



INTEGRAL UNIVERSITY, LUCKNOW

Faculty of Education

B.Ed. 1st to 4th Semester Syllabus

Integral University, Lucknow
Faculty of Education
Study and Evaluation Scheme
B.Ed. Semester-I

SL No.	Subject Code	Category	Name of the Subject	Periods			Credit	Evaluation Scheme				Subject Total
				L	T	P		Continuous Assessment (CA)			End Semester Exam	
								CT	TA	Total		
1	ED401	DC	Philosophical and Sociological Perspectives in Education	3	1	—	4	20	10	30	70	100
2	ED402	DC	Psychology of Teaching and Learning Process	3	1	—	4	20	10	30	70	100
3	ED403	DC	Environmental Education and Conservation	3	1	—	4	20	10	30	70	100
4	ED404	DC	Educational Technology and Computer Application	2	1	—	3	20	10	30	70	100
5	ED405	DC	School Management	3	1	—	4	20	10	30	70	100
6	ED406	DC	Health and Physical Education	2	—	—	2	20	10	30	70	100
7	ED494	DC	Educational Technology and Computer Application Practical	—	—	2	1	20	10	30	70	100
8	ED495	DC	Health and Physical Education Practical	—	—	4	2	—	—	—	100	100
Total				16	05	06	24					800

L- Lecture T- Tutorial P- Practical C-Credit CT-Class Test TA-Teacher Assessment
CT= Mid Sem. 1+ Mid Sem. 2

TA= Assignment+ Surprise Test/Quiz

DC= Departmental Core

DE= Departmental Elective

Subject Total = Sessional Total (CA) + End Semester Examination (ESE)

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ACADEMIC COUNCIL
ON 27/2/18

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Paper Code: ED-401

w.e.f. Session-2019-20

LTPC

3104

Max. Marks: 100

ESE: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:-

After studying the course, the learner would be able to:

- Understand the role and importance of Philosophy in human life
- Evaluate various ideologies and their relative contribution to Education
- Know the contribution of various educationists and their experiments with Education
- Comprehend the values enshrined in the constitution and role of education in achieving them
- Critically examine the role of various agencies in the development of child
- Comprehend the interdependence of education and society and their relationship.

UNIT-I – EDUCATION AND PHILOSOPHY:-

- Education- Aims, Nature, Scope and Need. Nature of Philosophy, Relationship between Philosophy and Education. Philosophical foundation of Education: Essential features of naturalist, pragmatic, idealistic and realistic approaches and their educational implications.

UNIT-II –AGENCIES OF EDUCATION:-

- Formal, Informal and Non formal Home, School, Community, State, Religion, and Peer group

UNIT- III- EDUCATION AND SOCIAL CHANGE:-

- Meaning and Nature of Social Change, Factors regarding social change, -caste, language and religion.
- Social Mobility and Modernization-Their nature and their impact on Education.
- Social Stratification and its effects on Education.
- Culture-Meaning, Concept, types, Importance and Impact of Education on Culture

UNIT-IV- VALUES ENSHRINED IN THE CONSTITUTION:-

- Concept of Democracy and its relationship with Education.
- Secularism and its relevance to Education
- Role of Education for National Integration and Harmony.

BOOKS RECOMMENDED

- Taneja, V.R (2007) Educational Thought and Practice
- Choube, S.P & Choube A (2007) Foundations of Education, Vikas publishing House, Pvt .Ltd New Delhi
- Value of Education Source Book (1994)
- Oad L.K, (Ed) (1988) Shikshak Nutan Ayam, Jaipur Rajasthan, Hindi Granth Academy
- Anand, C, LAI (Eds) (1983) The teacher and education in emerging Indian Society, New Delhi, NCERT.
- Mohanty, J. (1994). Indian Education in the Emerging Society, Sterling Publisher Private Limited

APPROVED BY
ACADEMIC COUNCIL
ON. 27.7.19

PSYCHOLOGY OF TEACHER AND LEARNING PROCESS

Course Code: ED402

Contact Hours: 4 Contact Hours/week

Examination Duration: 3 Hours

LTPC

310 4

Max Marks: 100

ESE: 70

CA: 30

Course Objectives:

This course will help student-teachers to acquire knowledge about psychological perspective of teaching-learning process and the learner. After completing the course:

- Students would understand the basics of Educational Psychology and its methods.
- Students will be able to understand the concepts of Growth and Development, developmental tasks and Development of Adolescents
- Students would have sound Knowledge of nature, concept and factors affecting learning.
- Students would understand basic nature and Theories of Intelligence and Personality
- After completing this course students awareness about memorization, Exceptional Children and Concept of Creativity

UNIT- I: EDUCATIONAL PSYCHOLOGY AND ITS METHODS:

- Psychology & Educational Psychology: Meaning, Definitions, Nature, Characteristics, Importance.
- Scope of Educational Psychology - Its usefulness for a teacher.
- Different methods of Educational psychology: Case Study, Observation, Experiment.
- Application of Educational Psychology in Solving various classroom problem

UNIT- II: GROWTH AND DEVELOPMENT:

- Concept of Growth and Development
- Growth and Development differentiated
- Stages of Development: Contrasting characteristics of each stage
- General Principles of Development
- Role of Heredity and Environment.
- Adolescence: Meaning and Concept, development during adolescence: Physical, Social, Emotional and Mental. Implications for teachers

UNIT-III: 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 Kohler's insight theory of learning. Transfer of learning and its Types.
- Motivation: its nature, and types. Its role in learning and teaching. Techniques of enhancing learners' motivation

UNIT- IV: INTELLIGENCE AND PERSONALITY:

- Concept, Nature and development of intelligence
- Theories Intelligence- Spearman's Two Factors Theory, Thurstone's Theory of Intelligence, Thorndike multifactor theory, Guilford's Structure of Intellect Theory, Gardner's Theory of Multiple Intelligences, Intelligence Testing and different types of Intelligence Tests Types of Intelligence tests.
- Personality: Definition and Nature. Type Theories: Krestchmer, Sheldon and Jung. Trait theories: Allport's. Factor Theory: Cattell's.

- Personality Assessment.

UNIT- V: MEMORY, FORGETTING, CREATIVITY AND EXCEPTIONAL CHILDREN:

- Definition, Memory and its components, Types of Memory, Strategies of Memorization.
- Concept of Retention and Forgetting. Forgetting Curve: Ebbinghaus. Factors influencing Retention.
- Creativity: Concept and Elements. Creativity's Measurement. Nurturing creativity.
- Exceptional Children: Concept, Types: Gifted and Backward. Characteristics and their education.

Recommended Books:

- Seifert, K., & Sutton, R. (2009). *Educational psychology*. Kelvin Seifert.
- Asch, M. (2005). *An introduction to educational psychology*. Sarup & Sons.
- Chauhan, S. S. (2009). *Advanced educational psychology*. Vikas publishing house.
- Mangal, S. K. (2007). *Essentials of educational psychology*. PHI Learning Pvt. Ltd
- Mangal, S. K. (2002). *Advanced educational psychology*. PHI Learning Pvt. Ltd.
- Bhatia, H. R. (1975). *Elements of educational psychology 5th ed.* Orient Longman.
- Ramnath, S., & Sharma, R. K. (1996). *Advanced Educational Psychology*, Surjeet Publications, Delhi
- Mangal, S. K. (2009). *An introduction to psychology*. Sterling Publishers Pvt. Ltd.
- Woolfolk, A., & Margetts, K. (2012). *Educational Psychology Australian Edition*. Pearson Higher Education AU.

ENVIRONMENTAL EDUCATION AND CONSERVATION

Paper Code: ED-403

w.e.f. Session- 2019-20

L T P C

31 0 4

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:-

After completing the course the student-teacher will be able to:

- understand the concept, aim, objectives and importance of environmental education.
- identify various methods and strategies for realizing the objectives of environmental education.
- establish the relationship of man with environment.
- appreciate the role of various agencies working in the area of environment.
- understand possible environmental hazards and their negative effects.

UNIT – I – INTRODUCTION OF ENVIRONMENTAL EDUCATION:

- Meaning, Nature, Need, Importance and Scope of Environmental Education.
- Relationship of Man and Environment.
- Need for conservation of environment.

UNIT – II – ECOSYSTEM AND MAN:

- Ecosystem: Structure and function, procedure, consumer and decomposers.
- Food chain & food web.
- Flow of energy: bio – geo – chemical cycles: oxygen, carbon, nitrogen and water.
- Effect of human activities on ecosystem.
- Acid rain, green house effect, global warming, ozone depletion.
- Deforestation and soil degradation.

UNIT – III – ENVIRONMENTAL EDUCATION IN THE CURRICULUM:

- Present status of environmental education in school curriculum in India.
- Methods of teaching Environment Education
- Project, Survey, Problem solving activity
- Lecture cum demonstration method.

UNIT-IV- ENVIRONMENTAL POLLUTION AND ROLE OF MEDIA:-

- Air Pollution: Sources, Effects and control measures
- Water Pollution: Sources, Effects and control measures
- Soil Pollution: Sources, Effects and control measures
- Role of media – Print, film, TV, & Av aids.

RECOMMENDED BOOKS:-

1. NCERT (1981) Environmental Education at school level, New Delhi.
2. Sharma, R.C. (1981) Environmental Education, New Delhi, Metropolitan, UNESCO.
3. Sharma, R.A. Environmental education, Meerut.
4. Nasrin, Education Environment and Society, AMU, Aligarh.
5. Harishchandra Vyas (2001), Paryavran Siksha, New Delhi, Vidya Vihar.

APPROVED BY
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ON 27/7/19

Educational Technology and Computer Application

Paper Code: ED404

L T P C

3 1 0 4

Contact Hours- 4 Hours/ Week
Examination Duration-3 Hours

Max. Marks-100
ESE: 70
CA: 30

Objectives:

1. Define the scope and importance of Educational Technology with reference to National context
2. Know hardware and software aspects and type of educational technology.
3. To understand the meaning scope and importance of computer in education
4. To get familiar with generations and fundamentals of computer
5. To develop the skills to use computers in teaching and administration for Local and National level
6. To understand the instructional applications of internet and web resources
7. Know different types of computer languages and computer operating systems

UNIT-1- NATURE AND CONCEPT OF EDUCATIONAL TECHNOLOGY

Meaning, definitions and importance of educational technology, Hardware and software. Revolutions of Education, Historical overview with special reference to Psychological factors of learning Forms of Educational technology- Teaching, Behavioural and Instructional

UNIT II -INSTRUCTIONAL RESOURCES AND TEACHING

Teaching, instruction and behavioral technology. Instructional resources centres: CIET, IGNOU,UGC. ET Cell, NCERT, SCERT. Phases of Teaching- pre active, active and interactive. Levels of teaching- Memory, Understanding and reflective

UNIT III- INTRODUCTION TO COMMUNICATION TECHNOLOGY

Communication: concept, component and process, Types of Communication, Barriers of Communication & overcoming it. 7Cs of Communication, art of listening Edger Dale's cone of Experiences, Computer assisted and Computer-Managed instructions.

Unit IV- INTRODUCTION TO COMPUTER

Generation, types and characteristics of computers, Computer fundamentals: CPU, memory, storage devices, Input and Output.

Unit V - COMPUTERS IN EDUCATION AND NETWORKING

Computer in teaching Learning Process-Problem based learning (PBL), Computer in Educational Administration. Internet, email and world wide web (www). Meaning and uses of LAN and WAN, Search Engine, Educational websites, Cyber laws and Cyber Crime

Recommended Books:

- Das, R.C. (1993) Educational technology, A basic text Sterling Publishers, New Delhi.
- Dececco, J.P. (1964), Educational Technology, reading in programmed instruction Holt Rinehart and Winston.
- Percivale, F & Ellengten, H (1984).A Handbook of Educational Technology, billings and sons limited, Worcester.
- Rajavaman, V. (1999). Fundamentals of Computer, Prentice Hall of India, New Delhi.
- Ruhela, S.P. (1973) . Educational Technology, New Delhi, Raj Prakshan.
- Sinha P.K. (1997) Computer Fundamental BPB Publication, New Delhi.
- Xavier, C (1997) Introduction to Computer and basic Programming, New Age International limited Publishers.
- Mangal, S.K. Mangal Uma; (2009), Essentials of Educational Technology, PHI Learning Pvt Ltd., New Delhi

SCHOOL MANAGEMENT

Paper Code: ED-405

w.e.f. Session 2019-20

LTPC

3104

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:

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

- understand the concept of educational management, school organisation and school administration
- acquaint with the basic principal of school management
- develop skills for optimum utilisation of resource available
- identify factor conducive to the effective implementation of various school activities.

UNIT I: EDUCATIONAL MANAGEMENT AT THE SCHOOL LEVEL

- Concept and function of educational management : Basis of management – planning, organizing, control, direction and financing
- Concept of multi- Level Planning and school Management.
- School as a unit of Decentralised Planning.
- Monitoring and Evaluation in term of Modern Management Techniques- Case study

UNIT -II- MANAGEMENT OF TIME AND RESOURCES

- Time Management- Time schedules for various activities of schools weekly, monthly and yearly calendar of activities
- Preparation of daily, weekly, monthly and yearly plans for the individual and the school.
- Management of Material Resources
- School building, library, laboratory, hostels, playground etc.
- Management of financial Resources- Developing and monitoring budgets at school level.

