

MOTHERHOOD **UNIVERSITY, Roorkee**

ENLIGHTENING WORLD

A

STUDY AND EVALUATION SCHEME

OF

BACHELOR OF EDUCATION

(B.Ed.)

[for Academic Session 2019-20]



**Roorkee-Dehradun Road, Village Karondi,
Post Bhagwanpur, Tehsil-Roorkee
Pin -247661
Distt-Haridwar
(Uttarakhand)**

MOTHERHOOD UNIVERSITY, ROORKEE
Bachelor of Education (B.Ed.)
(Two Year Programme)

First Year Course Content with distribution of Marks

Code	Paper Name	Maximum Marks (Internal & External)		Minimum Marks	
MUBED 101	Childhood & Growing up.	30	70	08	32
MUBED 102	Contemporary India & Education	30	70	08	32
MUBED 103	Learning & Teaching	30	70	08	32
MUBED104	Physical Health and Yoga Education	10	40	04	16
MUBED 105(I)	Pedagogy of School Subjects	10	40	04	16
MUBED 105 (II)	Pedagogy of School Subjects	10	40	04	16
MUBED 106	Critical Understanding of ICT(EPC)	10	40	04	16
MUBED 107	Drama Art and Education (EPC)	10	40	04	16
MUBED 108	Reading reflecting on text (EPC)	10	40	04	16
MUBED 109	Understanding the self (EPC)	10	40	04	16
Total		160	490	52	208
		650			

Engagement with Field: Tasks and Assignments, Internship 4 weeks for Courses1-9

This Curriculum area would Three Components

- ❖ Tasks and assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- ❖ School Internship
- ❖ Course on Enhancing Professional Capacities (EPC)

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Second Year Course Content with distribution of Marks

Code	Paper Name	Maximum Marks (Internal & External)		Minimum Marks	
MUBED 201	Knowledge & Curriculum	30	70	08	32
MUBED 202	Assessment for Learning	30	70	08	32
MUBED 203	Creating an Inclusive School	10	40	04	16
MUBED 204	Understanding Disciplines & School Subjects	10	40	04	16
MUBED 205	Language Across the Curriculum	10	40	04	16
MUBED 206	Gender School society	10	40	04	16
MUBED 207	Internship and practices teaching 16 weeks and teacher dairy	50	200		
Total		150	500	32	108
		650		150	
Total of First year		650		300	
Total of Second year		650		200	
Grand total		1300		650	

with Field: Tasks and Assignments for Courses1-7

B.Ed. (1st year)

S. N.	Subject Code	Subject Name	Effective Teaching			Credits	Internal Assessment	End Term	Total Marks
			L	T	P				
			Hours/week						
	MUBED101	Childhood & Growing up.	4	2		6	30	70	100
	MUBED102	Contemporary India & Education	4	2		6	30	70	100
	MUBED103	Learning & Teaching	4	2		6	30	70	100
	MUBED104	Physical Health and Yoga Education	2	1		3	10	40	50
	MUBED105 I	Pedagogy of Hindi	2	1		3	10	40	50
	MUBED105 II	Pedagogy of English							
	MUBED105 III	Pedagogy of Sanskrit							
	MUBED105 IV	Pedagogy of Physical Science							
	MUBED105 V	Pedagogy of Commerce							
	MUBED105 VI	Pedagogy of Mathematics	2	1		3	10	40	50
	MUBED105 VII	Pedagogy of Biological Science							
	MUBED105 VIII	Pedagogy of Social Study							
	MUBED105 IX	Pedagogy of Economics							
	MUBED105X	Pedagogy of Computer Science							
	MUBED105 XI	Pedagogy of Home Science							
	MUBED105XII	Pedagogy of Fine Art							
	MUBED105 XIII	Pedagogy of Music							
	MUBED 106	Critical Understanding of ICT	2	1		3	10	40	50
	MUBED 107	Drama Art and Education	2	1		3	10	40	50
	MUBED 108	Reading reflecting on text (EPC)	2	1		3	10	40	50
	MUBED 109	Understanding the self	2	1		3	10	40	50
	Total		26	14		39	160	490	650

B.Ed. (2nd year)

S. N.	Subject Code	Subject Name	Effective Teaching			Credits	Internal Assessment	End Term	Total Marks
			L	T	P				
			Hours/week						
	MUBED 201	Knowledge & Curriculum	4	2		6	30	70	100
	MUBED 202	Assessment for Learning	4	2		6	30	70	100
	MUBED 203	Creating an Inclusive School	2	1		3	10	40	50
	MUBED 204	Understanding Disciplines & School Subjects	2	1		3	10	40	50
	MUBED 205	Language Across the Curriculum	2	1		3	10	40	50
	MUBED 206	Gender School society	2	1		3	10	40	50
	MUBED 207	Internship-II				18	50	200	250
Total			16	8		42	150	500	650

**Teacher Education Institution/ University departments can make arrangements to offers an additional pedagogy courses for (i) a second school subject at the secondary level for interested student- Teacher who have undertaken adequate number of course in that subject during their graduation or (ii) the same school subject as in course5 but at the higher secondary level for student-Teacher with a post- graduation degree in that subject.

Pedagogy Courses** (for a school subjects other than that chosen for course5 (a&b) at the secondary level, or the same subjects at the higher secondary level).

Bachelor of Education (B.Ed.)

FIRST YEAR DETAILED SYLLABUS

MUBED 101: CHILDHOOD & GROWING UP

Unit I

Concept of Child Development

- a. Meaning, nature and importance of child development.
- b. Physical, motor, mental and emotional development.
- c. Principles of growth and development.
- d. Factors affecting development - heredity and environment.

Unit II

Child and Society

- a. Concept of socialization - Family, child relationship, parenting, children in orphanage.
- b. Relationship with peers - friendship and gender, competition and co-operation, conflicts and aggression from childhood to adolescence.
- c. Social, economic, cultural and political differences in socialization, implications for inclusion.
- d. Social and Economic impact on marginalization diversity and stereotyping.

Unit III

Theories of Child Development

- a. Jean Piaget cognitive development.
- b. Kohlberg - Moral Development.
- c. Erikson - Psycho-Social development.
- d. Vygotsky - Socio-cultural development.

Unit IV

Childhood and Adolescence

- a. Concept formation in childhood.
- b. Adolescent in Indian context - Concept, characteristic and developmental tasks.
- c. Problems of Adolescent age and role of guidance and counseling.
- d. Impact of urbanization and economic change on Adolescents.

Unit V

Child Adjustment

- a. Meaning, nature and mechanism of adjustment.
- b. Adjustment Problems of child-causes and cures.
- c. Factors influencing mental health of child.
- d. Role of Parents, teachers and peer group for improving mental health of child.

Practicum / Work Experience

1. Case studies
2. Development and administration of psychological tests from the following areas : (a) Personality
(b) Interest
(c) Adjustment
(d) Attitude

References :-

1. Schilvest W.H. (2012) curriculum prospective Paradigm and Possibility, M.C. Milan Publication.
2. Chauhan S.S. (2000) Advanced Educational Psychology, Vikas Publication New Delhi.
3. Mangal S.K. (2000) Educational Psychology PHI New Delhi.
4. Stanley Hall G. (1904) Adolescence Psychology and its relation to physiology antopology, sociology, sex, crime religion and education, D. Applents and company New York.
5. New man B.M. and New Man H.H. (2007) Theories of Human Development, Lawrence Erlbaum associates publishers, London.
6. Gupta M.P. and Mamta - Modern Psychology of Education, M.B.D. Publication Jalandhar.
7. Pandey Ram Shakal (2007) Education psychology, Sunjs Publication Meerut.
8. Mishra Bhanns (1999) Education and Child development, Mohit publication New Delhi.
9. Gupta S.P. And Gupta Alka (2004) Advance Education Psychology, Sharda Pustak Bhawan, Allahabad
10. Government of India (1986) National Poliagon Education Department of Education New Delhi.
11. Elizabet B. Hurlock (1997) Child Development, Tata McGraw Hill Publishing Company, Noida.
12. Agrawal J.C. and Gupta S (2007) Childhood Care & Education (Ist Edition), Shiprs Publication New Delhi.

