, State - its Programmes / Schemes - NCC, NSS, Scout and Guide.

Education & Indian Society: their inter-relationship, Knowledge about Indian constitution and its Directive Principles; Articles related to Education, Human rights, democracy & socialistic pattern of Society.

Emerging needs in Indian Society: Alternative modes of education- Open, Distance & Non-Formal education, Environmental Education, Population education, National Integration, International understanding, Value education,

Unit II

Culture and Education: Meaning & inter - relationship, cultural heritage of India - Unity in Diversity: Acculturation and Cultural Crises.

Socialization and Education: Process of Socialization, factors influencing Socialization; Equality of opportunity in terms of Castes, Tribes, Minorities, Disabled, Gender & the Disadvantaged - Means, Measures & provisions made.

Social Change and Role of Education: Concept, nature and factors influencing social change, meaning of new social order, Urbanization and Modernization, Cultural Lag.

Unit III

Philosophy and Education: Significance of studying philosophy in understanding educational practice and problems.

Major Philosophical Systems: Salient features and impact on education

- (a) Realism with reference to Aristotle and Jainism.
- (b) Naturalism with reference to Rousseau and Rabindra Nath Tagore.
- (c) Idealism with reference to Socrates, Plato, and Advait Philosophy (Shankaracharya.)
- (d) Pragmatism with reference to Dewey.
- (e) Humanism-Scientific Humanism and Buddhism.

Unit IV

Educational Thinkers and their contribution in development of principles of Education

M. K. Gandhi: Sarvodaya Thought & Basic Education

Swami Vivekananda: Man making Education

Sri Aurobindo: Integral Education: its basic premises, stages of Development

Froebel: Kindergarten system

Montessori: The Didactic Apparatus

Paper –II EDUCATIONAL PSYCHOLOGY

MM-100

Course objectives:

After studying this paper, the student will be able:

1. to appreciate the role of educational psychology in teaching and learning.
2. to understand the salient features and problems of growth and development, process of learning, adjustment process, personality and educational needs of students.
3. to develop the ability to apply the knowledge provided by educational psychology to classroom problems of various kinds.

Unit I: Educational Psychology

Meaning, Nature, and Scope of Educational Psychology, Methods of Educational Psychology, Modern trends in Educational Psychology.

Development: its concept and stages. Growth and development. Role of heredity, environment, maturation & learning in development and in producing individual differences. Development of the concept of language, numbers, and space. Developmental tasks. Development of thinking & Problem solving.

Unit II: Psychology of learning and motivation

Learning: Nature and concept of Learning, Factors influencing learning. Educational implications of the theories of Thorndike, Pavlov, and Skinner, and the Gestalt approach to learning.

Transfer of training: Concept, theories and factors influencing transfer of learning

Memory and Forgetting: Concept, Factors influencing retention. Strategies of memorization,

Motivation: its nature, and types. Its role in learning and teaching. Techniques of enhancing learner's and teacher's motivation.

Unit III: Intelligence and Personality

Intelligence: Nature, definition and growth trend in intelligence. Two factor theory, Multi Factor Theory, and Group factor theory of Intelligence. Structure of Intellect Model (SOI) Model. Measurement of intelligence: Types of intelligence tests. Contributions of Binet, Wechsler and Cattell in intelligence testing

Personality: Nature and Definition of Personality. Assessment of personality: HSPQ, MMPI, Rorschach, and TAT

Unit IV: Creativity, Exceptional children, and Mental Hygiene

Creativity: Concept and Dimensions of Creativity. Its relationship with intelligence. Measurement of Creativity. Nurturing Creativity: role of home and school.

Exceptional Children:

- a. **Psychology of Gifted children:** Technique for teaching the gifted children
- b. **Low achiever children:** Nature, diagnosis and role of teacher
- c. **Learning disabled children:** Nature, diagnosis and role of teacher

Mental health problems of school children. Principles and practice of mental hygiene.

Paper -III

Development of Indian Education

Objectives:

The pupil teacher will be able to:

1. Understand the development of Indian Education.
2. Identify and analyse the problems of modern Indian Education.
3. Appreciate the educational system adapted by Indian Educational Institutions.