UNIT-III- MANAGING THE SCHOOL ACTIVITIES:

- Qualities of a Principal/Head Master, Role and responsibilities of principal: Administration & supervisory and leadership role. School Staff: Role and duties. Essential qualities of a good teacher. Teacher's relation with principal, Students and Parents.
- Role of a teacher in administration work-admission, classification, maintenance of office and school record
- Managing the examination and evaluation.

UNIT IV- EDUCATIONAL SUPERVISION:

- Meaning, objectives, need and scope of supervision
- Principles of supervision, Importance of democratic procedures.
- Evaluation of Supervisory effectiveness., Academic Supervision Vs .Administrative supervision

RECOMMENDED BOOKS:

- Getzeb, Lipham & Campbell Educational Administration as Social Process, Harper & Row.
- Banghman, Anderson, Smith, Wiltse Administration & Supervision of Modern Secondary School, Parker Publishing Co.
- Reader, W.G., The Fundamentals of Public School Administration.
- Halpin, Andrew W.(e.), Administrative Theory in Education- Macmillan Co., London.
- Kimbrough, Ralph B. Nunney, Michael Y., Educational, Administration an Introduction, Macmillan Publishing Co., Inc.
- Immegart, GlenL. Pilechi Francis J., An introduction to Systems for the Education Administrator, Addison-Wesley Publishing Co.

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ACADEMIC COUNCIL
ON... 27.1.7.19.....

HEALTH AND PHYSICAL EDUCATION

Paper Code: ED-406

w.e.f. Session 2019-20

LTPC

2002

Max. Marks: 1

ESE: 70

CA: 30

Contact Hours: 2 Contact Hours/ week

Examination Duration: 3 Hours

Objectives:

After completing this course, the students' teacher will be able to:

- Develop right concept about health and factors influencing health.
- Identify his/her role and responsibilities in the total school health programme.
- Justify the need of physical education programme, and contribution of physical education towards the holistic development of students.
- Understand the significance of play for school children.
- Design plays activities for different groups of students.
- Organizing and conducting of sports competitions in school.
- Acquire knowledge of recreational activities and be able to design recreational programme for school children.

UNIT 1: HEALTH EDUCATION:-

- Health: concepts, meaning, definition, dimension,
- Health education: meaning, definition, aim and objectives, scope, concepts, and importance.
- Personal hygiene: meaning of personal hygiene, importance of personal hygiene and cleanliness
- School health program

UNIT 2: PHYSICAL EDUCATION:-

- Physical education: meaning, definition, aim & objectives, and scope.
- Importance of physical education programs in schools.
- Modern trends of physical education.
- Recreation: meaning significance and recreational program in school

UNIT 3: ORGANIZATION AND ADMINISTRATION IN SPORTS:-

- Sports competitions: meaning, types, need and importance in school.
- Types of Yoga, Importance of meditation in school.
- Physical fitness: meaning, importance, motor component of physical fitness (strength, flexibility, endurance, speed, agility, neuro muscular coordination).
- Training methods of physical fitness.

RECOMMENDED BOOKS:-

- Agashe, S.R. (2013). Introduction to health education. New Delhi, India: Khel Sahitya Kedra.
- Bucher, C.A. (1979). Foundations of physical education (8th Ed). St. Louis: The C.V. Mosby Co.
- Gupta, M.C. (2012). Physical fitness and health. New Delhi, India: Khel Sahitya Kedra.
- Human Kinetics (2012). Introduction to recreation and leisure (2nd Ed.). Champaign, IL: Human Kinetics.
- Jackson, A.W. (2003). Physical activity for health and fitness. Champaign, IL: Human Kinetics.
- Kamlesh, M.L. (2014). Fundamental elements of physical education. New Delhi, India: Khel Sahitya
- Singh, A., Bains, J., Gill, J.S., & Barar, R.S. (2012). Physical education and olympic movement. New Delhi, India: Kalyani Publishers.
- Singh, A., Bains, J., Gill, J.S., Barar, R.S. & Rathee, N.K. (2005). Essentials of physical education. New Delhi, India: Kalyani Publishers.

APPROVED BY
ACADEMIC COUNCIL
ON 27/7/19

EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION (Practical)

Paper Code: ED-494

w.e.f. Session-2019-20

LTP C

0 0 2 1

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 2 Contact Hours/ week

PRACTICALS:

- Introduction of Microsoft word, Excel and Power Point and its application.
- Preparation and presentation of slides for assigned topics.
- Power Point Presentation on Bloom's Taxonomy.

Power Point Presentation on any two of the following.

- CIET/UGC/IGNOU/SCERT/NCTE, ET Cell, DIET.
- Development of Computer aided materials/slides.

RECOMMENDED BOOKS:

- Das, R.C. (1993), Educational Technology, A basic text, Sterling Publishers, New Delhi.
- Dececco, J.P. (1964), Educational Technology, reading in programmed instruction Holt Rinehart and Winston.
- Percival, F & Ellengten, H., (1984). A handbook of Educational Technology, Billings & Sons Limited, Worcester.
- Rajavaman, V. (1999). Fundamentals of Computer, Prentice Hall of India, New Delhi.
- Ruhela, S.P. (1973). Educational Technology, New Delhi, Raj Prakashan.
- Sinha, P.K. (1997) Computer Fundamentals, BPB Publications, New Delhi.
- Xavier, C. (1997) Introduction to computers and basic programming, New Age International, Limited Publishers.
- Mangal, S. K; Mangal Uma; (2009) , Essentials of Educational Technology, PHI Learning Pvt. Ltd., New Delhi.
- Kumar, K.L. , Educational Technology, New Age International Publishers, New Delhi

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ON...27/7/19.....

HEALTH AND PHYSICAL EDUCATION (Practical)

Paper Code: ED-495

w.e.f. Session 2019-20

L T P C

0 0 4 2

Max. Marks: 100

ESE: 100

Contact Hours: 4 Contact Hours/ week

List of Practicals

Students can opt any three games in the following:

1. Football-

- History of Football, Organizations of Football
- Field Measurement, Equipments
- Rule and Regulations, National and International Championship

2. Volleyball:

- History of Volleyball, Organisations of Volleyball
- Field Measurement, Equipments
- Rule and Regulations National and International Championship

3. Basket Boll:

- History of Basket Boll ,Organisations of Basket Boll
- Field Measurement
- Equipments ,Rule and Regulations
- National and International Championship

4. Lawn Tennis:

- History of Lawn Tennis,Organisations of Lawn Tennis
- Field Measurement ,Equipments
- Rule and Regulations
- National and International Championship

5. Table Tennis:

- History of Table Tennis Organisations of Table Tennis ,Field Measurement
- Equipments ,Rule and Regulations
- National and International Championship

6. Badminton:

- History of Badminton Organisations of Badminton
- Field Measurement ,Equipments
- Rule and Regulations ,National and International Championship

7. Yoga:

- History of Yoga
- Organisations of Yoga
- Field Measurement ,Equipments
- Rule and Regulations ,National and International Championship

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Inspiring Existence

INTEGRAL UNIVERSITY LUCKNOW

2nd Semester Syllabus

For

Bachelor of Education (B.Ed.)

Faculty of Education

Integral University, Lucknow
Faculty of Education
Study and Evaluation Scheme
B.Ed. Semester-II

Sl. No.	Subject Code	Category	Name of the Subject	Periods			Credit	Evaluation Scheme				Subject Total	
				L	T	P		Continuous Assessment (CA)		End Semester Exam			
								CT	TA		Total		
													ESE
1	ED407	DC	Techniques of Teaching	3	1	---	4	20	10	30	70	100	
2	ED408	DC	Assessment of Learning	3	1	---	4	20	10	30	70	100	
3		DE	Departmental Elective-1 ✓	3	1	---	4	20	10	30	70	100	
4		DE	Departmental Elective-2 ✓	3	1	---	4	20	10	30	70	100	
5	ED496	DC	Micro-Teaching	---	---	8	4	---	100	100	---	100	
Total				12	04	08	20						500

L- Lecture

T-Tutorial

P-Practical

C-Credit

CT-Class Test

TA-Teacher Assessment

CT= Mid Sem.1 + Mid Sem.2

TA= Assignment+ Surprise Test/Quiz

DC= Departmental Core

Subject Total = Sessional Total (CA) + End Semester Examination (ESE)

APPROVED BY
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ON 22/7/19

INTEGRAL UNIVERSITY, LUCKNOW

Faculty of Education
Study and Evaluation Scheme

B.Ed. Semester-II

Methods of Teaching subjects (Any one teaching subject from each Departmental Elective)

Departmental Elective-I

- Methods of Teaching English (ED409)
- Methods of Teaching Hindi (ED410)
- Methods of Teaching Urdu (ED411)
- Methods of Teaching Arabic (ED412)
- Methods of Teaching History (ED413)
- Methods of Teaching Civics (ED414)
- Methods of Teaching Geography (ED415)
- Methods of Teaching Economics (ED416)
- Methods of Teaching Commerce (ED417)
- Methods of Teaching Social Studies (ED418)
- Methods of Teaching Mathematics (ED419)
- Methods of Teaching Home Science (ED420)
- Methods of Teaching Physical Sciences (ED421)
- Methods of Teaching Biological Science (ED422)

Departmental Elective-II

- Methods of Teaching English (ED409)
- Methods of Teaching Hindi (ED410)
- Methods of Teaching Urdu (ED411)
- Methods of Teaching Arabic (ED412)
- Methods of Teaching History (ED413)
- Methods of Teaching Civics (ED414)
- Methods of Teaching Geography (ED415)
- Methods of Teaching Economics (ED416)
- Methods of Teaching Commerce (ED417)
- Methods of Teaching Social Studies (ED418)
- Methods of Teaching Mathematics (ED419)
- Methods of Teaching Home Science (ED420)
- Methods of Teaching Physical Sciences (ED421)
- Methods of Teaching Biological Science (ED422)

APPROVED BY
ACADEMIC COUNCIL
ON...27/07/2019

TECHNIQUES OF TEACHING

Paper Code: ED-407

W.e.f.session-2019-20

LTPC

3104

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

Objectives: The students will be able to:

- know the concept, characteristics and important teaching skills.
- understand the classification of Bloom's taxonomy of educational objectives.
- explain the merits and demerits of various approaches to teaching.
- apply various teaching method in class-room teaching.
- describe use of ICT in teaching and learning.
- know innovative methods of teaching.

UNIT – I CONCEPT AND OBJECTIVES OF TEACHING:

- Concept and characteristics of good teaching.
- Micro-Teaching: Meaning, Concept and Micro-Teaching Cycle.
- Important teaching skills – Set-Induction, questioning, Reinforcement, Explanation Stimulus variation, Black-Board, Illustration with example
- Need and importance of defining aims and objectives of teaching in terms of learning outcomes. Bloom's taxonomy of educational objectives:

UNIT – II APPROACHES TO TEACHING:

- Maxims of teaching: Known to unknown, simple to complex, easy to difficult, concrete to abstract, whole to part etc.
- Merits and demerits of various teaching methods : Lecture Demonstration, Project, Problem-solving and Discussion, Inductive, Deductive, Heuristic
- Factors affecting teaching and learning.

UNIT – III INNOVATIVE TEACHING:

- Use of ICT in teaching and learning. E-learning and changing nature of class-room.
- Collaborative learning: Meaning and Application, Virtual Classroom: Meaning and Uses

UNIT – IV: PROGRAMMED LEARNING:

- Programmed Learning: Meaning, Origin
- Linear programming: Meaning and Characteristic
- Branching programming: Meaning and Characteristic
- Mathematics programming: Meaning and Characteristic
- Development of Programme Learning Material

BOOKS RECOMMENDED:

- Bhatia, K. (2002), "The Principles and Methods of teaching", Doaba House, New Delhi.
- Chris, Kyriakon (1997), "Effective Teaching in Schools: Theory & Practice", Stanley Thornes Ltd.
- David Coulby and others (2011), "Preventing classroom Description: Policy, Practice and Evaluation in Urban Schools", Routledge Library edition, London.
- Day, Christopher (2004), "A Passion for Teaching", RoutledgeFalmer, London.
- Government of India (2000), National Curriculum Framework (NCF), NCERT, New Delhi.
- Government of India (2005), National Curriculum Framework (NCF), NCERT, New Delhi
- Woods, P. (2011), "Critical Events in Teaching and Learning", Routledge Library Edition, London.

APPROVED BY

ACADEMIC COUNCIL
DATE: 27/2/19

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:

After studying the course, the learner would be able to:

- understand the role and importance of Philosophy in human life
- evaluate various ideologies and their relative contribution to Education
- know the contribution of various educationists and their experiments with Education
- comprehend the values enshrined in the constitution and role of education in achieving them
- critically examine the role of various agencies in the development of child
- comprehend the interdependence of education and society and their relationship.