MUBED 102: CONTEMPORARY INDIA AND EDUCATION

Unit I

The Indian Society and its Stratification

- a. Indian society; Basic trends and doctrines.
- b. Indian society through the ages - Ancient, medieval & modern age and Education.
- c. Impact of economic, social and political conditions on caste systems, social transfiguration and education in post independence period.
- d. Issue of equality and social justice in relation to education.

Unit II

Concept of Education

- a. Meaning, Aims, Objectives and function of education.
- b. Education in the Indian context with reference to Sri Aurobindo, Swami Vivekanand, Mahatma Gandhi Dr.Radha Krishnan, Jakir Hussain, J. Krishna Murti - Educational thoughts.
- c. Overviews of Educational Schools (Indian & Western) - Idealism, Naturalism and pragmatism Sankhya, Yoga And Vedant.

Unit III

Educational Policy Perspectives

- a. Overview of Education commissions and Government bodies.
 - i. Kothari Commission, ii. NPE. 1986, iii. NCERT, iv NCTE, v. UGC
- b. National knowledge commission report - Recommendations on school education. c. Education for national and emotional integration.

Unit IV

Issues and challenges of education in India.

- a. Vocationalization of education.
- b. Education for disadvantaged group.
- c. Value crisis and role models for students.

Unit V

Indian Constitution and Directive principles.

- a. Universalization of Education.
- b. Constitutional values related to aims of education.
- c. Constitutional promise of freedom, justice, equality and fraternity.

Practicium / Work experience

- a. Survey of educational data regarding enrolments, dropouts, facilities etc. at different levels of education.
- b. Visit of a few local schools to assess teacher's awareness regarding minimum levels of learning.

Suggested Reading/References.

1. Agrawal J.C. & Agrawal S.P. (1992), Role of UNESCO in Education, Delhi, Vikas Publishing House.
2. Chowdhry, N.K. (2009) Indian Constitution and Education, Delhi Shipra Publication.
3. Dewey, J (2004) Democracy and Education, Courier Dover publication.
4. GOI (1966) Report of the education commission education and national development, New Delhi Ministry of Education.
5. GOI (1986) National Policy of Education, GOI.
6. Kochhar, S.K. (1993) Pivotal Issues in Indian Education, Sterling Publisher's Pvt. Ltd.
7. Mukharje, S.N. (1996) History of Education in India, Baroda Acharye Book Depot.
8. Gupta M.P. & Mamta (2012) Bharat Main Siksha Ka Vikas, Sahitya Prakashan, Agra.
9. Gupta S.P. & Alka. (2010), Adhunik Bhartia Shiksha ki Samaryaaai, Sharda Pustak Bhawan, Allahabad.
10. UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).

MUBED 103: LEARNING AND TEACHING

Unit I

Psychology and Teaching, learning

- a. Educational Psychology: Meaning, Scope and Importance of educational Psychology.
- b. Various Methods: Case study, survey and experimental implication for curriculum and instructions.
- c. Education for exceptional children.
- d. Learning, knowledge, skills, values, beliefs, attitudes and habits

Unit-II

Intelligence and Creativity

- a. Intelligence: Meaning, theories of intelligence Spearman, Thurstone, Burtand Vernon.
- b. Measurement of intelligence (verbal, Non-verbal, performance test) uses and limitations of intelligence test.
- c. Creativity - concept, identification of creative potential, educational programme for developing creativity.
- d. Teacher's role in learning process.

Unit-III

Learning and Motivation

- a. Nature of learning, process and factors affecting learning.
- b. Theories of learning: Trial and error theory, classical conditioning theory, skinner's operant conditioning, insight theory by Kohler, Pavlov.
- c. Motivation: meaning its nature and educational implication. and role in the process of learning,
- d. Effective teaching, maxims and phases of teaching.
- e. Identification of teaching skills, principles of teaching and classroom instruction strategies.

Unit – IV

Teaching and Learning

- a. Concept of teaching and learning, relationship between teaching and learning.
- b. Maxims and principles of teaching.
- c. Phases of teaching and levels of learning, teaching approach - task analysis (Gagne).
- d. Educational technology: Concept, its need, importance and types
- e. Teaching skill: micro teaching, simulated social skill teaching (SSST)
- f. Concept of feedback in teacher education Flanders' interaction analysis category system (FIACS).

Unit V

Essential of Teaching and Learning

- a. Audio visual aids: meaning importance and classification
- b. Innovation in teaching: team teaching programmed instruction.
- c. Communicative teaching skills.
- d. Role of teacher in teaching & learning, Models of teaching:
- e. Enquiry Training Model, Advance Organize Model, Mastery Learning Model.

Practicum:

- Preparation of pt/teaching material on any topic for any class.
- Visit to school and analysis the various records of learning and teaching and prepare a report.
Examples of children's work record that capture a variety of images of learning and teaching and present a report.

References: /References.

1. Chauhan S.S. (2002) Advanced Educational Psychology, Vikash Publication, New Delhi.
2. Dececco J.P. (1970) Psychology of learning and instruction Educational Psychology, Prentice Hall of India Ltd., Nw Delhi.
3. Sharma R.A. (1996) Fundamentals of Educational Psychology, R. Lal Book Depot, Meerut.
4. Flemings C.M. (1964) Teaching: A Psychological Analysis, University.
5. Clay ton T.E. (1965) Teaching Learning: A Psychological Perspective.
6. Kulshrestha S.P. Educational Technology, Vinod Pustak Mandir, Agra.
7. yky jeu fcgkjh 2010 f'k{kk eukfoKku jLr{kxh iCyhd'ku] ejBA
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MUBED 104: Health physical and yoga education

Unit-1 :

Health : Concept aim objectives health and fitness factor influencing health sex education and concerns for HIV/AIDS

Physical : Concept aim and Objectives concept and values of good posture safety measures Role and responsibilities of the teacher in the school health program.

Communicable Diseases: Meaning and characteristics first aid health instruction remedial exercises

Yoga Education : Concept aim scope and functions of yoga education

Components of Patanjali Ashtang yoga

Yogic Diet

Read a wide variety of texts such as a descriptive narrative conversations biographical
Understanding the process of critical reading develop reflective skills

Unit-2 :

- I. Writing for a specific purpose and a specific audience
- II. Combine reading and writing skills and content analysis writing field notes
- III. Understanding the concept of reflective writing read reflect and think critically recognize the benefits of reflecting

Task assignment/Practicum

- I. Preparing a vocabulary words with meaning use
- II. Writing autobiography textbook reading comprehension and question answer.

References: /References.

- Yoga philosophy : Y.N. Das Gupta, Calcutta.
- Yoga and personality : K.S. Joshi lepdayan Prakashan, Allahabad.
- Kumar Kamtya : Yoga Education : A Text book, Shipra Publication, Delhi.
- Yoga Today : Dr. Yogendra (Editor), Friends of yoga society, Bombay.
 - Method in Physical Education-by M.L. Kanelesh
 - Yoga-Vivekanand Kendra Prakathan, Madras
 - Foundation of Physical Education, Charles A-Bucher
 - Essentials of Physical Education, AJveer Singh
 - Physical Education by Khan
 - Athletics Rules and regeneration T.S. Brar.