Unit I

Education in ancient India: Vedic Education

Buddhist Education

Education in medieval period: Muslim Education

Unit II

Education during pre- independence period: Early efforts of Europeans and missionaries, Education Policy of East India Company, Orientalists-occidentalists controversy, Macaulay's minutes and Bentick's Resolution of 1835, Woods Dispatch 1854, Hunter Commission – 1882, Curzon's Educational Policy-1899-1905, National movement and progress of education, Sadler Commission Report 1917, Hartog committee- 1927, Wardha Scheme of Education 1937.

Unit III

Education during post-independence period: University Education Commission 1948, Secondary Education Commission 1952, Education Commission 1964 National Policy on Education, 1986, Acharya Ram Murti Committee 1990, Programme of Action-1992, Yash Pal Committee 1992-93.

Unit IV

Problems of Indian Education: Primary, Secondary, University and Teacher Education, Women Education, Social Education and Technical Education

Development of National Institutions: Jamia Milia Islamia, Shanti Niketan, Vanasthali Vidyapeeth.

Paper IV

School Organization and Health Education

Objectives:

The pupil teacher will be able to:

1. Understand the nature of school as an organization, its components and dimensions.
2. Know teacher's roles and responsibilities with respect to academic and co-curricular activities and understand his place and position in the school.
3. Know the components of classroom climate and to help them to understand their effect on pupil's development.
4. Develop skills for effective classroom management.
5. Understand the importance of good health and positive attitude towards exercise and health.

Unit I

School Management and Organization: Concept and Principles managing human and material resources - implications for educational initiations, recruitment procedure. Organizational climate and inter personal relations

School Building and Hostel: Study of some standard designs, furniture and fittings, responsibilities of Hostel Superintendent.

School Office and School Records: Functions, need and kind of school records.

School Library: Requisites of an ideal Library.

Unit II

Head of the Institution: Qualities, qualifications and responsibilities.

The Teacher: a class leader, a manager, a supervisor, an initiator and a guide; qualifications, qualities and responsibilities

Time Table: Need, principles, Criteria for timetable construction.

Class Management and Discipline: Concept and Types, Authoritative and democratic methods of maintaining Discipline, Role of Rewards and Punishment, Corporate Life in School, Pupil's Self Government, and management of co-curricular activities in educational institutions.

School and Community: Parent Teacher Association

Unit III

Educational Administration: Concept, scope and principles, authoritative and democratic administration,

Educational Administration of Indian Secondary Schools: Constitutional provisions for education, role-played by central government, state government, local Bodies and private Agencies. State control vs. privatization.

Supervision: concept, scope and principles; authoritative and democratic supervision. **Financing of schools.**

Unit IV

School Health Programme: meaning, objectives and types; medical inspection, immunization, pollution control, importance of correct postures and physical exercises, maintenance of health records.

Balanced diet, nutrition and mid-day meal.

Mental Health: concept, importance, factors affecting mental health and improvement measures.

First Aid: meaning, importance and its application in school situations.

Paper –V

Technology of Teaching

Objectives:

The student teacher will be able to:

1. Understand and appreciate the need of specifying teaching objectives.
2. Understand the various devices and methods of teaching and develop skills and abilities to select appropriate methods and apply them effectively.
3. Select and use appropriate tools for measuring outcomes of teaching.
4. Develop skills for preparing lesson plans for given content in proper format.
5. Know about different approaches to instruction.
6. Understand various methods, media and use of technology with a view to enhancing instruction.

Unit I

Teaching: Concept, maxims and principles, teaching training and instructions; relationship between teaching and learning.

Technology: Concept, definition, educational technology, technology of teaching, hardware and software technologies, role of technology in modern educational practices.

Planning of Lesson: types of lesson plans, forms of lesson plans with special reference to Herbart and Bloom.

Unit II

Plans and methods of Teaching: Dalton Plan, Unit Study Plan, Project Method, Problem Solving Method, Discussion and Brain Storming, Team teaching

Devices in Teaching: Questioning, Illustration, Narration, Description, Audio-visual aids.

Communication in Teaching: Concept, elements; types, precautions and barriers. Role of Teacher in effective communication.