UNIT -I – CONCEPT OF EVALUATION

- Concept of Measurement, Assessment and Evaluation
- Need and Scope of Evaluation
- Distinction between the following :Measurement, Examination, Assessment and Evaluation
- Evaluation Approaches: Formative - Summative
- Continuous Comprehensive Evaluation :Need ,Relevance, Implementation Procedure, Problems

UNIT – II- TOOLS AND TECHNIQUES OF EVALUATION

- Characteristics of good measuring instruments and factors affecting them.
- Reliability and Validity of Tools
- **Tools of evaluation:-**Quantitative – Written, Oral and Practical (Types of Questions: Short, Long, MCQs covering all three domains of Learning-Cognitive, Affective and Psychomotor) Qualitative – Observation, Introspection, Projection and Sociometry
- Use of these tools for internal assessment & maintaining cumulative records of learners in School

UNIT- III- STATISTICAL METHODS AND INTERPRETATION OF SCORES

- History of Statistic, Need & Importance of Statistics in Evaluation
- Graphical Representation
- Histogram, Frequency Polygon, Pi Charts,
- Measures of Central Tendency:- Mean, Median, Mode. (Meaning, Characteristics, use only)
- Normal Probability Curve:-Properties and Uses. (Skewness and Kurtosis (Meaning & Reasons)
- Percentile & Percentile rank (Meaning & Uses)

UNIT IV- NEW TRENDS IN EVALUATION -NEED AND USE

- Question bank ,Grading system ,Online Examination
- Open Book Examination ,Credit System
- Exam on Demand (meaning & uses only)

RECOMMENDED BOOKS:-

1. Cohen, Louis; Manion, Lawrence and Morrison, Keith(2004); A Guide to Teaching Practice- Fifth Edition; Routledge Falmer-Taylor and Francis Group; London.
2. Ebel Robert L., (1991). Essentials of Educational Measurement, Prentice Hall of India.
3. Gunter, Mary Alice et.al(2007)., Instruction: A Model's Approach- Fifth Edition; Pearson Education Inc.; Boston.
4. Kubiszyn Tom. (2003). Educational Testing and Measurement, John Wiley.
5. Linn, Robert L. and Gronlund, Norman E. (2000). Measurement and Assessment in Teaching; Pearson Education Inc.

APPROVED BY
ACADEMIC COUNCIL
27/7/19

METHODS OF TEACHING ENGLISH

Paper Code: ED409
w.e.f. Session-2019-20

LTPC
3104
Max. Marks: 100
ESE: 70
CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVE:-

After completing this course, the pupil teacher will be able to:

- understand the nature and resources of language and issues related to language acquisition, variation & change;
- use the knowledge and skills needed to understand, analyse, evaluate, their own performance;
- acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India;
- develop the four basic skills i.e. listening, speaking, reading and writing among the students;
- know compare and analyse various methods and approaches of teaching English as second language;
- plan and teach lessons in English prose, poetry, grammar;

UNIT -I- BASIC CONCEPT OF ENGLISH LANGUAGE:-

- Language: nature, concept, types (verbal & non-verbal), functions
- Concept of language learning and acquisition
- The aims and objective of teaching English as a second language at the secondary level.
- The position and role of English in India, Problems in effective teaching of English as a second language in Indian school and their possible solutions.

UNIT -II- TEACHING OF ENGLISH - METHODS AND APPROACHES:-

- Translation cum grammar method of teaching English
- Direct method of teaching English and its critical appraisal.
- Dr. West's Method of teaching English, types of reading ability, merits, demerits and criticism
- Structural approach to teaching English, Advantage and disadvantages.
- Communicative Approach to English, Advantage and disadvantages. Deductive and inductive approaches.

UNIT-III- TEACHING SKILLS AND AUDIO, VISUAL AIDS:-

- Teaching of oral skills-characteristics and objectives.
- Teaching of reading skills-characteristics, objectives, types of reading-intensive, extensive, silent and reading aloud with expression.
- Teaching of writing skills-characteristics, style of writing and methods of writing.
- Meaning and importance of teaching aids, Audio, Visual Aids, kinds and uses.

UNIT- IV- TEACHING OF PROSE, POETRY, GRAMMAR AND TEXT BOOKS FOR TEACHING ENGLISH:-

Teaching of Grammar -place of grammar in the study of English.

- Teaching of prose, poetry and grammar-aims and objectives.
- Lesson planning – teaching of prose, poetry and grammar.
- Textbook: its characteristics, importance and advantage of English Text-books.
- Limitation of existing text-books, analysis and evaluation of textbook.

REFERENCES:

1. Allen B. Harold Campbell N : Teaching English as a second language, Tata-Mac-graw Russel Hill publishing Co. Ltd, Bombay-New Delhi (1972)

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2. Bright, G.A. & McGregor G.P. : Teaching English as a Second Language, Longmans (1972)
3. Brumfit C.J., Johnson, K. : The Communicative Approach to Language Teaching: ELBS; Oxford University Press, Hong-Kong, 1979.
4. O'Connor, J.D. : Better, English Pronunciation: ELBS, Cambridge University Press, Great Britain, 1977.
5. French, F.G. : Teaching English as an International Language; Oxford University Press, London, 1975.
6. Hornby, A.S. : The Teaching of structured words and Sentence Pattern, Stage I-IV: Oxford University Press, London, 1991.
7. Jain, R.C. Sharma, C.K. : Essentials of English Teaching: Vinod Pustak Mandir, Agra.
8. Kohli, A.L. : Techniques of Teaching English: Dhanpat Rai & Sons, Delhi, 1996.
9. Lado, Robert : "Language Teaching: A Scientific Approach, McGraw Hill, Inc., New York
10. Lado, Robert : Language Testing: The Construction and use of Foreign Language Test, Language, 1961.
11. Pandey, K.P. & Amita : The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi,

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उद्देश्य:

- भाषा सम्बन्धी विषय -वस्तु को पढ़ने के पश्चात् छात्राध्यापक
- भाषा के महत्व एवं कार्यो से परिचित हो सकेंगे ।
- हिंदी भाषा एवं साहित्य के प्रति धनात्मक अभिवृत्ति को अपने व्यवहार में प्रदर्शित कर सकेंगे
- समाज में साहित्य के स्थान से परिचित हो सकेंगे ।
- भाषा व्याकरण के नियमों से परिचित हो सकेंगे ।
- अपने भावों को समुचित प्रकार से अभिव्यक्त कर सकेंगे ।
- गद्य एवं पद्य को उचित आरोह अवरोह एवं लय के साथ वाचन कर सकेंगे ।
- गद्य एवं पद्य को व्याकरण नियमों के अनुसार लिख सकेंगे ।
- गद्य एवं पद्य का मौन वाचन कर सकेंगे ।
- गद्य,पद्य एवं व्याकरण की पाठ - योजना का निर्माण कर सकेंगे ।
- गद्य,पद्य एवं व्याकरण की पाठ योजनाओं का मूल्यांकन कर सकेंगे ।

UNIT-I

(10)

- भाषा का महत्त्व एवं उसके कार्य
- हिंदी भाषा का माध्यमिक स्तर के पाठ्यक्रम में स्थान
- राष्ट्रभाषा के रूप में हिंदी की प्रासंगिकता एवं चुनौतियां ।
- आदर्श हिंदी शिक्षक के गुण

UNIT- II

(15)

- पाठ योजना निर्माण के लाभ
- गद्य पाठ योजना के पद
- पद्य पाठ योजना के पद
- व्याकरण पाठ योजना के पद
- रचना - शिक्षण पाठ के पद

UNIT-III

(08)

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- आगमन एवं निगमन विधि : अर्थ एवं इनके मध्य अंतर
- श्रव्य - दृश्य सामग्री : अर्थ महत्त्व एवं प्रकार
- भाषा प्रयोगशाला : अर्थ एवं महत्त्व
- पाठ्य - सहगामी क्रियाएं : अर्थ, महत्त्व एवं शिक्षक की भूमिका

UNIT- IV

(07)

- मापन एवं मूल्यांकन : अर्थ, मापन मूल्यांकन के मध्य अंतर एवं सम्बन्ध
- वस्तुनिष्ठ परीक्षण : अर्थ, कक्षा शिक्षण में उपयोगिता
- निबंधात्मक परीक्षण : अर्थ, कक्षा शिक्षण में उपयोगिता
- नील पत्रक (ब्लू -प्रिंट) : अर्थ एवं निर्माण

संदर्भित पुस्तकें

- लाल ,रमन बिहारी, हिंदी शिक्षण :रस्तोगी पब्लिकेशंस , मेरठ
- चतुर्वेदी, शिखा, हिंदी शिक्षण:आर लाल बुक डिपो, मेरठ
- सिंह , सावित्री,, हिंदी शिक्षण:इंटरनेशनल पब्लिशिंग हाउस, मेरठ
- गुप्ता, ममता,, हिंदी शिक्षण:एच्.पी.भार्गव बुक हाउस, आगरा
- सिंह, कर्ण,, हिंदी शिक्षण:गोविन्द प्रकाशन, लखीमपुर खीरी

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METHODS OF TEACHING URDU

Paper Code: ED-411
w.e.f. session- 2019-20

LTPC
3104

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:

- To acquaint the students with meaning, concept and nature of Urdu Language.
- To make the students know the function of Urdu Language.
- To make the students able to understand the importance of Urdu Language in secondary school curriculum.
- To enable the students to know the aims and objectives of teaching Urdu language at secondary level.
- To enable the students to be aware about various methods of teaching Urdu language.
- To make the students able to understand the characteristics a good text-book in Urdu.
- To make the students able to explore the various techniques of evaluation.

UNIT-I INTRODUCTION:-

- The nature of Urdu Language and its scope. Functions and purpose of Language.
- Place of mother tongue in School Curriculum. The role of mother tongue in the education of child.
- Aims of teaching mother tongue at different levels---Primary, Lower,

UNIT-II METHODS OF TEACHING:-

(a) Methods of Teaching:

- Teaching of Prose (Story, Drama), Teaching of Grammar, Teaching of Poetry (Poems, Ghazals)

(b) Mechanics of Reading:

- Silent reading, Reading aloud, Supplementary reading

UNIT-III- LESSON PLANNING AND TEXT BOOKS:-

- Lesson Planning: Meaning, Format, why and how.
- Format: Prose, Poetry and Drama, Grammar
- Teaching aids in Urdu-need, importance and types.
- Importance and need of curricular activity:
- Principles of selection of text books.

UNIT-IV EVALUATION IN URDU:

- Meaning and purpose of evaluation, Formative and Summative evaluation, Characteristics of good achievement test
Construction of achievement test in Urdu.

RECOMMENDED BOOKS:

- Ansari, Akhtar Ghazal Aur Ghazal, Taragi-e-Urdu-Board, ki Taleem New Delhi, 1979.
- Ansari, Akhtar, Ghazal aur Dares-Ghazal, Anjuman Tarikhi-e- Urdu, Aligarh
- Ansari, Akhtar, Studies in Language and Language Teaching, Friends Aligarh, 1962
- Ahmad Hasan Tadrees on Urdu, Marathzara Collage of Education, Aurangabad, 1973.
- Saiyadin, K.G. Zindagi, Zaban aur Taleem, Anjuman Tariq-e- Urdu, Aligarh, 1971
- Moinduddin Urdu Zaban ki Tadrees, Tarikhi-Urdu Bureau, New Delhi, 1983
- Gurrey, P. Teaching the Mother Tongue in Secondary Schools, Longmans London 1958.

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METHODS OF TEACHING ARABIC

Paper Code: ED-412
w.e.f. session- 2019-20

LTPC

3104

Max. Marks: 100

ESE: 70

CA: 30

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

Objective: After completing this course, the students' teacher will be able to:

- understand the nature and resources of language and issues related to language acquisition, variation & change.
- use the knowledge and skills needed to understand, analyse, evaluate, their own performance.
- Plan and teach lessons in English prose, poetry, grammar related to the course prescribed by different boards of secondary education in the northern region

Unit-I Content:

- Language: Its meaning and functions.
- General Principles of language learning with special reference to Arabic.
- Development of Arabic Language.

Unit-II- Aims and Methods of Teaching:

- - Aims and objectives of teaching Arabic as a foreign language.
- Translation method for teaching Arabic as a foreign language., Direct method for teaching Arabic as a foreign language.

Unit-III- Lesson Planning and Methods of Teaching:

- Meaning and importance of lesson planning and the general steps of the lesson plan.
- Teaching of Poetry: Intensive and Extensive reading,
- Silent reading, Reading aloud, Questioning, Planning a prose lesson.
- Teaching of Poetry: Objective of a Poetry lesson, Importance of recitation, Reading aloud, planning a poetry plan.

Unit-IV - Aids of Teaching:

- Meaning and importance of teaching aids.
- Types of teaching aids and their uses.

Recommended Books:

1. Allen H.B. Teaching of Arabic as a Mc Graw Hill Co. New Foreign Language York, 1965
2. Al-Naqa, Asasiyat Taalim al Lugha Khartoum(Sudan) 1978 Mahmum K. al Arabic li Ghair al-Arab, (in Arabic). ALESCO International Institute of Araqbic Language
3. Kohli A.L. Techniques of Teaching Dhanpat Rai & Sons English Delhi, 1990
4. Lado R. Language Teaching : A McGraw Hill New Scientific Approach Delhi, 1983

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METHODS OF TEACHING HISTORY

Paper Code: ED-413

w.e.f. session-2019-20

LTPC

3104

Max. Marks: 100

ESE: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:

- To acquaint the students with the concept and importance of History in secondary school curriculum.
- To make the students know about aims and objectives of teaching History.
- To acquaint the students with significance of lesson planning in History.
- To develop among students competencies in teaching of History at secondary level.
- To enable the students apply appropriate method and techniques for teaching of History at secondary level.
- To acquaint the students with significance of about unit planning and syllabus planning.

UNIT- I: MEANING, NATURE AND SIGNIFICANCE OF HISTORY:

- Meaning, nature and scope of History, Modern concept of teaching History.
- Relation of History with other school subjects,
- Importance of teaching history at secondary school curriculum.
- Role of history teacher for use and development of History.

UNIT- II: AIMS AND OBJECTIVES OF TEACHING HISTORY:

- Differentiate between aims and objectives.
- Objectives: types
- Aims and objectives of teaching history at secondary school level.
- Supplementary reading material.