**MUBED 105:
PEDAGOGY OF SCHOOL SUBJECTS-I**

MUBED 105-I: Pedagogy of Hindi
MUBED 105-II: Pedagogy of English
MUBED 105-III: Pedagogy of Sanskrit
MUBED 105-IV: Pedagogy of Physical Science
MUBED 105-V: Pedagogy of Commerce

Pedagogy of School Subjects-II

MUBED 105-VI: Pedagogy of Mathematics
MUBED 105-VII: Pedagogy of Biological Science
MUBED 105-VIII: Pedagogy of Social Study
MUBED 105-IX: Pedagogy of Economics
MUBED 105-X: Pedagogy of Computer Science
MUBED 105-XI: Pedagogy of Home Science
MUBED 105-XII: Pedagogy of Fine Art
MUBED 105-XIII: Pedagogy of Music

MUBED 105-I: PEDAGOGY OF HINDI

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fjiksVZ es fgUnh Hkk'kk
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fgUnh ds fofo/k :lk vUrjk'V^ah; Lrj ij
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- lqf[k;k] dsOE dsOE ¼1976½] fganh /ofu;ka vkSj mudk f'k{k.k] jkeukjk;.k yky] bykgkckn
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- t;] tloUr flag ¼1975½] vk/kqfud fgUnh f'k{k.k i)fr tkyU/kj %
- izlkn] ds"ko ¼1976½] fgUnh f'k{k.k fnYyh % /kuirjk; ,.M IUI
- jeu] fcgkj yky ¼1997½] fgUnh f'k{k.k] esjB jLrksxh ,.M dEiuh
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MUBED 105-II: PEDAGOGY OF ENGLISH

Unit –I

Background to the study of English.

- a. Meaning and importance of language.
- b. Function of language
- c. Three language formula
- d. Linguistic as a second language
- e. Linguistic principles
- f. Aim and objective of teaching English at junior and senior level
- g. Language skill – I. Listening II. Speaking III. Reading IV. Writing

Unit –II

Content and Pedagogical Analysis

- a. Teaching of prose, poetry composition and grammar
- b. Preparation of micro lesson based on the following skill
 - I. Introduction II. Questioning II. Explaining IV. Illustration V. Stimulus variation
- c. Pedagogical analysis is based on unit analysis chosen methods and material and composition and grammar.

Unit –III

Method of Teaching and skill of teaching

- a. Methods: Direct method, Grammar translation method. Structure situational method, Audio-Lingual method, Inductive deductive method natural method and billiard method.
- b. Approaches : Communicative approach, thematic approach and structural approach.
- c. Use of I.C.T. in teaching learning process, of English with computer aided method like power point, multimedia software etc.
- d. Lesson planning concept importance, preparation of unit plan and resources plan.

Unit –IV

Teaching Aids

- a. Importance of instructional method and their effective use
- b. Use of following aids :
 1. Chalk Board 2. Flannel Board 3. Pictures 4. Picture Cutout 5. Charts 6. Tape-recorder 7. Record-player (Lingua-phone) 8. Radio 9. Television 10. Film and filmstrip 11. Overhead Projector 12. Language Laboratory

Unit –V

Evaluation

- a. Evaluation meaning and concept
- b. Tools and techniques of evaluation
- c. The meaning and significance of comprehensive and continues evaluation
- d. Development of good test item in English (Objective, type, short answer type, essay type)
- e. Type of test –
Achievement test, proficiency test, diagnostic test, prognostic test, formative and summative test.
- f. Quality of good English teacher.

REFERENCES:

- Agnihotri, R.K. and Khanna A.L. (1994). Socio-Cultural and Linguistic Aspects of English in India. SAGE Publications New Delhi/Thousand Oaks/London, Publication.
- Bhatia, K.K. and Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Sharma, A. (2010). Teaching Of English. Vijya Publications, Ludhiana
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.
- Thwaite, A., and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? Australian Journal of Language and Literacy, 32(1), 38.
- Venkateswaran, (1995). Principals of Teaching English. Vikas Publishing House Pvt.Ltd. New Delhi.
- Wallace, M. J. (1998). Study Skills in English. Published by Cambridge University Press.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications
- Mohammad, A.(2003). A practical course for B.Ed. Students, Foundation Books Anasri Road, Darayaganj. NCERT
- (2005). National curriculum framework. NCERT.

MUBED 105-III: PEDAGOGY OF SANSKRIT

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- oRl] oh0 ,y0 ¼2008½ laLd`r f`k{k.k] vxzoky ifCyd s"kuI] vkxjkA
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MUBED 105-IV: PEDAGOGY OF PHYSICAL SCIENCE (PHYSICS, CHEMISTRY)

UNIT-I :

NATURE AND HISTORICAL PERSPECTIVE OF SCIENCE

- (a) Meaning, concept and nature of science.
- (b) Science as interdisciplinary area of learning i.e. facts concepts, principles, laws and theories.
- (c) Milestones of pedagogy of science (Historical development).
- (d) Science as a dynamic expanding body of knowledge, development of scientific knowledge, scientific methods explanation.
- (e) Role of science in national building.

UNIT-II :

AIMS AND OBJECTIVES

- (a) General Aims and objectives of teaching science.
- (b) Difference between aims and objectives.
- (c) Bloom taxonomy of educational objectives.
- (d) Writing the objectives in terms of learning outcomes.
- (e) Writing the objectives for different levels of school teaching.

UNIT-III :

METHODS, TECHNIQUES AND LESSON PLANNING

- (a) Different methods and Techniques of teaching science.
- (b) Teacher centered methods-Lecture, Demonstration and Lecture cum demonstration method.
- (c) Pupil centered methods-Problem solving, Project method.
- (d) Need & Importance of planning in teaching, preparing a lesson plan.
- (e) Preparation of unit plan and resource plan.

UNIT-IV :

CURRICULUM & MEDIA

- (a) Principles of curriculum development as applied to science.
- (b) Process of curriculum development.
- (c) Evaluation of existing science curriculum.
- (d) Importance and types of Audio-Video aids, improvised teaching aids.
- (e) Need, importance and evaluation of science text books.

UNIT-V :

EVALUATION AND ACTION RESEARCH

- (a) Concept, scope and importance of evaluation.
- (b) Tools and techniques of evaluation and characteristics of a good test.
- (c) Construction and Administration of an achievement test in science.
- (d) Action research – meaning, importance and procedure.
- (e) Action Research design.

REFERENCES:

- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Joshi, D. (2012). Methodology of Teaching Science. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S.K. (2009). Teaching of Physical Sciences. New Delhi: Arya Book Depot.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha, M. (2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications

MUBED 105-V: PEDAGOGY OF COMMERCE

Unit-I

Meaning, objectives and place of commerce

- (i) Meaning, nature and scope of commerce teaching.
- (ii) Aims & objectives and values of teaching commerce at senior secondary level.
- (iii) The place of commerce in school curriculum.

Unit-II

Methodology of Teaching

- (i) Concept, Importance and Preparation of unit plan, resource plan and lesson plan.
- (ii) Maxims of teaching.
- (iii) Class-room observation

Unit-III

Methods, Devices and syllabus of commerce

- (i) Modern Methods of teaching commerce.
- (ii) Devices of teaching commerce.
- (iii) A critical estimate of the present syllabus in commerce at senior secondary level.

Unit-IV

Instructional Material/Teaching Aids

- (i) Importance of proper teaching-learning material for effective instruction.
- (ii) Criteria for selection of instructional material and equipments/aids.
- (iii) Different audio-visual aids and material used in commerce education/Teaching.
- (iv) Evaluation of text-book in commerce at senior secondary level.

