

SYLLABUS FOR
BACHELOR OF EDUCATION (B.Ed.)
TWO YEAR B. Ed. PROGRAMME
(SEMESTER MODE)

2015-2017

AS PER NCTE NORMS AND REGULATIONS

Allahabad School of Education
Sam Higginbottom Institute of Agriculture, Technology &
Sciences
Naini Allahabad 211007

Allahabad School of Education
Sam Higginbottom Institute of Agriculture, Technology & Sciences

B. Ed. SYLLABUS (Two Year Programme)

Preamble:

The Bachelor of Education, generally known as B.Ed., is a two year professional programme in the field of Teacher Education which aims at preparing teachers for upper primary or middle level (Classes VI to VIII), Secondary level (classes IX to X) and Senior Secondary level (classes XI to XII) This syllabus has been prepared as per norms and regulations of NCTE 2014. The course is offered in 82 credits which are divided into four semesters.

REGULATIONS

1.1 About the Course

The 2-year B.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, develop competencies & skills that contribute to make an effective teacher and to train and create quality human resource with positive attitude towards learners, leading to specialization in either elementary education or secondary and senior secondary education.

1.2 Eligibility

Candidates with at least 50 % marks either in the Bachelor's degree and/or in the Master's degree in Sciences/ Social Sciences/ Humanities or Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the central government/ state government, whichever is applicable.

1.2 General Objectives of the Course

After successfully undergoing this course, trainee-teacher-educators will be able:-

1. To master the methods and techniques of developing competencies, commitments and Performance skills of a teacher.
2. To explain the nature of issues and problems faced by the state system of education and through some innovative remedies try to solve them.
3. To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would-be secondary teachers for the same.
4. To understand education, in the light of global scenario, and to form teachers who are emotionally, psychologically and socially competent to deal with the problems and demands of a high tech society.
5. To imbibe in them attitudes and skills required of 'life-long learners' on the 'ICT Influenced World of today and tomorrow.
6. To acquire the skills required for interdisciplinary educational research
7. To develop experts of curriculum, pedagogy and evaluation for elementary, secondary and senior secondary education.

Working days:

- (a) There shall be at least 200 working days each year exclusive of admission and examination processes.
- (b) The Institution shall work for a minimum of 36 hours in a week (5 days), during which the physical presence in the Institution of all the teachers and pupil teachers is necessary to ensure their availability for advice, guidance dialogue and consultation as and when needed.
- (c) The minimum attendance of pupil teachers shall have to be 80% for all course work and Practicum and 90% for School Internship

Curriculum, programme Implementation and Assessment

The B.Ed curriculum shall be designed to integrate the study of subject knowledge, human development pedagogical knowledge and communication skills. The Programme shall comprise 3 broad curricular areas: Perspectives in Education, curriculum and pedagogic studies and engagement with the field.

School Internship:

The pupil teachers shall be equipped to cater to diverse needs of learners in schools. The activities shall be organized for 4 weeks in the 1st year of the course and 16 weeks in the final year of the course. The Internship in schools will be for a minimum duration of 20 weeks for 2 year programme.

Pattern of Question Papers:

Question Papers shall have nine questions corresponding to four units of each theory course.

Format of Question Paper

There shall have nine questions. The pattern will be as follows:

Question No.	Description	No. of Questions	Marks
1	M.C.Q. Type Questions (from 4 units)	10	10
2	Short Answer Type Questions from 4 units (3 marks each)	05	15
3	Long Answer Type Questions from 4 units (15 marks each)	03	45
Total:		18	70

Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are:

Three Tests	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks

Total	30 Marks
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Minimum Passing Standard:

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40% i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50% i.e. 75 marks out of 150 and 150 marks out of 300 marks for the practical courses.

Grading System:

A. The Semester Grade Point Average (SGPA) for each semester shall be computed as follows:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

Where n is the number of courses registered during a semester, C_i is the number of credits allocated to particular course and G_i is the grade point corresponding to the grade awarded for that course.

B. The cumulative Grade Point Average (CGPA) shall be calculated as follows:

$$CGPA = \frac{\sum_{i=1}^m C_i S_i}{\sum_{i=1}^m C_i}$$

Where m is the total number of semesters being considered, S_i is SGPA of a particular semester, course and C_i is the total number of credits registered in the different semesters.

The SGPA and CGPA will be rounded off to second place of decimal and recorded as such.

C. The division / performance of a student for award of the degree, shall be determined by CGPA in the following manner-

Percentage of Marks	CGPA	Letter Grade	Performance	Division / Performance
85% & above	8.5-10.0	O	Outstanding	First Class with Distinction
70% - 84.99%	7.0-8.49	A+	Excellent	
60% - 69.99%	6.0-6.99	A	Very Good	First Class
55% - 59.99%	5.5-5.99	B+	Good	Higher Second Class
50%-54.99%	5.0-5.49	B	Above Average	Second Class
40%-49.99%	4.0-4.99	C	Average	Pass Class
Below 40%	0.0	F	Fail / Dropped	Dropped
	0	AB	Absent	

NOTE:

As per NCTE Norms and Regulations 2014, 80% attendance is compulsory for completion of course:

- 80% attendance for course work and practicum.
- 90% attendance for school internship.
- Students failing to qualify 80% attendance will be disqualified from appearing in the End-Term Examination. Such students will have to re-register in the same course in next semester in the following year.
- There will be no provision for repeat examinations in the sessional tests.
- If a student fails to appear in a sessional test, it will be considered as zero '0' mark.
- The evaluation will be on continuous basis at monthly intervals starting from each semester.
- The End-Term Examinations will be conducted as per the Academic Calendar.
- The subject teacher will maintain attendance record of sessional tests and copy of all the question papers will be submitted at the time of final submission of marks.
- The evaluation system will be applicable from July 2015 for all the semesters in the Dept. of Teacher Education, ASE.
- Sessional tests will be held in the third or fourth week of August, September & October during Fall (Odd) semester and second or third week of February, March and April during Spring (Even) semester.
- The student has to secure minimum of 40% marks separately in theory as well as in practical exams.

**SEMESTER WISE
DETAILS OF COURSES
OFFERED WITH CREDIT
HOURS AND MARKS**

**B. Ed.
Semester wise Course
2015-2017**

Semester-I

Part-A: Theoretical Course

Paper	Title of the Paper	Course Code	Credit Hours	Marks		Total
				Internal	External	
I	Development of Learner	DTE-601	4 (3-0-1)	30	70	100
II	Philosophical Perspectives of Education	DTE-602	4 (3-0-1)	30	70	100
III	Knowledge of School Curriculum Development	DTE-603	4 (3-0-1)	30	70	100
IV	Contemporary India & Education	DTE-604	4 (3-0-1)	30	70	100
V	Moral and Value Education	GPT-301	2 (2-0-0)	50	---	50
Part-B: Practical Course						
VI	School Internship (School Experience)	DTE-629	4 (0-0-4)	50	---	50
Total			22	220	280	500

Semester-II

Part-A: Theoretical Course

	Title of the Paper	Course Code	Credit Hours	Marks		Total
				Internal	External	
	Content Knowledge: Subject taught at Secondary Level in any two of the teaching subjects opted by Candidate:-	DTE-605 to 616	8 (4-4-0)	30+30	70+70	200
	English					
	Hindi					
	Mathematics					
	Physical Science					
	Biological Science					
	History					
	Geography					
	Civics					
	Commerce					
	Economics					
	Home Science					
	Agriculture					

Part-B: Practical Course

	Pedagogy of School Subjects (Any two from the following)	DTE-617 to 628	8 (4-4-0)	30+30	70+70	200
	Pedagogy of English Language & Literature					
	Pedagogy of Hindi Language & Literature					
	Pedagogy of Mathematics					
	Pedagogy of Physical Science					
	Pedagogy of Biological Science					
	Pedagogy of History					
	Pedagogy of Geography					
	Pedagogy of Civics					
	Pedagogy of Commerce					
	Pedagogy of Economics					
	Pedagogy of Home					

	Science					
	Pedagogy of Agriculture					
	Physical Education & Yoga	PED-620	2 (1-0-1)	35	15	50
	Book Review	DTE-620(A)	1 (0-0-1)	25		25
	Creative Writing	DTE-620(B)	1 (0-0-1)	25		25
	Computer Education	CSIT-302	2 (1-0-1)	35	15	50
Total			22	240	310	550

Semester-III

Part-C: Practice in Teaching

Paper	Title of the Paper	Course Code	Credit Hours	Marks		Total
				Internal	External	
I	Practice in Teaching	DTE-630	16 (0-0-16)	100	300	400
Part-B: Practical Course						
II	Community Service / NSS	DTE-631	2 (0-0-2)	50		50
Total			18	150	300	450

Semester-IV

Part-A: Theoretical Course

Paper	Title of the Paper	Course Code	Credit Hours	Marks		Total
				Internal	External	
I	Psychology of Learning	DTE-632	4 (3-0-1)	30	70	100
II	Sociological Perspectives in Education	DTE-633	4 (3-0-1)	30	70	100
III	Educational Technology & ICT	DTE-634	4 (3-0-1)	30	70	100
IV	Language across curriculum	DTE-635	2 (1-1-0)	35	15	50
V	Assessment for Learning	DTE-636	2 (1-1-0)	35	15	50

ELECTIVE COURSE(Choose Any One)