UNIT- III: METHOD OF TEACHING HISTORY:

- Methods: concepts and meaning. Source method
- Question-Answer Method
- Simulation technique

UNIT- IV: LESSON PLANING, SYLLABUS PLANING AND UNIT PLAN:

- Meaning and significance ,Characteristics of good lesson plan
- Steps of lesson plan in History ,Syllabus: concept and factors considered when plan a syllabus
- Unit Plan in History.

RECOMMENDED BOOKS:

- Chaudhary, K.P. (1975), The Effective Teaching of History in India. New Delhi NCERT
- Aggarwal, J.C. (2003), Teaching of Social Studies: A Practical Approach, Vikas Publishing House, Pvt. Ltd. New Delhi
- Ghate, V.D. (1956), Teaching of History (English & Hindi) Bombay, Oxford University, Press.
- Dixit, U. Bughela (1972), Itihas Shikshan, Jaipur, Hindi Granth Academy.
- Sharma, Seema (2004), Modern Teaching of History, Anmol Publication Pvt. Ltd. New Delhi

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METHODS OF TEACHING CIVICS

Paper Code: ED-414

w.e.f. session- 2019-20

LTPC

3104

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES: After completing this course, the students' teacher will be able to:

- Understand the basic concept of the subject and their wide applicability.
- Identify instructional objectives in behavioural terms.
- apply appropriate methods in teaching particular topics at different levels and to select and use relevant teaching aids to make learning meaningful
- Understand the meaning and concept of lesson planning.
- Understand the meaning and concept of evaluation.

UNIT- 1: INTRODUCTION:

- Meaning and importance of civics as a discipline and its relation with other disciplines,
- Scope of civics at high school stage, nature of civics at school level, place of civics in school curriculum principles for designing civics curriculum, critical evaluation of civics curriculum at the school level.

UNIT -2-AIMS, OBJECTIVES, PRESENTATION AND TEACHING AIDS:

- Aims and objectives of teaching civics at secondary school level.
- Presentation of subject matter in civics at high school stage.
- Content analysis & text book /books of civics
- Supplementary reading materials.
- Teaching aids – meaning, need and types.

UNIT 3-TEACHING METHODS AND LESSON PLANNING:

- Discussion Method, Lecture Method, Project Method, Problem solving Method.
- Meaning, concept & importance of lesson planning.
- General Steps in lesson plan.
- Preparation of lesson plan.
- Various approaches to lesson planning: Herbart approach, the evaluation approach, & Morrison approach

UNIT-4 EVALUATION IN CIVICS:

- Meaning and purpose of measurement and evaluation, Principles of evaluation, Characteristics of good achievement test, Construction of achievement test in civics, Continuous comprehensive internal evaluation.

RECOMMENDED BOOKS:

- Teaching of civics in India: Hari-kari.
- Education For Democratic citizenship: Crary Ryland W
- The curriculum for the ten years school :NCERT, New Delhi
- Teaching of civics: Agarwal, J.C.
- Teaching of civics: Kochhar, S.K.

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METHODS OF TEACHING GEOGRAPHY

Paper Code: ED-415

w.e.f. Session-2019-20

LTPC

3104

Max.Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:

- To acquaint the students with the concept and importance of Geography in secondary school curriculum
- To make the students know about aims and objectives of teaching Geography.
- To acquaint the students with significance of lesson planning in Geography.
- To develop among students competencies in teaching of Geography at secondary level.
- To enable the students apply appropriate method and techniques for teaching of Geography at secondary level.

UNIT- I: MEANING, NATURE AND SIGNIFICANCE OF GEOGRAPHY:

- Meaning, nature and scope of Geography, Modern concept of teaching Geography.
- Relation of Geography with other school subjects,
- Importance of teaching Geography at secondary school curriculum.
- Geography teacher: characteristics and role.

UNIT- II: AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY:

- Differentiate between aims and objectives.
- Aims and objectives of Teaching Geography at Secondary School Stage.
- Teaching Aids: meaning ,Need and Types
- Supplementary reading material

UNIT- III: METHODS OF TEACHING GEOGRAPHY:

- Methods: concepts and meaning.
- Assignment Method
- Excursion Method , Question-Answer Method
- Simulation technique

UNIT- IV: LESSON PLANING, SYLLABUS PLANING AND UNIT PLAN:

- Meaning and significance
- Characteristics of good lesson plan
- Steps of lesson plan in Geography
- Syllabus: concept and factors considered when plan a syllabus
- Unit Plan: meaning, make a blue print.

RECOMMENDED BOOKS:

- Binning and Binning: Teaching the Social Studies in Secondary Schools, Mc. Graw Hill, Book Company, New York.
- Hemming: The Teaching of Social studies in Secondary Schools: Langman's Green & company, London.
- Rao, M.S. Teaching of Geography.
- Teaching of Geography, O.P. Verma.

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METHODS OF TEACHING ECONOMICS

Paper Code: ED-416
w.e.f. Session- 2019-20

LTPC
3104
Max. Marks: 100
ESE: 70
CA: 30

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

OBJECTIVES:

After completing the course the student teacher will be able to :

- know aims and objectives of teaching Economics at School level
- understand the basic subject matter of the economics
- Understand the meaning and concept of lesson planning
- Understand the resources required for classroom transactions
- Select appropriate Instructional Media for teaching commerce at higher secondary stage
- Apply different Evaluation techniques in Economics

Unit 1 Aims, Objectives and Nature of Economics as a Discipline

Meaning, Nature, Scope and Importance of Economics. Relation of Economics with other Discipline.
Aims and Objectives of Economics teaching at secondary and Senior secondary stage.

Unit 2 Subject Matter in Discipline

- Theories of Demand and Supply, Consumer Behaviour, Theory of Production, Cost Theories
- Types of Market Structures, Cost and Revenue curves under PCM and Monopoly
- Theory of Income and Employment, National Income, Budget.
- Latest Trends in National and International Economy

Unit 3 Lesson Planning and Resources supplementing Teaching-Learning

- Meaning, Need and Preparation of Lesson Plan in Economics
- Need and Importance of Economics Room
- Co-curricular Activities : Types, Role and Significance of Co-curricular Activities in teaching Economics

Unit 4 Instructional Media and Evaluation in Economics

- Instructional Media : Concept, Importance and types of instructional Media and their use in teaching of Economics
- Meaning and Purpose of Evaluation, Formative and Summative Evaluation
- Types of Test : Essay type Test and Objective Type Test-Characteristics, Merits and Demerits

References :

- Tyagi, Gurusarandas: Economics Teaching, Vinod Pustak Mandir, Agra-5
- Arora, P.N (1985) Evaluation in Economics, New Delhi, NCERT.
- Bawa, MS (1995): Evaluation in Economics IASE, Delhi University, New Delhi
- Kanwar. B.S. (1973) Teaching of Economics, Prakash Brothers., Ludhiana
- Siddiqui M.H. (1993) Teaching of Economics, Ashish Publishing House, New Delhi.

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METHODS OF TEACHING COMMERCE

Paper Code: ED-417

w.e.f. Session- 2019-20

LTPC

31 0 4

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week

Examination Duration: 3 Hours

OBJECTIVES:

After completing the course the student teacher will be able to :

- know aims and objectives of teaching commerce at higher secondary level
- understand the basic subject matter in Commerce Discipline
- Understand the meaning and concept of lesson planning
- Understand the resources required for classroom transactions
- Select appropriate Instructional Media for teaching commerce at higher secondary stage
- Apply different Evaluation techniques in Commerce

Unit 1 Aims, Objectives and Nature of Commerce as a Discipline

Meaning, Nature, Scope and Importance of commerce as a Discipline and its relation with other disciplines

Historical Perspective with development of Commerce as Subject and Discipline.

Aims and Objectives of Commerce teaching at higher secondary stage.

Unit 2 Subject Matter in Discipline

- Trade : Meaning, Concept, importance and Functions
- Business Organization : Concept, Importance and Types
- Concepts of Accountancy : Book-Keeping, Journal, Subsidiary Books, Final Accounts,
- Bill of Exchange, Partnership, Shares and Company Final Accounts
- Management : Concept, Principles Functions (POSDCoRB)
- Banking : Meaning, Types and functions. Concept and Process of E-Commerce

Unit 3 Lesson Planning and Resources supplementing Teaching-Learning

- Meaning, Need and Preparation of Lesson Plan in Commerce
- Need and Importance of Commerce Room
- Co-curricular Activities : Types , Role and Significance of Co-curricular Activities in teaching Economics

Unit 4 Instructional Media and Evaluation in Commerce

- Instructional Media : Concept, Importance and types of instructional Media and their use in teaching of Economics
- Meaning and Purpose of Evaluation, Formative and Summative Evaluation
- Construction of an Achievement Test in Commerce, Characteristics of Good Achievement Test

References :

- Agrawal, A .N, Business methods and machinery, kitab mahal, Allahabad, 1981
- Bhusham, Y. K. Fundamental of business organization and management, sultan Chand & sons, Darya Ganj, New Delhi-1991
- Haradway, M. Testing and Evaluation in business education ,Cincinnati, south western publishing co, 1966.
- Kapoor,N.D. Principles and practice of accountancy, Pitamber publishing co., New Delhi, 1990.
- Khan M,S. commerce Education ,sterling publishers, pvt. Ltd. New Delhi, 1982.

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METHODS OF TEACHING SOCIAL STUDIES

Paper Code: ED-418
w.e.f. session-2019-20

LTPC

31 0 4

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

OBJECTIVES:

- To acquaint the students with the concept and importance of Social Studies in secondary school curriculum.
- To make the students know about aims and objectives of teaching Social Studies.
- To acquaint the students with significance of lesson planning in Social Studies.
- To develop among students competencies in teaching of Social Studies at secondary level.
- To enable the students apply appropriate method and techniques for teaching of Social Studies at secondary level.
- To enable the students to prepare a year plan and unit plan.

UNIT- I: MEANING, NATURE AND SIGNIFICANCE OF SOCIAL STUDIES:

- Concept of Social Studies, differentiate between Social Studies and Social Science
- The need for teaching different subjects in Social Studies.
- Present perception about Social Studies,
- Importance of teaching Social Studies at secondary school curriculum.
- Principle of designing Social Studies curriculum.

UNIT- II: AIMS AND OBJECTIVES OF TEACHING SOCIAL STUDIES:

- Differentiate between aims and objectives.
- Aims and objectives of teaching social studies at Secondary School Stage.
- Teaching aids- Meaning, Need and types

UNIT- III: METHODS OF TEACHING SOCIAL STUDIES:

- Methods: concepts and meaning.
- Assignment Method ,Team Teaching Method
- Supplementary reading material

UNIT- IV: LESSON PLANING, YEAR PLAN AND UNIT PLAN:

- Meaning and importance of lesson planning.
- Characteristics of good lesson plan ,Steps of lesson planning
- Various approaches to lesson planning ,Year plan: meaning and concept.
- Unit Plan: meaning, make a blue print.

Recommended Books:

- Agrawal ,J.C."Teaching social studies" Vikas publishing house ,pvt. Ltd, Delhi, 1989.
- Bining ,A.C.&Bining ,A.H. M "Teaching the social study in secondary school",Mc Graw Hill Company ,New York ,1952.
- Kaushik ,vijay kumari "teaching of social studies in elementary school ,"Anmol publication ,Delhi,1992.
- Sharma B.L., "samajik Adhyayan shikshan ,surya publication ,meerut,1998.

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METHODOLOGY OF TEACHING OF MATHEMATICS

Paper Code: ED-419
w.e.f. Session-2019-20

LTPC

3104

Max. Marks: 100

E S E: 70

CA: 30

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

OBJECTIVES:- After completion of the course the student teacher will be able to:-

- understand the Meaning and Concept of Mathematics.
- study the aims and Objectives of Teaching Mathematics at Secondary stage.
- formulate instructional objectives for different topics of Mathematics.
- know the different types of Correlation of Mathematics with other subject.
- methods and Techniques for teaching Mathematics at school level.
- acquaint students about Lesson and Unit planning in Mathematics.
- understand the Measurement and Evaluation in Mathematics.

UNIT-I- CONCEPT AND OBJECTIVES OF TEACHING MATHEMATICS:-

Meaning, Concept and Definitions of Mathematics, Purpose of teaching Mathematics in Present Scenario, Nature and Values of Teaching Mathematics, Aims and Objectives of Teaching Mathematics at school level, Correlation of Mathematics with other school subjects

UNIT-II- UNIT AND LESSON PLANNING IN MATHEMATICS :-

Meaning and Definitions of Unit and Lesson Planning, Need and Importance of Unit and Lesson Planning for teacher, Steps for preparation in Unit and Lesson Planning, Sample lesson plan for teaching of Arithmetic, Algebra, Geometry and Trigonometry.