Unit-V

Evaluation

- (i) Meaning, nature and scope of commerce teaching.
- (ii) Importance of evaluation in commerce
- (iii) Type of Tests-Essay, Short answer and objective type and construction of test items and examination question paper.
- (iv) Forms of evaluation:
 - (a) Traditional and continuous and comprehensive Evaluation (CCE)
 - (b) Formative and Summative evaluation.
 - (c) Analysis of errors of teaching learning.
 - (d) Conduct remedial teaching.

REFERENCES:

- Aggarwal, J.C. (1996) Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd
- Singh, Y. K. (2009). Teaching of Commerce. New Delhi: APH Publishing Corporation Ltd.
- Kochhar, S. K. (1992). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Private Ltd.

MUBED 105-VI: PEDAGOGY OF MATHEMATICS

UNIT - I

Foundation of Mathematical Education

- a. Meaning, nature and structure of mathematics.
- b. Value of teaching mathematics.
- c. History of Mathematics with special reference to Indian Mathematics (Aryabhata and Srinivas Ramanajum)

UNIT - II

Aims, Objectives and curriculum reform:

- a. General aims and objectives of teaching mathematics in different level of education.
- b. Bloom's Taxonomy and specification of objectives in terms of learning outcomes.
- c. Correlation of mathematics with other school subjects language, social science and science.
- d. Rationale, objectives, principles in the recent curricular reforms.

UNIT - III

Methods, Techniques and Lesson Planning of Mathematics:

- a. Different methods approaches and techniques of teaching mathematics.
- b. Teacher Centered and Child Centered Method of mathematics teaching.
- c. Meaning & approaches of lesson planning, preparation of unit plan and lesson plan.

UNIT - IV

Learning resources in Mathematics:

- a. Text books, teacher manuals - importance and characteristics.
- b. Co-curricular activities i.e. Mathematics field trip.
- c. Audio-visual aids.
- d. Print Media etc.

UNIT - V

Evaluation in Mathematics:

- a. Meaning and purpose of evaluation.
- b. Types of test items - Objective, short-answer & essay types.
- c. Continuous and comprehensive evaluation:
 - (i) Summative
 - (ii) Formative
- d. Error analysis & conduct remedial teaching.

REFERENCES:

Kulshrestha, A.K. (2007). Teaching of Mathematics. Meerut: R.Lal Book Depot

Mangal, S.K. (2007). Teaching of Mathematics, New Delhi: Arya Book Depot.

Shankaran and Gupta, H.N. (1984). Content- cum – Methodology of teaching Mathematics. New Delhi: NCERT.

Bloom, B.Se. (1956). Taxonomy of Educational objectives. Handbook No. 1, New York: Longmans Green.

Boyer, C. B. (1968). History of Mathematics. New York: John Wiley

Butler, C.H. and Wren, K.H. (1980). The teaching of secondary mathematics. New York: McGraw-Hill Book Company

MUBED 105-VII: PEDAGOGY OF BIOLOGICAL SCIENCE (ZOOLOGY, BOTANY)

UNIT-I :

NATURE, CONCEPT & IMPORTANCE

- (a) Origin & Nature of Biological Sciences
- (b) Values of Biological Sciences
- (c) Role of Biology in our lives
- (d) Claims of Biology for the inclusion in school curriculum
- (e) Relation of Biology to other school subjects.

UNIT II :

AIMS & OBJECTIVES

- (a) General aims and objectives of teaching Biology
- (b) Difference between aims and objectives
- (c) Blooms taxonomy of educational objectives
- (d) Writing the objectives in terms of learning outcomes
- (e) Writing the objectives for different levels of school teaching.

UNIT III :

METHODS, TECHNIQUES AND LESSON PLANNING

- (a) Different methods and techniques of teaching Biology
- (b) Teacher-centered methods: lecture method, demonstration method, lecture- demonstration method, historical method etc.
- (c) Child-centered methods, Project-method, heuristic method, problem solving, assignment, laboratory method & Field Trips
- (d) Need and importance of planning in teaching, preparing a lesson plan
- (e) Preparation of unit plan and resource unit plan.

UNIT IV :

CURRICULUM & MEDIA

- (a) Principles of curriculum development as applied to Biological Science
- (b) Process of curriculum development
- (c) Evaluation of existing Biology curriculum
- (d) Importance and types of audio-visual aids, Improvised Teaching Aids
- (e) Need, importance and evaluation of Biology text books.

UNIT V :

EVALUATION & ACTION RESEARCH

- (a) Concept, scope and importance of Evaluation
- (b) Tools and Techniques of evaluation and characteristics of a good test
- (c) Construction and administration of an achievement test in Biology
- (d) Action research-meaning, importance and procedure
- (e) Action research design

REFERENCES:

Yadav, M.S. (2003) Teaching of Science. New Delhi: Anmol Publications.

Pandey,(2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.

Gupta, S.K. (1985).Teaching of Physical Science in Secondary Schools. New Delhi, Sterling Publishing (Pvt. Ltd).

Heiss, Obourn.,& Hoffman. (1985) Modern Science in Secondary Schools. New Delhi: Sterling Publishing Private Ltd.

Sharma, R.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.

Passi, B.K. (1976). Becoming a Better Teacher: Micro Teaching Approach, Ahemedabad: Sahitya Mudranalaya

MUBED 105-VIII: PEDAGOGY OF SOCIAL STUDY (HISTORY, CIVICS & GEOGRAPHY)

Unit-I

Meaning, Nature and Importance (History, Civics & Geography)

- (a) Meaning, nature and importance of History and civics teaching.
- (b) Essential elements in education for citizenship.
- (c) Brief history of social science abroad and in India.
- (d) Relationship with other school subject.

Unit-II

Aims and objectives of History, Civics & Geography teaching.

- (a) Aims and instructional objectives of the teaching history and civics at different school levels.
- (b) Bloom's taxonomy and writing objectives in behavioral term.
- (c) Curriculum and content of social studies concept and importance of curriculum, objectives of social science curriculum, principles of selection of content, social science syllabus prescribed by NCERT.
- (d) Different kinds of techniques, traditional and modern teaching aids.

Unit -III

Approaches and Methods of teaching History, Civics & Geography

- (a) Various Methods of teaching civics and History.

Story telling Method, text book, Method, Lecture cum demonstration, Question answer method, Discussion method, Assignment method, project method, problem solving method socialized recitation method.

- (b) Techniques and devices of teaching History and Civics. Seminars, group discussion, assignments, excursions, supervised study.
- (c) Social science teacher and Professional growth.
- (d) Meaning, importance, approaches and preparation of lesson plan and unit plan.

Unit-IV

Learning resources in social science I (History, Civics & Geography)

- (a) Audio-visual aids-teaching aids, Need, uses, kinds and advantages.
- (b) Co-curricular activities in social science and use of activities and play-way devices in social science.
- (c) ICT materials in teaching learning of social science (History and civics) Use of ICT video clips, Power-point presentation etc.

(d) Text book – Meaning, importance and criteria of a good text book and evaluation of a social science text book.

(c) Social science laboratory and Museum, Library, Social science club, Wall- Magazines, Field trip or Educational tours.

Unit-V

Evaluation in social science I (History, Civics & Geography)

(a) Meaning and importance of evaluation. (b) Formative and summative evaluation.

(c) Types of Evaluation oral test, written test- Essay Type Test, (ii) Objectives Type Test.

(d) Construction of test items-unit test and Examination question paper at secondary level.

REFERENCES:

NCERT Social Science Textbooks for classes VI-X, New Delhi, NCERT.

NCERT (2006). Position Paper National Focus Group on Teaching of Social Sciences, New Delhi, NCERT

Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi, Sage.