Paper	Title of the Paper	Course Code	Credit Hours	Marks		Total
				Internal	External	
I	Guidance & Counseling	DTE-637	4 (3-0-1)	30	70	100
II	Environmental Education	DTE-638	4 (3-0-1)	30	70	100
III	Human Rights and Peace Education	DTE-639	4 (3-0-1)	30	70	100
IV	School Management & Leadership	DTE-640	4 (3-0-1)	30	70	100
V	Gender, School and Society	DTE-641	4 (3-0-1)	30	70	100
Total			20	190	310	500

SEMESTER WISE COURSE STRUCTURE

B. Ed.

2015-2017

Course Structure

Semester-I

Part-A: Theoretical Course

Paper	Title of the Paper	Course Code	Credit Hours
I	Development of Learner	DTE-601	4 (3-0-1)
II	Philosophical Perspectives of Education	DTE-602	4 (3-0-1)
III	Knowledge of School Curriculum Development	DTE-603	4 (3-0-1)
IV	Contemporary India & Education	DTE-604	4 (3-0-1)
V	Moral and Value Education	GPT-301	2 (2-0-0)
Part-B: Practical Course			
VI	School Internship (School Experience)	DTE-629	4 (0-0-4)
Total			22

Semester-II

Part-A: Theoretical Course

	Title of the Paper	Course Code	Credit Hours
	Content Knowledge: Subject taught at Secondary Level in any two of the teaching subjects opted by Candidate:-	DTE-605 to 616	8 (4-4-0)
	English		
	Hindi		
	Mathematics		
	Physical Science		
	Biological Science		
	History		
	Geography		
	Civics		
	Commerce		
	Economics		
	Home Science		
	Agriculture		

Part-B: Practical Course

	Pedagogy of School Subjects (Any two from the following)	DTE-617 to 628	8 (4-4-0)
	Pedagogy of English Language & Literature		
	Pedagogy of Hindi Language & Literature		
	Pedagogy of Mathematics		
	Pedagogy of Physical Science		
	Pedagogy of Biological Science		
	Pedagogy of History		
	Pedagogy of Geography		
	Pedagogy of Civics		
	Pedagogy of Commerce		
	Pedagogy of Economics		
	Pedagogy of Home Science		

	Pedagogy of Agriculture		
	Physical Education & Yoga	PED-620	2 (1-0-1)
	Book Review	DTE-620(A)	1 (0-0-1)
	Creative Writing	DTE-620(B)	1 (0-0-1)
	Computer Education	CSIT-302	2 (1-0-1)
Total			22

Semester-III

Part-C: Practice in Teaching

Paper	Title of the Paper	Course Code	Credit Hours	Total
I	Practice in Teaching	DTE-630	16 (0-0-16)	400
Part-B: Practical Course				
II	Community Service / NSS	DTE-631	2 (0-0-2)	50
Total			18	450

Semester-IV

Part-A: Theoretical Course

Paper	Title of the Paper	Course Code	Credit Hours
I	Psychology of Learning	DTE-632	4 (3-0-1)
II	Sociological Perspectives in Education	DTE-633	4 (3-0-1)
III	Educational Technology & ICT	DTE-634	4 (3-0-1)
IV	Language across curriculum	DTE-635	2 (1-1-0)
V	Assessment for Learning	DTE-636	2 (1-1-0)

ELECTIVE COURSE (Choose Any One)

Paper	Title of the Paper	Course Code	Credit Hours
I	Guidance & Counseling	DTE-637	4 (3-0-1)
II	Environmental Education	DTE-638	4 (3-0-1)
III	Human Rights and Peace Education	DTE-639	4 (3-0-1)
IV	School Management & Leadership	DTE-640	4 (3-0-1)
V	Gender, School and Society	DTE-641	4 (3-0-1)
Total			20

SCHEME OF EXAMINATION

**B. Ed.
Scheme of Examination
2015-2017**

Semester-I

Part-A: Theoretical Course

Paper	Title of the Paper	Course Code	Marks		Total
			Internal	External	
I	Development of Learner	DTE-601	30	70	100
II	Philosophical Perspectives of Education	DTE-602	30	70	100
III	Knowledge of School Curriculum Development	DTE-603	30	70	100
IV	Contemporary India & Education	DTE-604	30	70	100
V	Moral and Value Education	GPT-301	50	---	50
Part-B: Practical Course					
VI	School Internship (School Experience)	DTE-629	50	---	50
Total			220	280	500

Semester-II

Part-A: Theoretical Course

	Title of the Paper	Course Code	Marks		Total
			Internal	External	
	Content Knowledge: Subject taught at Secondary Level in any two of the teaching subjects opted by Candidate:-	DTE-605 to 616	30+30	70+70	200
	English				
	Hindi				
	Mathematics				
	Physical Science				
	Biological Science				
	History				
	Geography				
	Civics				
	Commerce				
	Economics				
	Home Science				
	Agriculture				

Part-B: Practical Course

	Pedagogy of School Subjects (Any two from the following)	DTE-617 to 628	30+30	70+70	200
	Pedagogy of English Language & Literature				
	Pedagogy of Hindi Language & Literature				
	Pedagogy of Mathematics				
	Pedagogy of Physical Science				
	Pedagogy of Biological Science				
	Pedagogy of History				
	Pedagogy of Geography				
	Pedagogy of Civics				
	Pedagogy of Commerce				
	Pedagogy of Economics				
	Pedagogy of Home Science				
	Pedagogy of Agriculture				
	Physical Education & Yoga	PED-620	35	15	50
	Book Review	DTE-620(A)	25		25
	Creative Writing	DTE-620(B)	25		25
	Computer Education	CSIT-302	35	15	50
Total			240	310	550

Semester-III

Part-C: Practice in Teaching

Paper	Title of the Paper	Course Code	Marks		Total
			Internal	External	
I	Practice in Teaching	DTE-630	100	300	400
Part-B: Practical Course					
II	Community Service / NSS	DTE-631	50		50
Total			150	300	450

Semester-IV

Part-A: Theoretical Course

Paper	Title of the Paper	Course Code	Marks		Total
			Internal	External	
I	Psychology of Learning	DTE-632	30	70	100
II	Sociological Perspectives in Education	DTE-633	30	70	100
III	Educational Technology & ICT	DTE-634	30	70	100
IV	Language across curriculum	DTE-635	35	15	50
V	Assessment for Learning	DTE-636	35	15	50

ELECTIVE COURSE(Choose Any One)

Paper	Title of the Paper	Course Code	Marks		Total
			Internal	External	
I	Guidance & Counseling	DTE-637	30	70	100
II	Environmental Education	DTE-638	30	70	100
III	Human Rights and Peace Education	DTE-639	30	70	100
IV	School Management & Leadership	DTE-640	30	70	100
V	Gender, School and Society	DTE-641	30	70	100
Total			190	310	500

Allahabad School of Education
Sam Higginbottom Institute of Agriculture, Technology & Sciences
B. Ed.
Semester-I
Course Title: Development of Learner

Course Code: DTE-601

Credits - 4
MM: 100 (30+70)

Objectives:

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

1. Understand the implications of various principles, procedure and theories of psychology in the teaching-learning process.
2. Understand the methods and techniques of Educational Psychology.
3. Know, characteristics of adolescents and their problems.
4. Be acquainted with Group Dynamics and Role of the Teachers.
5. Understand concept of learning, theories of learning and their implications.
6. Identify and understand the needs and differences among learners and provide adequate guidance and counseling.
7. Develop an understanding of the concept and philosophy of inclusive education in the context of education for all.

Course Content

Unit - I:

Educational Psychology: Meaning, nature, scope, Importance and method.

Relationship with Education

Growth & Development: Concept of Growth & Development, General principles of growth.

Difference between of growth & development.

Stages of development.

Characteristics of adolescents their cognitive, social, moral and emotional development.

Adolescent and socialization changing family structure information overload, Impact of media – internal and mobile, juvenile delinquency

Unit - II:

Individual Difference: Meaning, causes, key areas of differences individual

Differences and their implication in Education

Mental Health & adjustment: Concept of mental health, characteristics mentally healthy individuals, principles of mental health. Factors contributing to good mental health.

Unit - III:

Intelligence: Meaning, nature, types, intelligence test.

Theories of intelligence (Two factor and multifactor)

Personality: Concept, factors influencing personality,

Assessment of personality

Traits of a well adjusted personality

Unit-IV:

Interests, aptitudes, attitudes and values

Exceptional children

Identification of gifted children

Guidance and Counseling: Meaning, Need and Philosophy for offering Guidance and Counseling to students. Types of Guidance & Counseling [Educational, Vocational & Personal]. Approaches of Guidance & Counseling [Directive, Non-Directive and Eclectic Counseling].

Practicum:

- Case study of a learner with behavior problems / talented child / a slow learner / a disadvantaged child action research.
- Individual Project of Case study.