UNIT-III- METHODS AND TECHNIQUES OF TEACHING MATHEMATICS:-

Various approaches of Teaching Mathematics, Meaning and Definitions of Methods, Strategies and Tactics of Teaching mathematics, Meaning, definitions and Merits and Demerits of Analysis-Synthesis. Induction Deduction

UNIT-IV- MEASUREMENT AND EVALUATION IN MATHEMATICS:-

Meaning and Definitions of Measurement and Evaluation in Mathematics, Techniques of Teaching, Mathematical Criteria and technical Criteria

RECOMMENDED BOOKS:-

- Kulshreshtha, A.K. (2006). "Teaching of Mathematics" R.Lall Book Depot, Meerut
- Bhatnagar, A.B. (2010). "Teaching of Mathematics" R.Lall Book Depot, Meerut
- Arora, S.K. (1998). "How to teach Mathematics" Shanti Publishers, Bhiwani
- Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach), Florida: HBJ Publishers
- Rawat, M.S. "Teaching of Mathematics" Vinod Pustak Mandir, Agra
- Siddhu, K.S. "Teaching of Mathematics" Sterling Publication, New Delhi
- Kapur, J.N. (1991). Suggested Experiments in School Mathematics. New Delhi: Arya Book Depot
- Jain, S. L. (1973). Ganit Shikshan. Jaipur: Hindi Granth Academy
- Kapoor, J. N. (1988). Vidyalaya Ganik ke Liye San Prayog. New Delhi: Arya Book Depot

APPROVED BY

ACADEMIC COUNCIL

ON... 27/7/19.....

METHODS OF TEACHING HOME SCIENCE
Paper Code: ED420

L T P C
2 1 0 3
Max Marks: 100
ESE: 70
CA: 30

Contact Hours: 2 Contact Hours/ week
Examination Duration: 3 Hours

OBJECTIVES:

After completing the course the student-teacher will be able:

- To understand the terms and concepts of teaching Home Science and their use in class room situations
- To develop understanding of the aims and objectives of teaching Home Science at Local level
- To know the meaning, need and steps of Lesson Planning
- To acquire competence in various methods, strategies and techniques of teaching Home Science at secondary level with reference to National and International level
- To develop skill and competence for effective Evaluation in Home Science

UNIT-I – UNIT-I - AIMS AND OBJECTIVES OF TEACHING HOME SCIENCE:

- The Modern concept of Home Science Education & its relevance.
- Meaning, nature, scope and importance of Home-Science.
- Aims and Objectives of teaching Home-Science at Secondary level.

UNIT-II - METHODS AND TECHNIQUES OF TEACHING HOME SCIENCE:

- Lecture Method: Guidelines for effective lecture. Merits and Demerits of Lecture method.
- Lecture Cum- Demonstration method: Merits and Demerits Preparation for effective demonstration.
- Laboratory method: Merits and Demerits.
- Project method: Meaning and the main features of a project. Advantages and Disadvantages of Project method.

UNIT- III- UNIT PLANNING:

- Meaning and Importance of Unit Planning
- Steps of Unit Planning
- Features of a Good Unit.

UNIT-IV -LESSON PLANNING:

- Meaning and Importance of Lesson Planning
- Steps of Lesson Planning
- Quality of a Good Lesson Plan
- A Model of Lesson Plan of Home Science.

UNIT-V – PRACTICAL ASPECTS OF HOME SCIENCE

- Preparation of different Recipes
- Diet Planning
- Samples of Embroidery Stitches

PRACTICUM

- Preparation of Recipes famous in various states of India
- Diet Planning of Diabetic Patients
- Diet Planning of Patients having High Blood Pressure
- Samples of the following Embroidery Stitches-
- Rose Stitch
- Satin Stitch
- Herring Bone Stitch
- Mixed Stitch

RECOMMENDED BOOKS:-

1. Bansal Suraksha & Maheswari Sudha, (2010), Teaching of Home Science, Meerut, International Publishing House.
2. Sheri G.P & Saran D.P (2008) Teaching of Home Science New Delhi: Vinod Pustak Mandir
3. Yadav Seema (2001) Teaching of Home Science, New Delhi: Anmol Publication.
4. Sahni Madhu, (1998) Indian Home Science, Varanasi: Hindi Prakashak Publications.
5. Moorthy Gayatri, (1998), Home Management, New Delhi, Arya Publishing House.

METHODS OF TEACHING PHYSICAL SCIENCES
Course Code: ED421

Contact Hours: 4 Contact Hours/week
Examination Duration: 3 Hours

LTPC
310 4
Max Marks: 100
ESE: 70
CA: 30

Course Objectives:

- CO1-The course will–Enumerate characteristics, aims of teaching science and role of science teacher
- CO2-Identify different approaches used in teaching physical science
- CO3-Explain the pedagogical shift and principles of curriculum
- CO4-Plan the teaching of physical science and prepare the teaching aids
- CO5-Identify the nced laboratory as learning resource in teaching physical science

UNIT-I: MEANING OF SCIENCE AND SCIENCE TEACHER:

- Meaning and nature of science
- Aims and objectives of learning physical science
- Utility of physical science in school curriculum
- Role of science teacher in developing scientific attitude and scientific temper

UNIT-II: APPROACHES IN TEACHING PHYSICAL SCIENCES

- Approaches and strategies of learning science
 1. Constructivist approach
 2. Collaborative learning approach
 3. Problem solving approach
 4. Inquiry approach

UNIT-III: PEDAGOGY OF PHYSICAL SCIENCES

- Pedagogical shift-planning teaching learning experiences
- Principles of curriculum in physical science
- Evaluation in physical science: Theory & Practical

UNIT-IV: PLANNING AND TEACHING PHYSICAL SCIENCES

- Unit planning and lesson planning
- Need, importance Characteristics and their preparation
- Teaching aids in physical science
- Lifelong learning in sciences

UNIT-V: PRACTICAL ASPECT IN PHYSICAL SCIENCES

- Laboratory as learning resource: need and features
- Organization of science laboratory
- Precautions in using science laboratory
- Basic concepts of simple circuits
- Reflection and refraction of light
- Introduction of organic and inorganic compounds
- Components of air- properties and identification

Recommended Books:

1. Das, R.C. curriculum and evaluation, NCERT.
2. Kulshreshtha, S.P. Teaching of Science, Merrut.
3. Dayal, Deepak, Modern methods of teaching Physics, New Delhi.
4. Kalra, R.M. & Gutpta, Vandana, Teaching of science, MVC, Delhi.
5. Dr. S.K. Mangal , Dr. Shubhra Mangal (Author) Pedagogy Of Physical Science.
6. Davar Monika , Teaching of Science.

METHODS OF TEACHING BIOLOGICAL SCIENCE
Paper Code: ED422

LT PC
2 1 0 3
Max Marks: 100
ESE: 70
CA: 30

OBJECTIVES:

The Pupil Teacher will be able to

- Develop awareness about development in the area of teaching and learning of Biological science
- Develop skill and competencies in the pupil teacher related to Biological Science at Secondary level.
- Use various methods and approaches of Biological Science.
- Develop an understanding of modern technique & approaches for teaching Biological Science.
- Prepare Unit plan, Lesson Plan in Biological Science.
- Acquire necessary skills & training for school based activities such as Science Clubs, Science Fairs, organization of lab etc.

UNIT-I : AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

- Aims and objectives of teaching Biological Science at Secondary School level
- Need and Importance of teaching Biological Science at Secondary School level.

UNIT- II: AUDIO VISUAL AIDS & LESSON PLANNING

- Unit Planning - -- Meaning, need, importance and preparation.
- Lesson planning – Meaning, need, importance and preparation.
- Different types of teaching aids – Audio, Visual and Audio – visual aids in biological science.

UNIT- III: METHODS OF TEACHING BIOLOGICAL SCIENCE

- Lecture & Lecture Cum- Demonstration Method: Merits and Demerits.
- Laboratory method: Merits and Demerits.
- Heuristic Method – Meaning and use of Heuristic method in biological science. Merits and Demerits of Heuristic method.
- Project method: Meaning and Definition of a project. Steps of Project Method, Merits and demerits of Project Method.

UNIT- IV: EVALUATION & CO-CURRICULAR ACTIVITIES

- Concept and meaning of Evaluation.
- Types of test: - Essay type test & Objective type test - Characteristics Merits and Demerits
- Co-curricular activities in Biological Science- Field trips, Excursion, Science Club and Science Museum.

UNIT-V: PRACTICAL ASPECTS OF BIOLOGICAL SCIENCE

Animal Kingdom

A Study of Microscope, General survey of Animal Kingdom's Specimen any fifteen.

Plant Physiology:

Demonstrate and understand the phenomenon of osmosis by potato osmoscope.

Demonstrate and understand the phenomenon of plasmolysis by cells of beet root.

Practicum

Botany

- Section cutting
- Glycerin mounts of stained transverse section of monocot and dicot stems.
- Study of various stages of mitosis in a permanent slide of root tip of onion.
- Transpiration by Bell Jar Method.

RECOMMENDED BOOKS

1. Kulshrestha, S. P. (2006), Teaching of Biology, Meerut, R. Lal book Depot.
2. Bhaskara, Rao, D (2000): Teaching of Biology, Nagarjuna Publishers, Gunter
3. Kumar, Bandre, (2007), A text book of Practical Botany, Meerut, Rastogi Publications.
4. Mangal, S.K (2005): Teaching of Life Sciences, New Delhi, Arya Book Depot.
5. Gupta, V.K (1994): Life Sciences Education Today, Arun Publishing House.
6. Ahmad, Jasim (2009), Teaching of Biological Science, PHI Learning Pvt. Ltd.
(Erstwhile, Prentice Hall of Indian), New Delhi.
7. Bansal and Gupta (2010), Biology, SBPD Publication, New Delhi.
8. Kumar, Vinay and L.P. Bandana (2010), Target 2011, Biology published by Tata McGraw Hill, Education, Pvt, Ltd, New Delhi.

INTEGRAL UNIVERSITY
FACULTY OF EDUCATION
MICRO-TEACHING. (ED-496)
w.e.f. Session- 2022-23

L T P C

0 0 8 4

CA-100

Category-DC

Code-ED-496

Duration – 4 Weeks

OBJECTIVES:

After completing the course the student teacher will be able to :

- Assimilate and learn new teaching skills under controlled conditions among the pupil teachers.
- Utilize the available material, money and time to the maximum.
- Provide required feedback
- Develop confidence in teaching.
- Acquire mastery in a number of teaching skills.
- Simplify the teaching process.
- Attain perfection in teaching.
- Modify the teaching behaviors in the required manner.
- Reduce the complexity of teaching.
- Acquire new teaching skills and to refine old ones.

Sl No	Components	Marks
1	Preparation, Presentation and Use of Teaching Learning Materials (TLM) in each teaching subject.	5x2=10
2	Microteaching Skills(Nine Skills) in each teaching subject.	3x9=27 In each teaching subject 27x2=54
3	One Simulated Plan in each teaching subject.	5x2=10
4	School Observation	26

Micro-Teaching Skills

- 1- Writing Instructional Objectives
- 2- Set Induction
- 3- Explanation
- 4- Questioning
- 5- Illustration with Examples
- 6- Use of Teaching Aids
- 7- Reinforcement
- 8- Stimulus Variation
- 9- Black Board Management

MICRO-TEACHING
Course Code: ED496

Subject: Updating Units for Microteaching on ILI portal

Units	Content	Marks
Unit 1	Microteaching Skills-I 1. Writing Instructional Objectives 2. Set Induction 3. Explanation	3*3 (In each teaching subject) 9*2
Unit 2	Microteaching Skills-II 4. Questioning 5. Illustration with example 6. Use of Teaching Aids	3*3 (In each teaching subject) 9*2
Unit 3	Microteaching Skills-III 7. Reinforcement skill 8. Stimulus variation 9. Blackboard Management Skill	3*3 (In each teaching subject) 9*2
Unit 4	One Simulated Plan in each teaching subject	5*2
Unit 5	Preparation, Presentation and Use of Teaching of Teaching Learning Material (TLM) in each teaching subject.	5*2
	School Observation	26

SCHOOL OBSERVATION

Course Objectives:

1. To acquire knowledge about the school infra structure
2. To provide the best opportunity to students to understand the physical environment of the school.
3. To develop understanding of different academic, co-curricular and administrative activities.

Instructions:

1. The students will observe the ambience and Infra structure of school complex
2. The students will observe the Class room Teaching, Practical work, Co-curricular Activities and Administrative Activities.

The Format of school Observation is elaborated in detail:

1- A-Observation of School Complex:

- Number of Classrooms
- Location of the Class
- Shape of the Class
- Lighting and Ventilation
- Number of Toilets (Male and Female)

B-Physical Observation:

- Principal Room
- Staff Room
- Library
- Laboratory
- School Office
- Playground
- Teacher's Table and Chair
- Other Furniture

2- Observation of Activities:

A -Classroom Teaching and Practical Work:

- Teaching Method and Teaching Learning Resources
- Student Involvement and Participation
- Motivation level in the class
- Classroom Questioning
- Personality of the Teacher
- Classroom Control
- Students involvement in the class
- Teachers entry behaviour and Introduction of lesson

B- Co Curricular Activities:

- Students participation in co curricular activities
- Interaction and observation of behaviour of students
- Performance of students
- Reward and Reinforcement
- Role and responsibilities of students
- Students involvement as Class Representative

C- Administrative Activities:

- Parent Teacher Meeting Interaction
- Staff Meeting Interaction
- Role of Teachers as Incharge of different Activities
- Teachers Orientation Programmes
- Teacher's In-service Programme

INTEGRAL UNIVERSITY, LUCKNOW

Faculty of Education

Study and Evaluation Scheme

B.Ed. Semester-III

Sl. No.	Subject Code	Category	Name of the Subject	Periods			Credit	Evaluation Scheme				Subject Total	
				L	T	P		Continuous Assessment (CA)		End Sem. Exam			
								CT	TA		Total		ESE
1	ED501	DC	Teacher Education and Internship	03	01	---	04	20	10	30	70	100	
2		DE	Practice in Teaching Subject-1*	---	---	06	03	---	100	100	---	100	
3		DE	Practice in Teaching Subject-2*	---	---	06	03	---	100	100	---	100	
4		DE	Final Teaching Subject – 1 *	---	---	---	01	---	---	---	100	100	
5		DE	Final Teaching Subject – 2*	---	---	---	01	---	---	---	100	100	
6	ED597	DC	Internship and Viva-Voce	---	---	06	03	---	---	---	100	100	
Total				03	01	18	15						600
L- Lecture				CT-Class Test			TA-Teacher Assessment						
T-Tutorial				P-Practical			C-Credit						

CT= Mid Sem.1+ Mid Sem.2

TA= Assignment+ Surprise Test/Quiz / Practice Teaching

DC=Departmental Core

DE=Departmental Elective

Subject Total = Sessional Total (CA) + End Semester Examination (ESE)

W. H. King Shawton

J. Davis

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TEACHER EDUCATION AND INTERNSHIP
PAPER CODE (ED501)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30

Objectives:

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

- To acquaint the learners with the historical development of teacher education in India.
- To familiarize the learners with existing teacher education programmes in India.
- To enable the learners to understand about pre-service and in-service education for teacher.
- To enable the learners to develop an understanding about agencies for teacher education.