Agarwal, J.C. (1993). Teaching of Social Studies-A Practical Approach. Second (Revised Edition): Viaks Publishing House

MUBED 105-IX: PEDAGOGY OF ECONOMICS

Unit-I

Meaning, Nature and Importance of Teaching

- (a) Meaning, Nature and scope of Economics.
- (b) Place and importance of teaching Economics at secondary level.
- (c) Correlation of Economics with other school subjects.
- (d) Relationship with other school subjects.

Unit-II

Aims and objectives of Economics teaching:

- (a) Instructional objectives of teaching (Economics) at different school levels.
- (b) Bloom's taxonomy and writing objectives in behavioral term.
- (c) Curriculum and content of Economics concept and importance of curriculum, objectives and Principles of selection of content Economics Syllabus at different levels prescribed by NCERT.
- (d) Different kinds of teaching aids-Traditional and modern teaching aids.

Unit-III

Approaches and Methods of teaching Geography and Economics:

- (a) Various methods of teaching Economics and Geography, Lecture Method, Inductive-Deductive method, Project method, Survey method, Discussion method.
- (b) Techniques and devices of teaching Economics and Geography.
 - (i) Questioning
 - (ii) Narration
 - (iii) Illustration
 - (iv) Dramatization
 - (v) Assignments
 - (vi) Story Telling
 - (vii) Drill
 - (viii) Seminar
 - (ix) Brain Storming
 - (x) Field Trips and Educational Tours
 - (xi) Observation
 - (xii) Debate
- (c) Social science teacher and professional growth.
- (d) Meaning, importance, approaches and preparation of lesson plan and unit plan

Unit-IV

Learning resources in Social Science-II :

- (a) Audio-Visual aids-teaching aids, Need, uses, kinds and advantages.
- (b) Co-curricular activities in social science and play way devices in social science.

- (c) ICT Materials in teaching learning of social science Use of ICT- Video-clips, Power-point Presentation, Interactive Board etc.
- (d) Text book Meaning, importance and quality of a good text book of Economics and Geography
- (e) Social science room (Economics and Geography) importance and equipments, Social science club, wall-Magazines, Atlas using maps and using pictures.

Unit-V

Evaluation in Social Science:

- (a) Meaning and importance of evaluation.
- (b) Types of evaluation, oral test, written test - Essay type test, Objective types test, and short answer type.
- (c) Formative and Summative Evaluation.
- (d) Construction of test items and examination question paper at secondary level. (e) Continuous and comprehensive Evaluation (CCE).

REFERENCES:

- Sharma and Sexana (2002). Teaching of Economics. Surya Publication Meerut.
Siddiqui, M.H. (1993). Teaching of Economics. New Delhi, Ashish Publishing House.
Sidhu, H.S. (2000): Teaching of Economics. Ludhiana: Tondon Publications.
Singh, Y. K. (2008). Teaching of Economics. New Delhi: APH Publishing Corporation.
Tyagi, G. (2007). Teaching of Economics. Vinod Publishing House.
Varshna, R. K. (1996). Teaching of Economics. Sahitya Publications

MUBED 105-X: PEDAGOGY OF COMPUTER SCIENCE

UNIT-I

Concept and Aims of Teaching of Computer Science Concept, Need and Scope of Computer Science.

- Importance of Teaching of Computer at various stages in Indian Schools.
- Introduction to computers at different stages of school. 71 History and Generations of Computers and their characteristics, Classification and Hardware of computers, Input Output Devices and Block Diagram. Significance of Computer Science in the modern time and the advancement in Computer
- MS Office-2007 onwards (Word, Excel, MS Access, PowerPoint, Paint)
- Uses and Applications of computer
- Computer care- Viruses, Security and maintenance

UNIT-II-

Skills and Methods of Teaching Computer Science Micro-teaching skills

Need and importance of computer in education, significance of teaching computer in

- secondary/senior secondary schools. Objectives based teaching of computer science- General objectives of teaching computer
- Bloom's Taxonomy of Educational Objectives, Writing objectives in terms of behavioral outcomes of students
- o Skill of Introducing the lesson o Skill of Questioning o Skill of Illustration o Skill of Explaining o Skill of Stimulus variation Preparation of Micro Lesson Plan
- Methods of Teaching o Lecture-cum-Demonstration o Laboratory o Project o Inductive-Deductive o Problem Solving o Advanced Methods of Teaching: CML, CAI, Mobile Learning and Online Learning

UNIT-III-

Instructional Planning and Material Development Unit planning and lesson planning, Preparation of Lesson Plan

Importance of planning a lesson and Importance, Preparation and use of Teaching Aids.

- Meaning, Importance, classification and preparation of Instructional Material used for
- Teaching of Computer Science Learning Resources Text Books: Characteristics and Criteria for Selection of Computer Books with special
- of school. Preparation of Lesson plan. Managing Subject related content Preparing results and reports.
- E-Education & E-learning, Virtual classrooms, web-based teaching materials, Interactive white boards.
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

UNIT-IV

Pedagogical Analysis Meaning, importance and Steps of Pedagogical Analysis

Pedagogical approaches for the teaching of Computer Science teaching at different stages

- Pedagogical Analysis on the following topics: o Computer System o Operating System o Net-Working o M.S. Windows o MS Office o Information Technology & Computers.
- Identification and organization of concepts for teaching - teaching of Computer Science Role of Network, Type and Topology, Internet and, Network Protocol in Teaching

UNIT-V

Evaluation in Computer Science-Meaning and Importance of Evaluation

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

- **Tasks & Assignments:** Any one of the following (10 marks) Preparation of Self Instruction Modules for the Secondary School Students
 - Collection and Interpretation of data regarding computer attitude of Government School students. Use online Evaluation Tools for measuring Soft skills.
 - Act as proctor for Computer literacy in peer teaching.
 - Any other project/assignment provided by the college.
- **Practicum/Field Work** Prepare Action Research report on any one problem regarding the implementation of ICT/Computer Education in school. Pedagogy:- Discussion, Seminar, Demonstration etc

References:

- Singh, L.C. (1977). Micro-Teaching: An Innovation in Teacher Education, Department of Teacher Education, New Delhi: NCERT. Gill, N.S. (2001). Essentials of Computer and Network Technology. Khanna Book
- Singh, Y.K. (2011). Teaching of Computer Science. New Delhi: APH publication.
- Khandai, H. (2013). Teaching of Computer Science. New Delhi: APH publication.
- Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
- Richard Scott., PB Learning Lab Teaches, BPB Publication, New York, 1995.]
- Dauglas S., and Gary Naights., Instructional Software Selection-A guide to Instructional Micro Computer Software, Harrisburge, 1981.]
- Taylor, R .P., Computers in School Tutor, Tool and Tutee, Teachers College Press, New York, 1980. Alexey Semenov, UNESCO,
- (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Bose K Sanjay (1996): Hardware and Software of Personal Computer.]
- Conrad, Kerri (2001): Instructional Design for web – based Training HRD Press.]
- Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT, New Delhi. Intel (2003): Intel innovation in Education Intel, Teach to Future-Students Work Book] Kuar Heman, Meerut: R. Lal Publisher.
- Kumar, Khushvinder and Kumar, Sunil. Teaching of computer. Gurusar Sadhar: GBD] Publications.