Suggested Readings:

Bigge, M.L. & Hunt, M.P.: Psychological Foundations of Education

Graig, R.C., Mehrens, W.A. & Clarization, H.F.: Contemporary Educational Psychology

Gupta, S.P.: Adhunik Shiksha Manovigyan

Hurlock, E.P.: Child Development

Mathur, S.S.: Shiksha Manovigyan

Pandey, R.S.: Shiksha Manovigyan

Rao, S.N.: Advanced Educational Psychology

Singh, A.K.: Shiksha Manovigyan

Woolfolk, A.E.: Educational Psychology

Misra, K.S.: Shiksha Manovigyan ke Naye Kshitij

Allahabad School of Education
Sam Higginbottom Institute of Agriculture, Technology & Sciences
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Semester-I

Course Title: Philosophical Perspectives of Education

Course Code: 602

Credits - 4
MM: 100 (30+70)

Objectives: -

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

1. Understand the concept of society, education and its interrelationship.
2. Understand and appreciate the cultural heritage of India.
3. Understand the social reality of Indian society and their demand on education.
4. Understand the role of education in modernization process of the society.
5. Understand the educational thoughts of some Indian and western thinkers.

Course Content

Unit - I: Philosophical foundations of Education (8 hours)

- **Aims of Education:** Historical perspective, changing aims of Education in the context of globalization, Educational aims as derived from the constitution of India.
- **Purpose of Education:** Individual or social development materialistic and spiritual development and political agenda of education, national development.

Unit - II: Major Philosophical Schools

- Idealism,
- Naturalism,
- Realism,
- Pragmatism,
- Existentialism

Study of the mentioned philosophical schools with special reference to their basic principles, aims, curriculum and teaching methodology.

Unit - III: Educational Thinkers (Indian & Western)

- Analytical study of thoughts of the Indian thinkers in relation to their formulation about aims of education, curriculum, teaching methodology and teacher:
 - RabindraNath Tagore
 - Mahatma Gandhi
 - Sri Aurobindo
 - J. Krishnamurti
- Analytical study of thoughts of the Western thinkers in relation to their formulation about aims of education, curriculum, teaching methodology and teacher:
 - Rousseau
 - John Dewey
 - Pestolozzi
 - Frobel

Unit - IV: Curriculum and Education:

- Curriculum: Need and concept, curriculum and syllabus
- Determinants of curriculum: criteria, Nation and school level determinants
- Different approaches towards curriculum development major principles and bases

Practicum:

- Reading Auto-Biographies and books of thinkers and reflections on books

Suggested Readings:

- ✓ Aggrawal, J. C.: Basic idea's in Education, Delhi, Shipra Publications, 2001.
- ✓ Agrawal, J.C (1996), 10th rev. ed. Theory and principles of education, New Delhi, Vikas publication.
- ✓ Brubacher, John S. Eclectic Philosophy of Education, Prentice Hall, Engeliwood Cliffs, New Jercy, 1962.
- ✓ Brubacher, John S Modem Philosophies of Education, McGraw-Hill Book Company Inc. New York, 1962.
- ✓ Brubacher, John S. Philosophy of Higher Education San Francisco, jossey — *Ban* 1978.
- ✓ Delors, Jacques (1996) learning the Treasure within, UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.
- ✓ Dhavan, M. L. : Philosophy of Education, Delhi, Editor, Isha Books 2005.
- ✓ Kilpatrick, WH Source Book in the Philosophy of Education, McMillan and Company. New York, 1934.
- ✓ Mahatma Gandhi – Romain Rolland.
- ✓ Mayer, F Foundations of Education, Charles E Merrill Books Inc., Ohio, 1963.
- ✓ Panday, R S.: An Introduction to Major Philosophers of Education, Agra, VinodPusatakMandir.
- ✓ Ross, James (1962), Groundwork of Educational Theory, London: George Harre and Sons.
- ✓ Saiyidain, K. G. (1970), Facts of Indian Education, New Delhi: NCERT.
- ✓ Shanna, Ramnath (2000), Textbook of Educational Philosophy, ND: Kanishka publ.
- ✓ SomnathAgrawal, Philosophical foundation of Education. Authors Press, 2007

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B. Ed.

Semester-I

Course Title: Knowledge of School Curriculum Development

Course Code: DTE-603

Credits - 4
MM: 100 (30+70)

Objectives: -

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

- To help the prospective teachers in understanding the nature of children and the ways / approaches the children learn in the school / classroom situations.
- To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process.
- To empower prospective teachers to prepare and use appropriate teaching learning materials for improving learning of the children.
- To expose the prospective teachers to different modes of assessment of learning and enable them to use those effectively to promote / note classroom learning.

Unit-1

Educational Objectives: Classification, writing them in the terms of behavioural outcomes.

Unit-2

Curriculum: Meaning and concept, difference from syllabus, types of curriculum.

Curriculum Development: A historical perspective, Defects in existing curriculum.

Unit-3

Approach to Curriculum Development: Curriculum designs, principles of curriculum construction, steps in the process of curriculum development.

Unit-4

Professional support for curriculum development: Role of NCERT, CBSE, SCERT and SIES

Preparing curriculum handbooks, modules, source material and innovative instructional material.

Text books – Their types features, role in learning and evaluation textbooks

NCF – Special Features

Practicum:

Identifying reading or writing difficulty of a student.

Suggested Readings:

- Balasara, M.: Principles of Curriculum Construction
- Biswas, N.B.: Curriculum Studies: A Model for SAARC countries
- NCERT: National Curriculum Framework for School Education
- Ornstein, A.C.: Curriculum: Foundations, Principles & Theories
- Prasad, J. & Kaushik, V.K.: Advanced Curriculum Construction
- Yadav, S.R.: PathayakramVikas

Allahabad School of Education
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B. Ed.
Semester-I

Course Title: Contemporary Indian Education

Course Code: DTE-604

Credit: 4
MM: 100 (30+70)

Objectives

After this course, the student-teachers will be able to:

1. understand the importance of educational policies and programs during the pre and post independence period.
2. analyze the forces affecting the educational system.
3. appreciate the role of education in human resource development.
4. develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
5. develop vision for futuristic programs in education.

Unit-I

Development of Indian Education system:

Pre-Independents – Vedic, Buddhist, Medieval, British Education, Macaulay minutes, Wood's dispatch, Hunter commission, Indian University commission, Sergeant report (1944), Basic education

Post Independents Major recommendation of Radhakrishnan Commission (1948-1949), Mudaliar Commission (1952) & Kothari Commission (1964)
Acharya Rammurti & Janardan Reddy Committee

Unit-II

Major recommendation of NPE 1986, and programme of Action and programme of Action modified (1992), three language formula, education commission NRE 1986 and yashpal committee
Critical review of present school system – Non-formal school, Educational guarantee scheme, Kendriya Navodaya and Pratibha Vikas Vidyalaya and Vision of common school system

Unit-III

Issues of Indian Education

Peace Education: Meaning, objective, Role of Education in promoting peace education
Wastage and stagnation in Education
Vocationalisation of Secondary Education, Equality in education, Inclusive education

Unit –IV

National Educational Programme

Universalization of Secondary Education

Quality in Education, Constitutional Provisions of education for ST / SC / OBC and Girl child

Practicum:

- Identification of problems of girl child, SC, ST, exploitation of children
Or
- Study of any one problem of Secondary Education
- Sessional Test

Suggested Readings:

- Agnihotri, R. AdhunikBhartiyaShiksha: SamasyaenAurSamadhan.
- Altekar, A.S.: Ancient Indian Education
- Nadim, N.: GaribBachhon Ki Shiksha
- Narasimhan, R.K. Human Rights and Social Justice.
- Pandey, R.S.: ShikshakeMulyaSiddhantha
- Pandey, R.S. New Dimensions in Education
- Pandey R.S.: Development Strategies in Modern Indian Education
- Pandey, R.S.: Education: Yesterday and Today
- Pandey, R.S.: Educational Controversies
- Pandey, R.S.: Education in Emerging Indian Society
- Parmar, L.: Human Rights
- Shukla, S.C.: AdhunikBhartiyaShiksha
- Subramanium, S: Human Rights Training
- Upadhyay, P.: Emerging Trends in Indian Education
- Upadhyaya, P.: Peace Education: Utopia or Reality

PEDAGOGY

Allahabad School of Education
Sam Higginbottom Institute of Agriculture, Technology & Sciences
B. Ed.
Semester-II

Course Code: 617-628

Credit Hours: 8 (4-4-0)

Objectives:

Pupil Teacher will be able to:

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

Note : The teacher trainees will be required to study the methods of two High School subjects opted for practice teaching from the following subjects :Hindi, English, Mathematics, Science, Biology, History, Geography, Civics, Economics, Commerce, Home-Science, Agriculture.

PRACTICUM : Prepare Five Teaching Aids/ Project.

Course Title: Pedagogy of History

Unit-I

Understanding History: Conceptual basis of History as a discipline, Meaning and significance, Historical source.

- Aims and objectives of teaching History at secondary level.
- Correlation of History with other social and natural sciences.
- Criteria of a good text book.
- Significance of teaching aid and Media in teaching of History.

Unit-II

Methods of Teaching History: Their nature, advantages and disadvantages.

- Dramatization, storytelling, text books, biographies, assignments, projects, lecture and programmed instruction, role-play, illustration.
- Qualities and competency of a good History teacher and role in the society.

Lesson planning in History: Nature and structure.

Evaluation and assessment mode: Formative and summative, Quiz, Debate, Discussion, Excursion and Reporting.