Unit III

Media in Teaching/ Instruction: Important accessories and their application OHP, Still and Movie projector, Audio, Video, Recording instruments, TV – ETV, CCTV, Computers, Interactive TV/Video, E-mail, Internet, Teleconferencing

Strategies in teaching: Programmed Instruction, Process of developing Programmed Instructional Material (Linear, Branching Programs), Team Teaching, Personalized system of instruction, Computer Assisted Learning.

Unit IV

Models of Teaching: Concept, families of models. Selected Models- Jurisprudential Inquiry, Advance Organizer, Non-Directive and Assertive Training

Modification of Teacher Behaviour: Concept of teaching skills, Micro-Teaching, Simulated social skill training, Interaction analysis of teaching.

Evaluation: Concept, need and relationship between measurement and evaluation, evaluation systems and types of educational tests.

Paper VI

Methods of Teaching School Subjects

Objectives:

Student teacher will be able to:

1. Understand general and instructional objectives of teaching.
2. Understand the importance and place of teaching subjects in schools.
3. Know various approaches and methods of teaching.
4. Prepare lesson plans properly.
5. Select and organize learning experiences according to content and level of students.
6. Develop and use various teaching aids.
7. Evaluate the content of textbooks.
8. Develop the skills of diagnostic and remedial teaching.

Course Outline:

The student will be required to study the methods of teaching of two High School subjects opted for practice teaching from the following subjects:

Hindi, English, Sanskrit, Mathematics, Science, Biology, History, Geography, Civics, Economics, Commerce, Home Science.

Note: Methods to be opted on the basis of feasibility and availability of teacher concerned in the institution.

Teaching of Hindi

Unit I

- Importance of Hindi as Mother Tongue and a National Language.
- Aims and objectives of Hindi teaching, writing objectives in behavioural terms.
- Place of Hindi in the curriculum.
- Place of textbooks and rapid readers in the study of Hindi.
- Development of Literary appreciation.
- Qualities of a good Hindi teacher.
- Evaluation procedure in Hindi.
- Organisation of Language laboratory.

Unit II

- Methods of Hindi teaching (Prose, Poetry, Composition and grammar).
- Use of media and teaching aids in Hindi teaching.
- Lesson Planning – prose, poetry, composition and grammar.
- Diagnostic and remedial teaching.

Teaching of English

Unit I

- Importance of English Language: As international language, as first language, second language, third language, language for occupational purposes and communication.
- Place of English Language in Indian school curriculum, views and recommendations of different committees, commission and policies of education.
- Aims and objectives of Teaching, English.
- Role of English Teacher
- Importance of textbooks and supplementary readers in the study of English, criteria evaluation of a textbook.
- Testing and evaluation in English Language Teaching; importance and types.

Unit II

- Meaning importance and development of four major language skills viz. listening, speaking, reading and writing.
- Methods and Approaches of teaching English; direct method, translation – cum – grammar method induction- deduction method, Dr Michael west's new method, structural – situational approach communicative approach and eclectic approach.
- Lesson Planning; role of planning – yearly, unit wise, daily lessons, lesson planning for teaching of prose, poetry, grammar, composition.
- Importance, preparation and use of different audio – visual teaching aids. Use of mass- media, dictionaries, language games and activities, language laboratory.
- Action research in English: Meaning, definition, significance and advantages, various steps. Aims in the execution of an action – research.

Teaching of Sanskrit

Unit I

- Importance of Sanskrit in India.
- Place of Sanskrit in the curriculum – three-language formula and Sanskrit. Critical appraisal of current position, suggestions of national policy of Education in this regard.
- Aims of teaching Sanskrit at various levels, writing objectives in behavioural terms.
- Teaching of Prose, Poetry, grammar, translation, pronunciation and composition (oral and written) difference between prose and poetry teaching.
- Oral work in Sanskrit.
- Criteria of a good textbook.
- Organisation of Language laboratory.
- Evaluation – purpose, types of tests – essay type and objective, suggestions for improvement.

Unit II

- Methods of teaching Sanskrit (with special reference to direct method, its utility and limitations).
- Lesson Planning – need and importance, various forms of lesson plans (Herbart and Bloom).
- Teaching aids and media in Sanskrit teaching.
- Diagnostic and remedial teaching.