MUBED 105: XI: PEDAGOGY OF HOME SCIENCE

Unit-I

Nature, Importance, Aims & Objectives

- (i) Nature and meaning of Home Science
- (ii) Values and Importance of Home Science for students of higher secondary stage.
- (iii) Correlation of Home Science with other subjects.
- (iv) Aims and objectives of Home Science Teaching (Bloom's approach to specify the outcomes)

Unit-II

Methods/approaches/Techniques of Teaching Home Science

- (i) Problem solving Method, Demonstration Method, Experimental Method, Project Method, Lecture cum demonstration.
- (ii) Question answers Technique.
- (iii) Dramatization. (iv) Field Trips

Unit-III

Planning and qualities of a Home Science Teacher

- (i) Concept of planning for Home Science.
- (ii) Various steps of Planning-unit and lesson planning.
- (iii) Importance & advantage of unit and lesson plan.
- (b) (i) Qualities of a good Home Science Teacher.
- (ii) Role of Home Science teacher

Unit-IV

Curriculum & Media

- (a) Principles of curriculum development, evaluation of existing home science, curriculum and text books
- (b) Media
 - (i) Audio aids
 - (ii) Visual aids
 - (iii) Audio-Visual aids
 - (iv) Print Media
 - (v) Reference Books Magazines etc. (vi) Laboratories (Location, Buildings)

Units-V

Evaluation

- (i) Concept, Principles basis and measures to improve a syllabus.
- (ii) Concept of measurement and Evaluation
- (iii) Criteria of good evaluation and construction of test items and examination question paper.
- (iv) Merits demerits of evaluation.
- (v) Continuous and comprehensive Evaluation (CCE): Formative and Summative Assessment

MUBED 105: XII: PEDAGOGY OF FINE ARTS

UNIT-I:

Meaning, Aims, objective, concept and scope of Fine Art, Aesthetics Art Fine Art in the modern school curriculum

- (Indian Craft Tradition, Indian contemporary art and artists and Fine art for national and international understanding). Pedagogical approaches for the teaching of Art teaching at different stages of school and Preparation of Lesson plan.
- Appreciation of Art , Art in daily Life , Art in Education

UNIT-II-

- Instructional materials required for planning teaching-learning of art and learners'
- participation in developing them; identifying and designing teacher-learning experiences; ICT applications in learning art. Generating discussion, involving learners in teaching – learning process; encouraging
- learners to raise questions, dialogue amongst the groups' role of learners in negotiating and mediating learning in art. Development of low cost TLM with the help of school & community and its use in classroom instruction.
- Methods and material of Art through the ages in caustic, oil, tempera, Fresco etc. , Modern Art movements, Abstraction, Cubism, Expressionism Realism, Impressionism, Romanticism.

UNIT-III-

- Importance of text books and teaching aids in the class room teaching of Art.
- Methods of Teaching Art , Qualities of an Art Teacher and his role in Education , How to prepare lesson notes for Art classes? , How to prepare Art Syllabus for Art classes? (iv) How to teach Still life, Designs, •Nature-Study and Painting- Composition. , Class room Decoration

UNIT-IV-

- Identification and use of learning resources in art exploring alternative sources;
- Developing kit and laboratory; Planning and organizing field observation; Textbooks, audio-visual materials, multimedia-selection. Teaching aids in the class room teaching of Art- Importance of teaching aids, different
- kinds of teaching aids, audio aid, visual aids & audio-visual aids, Art room- need, importance and equipments Use of ICT & Using community resources in art education
- Stages of development in Children's Art , How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class?
- Relation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education.

UNIT-V-

- Evaluation in Fine Art and preparation of question bank.
- Comprehensive and Continuous Evaluation (CCE) in Art Education
- Qualities of a good Art teacher

Task and assignment: Any one of the following: (10 marks) (a) Landscape from memory: Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheet of drawing paper. (b) Decoration designs: Pictorial composition in water or tempera. (c) Still Life Drawing and Painting of Group of two or three simple objects in any medium. (d) Poster: will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour. (e) Collage making (f) Presentation of Art-Work

Compile articles from newspapers, magazines, and the internet discussing on Art festivals / social events and prepare report. Organization of activities such as – Drama, Poster designing, Sketching and Land escapes etc.

Pedagogy:- Discussion, Seminar, Demonstration etc

References:

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

2. Road, H. Education through Art, Faber and Faber London
3. Lowen Feld, V. Creative and mental Growth, Macmillan Co., New York
4. Jeswani K.K. Appreciation of Art, Atma Ram and Sons, Kashmiri Gate, Delhi-6.
5. Tolstoy What is Art? An essay on Art, Oxford University Press, New York.
6. Gearge Conard : The process of Art education in the elementary school Practice Hall, inc. England, Cliets No. 1, 1964.
7. Ruth Dunneth : _Art and child personality', Methuen and Co. Ltd. London 1945.
8. Arya Jaides : Kala Ke Adhyapana, Vinod Pustak Mandi, Agra.
9. Kiya Shikshak : Vol. No. 4 April, 1966, Special Number, Art Education, Published by Department of Education, Rajasthan, Bikaner.
10. AAMS : Memorandum on the teaching of Art London.

MUBED 105-XIII: PEDAGOGY OF MUSIC

UNIT I:

CONCEPT, IMPORTANCE AND PLACE OF MUSIC IN SCHOOL CURRICULUM

- (a) Concept & Importance of Indian Music, its chief characteristics and its place in school curriculum
- (b) Types of Music-classical, semi-classical, light (folk and film) its place and importance in school curriculum
- (c) Brief historical development of Music pre-independence and post-independence period
- (d) Vocational prospects of learning Music
- (e) Meaning and Importance of Music and Relationship of music with other school subjects.

UNIT II:

AIMS AND OBJECTIVES OF TEACHING MUSIC:

- (a) (i) General aims and objectives of teaching music
 - (ii) Specific objectives of teaching music according to Bloom's Taxonomy
- (b) Meaning of curriculum, Principles of framing music curriculum
- (c) Planning of music syllabus for nursery to secondary level
- (d) A critical evaluation of existing syllabus and suggestions for their improvement
- (e) Aspects of teaching Music
 - (i) (a) Raga Prashikshan
 - (b) Tal Prashikshan
 - (ii) training in appreciation of Music.

UNIT III:

METHODS, TECHNIQUES AND AIDS OF TEACHING MUSIC

- (a) Methods and techniques of teaching Music: lecture, demonstration, lecture-cum-demonstration imitation, dramatizations, discussion questioning, explanation and description
- (b) Audio-visual aids-meaning, importance and selection
- (c) Classification of Audio-Visual Aids
- (d) Ideal Music-Room, necessary equipment and maintenance of musical instruments
- (e) Notation system-its merits and limitations.

UNIT IV:

LESSON PLANNING

- (a) Qualities and duties of Music teacher
- (b) Meaning and importance of lesson planning
- (c) Concept and importance of Unit Plan & Resource Plan (d) Lesson planning in teaching Rages, Tals and Light Music (e) Lesson planning for teaching theoretical part of Music.

UNIT V :

EVALUATION

- (a) Concept and importance of evaluation in Music
- (b) Evaluation Techniques and Characteristics of a good evaluation device
- (c) Construction of test items and examination question paper
- (d) Action research: meaning importance & procedure.

References:

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

MUBED 106 Critical Understanding of ICT

Unit-1 :

- I. ICT in education : Meaning, Scope, advantages and limitation.
- II. Internet – Word wide web, Web sites, using search engines.
- III. Role of Information technology in construction of knowledge.

Unit-2 :

- I. ICT Smart classroom, concept, equipment organization, operation at it importance in teaching
- II. Role of EDU-SAT-Gyan Darsan, Teleconferencing-Audio, Video and computer media teal-Skype
- III. Role of the teacher in technology mediated learning.

Task Assignment/Practical

- I. Making resume in MS-Word
- II. Power-Point
- III. Making any work MS-Excel
- IV. Making Project Interactive Internet and Smart Classroom.