Suggested Readings:

- Aggarwal J.C.: Teaching of History
- Bhatnagar, C.R., Bhusan and Khanna: Preparation and Evaluation of Text Books in Social Studies
- Bining and Bining: Foundation of History Teaching
- Blank: Foundation of History Teaching
- Johnson: Teaching of History
- Khalipur Rob: Tadrees –E – NCPUL
- Kochhar, S: Teaching of History
- Yajnik, K: The Teaching of Social Studies in India
- Ian Philips: ItihasShiksha, VinodPustakMandir, Agra
- Yogendrajit, Bhai: ItihasShikshankiRuprekha

PEDAGOGY OF HINDI

UNIT I

1. Importance of Hindi as Mother Tongue and a National Language.
2. Aims and Objectives of Hindi teaching in Secondary Schools and writing objectives in behavioural terms.
3. Place of Hindi in the curriculum.
4. Major language difficulties of secondary school students.
5. Techniques of evaluation in Hindi.
6. Qualities and competency of a Hindi teacher.
7. Organization of a Language Laboratory.

UNIT - II

1. Methods of Hindi teaching : Prose, Poetry, Grammar Composition.
2. Importance of pronunciation and expression.
Oral and silent reading, Intensive reading, reading interest and reading habits.
3. Use of media and teaching aids in Hindi teaching.
4. Selection of good text books supplementary readers, teacher's guides and work books.
5. Preparing Lesson plans - (Prose, poetry, grammar and composition) Hindi teaching at Micro and Macro level
6. Diagnostic and Remedial Teaching.

Suggested readings:

- Ojha, PK, Hindi Shikshan, Anmol Publication, New Delhi
- Yojendrjeet, Bhai, Hindi BhashaShikshan, VinodPustakMandir, Agra.
- Nandini, Durgesh, Hindi Shikshan, Sumit Enterprises, New Delhi
- Pandey, Ramshakal, Hindi Shikshan, VinodPustakMandir, Agra.
- Yogendrajeet, Bhai, Hindi BhashsShikshan, VinodPustakMandir, Agra
- SinhaSharda, Hindi Adhyayan, ShardalayGyanoday, Patna, 1986
- Sharma, SR., BhashaShikshan, Arjun Publications House, ND, 2006
- Prof. Ram ShaklPandey, Baijnath Sharma, Dr.Martand Sharma, Raman BihariLall

PEDAGOGY OF ENGLISH

UNIT - I

1. Importance and Objectives of teaching English in secondary Schools.
2. Importance of English as first language, second language and third language and its significance as an International language.
3. Aims of teaching English, writing objectives in behavioral terms.
4. Methods of teaching English: Direct method, Grammar - Translation method, Structural approach, Situational approach.
5. Place of textbooks and rapid readers in the study of English.
Characteristics of good textbooks, critical evaluation of textbooks.

UNIT - II

1. Development of Language skills: listening, reading, speaking & writing, role of drill.
2. Teaching of prose, poetry, grammar and composition.
3. Use of audio-visual aids and media in English Teaching.
4. Preparing Lesson plans (prose, poetry, grammar and composition) English teaching at Micro and Macro level

Suggested Readings:

01. Bond, L G et al (1980): Reading Difficulties- Their Diagnosis and Correction, New York,

Appleton- Century Crafts.

02. Valdman., (1987) Trends in Language Teaching, New York, London Mac Graw Hill.
03. Johnson, K (1983): Communicative Syllabus Design and Methodology, Oxford, Pergamon Press.
04. Widdowson, HG (1979): Teaching language as Communication, London, OUP.
05. David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language,
New York, Harcourt Brace.
06. Parrot, M (1993): Tasks for the Classroom Teacher, London, Pergamon.
07. Grillett, M (1983): Developing Reading Comprehension, London, CUP.
08. Byrne, D (1975): Teaching Writing, London, Longman.
09. Morgan & Rinvoluri (1991): New Ways of Dictation, London, Longman.
10. Mukalel, J C. (1998): Approaches to English Language Teaching, Sterling Publishing House, New Delhi.
11. Palmer, H E: The Principles of Language Study.
12. Sharma, K L.: Methods of Teaching English in India.
13. Thomson & Wyatt HG: Teaching of English in India, University of London.
14. Varghese, Paul: Teaching of English as Second Language.
15. Kohli, A. L: Techniques of Teaching English
16. Jain, R.K.: Essentials English Teaching.
17. Bhatia K. K: New Techniques of Teaching English as a Foreign Language
18. Das, Neena & M.: Teaching English As An Additional Language
19. Rai, Geeta: Teaching of English
20. Abha Rani Bist: Teaching English in India.
21. N. Krishnaswamy & Lalita Krishnaswamy: Methods of Teaching English
22. Arora, Sanjay, Teaching English, University Book House, Jaipur, 2007
23. Bhatia, KK, Teaching and Learning English, Kalyani Publications, Ludhiana, 2007
24. Bisht, Abha Rani, Teaching English in India, Agrawal Publications, Agra, 2008

PEDAGOGY OF MATHEMATICS

UNIT - I

1. Nature, scope, importance and place of Mathematics in school curriculum.
2. Aims and Objectives of teaching Mathematics at school level and writing objectives in behavioral terms
3. Concept of Modern Mathematics
4. Concept formation, factors influencing learning of Mathematics
5. Use of Teaching Aids and Media in teaching of Maths

UNIT - II

6. Methods of Mathematics teaching: Inductive-Deductive, Analytic-Synthetic, Project, Lecture, Programmed Instruction, Problem Solving.
7. Lesson Planning - need and importance, various forms of lesson plans. Mathematics teaching at Micro and Macro level
8. Techniques for evaluating learning outcomes in Mathematics
9. Qualities of a good Mathematics teacher.
10. Diagnostic and Remedial teaching.

Suggested Readings:

1. Aggarwal S M: The teaching of Mathematics
2. Mangal S K: Teaching of Mathematics
3. SidhuKulbir Singh: The Teaching of Mathematics
4. Kulshrestha, A.k.: Teaching of Mathematics
5. Yadav, Siyaram: Teaching of Mathematics
6. Kumar Sudhir, Ratnalikar D.N.: Teaching of Mathematics
7. Saxena, KK, GanitShikshan, University Book House, Jaipur, 2008
8. Kulshresth, AK, GanitShikshan, R. Lall Book Depot, Meerut, 2012

PEDAGOGY OF SCIENCE

UNIT – I

1. Nature, scope and importance of science in school curriculum, relation of science with other school subjects.
2. Aims and objectives of teaching science at secondary level and writing objectives in behavioral terms.
3. Methods of teaching Science: Inductive – Deductive, Lecture – Demonstrations, Project Methods, Heuristic, Team – Teaching, Programmed Instructions.
4. Text Books- Defects and functions and selection text book.
5. Science Laboratory: Types of Science Laboratories, Equipment needed at the Secondary School Level, Laboratory accidents.

UNIT – II

6. Planning of Unit and Lesson Plans, Various Types of Lesson Plans. Science teaching at Micro and Macro level
7. Use of Audio-Visual Aids: Charts, Films, Film Strips or Slides, Actual objects, media.
8. Importance of organizing Science Activities: Projectwork, Quiz, Science Exhibition and Fair, Museum, Science Clubs.
9. Qualities and competencies of a good Science teacher.
10. Evaluation: purpose and types of Tests, Remedial and Diagnostic Teaching.

Suggested Readings:

1. Sharma, R.C. Modern Science Teaching, Dhanpat Rai & Sons, New Delhi.
2. Murrey J. Science Teaching in School, ASE, London.
3. Sood, JK, VigyanShikshan, Vinod Pustak Mandir, Agra, 2008
4. Siddiqui, Dr., Teaching of Science Today and Tomorrow, Doaba House, Delhi, 1988
6. Rawat, RP, VigyanShikshan, Aavishkar Publications, Jaipur, 2006
7. Lewis J., Teaching of School Physics, Penguin, UNESCO.
8. Sharma & Sharma, Teaching of Science, Dhanpat Rai and Sons, Jullundhar, Delhi.
9. Das, R.C., (1985), Science Teaching in School, Sterling Publishers Pvt Ltd, New Delhi
10. Mangal, S.K. (1995), Teaching of Physical and Life Sciences, AVG Book Depot, Karol Bagh

PEDAGOGY OF BIOLOGY

UNIT – I

1. The Nature of Science and Science Technology, Biological Sciences – Meaning and concept. Nature and Scope of Biological Sciences in Modern context. Major Thrust areas of Biological Sciences.
2. Eminent Indian and world scientist in the field of Biosciences.
3. Biological sciences – Importance and place in the school curriculum. Role of Biological science in Human welfare.
4. Objectives of Teaching Biological sciences and writing objectives in behavioral terms. Blooms Taxonomy of Educational objectives.
5. Approaches and methods of Teaching Biological science, Lecture method, Lecture cum demonstration method, Project method, Probso wing method and Laboratory Method.

UNIT – II

1. Biological sciences Laboratory: Organization maintenance, types and features of a good Biology Laboratory.
2. Biology Text Books: Functions, approach to its writing, qualities of a good Biology level book. Principles of curriculum construction.
3. Unit planning and Lesson Planning in Biological sciences. Biological teaching at Micro and Macro level
4. Co-curricular and non-formal approaches to Biological Sciences Teaching.
5. Use of Educational Technology-CAI in Biological Sciences Teaching. Use of Teaching aids in Teaching Biology.
6. Evaluation in Biological Sciences: Developing Achievement test in Biological Sciences. Remedial and Diagnostic teaching.