Teaching of Mathematics

Unit I

- Place of Mathematics in school curriculum.
- Aims and objectives of teaching mathematics, writing objectives in behavioural terms.
- Concept of modern mathematics.
- Approaches in mathematics teaching.
 - Deductive and inductive.
 - Analysis and synthesis.
- Text Books of Mathematics.
- Evaluation in Mathematics
 - Achievement Test
 - Diagnostic test
- Qualities of a good mathematics teacher.

Unit II

- Methods of teaching mathematics.
- Use of teaching aids and media in teaching of mathematics.
- Lesson Planning – need and importance, various forms of Lesson plans (Herbart and Bloom).
- Remedial and Diagnostic teaching.

Teaching of Science

Unit I

- Concept of science teaching, justification for including science as a subject of study in school curriculum.
- Aims of science teaching, writing objectives in behavioral terms.
- Different approaches in science teaching – Integrated Inductive, Deductive, System approach
- Text Books of Science.
- Qualities of a Science Teacher.
- Evaluation - Purpose and types of tests.

Unit II

- Methods of Teaching Sciences
- Planning of Unit and lesson plans, various types of lesson.
- Resources for teaching science -
 - Laboratory
 - Media
 - Teaching Aids
- Importance of science activities.
 - Planning of field work
 - Project work
 - Quiz
 - Science Exhibition
- Remedial and diagnostic teaching.

Teaching of Biology

Unit I

- Meaning and scope of Biological sciences.
- Importance of Biology in school curriculum.
- Aims and objectives of teaching Biology, writing objectives in behavioral terms.
- Laboratory – Features of a good Biology Laboratory, planning, organisations and maintenance of Biology Laboratory.
- Textbooks of Biology.
- Qualities of Biology Teacher.
- Evaluation techniques.

Unit II

- Methods of teaching Biology.
- Planning of Biology teaching - content organisation, planning unit plan and lesson plans.
- Organisation of work – indoor and outdoor, Zoological and Botanical excursions.
- Audio-visual aids in Biology Teaching.
- Curriculum - Modern trends in Biology curriculum.

Teaching of History

Unit I

- Aims and objectives of History teaching, writing objectives in behavioural terms.
- Place of history in curriculum and its correlation with other subjects.
- Text Book of History – Criteria of a good textbook.
- History Teacher – qualities, role of the teacher in the society.
- History Room – Organisation and maintenance of History room.
- Evaluation in History – different techniques paper pencil test, quiz, debate, discussion etc.

Unit II

- Methods and approaches of teaching History.
- Devices and techniques of teaching History.
- Teaching aids and media in teaching of History.
- Lesson Planning – importance and various types of lesson plans (Herbart and Bloom).
- Remedial and Diagnostic teaching.

Teaching of Geography

Unit I

- Nature and concept of teaching geography.
- Place of Geography in curriculum, learning outcomes.
- Approaches to organizing Geography curriculum and role of teacher.
- Aims and objectives of Geography teaching, changing objectives, writing objectives in behavioural terms.
- Qualities of a Geography teacher – Why Geography needs a different dynamic teacher? Changing role of Geography teacher.
- Evaluation in Geography teaching.
 - Aspects of evaluation – continuous vs. comprehensive, process, formative vs. summative, cognitive vs. non-cognitive, tools of evaluation.

- Preparation of question papers – content analysis, writing objectives in behavioural terms, preparing a blue print, developing a list of items for cognitive vs. non-cognitive outcomes, setting a good question paper.
- Textbook of Geography.

Unit II

- Instructional inputs in Geography teaching:
 - Teacher directed, learner directed and group directed instructional input.
 - Tools of teaching geography – map, scale, model, symbols, globe, excursion, local resources.
- Use of media in Geography teaching.
 - Television, interactive television, computer Internet, multimedia etc.
 - Script writing: audio and video and preparation of software.
- Instructional process of teaching geography:
 - Lesson planning based on different methods (Project, problem solving, brain storming etc.).
- Remedial and diagnostic teaching.

Teaching of Civics

Unit I

- Importance of teaching Civics – propagation of social ideals.
- Formulation of aims and objectives of teaching civics at junior & high school level, writing objectives in behavioural terms.
- Principles involved in the construction of syllabus for civics.
- Civics and its correlation with other subjects.
- Qualities of Civics teacher.
- Text Book of Civics: Criteria of good textbooks and critical evaluation.
- Evaluation techniques.