References:

- Becker, H.J. & Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use (Report No. 7). Irvine, CA: Center for Research on Information Technology and Organizations.
- UK Sing & KN Sudarshan: Computer Education - A Reference Guide to Using Internet Resources. <http://www.bedfordstmartins.com/online/citex.html>

Wikipedia - online encyclopedia website - <http://www.wikipedia.org/> E-learning India Website -<http://elearning-india.com>

MUBED 107 Drama and Art in Education

Unit-1 :

- I. Meaning and concept of art in education.
- II. Understanding the self and as a form of self-expression for enhancing- creativity.
- III. Use of art in teaching learning process of Drama as a social experience.

Unit-2 :

- I. Range of art activities in media and electronic art forms.
- II. Drama and art as pedagogy of learning and development, art (Visual and performing arts) there importance in teaching
- III. Development at aesthetic sensibilities, media art, cultural festivals, street theatre.

Task Assignment/Practical

- I. Rangoli, Painting, any art work, script writing + add MUBED 107 practical work

References:

- Arya Jaides : Kala ke Adhyapan, Vinod Pustak Mandir, Agra.
- Ruth Dunneth : 'Art and Clired Personalty, Metheun and Co. Ltd, London, 1945.
 - Kiya Shiksha. Vol. No 4, April 1966, Special Vender, Art education, Publication by department of Education, Rajasthan, Bikaner.

MUBED 108 Reading and reflecting on texts

Unit-1 :

- I. Acquisition of reading skills
- II. Read a wide variety of texts such as a descriptive narrative conversations biographical
- III. Understanding the process of critical reading develop reflective skills

Unit-2 :

- IV. Writing for a specific purpose and a specific audience
- V. Combine reading and writing skills and content analysis writing field notes
- VI. Understanding the concept of reflective writing read reflect and think critically recognize the benefits of reflecting

Task assignment/Practicum

- III. Preparing a vocabulary words with meaning use
- IV. Writing autobiography textbook reading comprehension and question answer.

References:

NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.

Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.

Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.

MUBED 109 Understanding the self

Unit-1 :

- I. Concept of self and self identity self esteem
- II. Personality determining a distinctive personality, dynamic approaches personality
- III. Self expression including poetry and humor creative movements aesthetic representations

Unit-2 :

- I. Holistic and integrated understanding of the human self and peace progress and harmony
- II. Locus of control stress management social interactions and group influence
- III. Yoga for peace and harmony breathing exercises meditation

Task assignment/Practicum

- I. Write self reflective diaries.
- II. Report on stress management technique and yoga exercises

References:

- Goel, B. S. (1988). Psycho-Analysis and Meditation, Third Eye Foundation of India, Sonapat, Haryana. Snyder, C.R. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Sage Publishers
- Bhatia, H. R.(1990). Elements of Educational Psychology Bombay:Orient Langman Ltd.
- Mangal S.K (2002). Advanced Educational Psychology, New Delhi: Prentice Hall of India Private Limited.
- Newman, B. M. and Newman,P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers.
- Crain, W. (1992).Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall.
- Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Chapter 12: Erikson and the Eight Stages of Life.

MUBED 110: INTERNSHIP – I DURATION 4 WEEKS

During the internship a student teacher shall work as a regular teacher and participate in all school activities.

Components:

- Observation of schools.
- Morning Assembly, Library.
- Organization of co-curricular activities.
- Observation of class-room management - infrastructural facilities available.
- School teachers' observation - Teaching styles, Engaging and Evaluation.
- Pedagogical Analysis of lessons.

Preparation of observation report/file on five point rating scale.

- Preparation, orientation and use of teaching learning material (TLM) in each teaching subject.
- All the students have to complete five days scouting - guiding camp.

Bachelor of Education (B.Ed.)

SECOND YEAR DETAILED SYLLABUS

MUBED 201: KNOWLEDGE & CURRICULUM

Unit I :

Meaning and nature of knowledge

- a. Meaning and nature of knowledge in education.
- b. Difference between information, knowledge, belief and opinion.
- c. What are the different ways of knowing?
- d. What are the relative role of knower and the known in knowledge transmission and construction?

Unit II :

Concept of Curriculum

- a. Meaning, definition and characteristics of curriculum.
- b. Scope of curriculum at secondary level and senior secondary level.
- c. Objectives of curriculum at secondary level and vocational courses.
- d. Relationship between curriculum and education.

Unit III :

Organizational climate for transmission of knowledge

- a. School as organization - meaning, needs, types and principles of school organization, administration and management.
- b. Co-curricular activities - meaning, importance and principles of organizing co- curricular activities.
- c. Place of language in school curriculum.
- d. School climate: conducive, learner - friendly, inclusive, vibrant.

Unit IV :

Modern Concept of Curriculum

- a. Critical study of curriculum framework 2005 to 2009.
- b. Discuss the modern approach of child centered education.
- c. Role of states, local bodies and NG O's in the formation of school curriculum.

Unit V :

Role of Teacher and Principal for Construction of knowledge

- a. Leadership - Concept, need and development of leadership quality among teachers and students.
- b. Discipline - Concept, basis of discipline, causes of indiscipline and its remedial, resources, rewards and punishment as techniques of maintaining discipline.
- c. Role of teacher in proper class management and learning environment, teachers self assessment and accountability.
- d. Punishment and its legal implications.

Practicum/Work experience

- Review the school time-table planning and its effectiveness towards attaining academic expectations.
- Organize co-curricular activities.

References:

- UNESCO (2009) Policy guidelines on inclusion in education (UNESCO).
- Plato (2009) Reason and persuasion three dialogues (Chapter) in J. Holloo (Ed) memorauson, persuasion in virtue person.
- Goodson I.F. & Marsh, C.J. (2005). Studying school subject a guide Rouldgo.
- Ghosh, S.C. (2009) History of education in India, Rawat Publications.
- Aggarwal, J. C. (2003). Hnadbook of Curriculum and Instruction. Delhi: Doaba Book House.
- NCTE (2009). National Curricular Framework for Teacher Education. NCERT, New Delhi.
- NCERT(2005). National Curricular Framework for School Education. NCERT, New Delhi

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MUBED 202: ASSESSMENT FOR LEARNING

Unit I :

Assessment and Evaluation

- a. Meaning, scope and characteristics of assessment and Evaluation.
- b. Scales of assessment: Nominal, ordinal, interval and ratio scale.
- c. Relationship between assessment, measurement and Evaluation.
- d. Significance of educational assessment, Evaluation at school level.

Unit II :

Designing of Assessment tool

- a. Methods tools and technique of assessing learning.
- b. Types of assessment tools, Criteria of a good assessment tool.
- c. Preparation of objective type items for good assessment, preparation of blue print.
- d. Taxonomy of learning objectives for specifying objectives (cognitive, affective and psychomotor) in behavioral terms.

Unit III :

Assessment of Different Aspects

- a. Assessment of intelligence, verbal and nonverbal test.
- b. Assessment of personality with projective and non-projective techniques.
- c. Assessment of creativity.
- d. Assessment of achievement.

Unit IV :

Test formation

- a. Standardization of a good achievement test.
- b. Characteristic of a good assessment system - Reliability, validity, objectivity, comparability and practicability.
- c. Discuss the assessment, evaluation, test, examination, measurement, continuous and comprehensive and grading.

Unit V :

Statistics

- a. Measures of central tendency.
- b. Standard deviation.
- c. Co-efficient of correlation by product moment method, rank difference method by Karl Pearson.
- d. Standard scores - Z - scores, T scores, stanine scores.

Practicum/Work experience

- Computation of reliability of a test.
- Item analysis of a measuring tool.
- Class room implication of statistical techniques.

