

Khwaja Moinuddin Chishti Language University Lucknow(U.P.)

(U.P. State Government University)
(Recognised U/S 2(f) & 12(B) of the UGC Act 1956 & B.Tech. approved by AICTE)

Choice Based Credit System (CBCS) Syllabus For B.A. Education (Semester System)



For Academic Sessions 2021-2024



Department Of Education



B.A. SEMESTER – IV (EDUCATION)
CORE COURSE-8 (CREDIT5+1=6, 5 Theory+1 Tutorial)
EDUCATION TECHNOLOGY(ED-108)

Learning Outcomes

M.M. =100, Total Lectures = 75

1. To enable the student to understand the concept of educational technology.
2. To expose the students to the basic developments in educational technology.
3. To Acquaints students with different instructional techniques.
4. To develop the ability to analyze classroom teaching – learning and the ability to observe classroom Behaviour and group dynamics.
5. To understand the meaning and scope of curriculum.
6. To understand the basis of curriculum construction, evaluation and innovation.

Unit-I: Educational Technology

Lectures =18

- Meaning, Nature, Scope and significance
- Development of Education Technology In India
- Technology of Education and Technology in Education
- Utility and Limitations of Education Technology

Unit – II: Approaches of Educational Technology

Lectures =19

- Hardware Approaches, Software Approaches System Analysis; meaning and types
- Uses, Need and Important of Hardware and Software Approaches
- Principles of using Hardware and Software Approaches
- Difference between Hardware and Software Approaches

Unit- III: Communication Technology

Lectures =19

- Concept, Process, and Types of Communication
- Elements sender , receiver ,message and media of Communication,
- Characteristics of Effective Communication , Hurdles of Effective Communication
- Educational Communication, Mass Communication, Print and Non- Print media in Communication

Unit- IV: Computer Technology

Lectures = 19

- Concept, Types of Computer, Computer as a Educational Tool
- Computer accessories used for Educational Purpose-Scanner ,OMR ,Digital Camera, Web- Camera, micro phones and their Uses



- **Role of Internet In Teaching learning process**
- **E-learning; concept and educational uses and types**

Reference Books& Text Books:

- **Sharma, A.R. - Educational Technology, VinodPustakMandir, Agra.**
- **Mangal, S.K. - Educational Technology, Tandon Publication, Meerut.**
- **Kumar, K.L. - Educational Technology, New Age International Publisher.**
- **Garrett, H.E. - Statistics in Psychology and Education Kalyani Publishers, New Delhi.**
- **Levin, J. - Elementary statistics in Social Research, Harper and Row Publication, New York.**
- **Siddhu, K.S. - Statistics in Education and Psychology, Sterling Publications, New De**
- **Annad S.P. 'Educational technology: Challengingly issues: New Delhi, SterlingPub.**
- **Brate R. 'Media for interactive communication' New Delhi, Sage Pub.**
- **Dest E.G. Audio visual Hand book, Chicago-society for visual education.**
- **Erikson 8 other 'fundamental of teaching with AV technology' New YorkMcmillan.**
- **Kumar K.L. 'Edu. Technology' New Delhi-New Agra. Pub.**
- **Marshal Mecalhas' understanding media' New York Megrattill.**
- **Mohagly J. 'School broadcast-New Delhi sterling pub.**
- **Richard V. 'Technology media of methods' New York Mackgras Hill book co.**
- **RourtreeDevek 'Teaching through self instruction' London kogar Page.**
- **Sampath K. Pannirselvam-introduction to Education Technology'-New Delhi slevlina pub.**
- **Sharma R.A. 'Educational technology and Management', Meerut: R. Lall Book Depot.**
- **Skinner, B.F. 'Technology of Teaching'. New York: Meredith Corporation.**
- **Thayer L. 'Communication conleb13 8c prospective' London' Mcmillon 8 ccombasy.**
- **Venkaiyya N. 'Educational Technology New Delhi., A.P.H. Pub. Corporation.**



B.A. SEMESTER – IV (EDUCATION)
CORE COURSE-9 (CREDIT5+1=6, 5 Theory+1 Tutorial)
MEASUREMENT AND EVALUATION(ED-109)

M.M. =100, Total Lectures = 75

Learning Outcomes

1. To develop understanding of the concepts of measurement and evaluation in education
2. To be acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of test construction. To develop understanding of the concepts of validity and reliability and their importance in educational measurement.
4. To develop the ability to organize relevant educational data. To develop the ability to use various statistical measure in analysis and interpretation of educational data. To develop the ability to interpret test data.