UNIT- I- Teacher Education: A historical development:

- Meaning, nature and need of teacher education.
- Objectives of teacher education at Secondary level.
- A brief review of development of teacher education in ancient, medieval and British India.

UNIT- II- Pre-service and In-service Education for Teacher:

- Concept, need and Importance of Pre-service teacher
- Concept, need and Importance of In-service Education for Teachers, Programmes enrolled In service Education, Qualities of good teacher.

UNIT- III-Agencies of teacher Education:

- Central Level Agencies- NCERT, National council for Teacher education (NCTE).
- Regional Level Agencies-Regional Institute of education (RIE).

UNIT-IV-Introduction to Internship

- Meaning concept of internship with reference to teacher training programme.
- Structure of internship in secondary education.
- Functions, importance and principles of internship.
- Role and responsibilities of teacher.

Recommended Books:

1. APEID, Innovations and Initiatives in teacher education in Asia and the pacific region. Vol. I, Overview, Bangkok, UNESCO Principal regional office for Asia and the Pacific 1990
2. APEID, Innovations and Initiatives in teacher education in Asia and the pacific region Vol. II , Case studies, Bangkok, UNESCO Principal regional office for Asia and the Pacific 1990
3. Buch, M B (Ed) Surveys of research in education (4Nos) Trend reports on teacher education, Baroda and New Delhi
4. Dove, L Teachers and Teachers Education in developing countries, London: Croom helm, 1986
5. GOI, National Council for Teacher Education (NCTE) Act, MOLCA, 1993
6. GOI, National Policy on Education, 1986, New Delhi: Government of India, 1986
7. Goyal, J C and Chopra, R K Profile of an Elementary Teacher, New Delhi NCERT 1990
8. Goyal, J C et. Al, Tools for B.Ed Admission, New Delhi NCERT 1980
9. Mehra, C National Survey of Elementary Education in India, New Delhi NCERT 1990







Final
Arzkiyah
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INTEGRAL UNIVERSITY, LUCKNOW
Faculty of Education
Study and Evaluation Scheme
B.Ed. Semester-III

***Practice in Teaching subjects (Any one teaching subject from each departmental elective)**

• Practice in Teaching Subject – 1

- | | |
|---|---------|
| • Practice of Teaching Hindi | (ED511) |
| • Practice of Teaching English | (ED512) |
| • Practice of Teaching Urdu | (ED513) |
| • Practice of Teaching Arabic | (ED514) |
| • Practice of Teaching History | (ED515) |
| • Practice of Teaching Civics | (ED516) |
| • Practice of Teaching Geography | (ED517) |
| • Practice of Teaching Economics | (ED518) |
| • Practice of Teaching Commerce | (ED519) |
| • Practice of Teaching Social Studies | (ED520) |
| • Practice of Teaching Mathematics | (ED521) |
| • Practice of Teaching Home Science | (ED522) |
| • Practice of Teaching Physical Sciences | (ED523) |
| • Practice of Teaching Biological Science | (ED524) |

• Practice in Teaching Subject – 2

- | | |
|---|---------|
| • Practice of Teaching Hindi | (ED511) |
| • Practice of Teaching English | (ED512) |
| • Practice of Teaching Urdu | (ED513) |
| • Practice of Teaching Arabic | (ED514) |
| • Practice of Teaching History | (ED515) |
| • Practice of Teaching Civics | (ED516) |
| • Practice of Teaching Geography | (ED517) |
| • Practice of Teaching Economics | (ED518) |
| • Practice of Teaching Commerce | (ED519) |
| • Practice of Teaching Social Studies | (ED520) |
| • Practice of Teaching Mathematics | (ED521) |
| • Practice of Teaching Home Science | (ED522) |
| • Practice of Teaching Physical Sciences | (ED523) |
| • Practice of Teaching Biological Science | (ED524) |

***Note:** Final Teaching Subjects – 1 & 2 will be assessed and examined on the basis of opted Practice in Teaching Subjects - 1 & 2 respectively.

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PRACTICE IN TEACHING SUBJECT - 2
(ED511 to ED524)

Category: DE
Duration: Twelve Weeks
Semester: Third

LTP C
006 3
CA: 100
M.M: 100

This semester shall entail a field engagement of 12 weeks wherein the first week will be exclusively dedicated to observing a regular classroom with a regular teacher and would include peer observations teacher observations and observations of interns' lessons by faculty. In the next 11 weeks of Practice in Teaching the student teacher shall be engaged in teaching experience.

During this period, they will be expected to deliver 15 lessons in actual classroom situation under the supervision of the concerned teacher educator and mentor teacher from within the practicing school. The same shall be internally and externally evaluated based on following parameters and marks given in Table 1. This shall be enriched through extended discussions with peers and faculty on different aspects of the teaching experience accompanied by presentations post the internship in schools.

Objectives:-

- To assist the pupil teacher to select appropriate methods & Technology of teaching subjects.
- To provide an opportunity to the pupil teacher to develop self confidence in teaching.
- To provide wide range of learning stationary to the pupil teachers.
- To facilitate the use of a wide range of several resource as an integral part of the learning experiences.
- To develop skills among the pupil teachers.

Sl No.	Detail of Practice in Teaching Subject – 2 and Criteria of Evaluation	Practice of Teaching Subject- 2 ((Departmental Elective)
		Continuous Assessment Marks (Total Marks 100)
Delivery of Lesson Plans:		
1	Lesson Planning (Richness of Content, Variety of approaches followed, Use of ICT, and Overall quality of lesson plans)	15x2=30
2	Innovations, If any, in Methods of teaching, Delivering Strategy etc.	5
3	Development of Teaching Aids-Number, Quality, Appropriateness, Innovativeness, and their effective use	10
4	Classroom Management	5
5	Communication and command over language	10
Observations:		
	Observation of lessons of peer teaching (At Least 10)	15
Criticism Lesson:		25
	Criticism Lesson in school subject -2	
Total Marks		100

Note:

1. The above said syllabus components will be followed for all opted practice in teaching subject -2 i.e. ED511 to ED524 as per opted Methods of Teaching Subject in second semester Departmental Elective -2.
2. The pupil's teachers required to maintain records of all activities undertaken during Practice in Teaching Subject-2.
3. The Practice teaching evaluation will be done under the assigned supervisors by the department.

Handwritten signatures and names:
 Dr. Naresh Kumar Azkiyans
 Shweta
 Kabeer
 Singh
 Arjun
 Arvind

FINAL TEACHING SUBJECT-1

Category: DE
Semester: Third

LTP C
0 0 0 1
ESE: 100

Objectives:-

- To evaluate the pupil teacher to select appropriate methods & Technology of teaching subjects.
- To evaluate wide range of learning stationary to the pupil teachers.
- To evaluate the use of a wide range of several resource as an integral part of the learning experiences.
- To evaluate skills among the pupil teachers.

Sl. No.	Components	End Semester Examination Marks (ESE)
1	Final Examination: One Lesson assessed by the panel of Examiners	100
Total Marks		100

Note:

1. The final teaching subject – 1 examination will be conducted on the basis of subject opted in Practice of Teaching Subject – 1.
2. The final teaching examination will be conducted by the panel of examiners as per University norms.

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FINAL TEACHING SUBJECT- 2

Category: DE
Semester: Third

LTP C
0 0 0 1
ESE: 100

Objectives:-

- To evaluate the Teaching as per Lesson plan.
- To evaluate the pupil teacher to select appropriate methods & Technology of teaching subjects.
- To evaluate wide range of learning stationary to the pupil teachers.
- To evaluate the use of a wide range of several resource as an integral part of the learning experiences.
- To evaluate skills among the pupil teachers.

Sl. No.	Components	End Semester Examination (ESE)
1	Final Examination: One Lesson assessed by the panel of Examiners	100
Total Marks		100

Note:

1. The final teaching subject – 2 examination will be conducted on the basis of subject opted in Practice of Teaching Subject – 2.
2. The final teaching examination will be conducted by the panel of examiners (one internal and one external) as per University norms.

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Category: DC
Duration: Four Weeks
Semester: Third

Objectives:

- To provide the best opportunity for future prospective teachers.
- To inbuilt the innovative teaching skills in various aspects of teaching learning process.
- To organized a various activities for uplifting in schools environment.
- To provide innovative teachers for building nation.

- The trainees will teach classes of 6th to 10th standards.
- While the Internship shall be put in by intern –teachers in designated schools, the rest of the four weeks shall be spread in third semesters according to the availability of Schools.
- The intern-teacher should be called upon to work as full-time teachers in negotiated schools during internship under the guidance and supervision of school principal and mentor teachers.
- The intern-teacher will be provided opportunities to observe participate and contribute in all activities of the school both in school curricular and co-curricular activities.
- The intern teacher preparation including of organization of school internship shall be as a joint responsibility of the faculty of Education, Integral University and Host schools.
- To be evaluated by panel of examiners.

- Morning assembly, Attendance Register and Teacher Dairy.
- Preparation of School Time-Table
- The trainees will teach classes from 6th to 10th standards as a substitute teacher minimum one week.
- Analysis of school syllabus and teaching subjects textbooks.
- Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- Mobilization and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Observing the classroom teaching of regular teachers.
- Undertake action research project on at least one problem area of schooling.
- Celebration of National Festival participation and report.
- Analysis of Progress Report.

Sr. No.	Components	Marks
1	Internship Activities (5 activities of 15 marks each)	75
2	Viva-Voce	25
Total Marks		100

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INTEGRAL UNIVERSITY, LUCKNOW

Faculty of Education Study and Evaluation Scheme B.Ed. Semester-IV

Sl. No.	Subject Code	Category	Name of the Subject	Periods			Credit	Evaluation Scheme				Subject Total
				L	T	P		Continuous Assessment (CA)			End Semester Exam	
								CT	TA	Total		
1	ED502	DC	Problems of Modern Indian Education	3	1	---	4	20	10	30	70	100
2	ED503	DC	Great Educators	3	1	---	4	20	10	30	70	100
3	ED504	DC	Text-book and Curriculum Development	3	1	---	4	20	10	30	70	100
4	ED505	DC	Theory of Psychology Practical and Statistics	3	1	---	4	20	10	30	70	100
5		DE	Departmental Elective-3	3	1	---	4	20	10	30	70	100
6	ED598	DC	Psychology & Statistics Practicals	---	---	4	2	---	30	30	70	100
7	ED599	DC	Practicum	---	---	8	4	---	100	100	---	100
Total				15	05	12	26					700

L- Lecture

T-Tutorial

P-Practical

C-Credit

CT-Class Test

TA-Teacher Assessment

CT= Mid Sem.1+ Mid Sem.2

TA= Assignment+ Surprise Test/Quiz

DC= Departmental Core

DE= Departmental Elective

Subject Total = Sessional Total (CA) + End Semester Examination (ESE)

Handwritten signatures:
 1. *Naresh Kumar*
 2. *Azkiyah*
 3. *Singh*

PROBLEMS OF MODERN INDIAN EDUCATION
PAPER CODE (ED502)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30

Objectives:

The course will enable the student teachers:-

- To appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- To acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- To develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- To appraise about the policy initiatives taken in education reform during post independent India.
- To develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- To develop understanding of the issues, and challenges faced by Indian contemporary Society

UNIT -1: Development of Modern Indian Education:

Education in Post Independence Period: Mudaliar Commission(1952), Education Commission (1964-66), NPE 1968 , NPE 1986 and its modified version 1992, Knowledge Commission; Learning Without Burden-1993, NCF 2005, Justice Verma Commission-2012

UNIT- 2: Issues and policies for Secondary Education:

Dropout, Retention, RTE-2009, Constitutional provisions of education for SC, ST, OBC, and girl child, Idea of Common School System, National System of Education, Language Policy

UNIT- 3: Contemporary Indian Education: Concerns and Issues:

A critical review of the present school system: A stratified government school system, Education Guarantee Scheme, Alternative Schools, Kendriya, Navodaya and Pratibha Vikas Vidyalayas, KGBV, Problems in Modern Indian Education: Problems of nationalization, equality of educational opportunities, diversification of curriculum

UNIT- 4: Initiatives of The Government of India:

Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Mid-day Meal Schemes for girls, SC, ST and Marginalised Group, ICT In School Education:- National Repository of Open Educational Resources (NROER), Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)

Suggested Readings:

1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
2. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
3. Govt. of India (1992). Programme of Action (NPE). Min of HRD.
4. Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
5. Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*, Krishnamurti Foundation.
6. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
7. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
8. Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
9. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers.
10. Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.