Unit II

- Methods and techniques of teaching civics at junior and high school level.
- Teaching aids and media in civics teaching.
- Lesson Planning – Importance and various forms of Lesson plans (Herbart and Bloom).
- Teaching of civics by self experiences in school situation, pupils self Government.
- Remedial and Diagnostic teaching.

Teaching of Economics

Unit I

- Importance of Economics as a discipline at secondary level and its correlation with other subjects.
- Aims and objectives of teaching Economics, Writing objectives in behavioural terms.
- Qualities of Economics teacher, role of the teacher in the content society.
- Textbook of Economics – Criteria of a good textbook.
- Evaluation techniques and construction of model question paper.
- Organisation of Economics room.

Unit II

- Methods and approaches of teaching economics: Team teaching, Discussion, Problem solving, Inductive – deductive approach etc.
- Devices/techniques of teaching economics.
- Teaching aids and media in teaching of economics: charts, diagrams, models, T.V., radio, excursion, newspaper and magazine etc.
- Lesson Planning: need, importance and various forms of lesson plans (Herbart and Bloom).
- Diagnostic and remedial teaching.

Teaching of Commerce

Unit I

- Importance of Commerce as a discipline and its relation with other disciplines.
- Aims and objectives of teaching commerce at higher secondary stage writing objectives in behavioural terms.
- Content of the course, its division and coordination between divisions.
- A critical review of syllabus and textbooks of commerce for higher secondary class.
- Professional traits of a commerce teacher.
- Evaluation in commerce teaching, Preparation of a model question paper along with its blue print from textbook of commerce.

Unit II

- Teaching methods and approaches of commerce teaching; team teaching, project method, seminar, discussion, visits etc.
- Equipments for effective instruction and classroom arrangements.
 - Audio-visual aids.
 - Media.
- Practical work in connection with the course.
 - Use of community resources (Visits to factories & Offices).
 - Conducting commercial activities in schools.
- Lesson Planning – need and importance, various forms of lesson planning (Herbart and Bloom).
- Diagnostic and remedial teaching.

Teaching of Home Science

Unit I

- Concept, meaning and components of Home Science.
- Scope and place of Home Science in school curriculum, its utility for girls and its correlation with other school subjects.
- Aims and objectives of Home Science teaching, writing objectives in behavioural terms.
- Development of syllabus and evaluation devices for Home Science.
- Organisation of a Home Science Department, use of space and equipments.
- Qualities of a successful teacher of Home Science.

Unit II

- Methods and approaches of teaching Home Science, Discussion, Demonstration, Laboratory, Project, Field trip etc.
- Various techniques and devices in Home Science teaching.
- Teaching aids and media in Home Science teaching: Audio-visual aids, media.
- Lesson Planning: need, importance and various forms of lesson planning (Herbart and Bloom).
- Diagnostic and remedial teaching.

Practical Work

Practice work in each of the two teaching subjects selected by students will comprise of the following.

- Developing lesson plans.
- Developing different types of teaching aids.
- Developing different types of evaluation tests.
- Visits or field trips or survey or case study or any other activity and report writing.

B. One Elective Paper out of the following papers

1. Guidance and Counselling
2. Measurement and Evaluation
3. Special Education
4. Pre-Primary Education
- 4 Environmental Education
- 5 Computer Aided Instruction
- 6 Value education
- 7 Human Rights and World Peace

1. Guidance and Counselling

Objectives:

The student teacher will be able to:

1. Understand the need of guidance and counselling and its relation to education.
2. Get an idea of psychological measurement in guidance and counselling and its utility.

Unit – I

- Guidance - Nature, meaning, scope, need and organisation of guidance service in schools.
- Major areas of guidance:
 - Educational: Purpose, functions and programmes.
 - Vocational: Purpose, vocational, guidance in different stages.
 - Personal: Need and importance.

Unit II

- Essential Guidance services: orientation service, information service, counselling service, placement service, remedial service, follow up service.
- Need of guidance in the school Programme in Modern India, Essential Programme.

Unit III

- Counselling: Concept, meaning, purpose and scope of counselling. Principles of counselling, classification of counselling.
- Techniques of counselling.
- Interview: Nature and types preparation for interview: Tests - use of different type tests and interpretation of test data by the counselor.