Suggested Readings:

1. William D. Romey, Inquiry Techniques for teaching Science, Prentice Hall, INC, New York.
2. Nathan, S. Washton, Science Teaching in SCC School, Harper and Borthers, New York.
3. Rawat, Lal and Johari, VigyanShikshan, Agra
4. Aggarwal, J.C. (1990). Curriculum Reforms in India, Daoba House Delhi
5. Mangal, S.K. (1995), Teaching of Physical and Life Sciences, AVG Book Depot, Karol Bagh
6. Sood, J.K. (1987), Teaching of Life Science, Kohli Publishers Chandigarh.
7. Bhooshan, Shailendra, JeevVigyanShikshan, VinodPustakMandir, Agra, 1989
8. Kulshresth, SP, Teaching of Biology, R.Lall Book Depot, Meerut, 2006
9. Yadav, K, Teaching of Life Science, Anmol Publications, ND, 1993

PEDAGOGY OF HOME SCIENCE

UNIT –1

Understanding Home Science:

- Home Science: Concept and components
- Nature & scope of Home Science at secondary and higher secondary level
- Study of local, national and international programmes relating to Health, Nutrition, Child Care, Housing, Consumer problems.
- Socially Useful Productive Work related to Home Science
- Objective of teaching Home Science in Schools
- Scope of Home Science in School: Principles of curriculum planning; Critical study of Home Science syllabus and textbooks
- Development of Home Science syllabus
- Correlation of Home Science with other school subjects

UNIT-II

Teaching Learning of Home Science:

- Methods of teaching Home Science: Discussion, Demonstration, Laboratory work project, Problem solving, Field trip, Micro-teaching, Use of Community resources in teaching Home Science. Use of mass media in teaching Home Science
- Space and Equipment for Home Science
- Utility of Home Science knowledge at School: Study of School lunch programmes; Development of unit in Home Science for adult/ out of school youth, based on needs and interests.
- Teaching Aids in teaching Home Science – audio and visual, Charts, graphs, specimens, samples short answer tests, score cards checklist.
- Learning plans for teaching Home Science.
- Evaluation in Home Science: Tools and techniques

Suggested Readings:

1. Devadas : Teaching of Home Science
2. E. Atkinson : Teaching of Domestic Science
3. Amy : Evaluation of Home Science
4. Al Good : Demonstration Techniques
5. Spai : Care of Children in the Tropics
6. Hatcher and Andrews : The Teaching of Home Making
7. Spafford : Fundamentals in Teaching Home Science
8. Shorry & Sharma : Grih Vigyan Shikshan
9. Ehelorinch : Lessons in Domestic Science
10. HMSO : Home Science
11. Devadas, Rajamall, : Methods of Teaching Home Science, NCERT, New Delhi, 1978
12. Yadav, Seema : Teaching of Home Science, Anmol Publications, ND, 1994

PEDAGOGY OF AGRICULTURE

UNIT – I

1. Nature, scope, meaning and importance of agriculture as a subject in school curriculum.
2. Aims and objectives of agriculture at different school levels and writing objectives in behavioural terms.
3. Merits and Demerits of present school curriculum of Agriculture.
4. Factors influencing and motivating learning of agriculture at the Secondary school level.
5. Use of Teaching aids and media in teaching of agriculture.

UNIT – II

6. Methods of Agriculture Teaching: Project Method, Demonstration method, Laboratory method, Programmed instructions, Problem solving.
7. Lesson Planning: need and importance, various forms of planning lessons in agriculture. Agriculture teaching at Micro and Macro level
8. Measures to make the teaching of agriculture more effective: School Garden, Farms, Excursions, Plant Museum, and Agricultural equipment.
9. Techniques for evaluating learning outcomes in agriculture.
10. Professional qualities and competencies of a good teacher Diagnostic and Remedial teaching.

Suggested Readings:

Agricultural Planning in India: Sundar Lal Yadav, Scientific Publishers, India
Samajudyogi Utapadak Krishi – Dr. K.P. Raghawan Agrawal Publication, Agra
Krishi Vigyanke Mulbhoot Siddhant – Aruna Katyayan, Kitab Mahal Allahabad

PEDAGOGY OF ECONOMICS

UNIT – I

1. Meaning, Scope and Importance of Economics as a discipline at Secondary level and its relationship with other subjects.
2. Aims and objectives of teaching Economics at Secondary level and writing objectives in behavioural terms.
3. Characteristics of a good textbook in Economics and critical study of the existing textbooks.
4. Use of Educational technology for teaching Economics.
5. Organization of Economics room and various curricular activities to motivate teaching of Economics.

UNIT – II

6. Methods of Teaching Economics: Question answer, Project, Discussion, Analysis – Synthesis.
7. Lesson Planning: various forms of Lesson Plans and Unit Plans. Economics teaching at Micro and Macro level
8. Teaching aids and media in teaching of Economics, Charts, Diagrams, Models, T.V., Radio, Excursions, Newspapers and Magazines.
9. Qualities and competencies of a good Economics teacher.
10. Assessment of different learning outcomes, Diagnostic and Remedial teaching, Preparation Model Question Paper.

Suggested Readings:

1. Arora, P.N: (1985) Evaluation in Economics
2. Chakravarty, S.: (1987) Teaching of Economics in India, Bombay: Himalya, Publishing
3. Hicks, J.R.: (1960) The Social framework
4. Kanwar, B.S.: (1973) Teaching of Economics, Ludhiana Prakash Brothers
5. Khan, R.S.: Teaching Economics (in Hindi), Kota Open University, BE-13
6. Oliver, J.M.: (1977) The Principle of teaching Economics within the curriculum,
7. Siddiqu, M.H.: (1993) Teaching of Economics, New Delhi : Ashish Publishing House
8. Srivastava H.S.: (1976) Unit test in Economics, New Delhi: NCERT
9. Tyagi, S.D.: (1973) Teaching of Economics (in Hindi) Agra : VinodPustakBhandar
10. Yadav, Amita, Teaching of Economics, Anmol Publications, ND, 2006
11. Saxena, NR, Teaching of Economics, Navdeep Publications, Patna, 2006

PEDAGOGY OF COMMERCE

UNIT – I

1. Meaning, scope, importance and place of Commerce as a subject at Secondary level and its correlation with other school subjects.
2. Aims and Objectives of teaching Commerce and writing objectives in behavioral terms.
3. Content of the Syllabus, its divisions and co-ordination between divisions.
4. A critical review of Syllabus, and Text books of Commerce for Higher Secondary level.
5. Equipments for effective instruction and classroom arrangements for teaching of Commerce:
Audio-Visual aids and media
Practical work in connection with the course: use of community resources(visits to factories & offices)Conducting commercial activities in schools.

UNIT –II

1. Methods of Commerce teaching : Project Method, Seminar, Discussion.
2. Preparing Lesson Plans: need and importance, various forms of lesson and unit Plans. Commerce teaching at Micro and Macro level
3. Professional traits of a Commerce teacher.
4. Assessment of different learning outcomes : preparation of a model question paper.
5. Diagnostic and Remedial teaching.

Suggested Readings:

1. Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-NewDelhi
2. Teaching of Commerce-A Practical Approach J.C AggarwalVikasPublishingHousePvt Ltd-New Delhi
3. Teaching of Commerce in Our School, Lulla B.P (BTTC-BIE Publication, Bombay)
4. Method and Techniques of Teaching Commerce Singh M.N Young Man &Co.New Delhi.
5. Teaching of Commerce SeemaRaoAnmol Publication, New Delhi.
6. Saxena, Udayveer, VanijyaShikshan, VinodPustakMandir, Agra, 1970

PEDAGOGY OF GEOGRAPHY

UNIT I

1. Nature, concept, importance, scope on place of geography:- school curriculum and its relation with other school subjects.
2. Aims on geography teaching at secondary level and writing objective in behavioral terms.
3. Teaching –Aids and media in geography teaching: -
Audio visual aids , Television n , Radio, Films, Computer, epidiascope, over head projector ,slides projector.
4. Study of Local geography and its values.
5. Importance and types of teaching and material – aids: -
Globe, Maps , Charts , Sketches, Pictures, Magazine , News Papers Filmstrips.

UNIT II

6. Organization of Geography – rooms and importance of co curricular activities, excursion, geography – club.
7. Qualities and changing roles of a geography teacher.
 8. Lesson plans based on different methods of teaching:Observation, Excursion, Project, Descriptive., Comparative, inductive and deductive methods . Geography teaching at Micro and Macro level
 9. Education in Geography teaching: Continues and comprehensive, formative and summative, cognitive and non cognitive.
10. Preparation of question paper.

Suggested Readings:

1. Bernard, H.C. : Principles and Practice of Geography teaching
2. Digumarti, B.B. & : Methods of Teaching Geography, Discovery Publishing Basha, S.A
3. House, New Delhi
4. HussainMajid, Ed. : Methodology of Geography
5. Prasad : Methods of Teaching Geography, ABD Publishers, Jaipur
6. Rao, M.S. : Teaching of Geography
7. Rai, B.C. : Teaching of Geography, Prakashan Kendra, Lucknow
8. Siddiqui : Teaching of Geography, ABD Publishers, Jaipur
9. Rao, MS : Teaching of Geography, Anmol Publications, ND, 1993
10. Singh, HN, : BhoogolShikshan, VinodPustakMandir, Agra, 2011
11. Vatsyayan, T : BhoogolShikshankiAadhunikVidhiyan, Shahdra, Delhi

PEDAGOGY OF CIVICS

UNIT – I

1. Nature, Concept, Importance, Scope and place of Civics in School curriculum and its relation with other school subjects.
2. Aims of Civics teaching and writing objectives in terms of behavioral outcomes.
3. Principles involved in the construction of syllabus for Civics.
4. Criteria of good text books and critical evaluation.
5. Teaching aids and media in Geography teaching : Audio-visual aids, Radio, Television, Films, Computers, Epidiascope, Overhead Projector, Slide Projector etc.