UNIT- I Concept of Measurement and Evaluation

Lectures =19

- **Measurement: Concept, Meaning, Characteristics and types.**
- **Evaluation: Concept, Meaning, Characteristics and types.**
- **Need and Importance of Measurement and Evaluation and Purpose of Evaluation.**
- **Relationship between Measurement and Evaluation.**

UNIT- II Innovation in Measurement and Evaluation

Lectures =18

- **Formative and Summative Evaluation, Semester system**
- **Criterion –Reference and Norm Reference Evaluation**
- **Internal and External Evaluation, Grading system,**
- **Continuous and Comprehensive Evaluation**

UNIT –III Tools of Data- Collection

Lectures = 19

- **Observational Technique: observational schedule, Anecdotal Record, Rating Scale Checklist**
- **Self reporting Technique: Test, Interview, Questionnaire, and Inventories**
- **Peer-Appraisal: Socio-metric Technique, Guess who Technique**
- **Characteristics of a good tool of Evaluation (Practical and technical criteria).**

UNIT- IV Examination System

Lectures = 19

- **Nature of present Examination system.**
- **Aspects and Hurdles in Examination Reforms**



- Examination Reforms in New Education policy.
- Boards of Evaluation in India- CBSE, ISE, State Boards.

Reference Books & Text Books

- Aggrawal, J.C. (1997). Essentials of examination system, evaluation, tests and measurement. New Delhi: Vikas Publishing House Pvt Ltd.
- Goswami, M. (2011). Measurement and evaluation in psychology and education. Hyderabad: Neelkamal Publishers Gronlund, N.E. (2003). Assessment of student Achievement. Boston: Allyn & Bacon
- Singh, A.K. (2016). Tests, measurements and research methods in behavioural sciences. New Delhi: Bharati Bhawan Publishers. Reference Books
- Singh A.K. (2004), Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications Agarwal Y.P. (2000), Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications. Agarwal, J.C. (1997) Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.
- Singh, A.K. (1983) : Measurement in Education : An Introduction. New York ; McGraw Hill Publications.
- Aggarwal, R.N. & Bipin Asthana (1982) : Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.
- Thordike, R.L. & E. Hagen (1964) : Measurement & Evaluation in psychology & Education. New York : John Willey Publications.
- Thorndike, R.L. & E. Hagen (1964) : Measurement & Evaluation in Pshychology & Education, New York; John Willey Publications.
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B.A. Semester – IV (EDUCATION)
CORE COURSE-10 (CREDIT5+1=6, 5 Theory+1 Tutorial)
PROGRAMME AND POLICIES OF EDUCATION IN INDIA(ED-110)

M.M. =100, Total Lectures = 75

Learning Outcomes

1. Build a critical understanding about major policies of education in India. Develop familiarity with indicators of educational development.
2. Describe different educational systems at the school and higher education level.
3. Identify problems, challenges and issues at different levels of education.
4. Understand the role of regulatory bodies at different levels of education.
5. Understand global changes that impact education

Unit – I Early Childhood Care and Education

Lectures =18

- ECCE: Meaning, nature, Need and Importance
- ECCE: Aims and Objectives.
- Programs and polices Related to ECCE: ICDS, Balvadi, Shishu-sadan, Creches
- Innovation in ECCE.