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10-7-2021

**GREAT EDUCATORS
PAPER CODE (ED503)**

**Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours**

**LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30**

Objectives:

After completing this course, the students will be able:

- To understand the role great educators in education
- To know about the life of great educators
- To identify the contribution of the educational thinkers
- To critically examine the importance of educators
- To evaluate the specific efforts of great educators

UNIT- I Reflections on Education:

- Role of educator in education
- Modern developments in education
- Impact of new developments in education
- Perspectives of education in present scenario

UNIT- II Ancient Great Educators:

Socrates, Rousseau, Aristotle, Plato with special reference to -

- Their life sketch and philosophy
- Aims of education, Curriculum, methodology, student, teacher, infrastructure and discipline in education
- Literature and contribution in education

UNIT- III Medieval Great Educators:

Madam Maria Montessori, John Dewey, Herbert Spencer, Rabindranath Tagore with special reference to -

- Their life sketch and philosophy
- Aims of education, Curriculum, methodology, student, teacher, infrastructure and discipline in education
- Literature and contribution in education

UNIT- IV Modern Great Educators:

Mahatma Gandhi, S. Radhakrishnan, Sir Syed Ahmad Khan, APJ Abdul Kalam with special reference to -

- Their life sketch and philosophy
- Aims, Curriculum, methodology student, teacher, infrastructure and discipline in education
- Literature and contribution in education

Books Recommended:

1. Dhiman O.P., Principles and Techniques of Education, Ludhiana ; Sharda Brothers .,
2. Paliwal M.R Social Change and Education, New Delhi; Uppal Publishing House
3. Bhatnagar, R.P., International Publishing House, Meerut, 2003
4. Pathak, R.P. , Philosophical and Sociological Principles of Education, Dorling Kinderseley (India) Pvt. Ltd., 2012.

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5. Sarma, R.N., Philosophy and Sociology of Education, Surjeet Publications, Delhi-07, 1992
6. Bhatia & Bhatia, The Philosophical & Sociological Foundations of Education, Doaba House, Delhi-110006, 1995
7. Murthy, S.K., Philosophical and Sociological Foundations of Education, Shri Vinod Pustak Mandir, Agra-2
8. Choube S.P., & Choube A (2007), Foundations of Education, Vikas Publishing House Pvt. Ltd.
9. Oad, L.K.,(1988), Shisha ke Nutan Aayam , Jaipur, Rajasthan , Hindi Granth Academy
10. Anand. C.L.A.I.,(1983), The Teacher and Education in Emerging Indian Society, New Delhi, NCERT
11. Mohanty J.(1994), Indian Education in the Emerging Society, Sterling Publisher, Pvt. Ltd.

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TEXT-BOOK AND CURRICULUM DEVELOPMENT
PAPER CODE (ED504)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30

Objectives:

After completing this course, the students will be able to:

- understand the concepts and principles of curriculum and its foundations
- understand the nature and relationship of the components of curriculum
- understand how society and culture influence the planning and development of curriculum
- understand the significance of difference approaches to curriculum planning.

UNIT- I-Nature of Text-Book and Curriculum:

- Meaning, nature, need and importance of text-book.
- Merits and Demerits of Text-Book.
- Meaning and concept, Domains of curriculum, objective, concept, learning experiences and evaluation.
- Types of curriculum: Subject centered, learner centered, core curriculum, and integrated curriculum, History of curriculum development.

UNIT- II-Bases and Determinants of Curriculum:

- Philosophical Considerations
- Psychological Considerations
- Sociological Considerations
- Discipline oriented Considerations

UNIT -III- Curriculum Evaluation:

- Meaning, nature, concept of Curriculum Evaluation.
- Need and importance of Curriculum Evaluation.
- Approaches to Curriculum Evaluation – Formative and Summative.
- Methods of Curriculum Evaluation.

UNIT -IV-Curriculum Development in India:

Curriculum at Primary Secondary and University level in the light of

- Mudaliyar Commission Report
- Kothari Commission Report
- NPE, 1986
- Role of NCERT and SCERT in Curriculum Development.

Recommended Books:

- 1 Albery and Albery, Reorganizing the Secondary School Curriculum
 - 2 Hyman Ronald T, Approaches to Curriculum
 - 3 Taunce HC and Bossing NL, Development the Core Curriculum, second ed. Prentice Hall of India
 - 4 Stratemyer Developing Curriculum for Modern living
 - 5 American Associations of School Administrators, American School Curriculum
 - 6 Mohd Shrif Khan, School Evaluation APH Publishing Corp.
- 5, Ansari Road, Dariya Ganj, New Delhi 02

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THEORY OF PSYCHOLOGY PRACTICAL AND STATISTICS
PAPER CODE: ED 505

LTPC
3 1 0 4
Max. Marks: 100
E S E: 70
CA: 30

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

OBJECTIVES

1. Understand about Tests and Experiment
2. Understand about Statistics and its basic concepts
3. Understand about Presentation of Data – Tabular, Graphical representation of data
4. Understand Descriptive statistics – Measure of Central Tendency, Variability and Correlation

UNIT- 1

Introduction to Psychology Testing

- Introduction of Test – Characteristics of Good Psychological Test, Types of Psychological Test, Uses of Psychological Tests
- Experiment – Variable & its types
- Difference between Experiment and Test.

UNIT- II

Introduction to Statistics

- Definition and scope of Statistics, Limitations of Statistics, Use of Statistics in Education
- Data: quantitative and qualitative, Attributes, Variables
- Scales of Measurement - Nominal, Ordinal, Interval and Ratio.

UNIT- III

Presentation of Data

- Presentation of Data – Meaning and Concept, Tabular and Graphical Presentation
- Computation, Uses, Merits and Demerits – Bar diagram, Histogram, Pie chart, Frequency Polygon and Ogives

UNIT- IV

Descriptive Statistics

- **Central Tendency and its measures** : Mean, Median, Mode, Quartile and Percentiles - Computation, Uses, Merits and Demerits
- **Measures of Dispersion**: Range, Standard Deviation, Coefficient of variation - Computation, Uses, Merits and Demerits
- **Correlation**- concept, Types, Coefficient of correlation; assumptions, computation, uses and interpretation of rank order and product- moment correlation

SUGGESTED READING

1. S.S. Chauhan, Advanced Educational Psychology, Seventh Edition, PHI Publication
2. S.K. Mangal, Advanced Educational Psychology. PHI Publication
3. Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
4. Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills.
5. Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils
6. Guilford, J. P. & B. Fruchter. Fundamental Statistics in Education and Psychology, Tokyo: McGraw Hill
7. Lindquist, E. F. Statistical Analysis in Educational Research, Boston: Houghton Mifflin Co

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PSYCHOLOGY AND STATISTICS PRACTICALS
PAPER CODE: ED 598

LT P C
0 0 4 2
M.M. : 100
ESE: 70
CA: 30

Contact Hours: 4 Contact Hours/ week

I Psychology Practical

(A) Tests

1. Intelligence Test – Standard Progressive Matrices (J.C. Ravens)
2. Personality – High School Personality Questionnaire (R.B. Cattell)
3. Creativity – Passi Test of Creativity (Performance Material) (B.K. Passi)
4. Interest – Differential Personality Inventory (Arun Kumar Singh, Ashish Kumar Singh)

(B) Experiments

1. Learning : Paired Associate Learning (D.S. Janbandhu) PAL-J
2. Transfer of Training : Mirror Drawing, electrical
3. Mental Work and Fatigue : Ergograph for measuring physical fatigue (Hand Grip Model)
4. Attention : Division of Attention – Experimental Material (Dr. Shailaja Bhagwat)

II Statistics Practical

1. Graphical representation of data.
2. Problems based on Mean, Median and Mode.
3. Problems based on Standard Deviation
4. Problems based on coefficient of variation.
5. Problems based on Karl Pearson correlation coefficient.

SUGGESTED READING

1. S.S. Chauhan, Advanced Educational Psychology, Seventh Edition, PHI Publication
2. S.K. Mangal, Advanced Educational Psychology. PHI Publication
3. Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.
4. Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw Hills.
5. Fisher, R.A. Statistical Methods for Research Workers, New York: hafner Publishing Co.
6. Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils

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PRACTICUM
PAPER CODE: ED 599

LTP C

Duration: 4 Weeks

0084
CT: 50
TA: 50
MM: 100

Objectives:

- To develop creativity through Community Service
- To develop various approaches for review of text-book
- To enhance self confidence, self esteem and improve overall personality
- To sensitize themselves about proper behavior, socially and professionally in formal and informal situations
- To develop skills and techniques for effective communication and public speaking
- To develop the innovative approach in TLM
- To develop interest in the Leisure time activities

Community Service:-

- Causes and Problem of Poverty and Eradication of poverty from Slum Areas/ Rural Areas
- Survey of nearby locality to find out the causes of low literacy
- Organizing Activities in Village on Equity and Equality cutting across Gender, Class, and Caste.
- Impact of electronic media on children
- Group activities involving community participation

Review of one text book in each teaching subject:-

Classes on Personality Development:-

- To develop the community service skills
- Personal grooming as an ideal Teacher
- The do's and don'ts in dressing
- Positive attitude and zest for the future

Organize and participate in:-

- Teaching Learning Materials
- Quiz
- PTA Meeting

Craft and Creative Art:- (Choose any two activities)

- Pot Decoration
- Wall hanging
- Candle Making
- Embroidery
- Making of Poster

Leba Aril
Ma Aril *Swig*

Assessment by Activities Incharge (s) based on overall performance

- The weightage to different components of Practicum shall be assigned as under:

Sl. No.	Component	Maximum Marks
1.	Community Service:- <ul style="list-style-type: none">• Causes and Problem of Poverty and Eradication of poverty from Slum Areas/ Rural Areas• Survey of nearby locality to find out the causes of low literacy• Organizing Activities in Village on Equity and Equality cutting across Gender, Class, and Caste.• Impact of electronic media on children• Group activities involving community participation	20
2.	Review of one Text-book in each teaching subject	20 (10 in each subject)
3.	Classes on Personality Development	20
4.	Organize and participate in: <ul style="list-style-type: none">• Teaching Learning Materials• Quiz• PTA Meeting	10+5+5=20
5.	Art & Craft activity	20

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Departmental Elective-3

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|---|--|--------|
| 1 | Value Education and Human Rights | ED 506 |
| 2 | Educational Guidance and Counselling | ED 507 |
| 3 | Peace Education | ED 508 |
| 4 | Education of Groups of Children with Special Needs | ED 509 |

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VALUE EDUCATION AND HUMAN RIGHTS
PAPER CODE (ED506)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30

Objectives:

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

- To enable the students to understand the need and importance of value education and education for Human Rights.
- To enable the students to understand the nature of values, moral values, moral education and to differentiate such values from religious education.
- To orient the students with the basis of morality and the place of reason and emotions in moral development of the child.
- To enable the students to understand the process of moral development vis-à-vis their cognitive and social development.
- To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

UNIT- I – Meaning and Concept of Value Education:

- Value Education: Concept, nature and significance.
- Classification of values: Personal and social, Intrinsic and instrumental
- Contemporary values- scientific Temper, intellectual Honesty, social service and Protection of Environment.
- Value Education Constitutional or National Values
- Role of teacher in value Education, Need and importance of Value Education in the existing social scenario.
- Valuation of Culture: Indian Culture and Human Values.

UNIT-II- Meaning and Concept of Human Rights:

- Human Rights: Concept, nature and significance.
- Contemporary Human Rights - scientific Temper, intellectual Honesty, social service and Protection of Environment.
- Human Rights Constitutional or National Values
- Human Rights Role of teacher in value education.
- Need and importance of Education for Human Rights in the existing social scenario.
- Importance of Rights in Teacher education System in Indian Culture

UNIT -III – Value Education and learning Theories:

- Moral Development of the Child
- Concept of Development and concept of Moral Development.
- Psycho-analytic approach.
- Learning theory approach, especially social learning theory approach.
- Cognitive developmental approach- Piaget and Kohlberg, stages of moral development and their characteristic features.

UNIT- VI- Method of Imparting Value Education:

- Traditional methods: Storytelling, Ramleela, Tamasha, street play and folk songs.
- Practical methods: Survey, role play, value clarification, intellectual discussions.
- Role of school teacher: Every teacher as teacher as teacher of values, school curriculum as value laden.

Mr. H. L. Singh
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Reference:

1. Bagchi, jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur, University Book.
2. Dhokaia, R.P. 2001. External human values and World Religions, NCERT, New Delhi
3. Gawande. EN- (2002) "Value Oriented Education"- Vision for better living, Sarup & Sons
4. Gupta, K.M. 1989. Moral Development of school children gurgaon: Academic Press.
5. Grose. D.N.- " A text book of value Education" New Delhi (2005).
6. Ruhela S.P.- " Human value in Education" New Delhi.
7. Shrimali K.L(1974)- A search for Value in Education, New Delhi
8. Singh Y.K., Ruchika Nath, (2005). Value Education, Delhi: APH Publishing Co.