Unit IV

- Counselor: Role, responsibilities and qualities of a good counselor.
- Relationship between counselor and counselee.

2. Measurement and Evaluation

Objectives:

1. To get basic knowledge of purpose and need for measurement and evaluation.
2. To know different techniques and tools of evaluation and their uses.
3. To calculate and use statistical measures in measurement and evaluation.

Unit I

- Principles of Measurement and Evaluation.
- Concept and need for measurement and evaluation.
- Purpose of evaluation – diagnosis, prognosis, survey, guidance, testing etc.

Unit II

- Evaluation techniques – Techniques of testing – Written, oral, practical, observation, sociometric and projective.
- Tools of testing – Test, inventories, checklist, rating scales.

Unit III

- Characteristics of good test – objectivity, practicability, reliability, validity, standardization of tests, item analysis.
- Examination systems in India at elementary, secondary and university levels.

Unit IV

- Statistics: Statistical treatment of data.
- Normal Probability Curve & its applications.
- Correlation: Concept & types – simple & multiple, methods – product moment & rank difference.
- Formative & Summative Evaluation, Criterion Referenced test, Norm Reference Test,
- Grading & Scaling, Measurement Scales, Test for measuring Intelligence, Creativity & Personality, Attitude, Aptitude, Values, Interest (Study of at least one tool each).

4. Special Education

Objectives:

1. Student will be familiar with the concept of special education with specific reference to Indian Context.
2. Students will understand the nature and needs of different categories of special children.
3. Students will be able to comprehend and apply the special techniques of teaching and evaluating.

Unit I

- Special Education – Concept, scope, objectives and basic principles of special education in emerging Indian society.
- National Policy with reference to disabled.

Unit II

- Classification of special children
 - Physically handicapped and impaired
 - Emotionally exceptional – drug addicts, truants and delinquents.
 - Mentally exceptional – Gifted, Creative, mentally retarded.
 - Educationally Exceptional – Educationally Backward, slow learner, under achiever
 - Socially Exceptional – socially deprived.
- Meaning, identification, needs and problems of these exception children.

Unit III

- Different techniques of teaching and evaluating children with special needs.
- Use of community resources for Education of special children.

Unit IV

- Agencies of special education – central and state government, voluntary agencies.
- Some issue in special education.
 - Parental attitude.
 - Community awareness
 - Special schools vs. integrated school

4. Pre-Primary Education

Objectives:

Students will be able to

- Understand the need and importance of pre-primary education.
- Get knowledge about curriculum, activities and methods of teaching at pre-primary level.

Unit I

- Aims and importance of pre-primary education.
- Characteristics of pre-primary child, sensory, motor, emotional, social, mental and language development of infants, measuring children's abilities.

Unit II

- Special problems of the pre-primary age and their remedies.
- Nursery School programme, characteristics of Nursery schools – Daily programmes, environment and equipment.

Unit III

- Curriculum, Activities, Plays.
- Methods of teaching – Play way method, Montessori method, Kindergarten method.

Unit IV

- Development of Pre-primary education with special reference to India, problems of pre-primary education, Recommendations of different committee and commissions. Parent education.

4. Environmental Education

Objectives:

The pupil teacher will be able to:

1. Acquire basic knowledge about various aspects of environment and environmental education.
2. Become aware and sensitive towards environment and its allied problems.
3. Become concerned about urgent action for environmental protection and conservation.
4. Get oriented with the concept, methods and activities regarding environmental education.

Unit I

- Environment: meaning, definition, different aspects of environment, concept of eco-systems with special reference to the relationship of the organisms with their environment.
- Man made changes to the environment and resulting problems at local, national and international levels: pollution, deforestation, natural calamities, biodiversity extinction, global warming and energy crisis.

Unit II

- Environmental Education: concept, objectives and need.
- Methods of teaching in environmental education.

Unit III

- Use of Media and Technology in environmental education.
- Integration of environmental component in various school subjects at secondary

Unit IV

- Conservation of Environment: meaning, need, appropriate methods, role of the teachers and the students.
- Action Research Project: planning, process and evaluation.

5. Computer Aided Instruction

Objectives:

1. To acquaint students with basic elements of computers and its use in education.
2. To acquaint them with various types of educational software packages.
3. To prepare students for using the computers for educational purposes.
4. To acquaint them with information technology and Internet.