Unit – II Elementary Education

Lectures = 19

- Elementary Education: Meaning, Nature, Need and Important of Elementary Education
- Aims and Objectives of Elementary Education
- Universalization of Elementary Education- SarvaShikshaAbhiyan
- Challenge and Issues of Elementary Education.

Unit -III Secondary Education

Lectures = 19

- Secondary Education: Meaning, Nature, Need and Important
- Aims and Objectives of Secondary Education
- Universalisation of Secondary Education- RashtriyaMadhyamikShikshaAbhiyan
- Challenge and Issues of Secondary Education



Unit – IV Vocationallisation of Secondary Education

Lectures = 19

- Vocationallisation of Secondary Education: Meaning, Nature, Need and Important
- Aims and Objectives of Vocationallisation of Secondary Education
- Universalization of Vocationallisation of Secondary Education
- Challenge and Issues of Vocationallisation of Secondary Education

Reference Books & Text Books

- Aggarwal, J.C. (2010). Landmarks in the history of modern Indian education (7th Ed) New Delhi: Vikash Publishing Pvt. Ltd.
- Rawat, P.L. (1989). History of Indian education New Delhi: Ram Prasad & Sons. Reference Books
- Das, K.K. (1993). Development of education in India. New Delhi: Kalyani Publishers
- Dash, B.N. (1991). Development of education in India. New Delhi: Ajanta Prakashan
- Keay, F. E. & Mitra, Sukumar (1978). A history of education in India. New Delhi: Oxford University Press
- Mukherjee, R.K. (1988). Ancient Indian education. New Delhi: Motilal Banarsidass
- Mukherjee, R.K. (1989). The Gupta Empire. New Delhi: Motilal Banarsidass
- Naik, J.P. & Narullah, S. (1996). A student's history of education in India. New Delhi: Mc Millan India Ltd BA Education (Honours, Elective & Pass) Syllabus 2019-2020 Page 43 of 71
- Ghosh, S.C. (1989). Education policy in India since Warren Hastings, Calcutta: NPrakashan.
- Altekar, A.S. (1934). Education in ancient India, Banaras: Indian book Shop.
- Das Gupta, S.N. (1988). A history of Indian philosophy. (5 Vols.) Delhi: Motilal Banarasi Dass.
- MHRD, GOI (1986). National policy on education. New Delhi: The Author
- MHRD, GOI (1993). Learning without burden. Yashpal Committee Report (1993). New Delhi: The Author
- Ministry of Education, GOI (1964-66). Education and national development. (Report of education commission (1964-66). New Delhi: The Author
- Sen, Bimal (1989). Development of technical education in India and state policy-a historical perspective. Indian Journal of History of Science, 24 (2): 224-248, Indian National Science Academy.
- Sen, S.N. (1988). Education in ancient and medieval India. Indian Journal of History of Science, 23 (1): 1-32.
- Shanker, Uday (1984). Education of Indian teachers. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh, R.P. (1970). Education in ancient and medieval India. Delhi: Arya Book Depot. Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.
- NCERT (2005). National curriculum framework, New Delhi: NCERT.
- MHRD, Gov. of India (1986). National policy on education. New Delhi: GoI.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi: GoI. MHRD, (1992), Programme of action., New Delhi: Govt. of India.
- NCTE (1998b). Curriculum Framework for Quality Teacher Education. New Delhi: NCTE.



B.A. SEMESTER – VI (EDUCATION)
CORE COURSE-14 (CREDIT5+1=6, 5 Theory+1 Tutorial)
SPECIAL EDUCATION(ED-114)

M.M. =100, Total Lectures =75

Learning Outcomes

1. To acquaint the students with the concept of special education
2. To make them aware with the classification of special children
3. To acquaint them with the various methodologies of dealing with the children with special needs

UNIT- I: Introduction to Special Education

Lectures =18

- Concept, Aims and Objectives, Need and Importance
- Basic Principles of Special Education
- Concept of Impairment, Handicap,
- Concept of Inclusion, barrier- Free Society