UNIT – II

6. Qualities and changing role of a good Civics teacher organization of co curricular activities at the secondary school level.
7. 8. Methods and techniques of teaching Civics at Secondary level : Project, Problem Solving, Lecture Discussion, Dramatization, Observation, Fieldtrip,
9. Lesson Planning : Importance of Unit and Lesson plans, various forms of Lesson plans. Civics teaching at Micro and Macro level
10. Remedial and Diagnostic teaching.

Suggested Readings:-

1. Aggarwal, J.C. : Teaching of political services and civics, Viskas Publishing House Pvt. Ltd. New Delhi (1983)
2. Khanna S.D., Sexena: Teaching of Civics, Boaba Publishing V.R. Lamba, T.P. and House, New Delhi, (1982)
3. Yadav, Nirmal : Teaching of civics and political science, Anmol Publishing Pvt. Ltd., New Delhi (1994)
4. Rai, B.C. : Method Teaching of Civics, Prakashan Kendra, Lucknow (1990)
5. Taneja, V.R. : Fundamentals of Teaching Social Sciences, Mohindra Capital Publishers, Chandigarh (1970)
1. Tyagi, Gurudas: Teaching of Civics, Agrawal Publications, Jyoti Block, Agra-2 (2012)
7. Satsangi, GD : NagarikShastraShikshan, VinodPustakMandir, Agra, 1990
8. Sharma RA : Teaching of Social Science, R. Lall Book Depot, Meerut, 2007
9. Singh, Yogendra K: NagarikshastraShikshan, APH Publishing Co., ND, 2004

Allahabad School of Education
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Semester-IV

Course Title: Psychology of Learning

Course Code: 632

Credits - 4
MM: 100 (30+70)

Objectives:

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

1. Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
2. Be acquainted with Group Dynamics and Role of the Teachers.
3. Understand concept of learning, theories of learning and their implications.
4. Identify and understand the needs and differences among learners and provide adequate guidance and counseling.
5. Develop an understanding of the concept and philosophy of inclusive education in the context of education for all.

Course Content

Unit - I: Self, concept, self esteem, skill competencies, understanding differently abled learners: Slow learners and dyslexic learners.

Unit - II: Understanding the Learners

- **Interests:** Meaning, definition, factors effecting interests
- **Needs:** Maslow's Hierarchy of Needs
- **Motivation:** Nature, Characteristics and Types of Motivation; Techniques of Increasing Learner motivation.

Unit - III: Learning

- **Types of Learning-** Factual, association conceptual, principles and rules.
- **Remembering, forgetting, attention, motivation, strategies of learning.**
- **Transfer of Learning:** Nature, theories of learning: Trial and Error, classical and operant conditioning, Insight Factors influencing learning and learning problems (individual related task related and learning conditions related variables)
- **Nature, Theories of Learning:** Trial and Error, classical and operant conditioning, Insight Factors influencing learning and learning problems (individual related, task related and learning conditions related variables).

Unit - IV: Understanding Diversity in the Classroom

- **Learning in a Social Group:** Characteristics and psychology of a social group. School as a social group, Class as a social group.
- **Group Dynamics:** Group Dynamics in a classroom, Sociometry of a group.
- **Inclusive Education:** Concept and need for Inclusive Education, Philosophy (Transition from Segregation to Integration), Practices, Strategies and Classroom management by the teacher in Inclusive Education.

Practicum:

- Case study of a learner with behavior problems / talented child / a slow learner / a disadvantaged child action research.
- Individual Project of Case study.

Suggested Readings:

- ✓ Aggarwal, J. C. (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi.
- ✓ B R Hergenhahn: An Introduction to Theories of Learning
- ✓ Bartlett, L. D., Weisentein, G.R. (2003) *Successful inclusion for educational leaders*, Prentice Hall, New Jersey.
- ✓ Beihemer, S. *Psychology Applied to the Classroom*
- ✓ Best, J.W.: *Research in Education*. Prentice Hall of India, New Delhi, 1980.
- ✓ Bhatia, H. R. (1977), *Textbook of Educational Psychology*, The McMillan Company of India Ltd., New Delhi.
- ✓ Bruner, J.S. (1967) *A Study of Thinking*, New York: John Wiley
- ✓ Chattejee Saroj: *Advanced Educational psychology*
- ✓ Chauhan, S. S. (1988), *Advanced Educational Psychology*, Vikas Publication, N. Delhi.
- ✓ Dandekar W N: *Fundamentals of Experimental Psychology*
- ✓ Dandpani S: *A text book of Advanced Educational Psychology*
- ✓ Dececco, J. P. (1977), *The Psychology of Learning and Instruction*, Prentice Hall of India Pvt. Ltd., New Delhi.
- ✓ Dhondiyal, S. and Pathak, A.: *Shikshak Anushahan Ka Vidhishastra*. Rajasthan Hindi Granth Academy, Jaipur, 1972.
- ✓ Edward E Smith: *Cognitive Psychology*
- ✓ Garrett, H. E., *Statistics in Psychology and Education*.
- ✓ Gulati, Sushma: *Education for Creativity*, NCERT, 1995.
- ✓ Hegarthy, S. & Alur, M. (2002) *Education of children with special needs: From segregation to inclusion*, Corwin press, Sage Publications.
- ✓ Hurlock Elizabeth, *Developmental Psychology*
- ✓ Hurlock, E. B.: *Adolescent Development*, McGraw Hill, New York, 1990.
- ✓ Janda L H & Kllenke H K E: *Psychology its study and Uses*
- ✓ Kundu, C.L. and Tutoo, D.N.: *Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd., 2000.
- ✓ Lefrancois Guy R: *Psychology for teaching*
- ✓ Lefrancois Guy R: *Theories of Human Learning*
- ✓ Lindzey, G., Hall, L & Thompson R.F., (1978) *Psychology*, (2nd ed.), *Worth Publishers*
- ✓ Mangal S K: *Advanced Educational Psychology*
- ✓ Maslow, A.H. (1970) *Motivation and Personality* (2nd ed.), New York; Harper & Row
- ✓ Mathur S S: *Educational Psychology*
- ✓ Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (2001) *Introduction to Psychology*, (15th ed.), *Tata McGraw Hill Publishing Ltd.*
- ✓ Pal, H.R.: *Educational Research*. Bhopal, M.P. Granth Academy, 2004.
- ✓ Raison Kenneth; Eller Ben F: *Educational Psychology for effective teaching*
- ✓ Walia J S: *Foundations of Educational Psychology*
- ✓ Woodworth, R.S. & Schloberg: *Experimental Psychology*. ND: Oxford & IBH Publishers, 1971.
- ✓ Woolfolk, A.E. *Education Psychology*

Allahabad School of Education
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Semester-IV

Course Title: Sociological Perspectives in Education

Course Code: 633

Credits - 4
MM: 100 (30+70)

Objectives

1. To help the pupil teacher to understand the importance and role of education in the progress Indian Society & Social Context.
2. To develop understanding of the ideals and values of emerging Indian Society based on philosophical social and cultural traditions.
3. To sensitize the human beings that they are budding teachers, for education of the human beings.
4. To sensitize the pupil teachers towards the various facets of the realm of education.
5. To help them to understand various concept involved in expounding a theory of education and experiential pursuits in the social context.
6. To familiarize the pupil teachers with the prevalent educational system in India.

Course Content:

Unit - I: Education and the Indian Society

(18 hours)

- Society and Education
- Relationship between society and education
- Distinctive features of Indian society
- Sociology: Meaning, interdependence of sociology and education.
- Meaning, relevance of Sociological aspect of Education and Social Inquiry
- Social Process: Socialization, Social Stratification, Social Change, Social Mobility
- Analysis of the concept Democracy, Discipline, Freedom and Secularism.
- Educational Aspirations of Indian Society.

Unit - II: Culture and Education

- Concept, Meaning of culture in Indian and Global context
- Analysis of the concepts of Cultural Lag, Cultural Conflicts, Cultural Pluralism, Ambivalence and Cultural Tolerance.
- Role of Education in preserving, conserving and developing culture.

Unit - III: Impact of other systems

(10 hours)

- Impact of other systems (history, culture, economy, politics and technology) on education and the role of education there in.
- Role of Home, School, Community and Impact of Mass Media (including Internet) on the Educational Processes.
- Human rights and Education of human rights with special emphasis on child rights.
- Concept of National Integration, International Understanding and their relationship with education.
- Role of a teacher as a reflective practitioner.