Unit I

- Computer: Meaning, Characteristics and Application.
- Development of Computers: Generations.
- Types of Computers
- Hard ware and Software, CPU, ALU, CONTROL UNIT, MEMORY.
Types of Memory
- Peripherals of computer (Input devices/Output devices)

Unit II

- Types of computer operating System
- Concept of disk Operating System
- Concept of Window Based Operating System
- Application Software (e.g. Word Processor, Spread Sheet, Presentation Application, Electronic Mail, Internet browsers, search engines, e- services)
- Electronic Networking (Computer net work, Local area net work, wide area net work, world wide web)

Unit III

- Meaning of computer assisted Education
- Application of Computer in Teaching (Preparation of lesson plans, notes, Managing subject related content, Question papers, Preparation of Results and report etc.)
- Application of Computers in Learning (Searching Directory and search engine, Using encyclopedia, Use of e-books, Use of computers in doing home assignment and project work, writing of notes, presenting reports, writing applications and letters, making/greeting cards and invitations etc.)
- Uses of Computer in Educational Administrative.

Unit IV

- Concept of Information Technology,
- Modern information technology system in Education.
- Use of Computers in Education
- Advantages and Disadvantages of Computers in Education.

PRACTICAL

- Creating Folders & Shortcuts
- Customizing Desktop Environments
- Working with windows Explorer
- Working with Control Panel
- Writing notes and letters with the help of a word processor.
- Making spread sheet
- Preparing a lesson plan by using the following:
Text, images, sound, video, graphs, drawing, tables, clip art and effects.
- Opening internet account.
- Accessing desired web sites.
- Downloading from net.
- Sending and receiving electronic messages.
- Collection of required information from net.

SESSIONAL WORK

1. Writing essay /notes in comp/students profile
2. Preparing report card in comp.
3. Preparing a lesson plan in comp.
4. Collecting and presenting specific information from internet.
5. Sending and receiving assignment through his/her e-mail account.

Note : 40 – Theory, 60 – Practicals + Sessional Work

6. Value Education

Objectives:

1. To understand the nature and sources of values.
2. To understand the classification of values.
3. To understand the importance of values in human life.
4. To examine the role of values in education.

Unit I

- Need and importance of value education.
- Concept of values in behavioral sciences, nature and sources of values, Determinants of values (Biological, Social, Psychological, Ecological) = their bearing on education in varying degrees, Indian culture and values.

Unit II

- Classification of values, Material, Social, Moral and Spiritual values inculcation of values through education. Theories of value positive and negative values. Role of education to overcome negative values.

Unit III

- Levels of values realization value conflicts, and their resolution development of values as a personal and life long process. Teaching of values as an integral part of education.

Unit IV

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden.
- Values of self-sacrifice vs. value of self-centeredness
- Values of excellence vs. value of ego centralism
- Values of work vs. values of selfishness

7. Education for Human Rights and World Peace

Objectives:

Student Teacher will be able to:

1. Understand human rights and its importance.
2. Understand the areas of denial of human rights to weaker sections of the society.
3. Spread the awareness of human rights.
4. Become more sensitive towards social issues related to human rights.

Unit 1

- Human Right Education: - Concept, definition, need & some vital issues.
- Historical Background: - International: UN Declaration 1948.
- National: Development of human Right Education in India with Special Reference to Poverty and illiteracy, caste and gender discrimination.
- Human right as incorporated in Indian constitution, fundamental Rights with special reference to socially disadvantaged groups viz minorities backwards and physically and mentally challenged.

Unit II

- UNESCO Recommendation (1974) related to education for international understanding and World peace. Education for Human Rights and Fundamental freedom. Theosophical Movement and communal harmony.
- Human Rights Education for citizenship. Rights and responsibility of a citizen, right to education, right to vote (need to educate the voter) right to information, consumer's right (need for consumer education). Role of the consumer courts.
- The Vienna Declaration and programme of action.

Unit III

- Women's and Children's rights, promises and Performances.
Vision or Illusion, women education against gender discrimination & sexual exploitation, education for women empowerment, Abuse of child's rights sexual exploitation and child labor.
- Characteristics of Democracy Human Rights Education: the legal perspectives. Some prominent Judgments.
- Agencies for Human Rights Education, family, School, state and NGOs.