UNIT- II: Children with disability

Lectures =19

- Visually Impaired: Definitions ,Characteristics , Causes of Disabilities and adjustment
- Hearing Impaired; Definitions ,Characteristics , Causes of Disabilities and adjustment
- Orthopedically Impaired; Definitions ,Characteristics , Causes of Disabilities and adjustment
- Mentally Retarded; Definitions ,Characteristics , Causes of Disabilities and adjustment

UNIT –III: Agencies of Special Education

Lectures =19

- National ,International Government and Non- Government Agencies
- Community's Participation ,Parents' Participation
- Constraints of Special Education
- Strategies for Inclusion

UNIT- IV: Role of Society

Lectures =19

- Role of Parents, Peer groups and Society in rehabilitation of children with special needs
- Child Welfare Scheme: National Child Policy 1974,Integrated Child Development Services1974
- NIPCCD, National Children Fund, Preventions and control of Juvenile Social Maladjustment 1986



ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)
Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)

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- **National Policy of Education with Reference to Education of Disabled children.**



ELECTIVE DISCIPLINE SPECIFIC-3 (CREDIT5+1=6, 5 Theory+1 Tutorial)
B.A. SEMESTER – VI (EDUCATION)
EDUCATION FOR HUMAN RIGHTS (DSE-3)

Learning outcomes:

M.M. =100, Total Lectures =75

1. Develop understanding of basic concepts related to human rights.
2. To give Knowledge of various agencies of human rights.
3. To give Knowledge of human rights described in the Indian Constitution.
4. To give Knowledge to Exercising and protecting human rights.

UNIT-I Introduction of Human Rights

Lectures =18

- Human Rights: Concept, Nature, Need and Importance.
- Historical Background of Human Rights (UN declaration 1948).
- Agencies of Human Rights: Family, School, State, NGOs.
- Councils of Human Right.

UNIT-II International conventions on Human Rights

Lectures =19

- International Convention on the Elimination of all Forms of Racial Discrimination-1965 (ICERD).
- International Convention on Economic, social and Cultural Rights-1966 (ICESCR) and International Convention on Civil and Political Rights-1966 (ICCPR).
- International Convention on the Elimination of all forms of Radical Discrimination against Women-1979 (CEDAW) and Convention on the Rights of the Child-1989 (CRC).
- Convention against Torture and Cruel, Inhuman and Degrading Treatment or Punishment-1984 (CAT) and Convention on Rights of persons with Disabilities-2006 (CRPD)

UNIT-III Human Rights and Indian Constitution

Lectures =19

- Indian Constitution with special reference to-Socially Disadvantaged group
- Indian Constitution with special reference to-Poverty and illiteracy.
- Indian Constitution with special reference to-Caste and gender discrimination
- National Human Rights Commission-1993:Chief Functions



UNIT-IV Rightsin India

Lectures =19

- **Right to Education-2009:Salient Features**
- **Right to Information-2005:Chief Characteristics**
- **Right to Vote:Meaning&Eligibility**
- **Consumer's Right -1986 Chief Features**



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ELECTIVE DISCIPLINE SPECIFIC-4 (CREDIT=6)
B.A. SEMESTER – VI (EDUCATION)
PROJECT WORK (DSE-4)

M.M. =100, Total Lectures=75



B.A. SEMESTER – IV (EDUCATION)
ELECTIVE GENERIC -4(CREDIT5+1=6, 5 Theory+1 Tutorial)
INTRODUCTION TO EDUCATIONAL RESEARCH (GE-4)

M.M. =100, Total Lectures =75

Learning Outcomes:

1. Have a concept of educational research
2. Learn about Identification of Problems and formulation of Research Problem, Research Design, Data Analysis and Interpretation
3. Learn about the various steps to be followed for conducting a research
4. Learn how to write a research proposal and review research paper

Unit – I: Introduction to Research

Lectures =18

- Method of Acquiring Knowledge
- Meaning and characteristic of Research
- Basic applied and action research
- The nature of Educational Research