References:

- Dr. Asthana Guptas and Asthana Nidith (20 ntb) Research Methodology Agrawal Publications, Jyoti Block, Sanjay Place, Agra.
- Guilford J.P. (1956) Fundamental of statistics in psychology and education, New York, MC Growfill Book Company.
- Learn J.C. et.at. (1969) Research for tomorrow school, McMillan Company, national academy of education.
- Pandey Ram Shakal (2007) Educational Psychology, Vani Publications Dariyaganj, New Delhi.
- Asthana Bijons : Measurement and Evaluation of Psychology and education.
- Gupta, M.P. & Gupta Mamta: Educational Psychology (2012) M.B.D. Publication Jallandhar.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Asthana, B. (2008). Measurement and Evaluation in Psychology and Education. Agra: Agrawal Publications.

MUBED 203: CREATING INCLUSIVE SCHOOL

Unit I :

Conceptual formation of inclusive school

- a. Meaning and nature of diversities in the classroom.
- b. Characteristics and causes of diversities.
- c. Issues of children with special needs.

Unit II :

Conceptual framework of children with special needs

- a. Meaning, nature and types of schools for children with diversities.
- b. Difference between special education, integrated education and inclusive education.
- c. Monitoring and controlling diversities in the class room.

Unit III : Curriculum Design

- a. Curriculum and co-curriculum modification reference to children with special needs (visually, impaired, Hearing impaired, mentally retarded, Locomotors disabled).
- b. Developing learning materials for children with special needs.
- c. Role of teacher in implementing the curriculum in inclusive classroom.

Unit IV :

Supportive services in Inclusive Education

- a. Guidance and counseling services in inclusive education.
- b. Involvement of physician Therapist and psychologist in an inclusive school.
- c. Supportive services of parents, community and special teachers for inclusive children.

Unit V :

New Approaches to streamline diversities in inclusive classroom

- a. Use of multimedia for teaching children in inclusive schools.
- b. Co-operative learning and individualized education programme.
- c. Team teaching and remedial teaching.

Practicum / Work experience

Developing models of inclusive schools.

References :

- R.S. Pandey and Lal Adwani : A book on Exceptional children.
- M.Bhargava : Exceptional children.
- James T. WWebb : A parents guide to gifted children.
- D.P. Hallahan and J.M.: Exceptional children, Kanftman, Introduction to special, Education (8th edition).
- Panda, K.C. (1997), Education exceptional children: An introduction to special education, Vikash Pyblishing House, New Delhi.
- Uday Shankar: Exceptional Children, Sterling Publishers, New Delhi.
- Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
- Giuliani, G.A. and A.M. (2002). Education of Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.

Unit I:

Knowledge of disciplines

- a. Meaning, Nature and Scope of Disciplines at School Level.
- b. Importance of Disciplines.
- c. Correlation with other disciplines.

Unit II:

Historical Aspects of disciplines

- a. Historical Aspects of different Disciplines science, social science, language, math, commerce, home science & fine art.
- b. Critical justification of different Disciplines at School level (on the basis of philosophical and psychological).

Unit III:

Modern aspect of discipline

- a. Modern aspect of Discipline on the basis of future needs and social ethics.
- b. Challenges of Disciplines in school curriculum.

Unit IV:

Framing of Disciplines

- a. Theory of content - Need theory and hygiene theory.
- b. Paradigm of framing disciplines at school level.

Unit V:

Recommendation of disciplines

- a. Recommendation of disciplines by Kothari Commission, Mudaliar Commission.
- b. Recommendation by National Educational Policy.

Practicum/Work experience

- Conduct seminar on Scheme of school curriculum.
- Workshop on any disciplinary area like criticism of a text book related to Social Science, Science, Math and Language in the light of present head.

References:

Coodson, I.F. & Martha, C.J. (2005), Studying School Subjects : A Guide Rouldeg

Ghose, S.C. (2007) History of Education in the India, Rawat Publication.

Naik, J.P. & Nurullah, S. (1974). A Students – History of education in India (1800- 1973) Macmillan.

NCERT (2005). National Curriculum Framework.

NCERT (2006). Teacher education for curriculum renewal.

NCERT Report (2010) National Curriculum Framework.

NCTE (2009). National Curriculum Framework for teacher educators, New Delhi.

MUBED 205 Language across the curriculum

Unit-1 :

Language Diversity communication and classroom interaction

- a. Meaning concept of language diversity multilingualism classroom interaction
- b. Meaning importance principles types of communication
- c. Nature of Classroom discourse using oral language in the classroom
- d. Function of language in the classroom and out side classroom

Unit-2 :

Language Self development skills and life skills

- a. Adaptability accountability in personal work place and community context management skills social responsibility skills human relation skill and emotional skills
- b. Importance of oral language discussion as a tool for learning qualities as a tool for learning Role of teacher in classroom discussion

Unit-3 :

Developing Reading and writing skills

- a. Strategies of effective reading mechanism of reading loud reading and silent reading.
- b. Process and strategies of writing for children nature of expository texts vs. narrative texts.
- c. Developing listening skills Constructive skills engaging exploring explaining elaborating and evaluating

References:

- Peachey N., (2003) Content-based Instruction, The British Council.
- Agnihotri, R.K.(1995).Multilingualism as a classroom resource. In K.Heugh, A. Sieruhn and P. Pluddemomm (Eds.) Multilingual Education for South Africa. Johannesburg, South Africa: Heinemann.3-7

MUBED 206: GENDER, SCHOOL AND SOCIETY

Unit-I

Gender, School and society

- (a) Gender disparity in education.
- (b) Gender bias, gender stereotyping and empowerment.
- (c) Gender based education and school.

Unit-II

Gender, power and Education

- (a) Theories on gender and education-socialization theory, structural theory.
- (b) Schooling of girls-Inequalities and resources (issues of access, retention and exclusion).
- (c) Aspects of gender inequality and discrimination-Economic, cultural, political, familial.

Unit-III

Gender issues and paradigm.

- (a) Gender culture and institution - Intersection of class caste, religion and region.
- (b) Paradigm shift from women's studies to gender studies.
- (c) Contemporary period-Recommendations of policy initiatives, commissions and committees.

Unit-IV

Education and Gender

- (a) Education for development of gender aspiration.
- (b) Education for development of responsible citizen.
- (c) Education for development of life skill preparation of individual for the 21st century.

Unit-V-

Education and social culture context.

- (a) Education as an instrument of social change.
- (b) Socio cultural influences on the aims and organization of education.
- (c) Emerging trends in societies and their repercussion on education – Globalization and internationalization of education.

References-

- Anand, C.L. al (2000) Teacher and education in emerging India, NCERT, New Delhi
 - Rohela, S.P. (2010) Philosophical and sociological foundation of Education, Agarwal Publication, Agra.
- Swaroop Saxena, N.K. (2014) Philosophical and sociological principles of education, R.L. Book Depo. Meerut.
 - Teneja, V.R.: Socio philosophical approach of education, Atlantic publication, New Delhi.

MUBED 208: INTERNSHIP - II

Delivery of Lessons

- Minimum number of lessons in each teaching subject to be delivered should be 40 which will include two criticism lessons Total 80 lessons for two teaching subjects.

(A) Main Practical & Viva Voce (External Work)

Duration 16 weeks

- Innovative lessons
- Peer group teaching
- Unit planning
- Class room teaching
- Use of Assessment tools
- Resource planning

(B) Internal Assessment

Activities

- Teaching skills orientation.
- Framing of time table.
- SUPW Camp and community Services-
 - (a) Beautification and sharmdan (Jenu)
 - (b) Community Participation
 - (c) Cultural and literary activities and games
- Participation in all activities of school
- Report of any feature of school case study.
- Teaching aids in each teaching subjects.

(C) Sessional Work

- Administration of psychological test.
- Action Research.

- Observation file.
- Craft File
- Making Achievement test.