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EDUCATIONAL GUIDANCE AND COUNSELLING
PAPER CODE (ED507)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30

Objectives:

To enable the student teacher :-

- To understand the concept, need and importance of guidance & Counselling.
- To get acquainted with the principles, issues, problems and procedure of guidance & Counselling.
- To enable the students to understand the concept of Testing in Guidance and counseling.
- Awareness of Career Information and Training

UNIT – I- Guidance in School

- Meaning, Nature and Need of Guidance.
- Aims and Principles of Guidance, Role of school in Guidance
- Procedure of Guidance -steps.
- Areas - Personal, Educational and vocational Guidance, Group Dynamics and Group Guidance.

UNIT –II- Counseling in School

- Meaning, Nature and Need of counseling: Difference between Guidance and Counselling.
- Aims and Principles of counselling.
- Counseling Process.
- Approaches : Directive, Non –directive and Eclectic counselling.
- Role of counselor in school, Qualities and Qualification of a good counselor.

Unit-III-Tool and Implication of Guidance & Counselling

- Blanks, Cumulative record cards, Anecdotal records, Rating Scale, Questionnaire
- Inventories: Interest and Personality.
- Career awareness skills, Teachers' role in career planning.
- Ethical and legal Guidance.

UNIT- IV- Issues and Techniques in Guidance and Counselling, Career Information and Training

- Problems and concerns, Counselling for parents.
- Importance of follow-up in counseling, Observation, Interview and sociometry.
- Techniques of counselling : Lectures, Discussion and Dramatics.
- Information about education and training opportunities at Primary, and Secondary levels of school.
- New trends in Guidance and counselling

References:

1. Aggrawal JC (1991): Educational & Vocational Guidance & Counseling, 7th edition, Doaba House, New Delhi.
2. Bhatagar RP: Guidance & Counselling in Education
3. Gibson Robert & Mitchell Marianne (2005): Introduction to Guidance & Counselling, 6th edition, Prentice Hall of India, New Delhi.
4. Kochhar SK (1981) Guidance in Indian education, New Delhi
5. Kochhar SK (1987): Educational & Vocational Guidance in Secondary Schools, Sterling Publishers, New Delhi.
6. Nanda SK, Chadha PC: Educational & Vocational Guidance

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**PEACE EDUCATION
PAPER CODE (ED508)**

**Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours**

**LTP C
3 1 0 4
M.M: 100
E S E: 70
CA: 30**

Objectives:

On completion of the course the pupil teacher will be able to-

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarise themselves with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life

UNIT I: Introduction of Peace:

- Aims, objective and importance of peace education
- Barriers- psychological, cultural, political
- Factor responsible for disturbing peace: Unemployment, Terrorism, Exploitation, Suppression of individuality, Complexes.
- Education and environmental education perspectives

UNIT II: Empowerment for peace and development perspectives: Adolescence

- Justice – Social economics, culture and religions
- Equality – Egalitarianism, learning to live together
- Critical thinking : Reasoning and applying wisdom Cooperation
- Cognitive, moral, social reasoning and wisdom.
- Bad habits: drug, abuses, theft, indiscipline.

UNIT III: Pedagogy of Peace and Strategies for Peace

- Conflict resolution, Brain storming, Problem solving model, Activity performance
- Emotional Integration : Rapprochement, Storytelling, Narration of scenario with zest
- Understand background: Survey, Action Researches
- Violence in school, home and society
- Negotiation persuasion, rapprochement, co-existence.

UNIT IV: Orienting Education for Peace Building

- Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
- Education for enhancing cohesion in academic, personal, social and cultural matters.
- Orientation of empathetic attitude for solving academic and discipline problems.
- National and International Understanding – acquisition of relevant knowledge, attitudes, values and skills.

REFERENCES:-

- Chitakra M.G. (2003) : Education and Human Values, New Delhi : APH Publishing.
- Dhan, H, (2000). Teaching Human Right. A hand book for teacher Educator, Asian Institute of human Right Education, Bhopal.
- Venkataish. N (1998) : Value Education, New Delhi: APH
- Bandiste, D.D. (1999). Humanist Values: A source book. Delhi:B.R. Publication.

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EDUCATION OF GROUPS OF CHILDREN WITH SPECIAL NEEDS
PAPER CODE (ED509)

Contact Hours: 4 Contact Hours/ week
Examination Duration: 3 Hours

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3 1 0 4
M.M: 100
E S E: 70
CA: 30

Objectives:

On completion of the course, the Student teacher will be able to-

- Identify the children of special needs.
- Understand the nature of special needs, their psycho educational characteristics and functional limitation.
- Familiarize with assessment and placement procedure for children with special needs.
- Develop understanding about accommodating special needs in regular classroom.
- Appreciate the education of children with special needs.

Unit- I: Special Needs and Education:

- Concept and types of special needs
- Education of children with special needs and its implication for universalization of elementary education, understanding and respecting diversity
- Trends of education for children with special needs in India
- Policies, schemes and legislations about the education of children with special educational needs.

Unit- II: 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: Identification and Assessment of children with Special Educational Needs:

- Concept and techniques of Assessment
- Identification and functional assessment of children with special needs
- Implication of Assessment for Instructional Planning and Curriculum.

Unit IV: Planning and Implementations in Special Education:

- General Principles of Teaching Children with Special Needs
- Curricular Adaptation, policies and Planning,
- Preparing & Implementing IEPs & GTPs,
- Universal Design of Instruction

References:

1. Hegarty S and Mithu Alur (2002) education and children with Special needs. Sage Publication India Pvt. Ltd, New Delhi
2. Nind M, Qik J, Sheehy R and Simmons K (2005), Curriculum and Pedagogy in Inclusive Education values and Practice, London, Routledge Folmer
3. Blackhurst, A.E., An Introduction to Special Little Brown & Co., & Befdin W.H Education Toronto (1981)
4. Punani, B & Handbook Visual Ashish Publishing Rawal, N 1993 Handicap House, New Delhi
5. Cecil R. Reynolds Encyclopedia of Special John Wiley & Sons & Elain Fletcher- Education 2nd Edition New York Janzen Vol. 1 2 & 3
6. Disabilities & Impairment Akshant Publication An Interdisciplinary Research Journal New Delhi.

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INTEGRAL UNIVERSITY, LUCKNOW
Faculty of Education
Study and Evaluation Scheme

Program: B.Ed.

IVth Semester

S. No.		Course code	Course Title	Type of Paper	Period Per hr/week/sem.			Evaluation Scheme				Sub. Total	Credit	Total Credits	Attributes					
					L	T	P	CT	TA	Total	ESE				Employability	Entrepreneurship	Skill Development	Gender Equality	Environment & Sustainability	Human Value
Elective Paper:																				
1	ED510	Inclusive Education			03	01	00	20	10	30	70	100	04	04	✓	✓	✓	✓	✓	
2	ED511	Adult and Lifelong learning			03	01	00	20	10	30	70	100	04	04	✓	✓	✓	✓	✓	
		Total			06	02	00	40	20	60	140	200	08	08						

INCLUSIVE EDUCATION

Course Code- ED510

Contact Hours: 4 Contact Hours/week
Examination Duration: 3 Hours

LTPC
310 4
Max Marks: 100
ESE: 70
CA: 30

Course Objectives:

The course will:-

- CO1-** Enable the student teachers to understand the meaning and significance of Inclusive Education and Gain knowledge on Policy and legislative frameworks promoting inclusion
- CO2-** Acquaint the students about children with special needs.
- CO3-** Understand the linkages and collaborations for resource mobilization for creating inclusive schools.
- CO4-** Enable the students to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)
- CO5-** Disseminate the knowledge regarding the scope of guidance and counselling in inclusive setting.

Unit 1: Concept of Inclusive Education:

- Inclusive Education: Meaning and its Concept, Need and Importance of Inclusive Education
- Historical Perspective of Inclusive Education for Children of Socio-economic Disadvantage Groups.

Unit 2: Introduction to Inclusion:

- Difference between Integrated Education, Special Education and Inclusive Education.
- Inclusive Education in India: Constitutional Provision, PWD act 2016 And RTE Act 2009
- Models of Inclusion

Unit 3: Children with Special Needs:

- Meaning, Classification, Characteristics and Identification of Gifted Children
- Types of Disabilities and its causes, Characteristics and Identifications (Visual Impairment, Hearing Impairment, Speech Impairment, Orthopedic Impairment and Learning Disability)
- Slow Learners and Delinquent Children
- NCERT's Contribution: DEGSN

Unit 4: Inclusive School, Teacher and Teaching Strategies:

- Creating an Ideal Inclusive School: Infrastructural facilities for an Inclusive School
- Inclusive practices in the Classroom and Special teaching methods for Children with Special Needs (CwSN)
- Pedagogical Strategies: Co-operative learning, Peer-Tutoring, Social learning and multi-Sensory teaching

Unit 5: Inclusive Evaluation:

- Methods and teaching learning material for Children with Special Needs (CwSN)
- Necessary tools and techniques of Evaluation
- Barriers to Inclusion

References:

1. Alur, M., & Bach, M. (2009). The journey for inclusive education in the Indian sub-continent (Vol. 23). Routledge.
2. Barbe, W. B. (1965). Psychology and Education of the Gifted: Selected Readings.
3. Bedi, S., & Kaur, R. (2022). Counselling Psychology: The Role Recognition In India. Journal of Positive School Psychology, 6(10), 1887-1899.
4. Coleman, L. J., & Cross, T. L. (2021). Being gifted in school: An introduction to development, guidance, and teaching. Routledge.
5. Jha, M. M. (2007). School without walls: Inclusive education for all. Pearson Education India.
6. Kochhar, S. K. (1984). Guidance and counselling in colleges and universities. Sterling Publishers Pvt. Ltd.
7. Mangal, S. K. (2007). Educating exceptional children: An introduction to special education. PHI Learning Pvt. Ltd.
8. Sharma, R. N., & Sharma, R. (2004). Guidance and counselling in India. Atlantic Publishers & Dist.
9. Vernon, P. E., Adamson, G., & Vernon, D. F. (2013). The Psychology and Education of Gifted Children (Psychology Revivals). Routledge.
10. WEINER, B. (1974, January). EDUCATION OF EXCEPTIONAL CHILD-HISTORY, PRESENT PRACTICES, AND TRENDS-GEARHART, BR. In EDUCATIONAL FORUM (Vol. 38, No. 2, pp. 249-249). PO BOX A, W LAFAYETTE, IN 47906: KAPPA DELTA PI.
11. Wade, S. E. (2000). Inclusive education: A casebook and readings for prospective and practicing teachers. Routledge.

ADULT AND LIFELONG LEARNING
Course Code- ED511

Contact Hours: 4 Contact Hours/week
Examination Duration: 3 Hours

LTPC
310 4
Max Marks: 100
ESE: 70
CA: 30

Course Objectives:

The course will enable the learners to:

- Understand the conceptual framework of Adult and Lifelong Learning.
- Gain insight into the relationship between Literacy, Adult Education, and Lifelong Learning.
- Understand the role of Lifelong Learning in the context of Globalization.
- Understand international practices of adult and life-long learning across the world.
- Enhance adult and lifelong learning through effective program design, barrier mitigation, and inclusive engagement.

Unit 1: Lifelong Learning in India: Historical Perspectives and Programmes:

- Historical Perspective of Adult and Lifelong Learning in India- Pre- and Post-Independence Period.
- Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy, and its forms.
- Indian Adult/Lifelong Learning Programmes: Social Education, Gram ShikshaMohim, Farmer's Functional Literacy Programme, National Adult Education Programme, and National Literacy Mission.

Unit 2: Lifelong Learning for Development: Perspectives, Engagement, and Approaches:

- Lifelong Learning and Development - Social, Economic, Political, and Cultural.
- Extension Education, Field Outreach, and Community Engagement in Lifelong Learning.
- Approaches to Continuing Education/Lifelong Learning in different Five-Year Plans.

Unit 3: Lifelong Learning: Emerging Needs, Industry Relevance, and Declarations:

- Emerging needs and future perspectives of Lifelong Learning.
- Lifelong Learning Needs of Industries
- Role of NGOs, ZillaSakshartaSamitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education, Bharat Gyan Vigyan Jatha and Literacy House.

Unit 4: Comparative Perspectives on Adult & Lifelong Learning: Asia and beyond:

- Trends of Adult & Lifelong Learning in Asia with a focus on SAARC Countries.
- Adult & Lifelong learning in developing and developed countries: Tanzania, Brazil, China, USA, and Canada.
- Current Initiatives at National Level Saakshar Bharat and International Level UNLD-2003-2012, Literacy Initiatives for Empowerment 20052015, E-9 countries.

Unit 5: Enhancing Adult and Lifelong Learning:

- Designing effective adult and lifelong learning programs
- Recognizing and overcoming barriers to adult and life lifelong learning
- Engaging diverse learners in adult and lifelong learning activities

Reference Books:

1. Rajesh & Dixit, V.K. (2011). Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.
2. Shah, S.Y. (1993). Indian Adult Education: A Historical Perspective, New Delhi: Indian Adult Education Association.
3. Singh, Madhu. (Ed. 2002). Lifelong Learning, Humburg: UNESCO Institute of Lifelong Learning.
4. UNESCO. (1998). Developing Curriculum for Neo-Literate. UNESCO, Bangkok and State Resource Centre, Jaipur.
5. James, G.E. (1986). Investing in Rural Extension, Strategies and Goal, New York: Applied Science Publisher.
6. Logan, J.P. (1961). Extension Teaching Methods in Extension Education in Community Development, New Delhi: Directorate of Extension.
7. Daswani, C.J & Shah, S.Y (Ed. 2000). Adult Education in India: Selected Papers, New Delhi: UNESCO.
8. Rajesh & Dixit, V.K. (2011). Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.
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e-Learning Resources:

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