Unit –II: Types of studies in Educational Research

Lectures =19

- Descriptive Research
- Experimental Research
- Qualitative Research
- Philosophical and Historical Research

Unit -III: Research Design

Lectures =19

- Identification of Problems and formulation of Research Problem
- Hypothesis :meaning and types
- Sampling :Concept and purpose
- Tools of data collection: Interview and observation

Unit – IV:Data Analysis and Interpretation

Lectures =19

- Analysis of Quantitative Data
- Analysis of Qualitative Data
- Writing Proposal/Synopsis
- Method of literature Survey/Review



Books Recommended

- Best, J.W. and Kahn, James V. (2006). *Research in Education (10th Edition)*. New Delhi: PHI Publication.
- Kothari, C.R (1990). *Research Methodology: Methods and Techniques (2ndEd.)*. New Delhi: VishwaPrakashanshers.
- Panneerselvam, R. (2011). *Research Methodology*. India: PHI Publishers.
- Rao, AdithamBhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books
- Singh, Kanwarjit (2012). *Methodology of Educational Research*. New Delhi: Lotus Press
- Kumar, R. (2006). *Research Methodology: A Step-by-Step Guide forBeginners*. New Delhi: Pearson Publication.



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Semester IV	
A-Compulsory Paper	Marks
Paper I Contemporary Indian Education Code B.Ed. -311	70+30
Paper II Gender issues and Human Rights Education Code B.Ed. -312	70+30
Paper III Technological foundation of education Code B.Ed. -313	70+30
B- OPTIONAL Paper(Student has to choose one paper):	
1-Theoretical Foundations of Curriculum. Code B.Ed. -314(A)	70+30
2- Guidance and Counselling Code B.Ed. -314(B)	
C-Field Work	
1- Content Analysis of Text book'	50+50
2- Library Visit and Report Writing.	
D-Professional Development	Grade A⁺ to F
Classes in 100 marks each	A ⁺ 75 and above
i- Music / Drama / Craft	A- 60 and above
ii- Physical Education	B- 55 and above
iii- Disaster Management	C- 50 and above
iv- Scouts Guide Group Captain	D-45 and above
	E-40 and above
	F- Fail (Below 40 marks)
TOTAL	500(400+100)



Department of Education
Courses for Bachelor of Education (2019-2021)

B.Ed. Semester IV
Compulsory Paper- I
Contemporary Indian Education
Code: B.Ed-311

M.M: 70+30(Ext. +Int.)

Credit: 4 (No. of Lectures: 64)

Objectives:

The Pupil teacher will be able to:

- Understand and appreciate the diversity of Indian society manifested in various forms such as region, caste, culture and language.
- Understand the development of education system in India during various historical periods with specific context to access and quality.
- Analyze and appreciate the role of education in socio-political transformation and economic reconstruction.
- Understand and analyze the education policy during various regimes in contemporary India and its implications for the access, social justice and quality of life.
- Understand the impact of the constitution on education in Indian society.

Unit- I

- Diversity and pluralism – meaning and definition, diversity in a historical perspective, type of diversity – linguistic, regional, geographic, cultural;
- Inequality and marginalization – concept of inequality and marginalization, causes of inequality – social, Political and economic, implications- discrimination and creation of social hierarchies;
- Concern of Indian society – Democracy, social justice and equality, gender equality, human right, social cohesion



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Unit- II

- Important Education Committee : Aharya Narendra Dev Committee (1952-53), Assessment Committee on Basic Education(1956-57),
- Sanskrit Commission (1956-57), Committee on Rural Education 1957, Durgabai Deshmukh Committee (1957-59),
- Dr.Sampurnanad Committee (1961).Hansa Mehta Committee (1964), Adisheshaiah Committee (1977-78),



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Unit- III

- Prof. Yashpal Committee (1992-93) and its recommendations,
- Vision of society in the Indian Constitution : preamble and its influence on educational values
- Education for persevering Indian cultural heritage, strengthening democracy
- Promoting economic growth and development.