Unit IV

- Development of sensitivity towards socially disadvantaged through seminars, conference. Sensitization workshops, group discussion debate, dramatization, role-playing.
- Field Surveys by visiting the slumps, villages, hospitals, orphanage, protective homes for children and protective houses for women, children in hazardous occupation through NSS programmes.
- Meeting with the out of school children to educate them through non-formal educational system. Visits to riot hit area.

Part II

B.Ed. Psychology Practical

A. Course of study:

1. B. Ed. Psychology Practical shall consist of three parts.
2. **Part I:** The course of study for B.Ed. Psychology Practical: The list of Psychology experiments and tests shall remain same as in syllabus existing upto 2007-08.
3. **Part II: Statistical Applications in Education:**
Frequency Distribution & Graphical representation of data,
Measures of Central tendency (mean, median, mode),
Measures of Variability (range, quartile, standard deviation, Measures of Relative positions (Percentile & Percentile ranks)
Measures of Association: Correlation (by rank difference method)
Normal distribution and characteristics of Normal Probability curve.
4. **Part III: Action research** on allotted topic and report writing

B. Scheme of Examination

1. Marking scheme of the B.Ed. Psychology Practical shall be as follows:

d. Performance of Psychology Practical and viva voce	: 20 marks
e. Statistical Applications in Education (Written test)	: 15 marks
f. Viva Voce based on 'Action Research Report'	: 15 marks
2. Every effort shall be made that a person appointed as Psychology Practical Examiner possess a background of Educational Psychology and/or Educational Psychology Practical.

Part III

Practice- in- Teaching

For Practice in Teaching, every student must take 40 supervised lessons; at least 20 lessons in each of the two subjects as prescribed in High school syllabus and opted by the student, with their assigned groups.

Observation- Students will be required to observe at least 15 lessons as arranged by the supervisor.

Criticism Lessons- Students will be required to take at least one criticism lesson in each subject.

Preparation of Teaching Aid- Students will be required to submit 5 Teaching aids.

The evaluation of Practice- in- Teaching will carry 200 marks (150 External and 50 Internal).

The breakup of the marks is as follows:

External Assessment = 150

Internal Assessment

Preparation of teaching aids = 10

Two Criticism Lessons = 5 + 5

Lesson Planning in each subject = 10 + 10

Supervised Lessons = 10

Total = 200

PART IV

Activities /Work Experiences

Objectives:

The student teacher will be able to -

1. Organize the curricular activities.
2. Understand the significance of organizing co-curricular activities for the teachers as well as the students.
3. Find a base for innovative practices/approaches regarding the organization of co-curricular activities.

I. Co-curricular activities.

A. Cultural activity, Quiz, Debate, Sports, Creative writing, Cartooning, Painting, Educational games. Exhibition etc.

B. Socially Useful and Productive work (SUPW) --

Art and Craft - Preparation of eco-friendly items (using artistic and / or already used material) like - greeting cards, paper bags, decorative candles, Soft toys, puppets, slip pads, notebooks, materials useful for community service, items made from jute etc and / or Crafts – Tie and Dye, Batik, Block Printing, Fabric Painting, Sculpture, Photography, any other. (Depending upon availability of the experts). Any other activity according to local needs.

C. Community Service - Participation in Literacy Programmes, awareness programmes -- Environmental, Health and Hygiene, Population and Family welfare etc., Gardening based on horticultural expertise, Organisation of the exhibition of the materials prepared by the students, preparation of courts for sports.

D. Academic work experience - Report writing about different events, , planning and preparation of work plan books -- scrap books, newspaper clippings, herbariums, teachers' diary (may be prepared in innovative way), maintenance of attendance register, Preparations for the magazine

Note:

Students are required to organise and participate in at least one activity of each category. (A, B, C, D). Some of them may give Demonstration(s) then others may create thing(s) individually. Variety of the activities in each category may be introduced gradually through successive sessions.

II. Presentation of Assignment from theory papers.**Note:**

- (a) Comprehensive report of students will be maintained by teacher in charge.
- (b) These activities will be evaluated through grade system.

Classification of Grades:

Excellent --	A
Very Good --	B
Good --	C
Satisfactory--	D
Unsatisfactory --	E