Unit - IV: Educational system in Indian society

(10 hours)

- Types of School Systems
- Decentralization of Educational Administration with reference to types of schools (public, private).
- ❖ Parallel Systems of Educational Administration
- ❖ Administrative Hierarchy
- ❖ Role of Teacher, Principal and Community.
- Agencies of Education
- ❖ CBSE, ICSE, KVS and JNVS
- ❖ NCERT, SCERT and DIET
- ❖ NCTE and UGC

Practicum:

- Report writing on the comparison of different Indian cultures

Suggested Readings:

- ✓ Anand, C L (1993) Teacher and Education in the Emerging Indian Society, New Delhi: NCERT.
- ✓ Bhattacharya and Srinivas (1971), Society and Education, Society and Education, Calcutta: Academic Publishers.
- ✓ Coombs, Philips H., (1985), the World Crisis in Education, New York: Oxford University Press.
- ✓ Delors, Jacques (1996) learning the Treasure within, UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.
- ✓ Durkhiem, Emile (1956), Education and Sociology, New York: Free Press.
- ✓ Govt. of India (1993), Education for All: The Indian Scene, Widentry Horizons, New Delhi: MHRD.
- ✓ Joshi. D. (2005). Value Education & Civic Sense. New Delhi: Kanishka Publishers.
- ✓ Joshi. D. (2006). Value Education & Globalization, New Delhi: Lotus Publishers.
- ✓ Kar, N. K.: Value Education - A Philosophical Study, Ambala, The Associated Publication, 1996.
- ✓ Kashyap, Subbash (1993), Perspectives on the constitution Delhi, Shipra publications.
- ✓ Mohanti, J. (1987), Democracy and Education in India, New Delhi: Deep and Deep Publishers.
- ✓ Nayar, P. It, Dave, P.N., and flora, K. (1982) Teacher and Education in Emerging Indian Society, New Delhi.
- ✓ Panday, V. C.: Value Education and Education for Human Rights, Editor, Delhi, Isha Books 2005.
- ✓ Passi, B. K. :Value Education, Agra, National Psychological Corporation, 2004.
- ✓ Ram MurtiAcharya (1990), Towards an Enlightened and Humane Society – A Committee Report; New Delhi MHRD.
- ✓ Ross, James (1962), Groundwork of Educational Theory, London: George Harre and Sons.
- ✓ Ruhela, S. P. (1969), Social Determinants of Educability in India, New Delhi: Jam Publishers.
- ✓ Saiyidain, K. G. (1970), Facts of Indian Education, New Delhi: NCERT.
- ✓ Singh, M.S.: Value Education, Delhi, Adhyayan, publication and Distribution, 2007.
- ✓ Srimali, K. L. (1970). The Prospects for Democracy in India, Southern Illinois: University Press.
- ✓ Tyagi, P. N. (1991), Education for All: A graphic Presentation, New Delhi: NTEPA.

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Semester-IV

Course Title: Educational Technology

Course Code: 634

Credits - 4
MM: 100 (30+70)

Objectives:

The pupil teacher will be able to

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

Unit-I

Educational Technology: Origin, meaning, nature, scope, needs and types of educational technology.

Programme learning, steps involved in preparing a programmed instructional material.

Teaching Machines, Language laboratory.

Unit-II

Mass Media: Uses, advantages and limitations of radio, television, films, current status of mass media in education. Role of teacher in using mass media, how to select media for instruction.

Unit-III

Media in Teaching and communication: Need and Importance

Types:

ETV, Information and Communication Technology (ICT) – Concept and role of ICT in Education, Role of CIET, UGC and IGNOU in production of Educational Television programmes and software.

Unit-IV

Knowledge regarding working of various Hardwares:

Slide projector, Film projector, computer, OHP, CCTV, LCD Projector, Smart Board
Multimedia approach:- Concept, role of teleconferencing and computer networking.

Practicum:

- Development of computer aided materials / slides / Power Points.

Suggested Readings:

- Davies, I.K.: The Management of Learning
- Dececco & Crawford: The psychology of learning instruction
- Merit: Educational Technology
- Smith & Moore: Programmed Learning
- Taber & Glaser: Learning & programmed Instruction

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Semester-IV

Course Title: Language Across Curriculum

Course Code: 635

**Credits - 2
MM: 50 (35+15)**

Objectives:

The pupil teacher will be able to

- The nature of language
- Interplay of language and society
- The development process of language acquisition
- Function of language and how children use them as a tool at different developmental stages
- Significance and acquisition of early literacy in the larger context of school curriculum
- Ways of handling aspects of grammar not in isolation but by creatively integrating in with text.

Unit-I: Language Across Curriculum

- Language in Education and Curriculum
- Relationship of language and society with special reference to Indian Conditions
- Prevalent Language teaching practices and approaches, with a critical evaluation
- Role of Literature and society – Importance, effect and future prospects

Unit-II: Language Teaching Skills

- Aspects of Linguistic system: Language as a rule governed behavior and linguistic variability
- Linguistic system: The organization of sounds; the structure of sentences; the concept of Universal grammar, nature and structure of meaning; basic concept of phonology, syntax and semantics, speech and writing.
- Grammar in context: Vocabulary in context

Practicum:

- Reading works of famous writers and their critical analysis

Suggested Readings:

- Agnihotri, R.K. & Sharma, A.L.: English Language Teaching in India – Issues & Innovations
- Allen, H.B. & Cambell, R.P.: Teaching of English as a Second Language
- Chaudhary, N.R.: Teaching English in Indian Schools
- Frishy, A.C.: Teaching English
- Ho;rnby, A.C.: Teaching of Structural Words
- Mukalel, J.C.: Approaches to English Language Teaching

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Semester-IV

Course Title: Assessment for Learning

Course Code: 636

Credits - 2
MM: 50 (35+15)

Objective:

The course will enable student-teachers to:

- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm):
- Become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Unit-I

Evaluation, assessment and measurement

- Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference
- Types of scale:- Normal, ordinal interval and ratio scale
- Types of evaluating tools: observation, interview, questionnaire and rating scale
- Norm-referenced and criterion referenced testing
- Formative and summative evaluation
- Continuous and comprehensive evaluation
- Credit based evaluation

Unit-II

Basic statistics in educational evaluation

- Characteristics of measuring instrument: Concept of reliability, validity and norms
- Measures of central tendencies (mean, median, mode) concept and uses
- Measures of dispersion (range, quartile deviation & standard deviation) concept and uses
- Norms probability curve meaning, application and education purpose
- Correlation: Types of correlation, rank difference method

Practicum:

- Preparation of an achievement test

Suggested Readings:

- Bernard S. W. Psychology of Learning and Teaching. New York, Harper and Row.
- Dececco J.P.; Psychology of Learning and Instructions Educational Psychology, Prentice Hall of India.
- Lindgren H.C. Educational Psychology in Classroom, New York, John Wiley & Sons.
- Skinner B.F. Psychology of Teaching, New York
- Choubey S.P, ShikshaManovigyan.
- Mathur, S.S., Educational Psychology and Measurement, VinodPustak, Agra.
- Aggarwal, J.C., Essentials of Educaitonal Psychology, Vikas Pubs House, Noida, 2009
- Sinha, H.S., SikshaManovigyan, Atlantic Pubs and Distributors, New Delhi, 1996
- Singh, Arun Kumar, ShikshaManovigyan, Bharatibhawan, Patna, 2001
- Sharma, Ramnath, UchchatarShikshaManovigyan, Atlantic Pubs, and Distributors, N.D., 2004
- Skinner, Charles, Educational Psychology and Measurement, Prentice-Hall Ltd, N.D, 1970

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Semester-IV

Course Title: Guidance and Counselling

Course Code: 637

**Credits - 4
MM: 100 (30+70)**

Objectives:

1. To develop an understanding of the need and importance of career information for the student.
2. To identify student's role and function in teaching collecting, evaluating and disseminating various information for the use of students.

Unit-I: Understanding guidance

- Guidance: - Concept aims, objectives, functions and Principles.
- Educational & Vocational and Social Guidance: Meaning, need, objectives, functions.
- Group Guidance: Concept, Need, Principles and Advantages and different activities, class talk, career talk, career conference, socio drawn, psycho drama, career fair.

Unit-II: Understanding Counselling

- Counselling: Meaning, Need, Principles, Scope and stages.
- Major approach- Directive, Non directive, elective.
- Counseling areas: Career counseling, counseling drug addicts and alcoholics, assertiveness training.
- Characteristics of an effective counselor, counslee and the person.

Unit-III: Technique of Procedure of Guidance and Evaluation of Guidance Programme

- Curriculum Development: Inter-disciplinary, Multi-disciplinary, Formal and Non-formal approach.
- Learner initiated activities: value oriented, problem centered, community oriented activities.
- Teaching-learning strategies and evaluation techniques in environmental Education.
- Role of School, electronic media, mass media and computers in environmental conservation and sustainable development.

Unit IV: Occupational information and Guiding students with Needs

- Meaning, types, sources, career development: Teacher's role in career planning.
- Guiding students with special needs and problem viz. handicapped, shy, problematic, intelligent, SC and ST and girls, provision of facilities at government and non government level.

Suggested Readings:

- ✓ Bhatnagar R.P., Rani. S. (2001); Guidance & Counselling in Education & Psychology
- ✓ Chauhan, S.S.: Principles and Techniques of Guidance
- ✓ Oberai, S.C. (2002): Educational, Vocational Guidance & Counselling
- ✓ Patterson LE, Welfel ER, The counseling Process
- ✓ Rao, S.N. (1991); Counselling and Guidance
- ✓ Sharma, R.A., Fundamental of Guidance and Counselling
- ✓ Sodhi, T. S & Suri, S.P. (1999): Guidance & Counselling, Patiala Bawa Publications

Practicum:

- Debate, seminars, workshops and discussion on Guidance & Counselling.
- Action research

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Semester-IV

Course Title: Environmental Education

Course Code: 638

Credits - 4
MM: 100 (30+70)

Objectives:

1. Enhance the understanding about Environmental Education
2. Recognize the interrelationships among various social, economic and environmental issues facing the world today
3. Appreciate the efforts of individuals, communities, Non-governmental organizations and Governmental organizations towards sustainable development
4. Understand waste management and the links between wastes, life styles and economic systems
5. Plan appropriate actions for the decade on Education for Sustainable development at secondary level
6. Understand the concepts of interdependence and limiting factors in the environment
7. Understand the role of collective and individual action in conservation.

Unit-1 Understanding Environment

- Concept of Environmental: meaning, nature and major components
- Environment and sustainable development
- Relating environment with traditional knowledge and cultural practices
- Role of Education in creating environmental awareness

Unit-2 Major Environmental Issues

- Pollution related to land, water and air
- Deforestation: Change in forest cover over time
- Waste generation and management
- Environmental degradation and its impact on the health of people
- Green house gas emission and Global warming

Unit-3 Understanding Local Environment

- Local environment: understanding of components and major issues
- Environment and Community: Local traditions and cultural practices
- The environment of School: within and surroundings; major issues
- Sensitization towards local environment: role of media, ecotourism

Unit-4 Environmental Education: Curriculum, Pedagogy and Teacher

- Environmental Education in School Curriculum: identification of topics related to environmental education in school subjects and their analysis; integrated approach towards environmental education in school curriculum; idea of Green Curriculum
- Understanding pedagogy for Environmental Education at School for different levels
 - Role of teacher: Sensitive towards environmental issues while teaching, making

Ecoclubs, organizing exhibitions, field trips,

Practicum:

- 1, Study the vegetation cover of your locality and suggest measures to improve it.
2. Visit any one industry or factory in your district and see if they are following the norms of pollution control.

Suggested Readings:

1. Carson, Sean B., Environmental Education: Principles and Practices, Edward Arnold Publishers, London
2. Das, M.C. Fundamentals of Ecology, Tata Mcgraw Hill
3. Saxena, A.B. Environmental Education, National Psychological Corporation, Agra
4. Sharma, A.C. Interdisciplinary Approaches in Environmental Education
5. UNESCO: Environmental Education: Principles of Teaching and Learning, Paris
6. UNESCO: Education of Environmental Education in School, Paris
7. UNESCO: Interdisciplinary Approaches in Environmental Education, Paris
8. UNESCO: Guide to Environmental Value Education.
9. Goel MK, ParyavaranShikshan, Agrawal Publications, Agra, 1997
10. Shrtendu S, Environmental Education, Sharda Publications, Allahabad, 2007
11. Teli, BL, ParyawaranAdhyayan, College Book Depot, Jaipur,
12. Kislay, Shardendu, ParyavaranShiksha, Discovery Publications, ND, 2006

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Semester-IV

Course Title: Human Rights and Peace Education

Course Code: 639

**Credits - 4
MM: 100 (30+70)**

Objectives

1. To acquaint the students with Peace Education
2. To inculcate the knowledge of Peace Education and the Human Rights.
3. Understand the concept of human rights and child rights.
4. Realize the importance and need of Peace Education, human rights and child rights.
5. Comprehend the role of the Constitution in human rights and child rights.
6. Comprehend the concept of peace education.
7. Recognize the importance of peace education in national development.
8. Know the pedagogy and evaluation for peace education.

Unit I Human Rights Education: an introduction

1. Need and importance of Human rights in existing social scenario
2. History of Human Rights development
3. Human Rights Education: Meaning need and scope.
4. Agencies of Human rights Education – School, Family, Community, Teacher.
5. Role of different Government and non-government organizations in Human Rights Education.

UNIT - II CHILD RIGHTS:

- 1 Concept of Child Right
- 2 .Need and Importance of Child Right
3. Need and Importance of Child Right to teachers
4. Child Right given by UNCRC and Indian constitution.

Unit III Peace Education: Concept and Scope

1. Peace – Meaning, nature and its relevance relating to the present global scenario,
2. Different sources of peace: Philosophical, Religious, Social and Psychological.
3. Classification of peace- Positive and negative peace, concept, characteristics,
4. Role of different organizations like UNESCO in Peace Education.
5. NCF 2005 recommendations on Peace Education.

Unit IV Peace Education: Agencies and methods

1. Role of community, school and family in the development of values for Peaceful Co-existence.
2. Peace education – Teaching, objectives, scope and its relevance.
3. Methods for peace education.
4. Ongoing researches in the field of peace education – present scenario and suggestions

Practicum:

1. Write an Essay on Human Rights
2. Role plays/Street Play to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day-to-day life.

Suggested Readings:

- 1) Prashar, M.R. – Education and Human Rights
- 2) Singh, M.S. – New Trends in Education.
- 3) Mohanty, J – Indian Education in the Emerging Society, New Delhi, Sterling Publishers Pvt. Ltd.
- 4) Jha, Prabeen Kumar – Educating Human Rights in Psycho, Social Perspective, Agra H.P. Bhargava
- 5) Delors J., Learning the Treasure within, UNESCO, 1997
- 6) Falk, Richard A.; Johansen, Robert C.; Kim, Samuel -Constitutional Foundations of World Peace.
- 7) Galtung, Johan- Peace by Peaceful Means: Peace and Conflict, Development and Civilization.
- 8) Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace

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Semester-IV

Course Title: School Management and Leadership

Course Code: 640

**Credits - 4
MM: 100 (30+70)**

Objective:

Understand the nature of school as an organization, its components and dimensions.

1. Know the teacher's role and responsibilities with respect to academic and extra academic activities and understand its importance in school.
2. Know the various components of classroom climate and understand their effect on the students department.
3. Develop skills of effective classroom management.
4. Understand the importance of good health and positive attitude towards exercise and health.
5. Know the principals of first aid and knowledge concerning prevention of some common diseases.

Unit-I

School Management and Supervision: Concept and functions of school management, concept and techniques of school supervision.

Institutional planning and finance: Concept, need, process and utility.

Unit-II

School Plant: School building – its site, types and construction, light and ventilation in classroom, furniture and its impact on posture.

School personnel: Qualities and roles of principal and teacher and procedure for recruitment. Functions and responsibilities of teachers with reference to School Health Service – common ailments of children, common, physical defects, conditions of healthy physical life in school, nutritions, school meals, recreation, safety education.

Unit-III

Organization of school activities: Time table, need, types and principles of constructing it; Co-curricular activities – importance, types and organization.

Unit-IV

Leadership - Meaning, nature, attributes, types of leadership, theories of leadership, leadership techniques.

Leadership styles

Leader as an agent of change.

Practicum:

- Identification of common ailments among children in any one school.
- Preparing a report on school plant of any one school.

Suggested Readings:

- Bhatnagar, R.P. and Agrawal, V: ShaikshikPrashashan
- Everard, K.B. and Morris, G.: Effective School Management
- Gaiind, D.N. and Sharma, R.P. MadhyamikShikshalayaVyavastha
- Kochar, S.A. Secondary School Administration
- Mathur, S.S.: School PrabhandhTathaSangathan
- Mukherjee, S.N.: School Management Administration
- Panda, U.N.: School Management
- Sharma, R.C.: School Management
- Sukhia, S.P.: VidhyalayPrashasanEvemSangathan
- Tara Chand and Ravi Prakash: Advanced Educational Administration

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Semester-IV

Course Title: Gender, School and Society

Course Code: 641

**Credits - 4
MM: 100 (30+70)**

Objectives:

Understand the nature of school as an organization, its components and dimensions.

To create awareness among students regarding gender equality

To bring about social harmony through awareness related to gender issues

Unit-1 Gender Issues: Key Concepts

- Gender, sex, sexuality, patriarchy, masculinity and feminism
- Gender bias, gender stereotyping, and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- Gender and Society: Understanding the context of India with special focus on Bihar

Unit-2 Gender, Power and Education

- Theoretical perspectives related to Gender (Application in the Indian Context): Socialization theory, Gender Difference, Structural Theory, Deconstructive theory
- Gender Identities and Socialization Practices: Family, Neighbourhood, School and Media
- Schooling of Girls: Issues of access, retention and exclusion; inequalities and resistances

Unit-3 Gender Studies: paradigm shift and development

- Paradigm shift from women's studies to gender studies; perspective of researches
- Historical backdrop: Some landmarks from social reforms movements; focus on women's experiences of education, legislative
- Policy perspectives about Gender issues

Unit-4 Gender and Education: Curriculum, Pedagogy and Teacher

- School and Curriculum: The question of gender sensitivity; gender and hidden curriculum; Understanding school spaces from the perspective of gender
- Gender in text and pedagogy: Analyzing the 'Construction of gender' in textbooks and classroom practices
- Role of Education for gender equality
- Teacher: as an agent of change; gender sensitive professional

Practicum:

Survey on Gender disparity in Allahabad city

Suggested Readings:

1. Nirantar. (2010). Textbook regimes : A feminist critique of nation and identity. New Delhi.
2. Apple M.W.,(2008). Canschooling contribute to a more just society? Education,

Citizenship and Social Justice, 3(3), 239-261

3. Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. Yale University Press.
4. Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model*. Routledge.