Unit- IV

- Elementary education : Promotion of UEE through SSA, Right to Education 2010, challenges of universalization of elementary education
- Secondary education : Mudaliar Commission in reference to diversification of secondary education, Role of Rastriya Madhyamic Shiksha Abhiyan (RMSA),
- Woman education : concept and need of prioritizing education for woman and girls education in India.
- Environmental education : concept, objectives and need of environmental education, pollution, deforestation, global warming, role of teachers and students in conservation of environment

Practicum:

Study The Impact Of Act, Policies And Recommendations On Education In Local. Find out the challenges of education in contemporary India and writing report.

Suggested Readings:

1. Aikara, Jacob (2004), Education: Sociological Perspectives, Jaipur : Rawat Publications.
2. Basant, Rakesh and Gitanjali Sen (2014), "Access to Higher Education in India : An Exploration of its Antecedents", Economic and Political Weekly, Vol. XLIX, No. 51, December 20.
3. Ghosh, Suresh Chandra (2007), History of Education in India, Jaipur : Rawat Publications.
4. Gore, M.S.(1982), Education and Modernization in India, Jaipur : Rawat Publications.
5. Govinda, R.(ed) (2011), Who Goes to School: Exploring Exclusion in Indian



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6. Nambissan, Geetha B. (2012), "Private Schools for the Poor : Business as Usual?", Economic and Political Weekly, Vol. XLVII, No. 41.
7. Rao, S.Srinivasa (2002), "Dalits in Education and Workforce", Economic and Political Weekly, (July 20).s



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B.Ed. Semester- IV
Compulsory Paper-II
Gender Issues and Human Rights Education
Code: B.Ed-312

M.M: 70+30(Ext. +Int.)

Credit: 4 (No. of Lectures: 64)

Objectives:

The Pupil teacher will be able to:

- Develop understanding of basic concepts related to Gender.
- Learn about gender issues in school and curriculum.
- Develop understanding between gender, power and sexuality in relation to education
- Develop understanding of different personality and their assessment

Unit-I

Gender and sex-meaning and concept, sexuality, patriarchy, masculinity and feminism

Equity and equality in relation with caste, religion, ethnicity, disability and region
Contemporary period; Recommendations of policy initiatives commissions and programmes.

Unit II

Theory on gender and education: socialization theory, gender difference, structural theory, deconstructive theory. Gender identities and socialization practices in schools, family, formal and non formal organizations. Schooling of girls: inequalities and resistances

Unit- III

Human Rights:-Definition, Need and Importance of Human Rights, Nature of Human Rights Provisions for Human Rights in Indian constitution , Human Rights Education in India with reference to Poverty, Illiteracy, Caste and Gender

Unit- IV

Consumer Rights and Structure of Consumer Courts in India, R.T.I. Act in India Agencies for Human Right Education viz. Family, School, State and

NGOs **Practicum:**



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Visit to orphanage, women protection home, child protection home Collection of data related to Human Rights and its analysis **Suggested Readings:**

1. Human Rights Education : Selection from University News
2. Human Rights in India : Chiranjiri J. Nirmal
3. Human Rights and Peace : Ujjawal kumar Singh
4. Human Rights Education : Jagannath Mohant



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B.Ed. Semester- IV
Compulsory Paper III –
Technological Foundations of Education
Code: B.Ed-313

M.M: 70+30(Ext. +Int.)

Credit: 4 (No. of Lectures: 64)

OBJECTIVES:

- To develop in students an understanding of the nature and scope of educational technology and also about the various forms of technology,
- To develop an understanding of the systems approach to Education and communication theories and modes of communication,
- To enable students to produce, select and use instructional material and media effectively;
- To know the instructional design and modes of development of self learning material
- to develop basic skills in the production of different types of instructional material,
- to develop an awareness in students about the recent innovations and future perspectives of Education Technology.

UNIT – I

- Educational Technology- Concept, Nature, Meaning, Scope & Significance of Educational Technology,
- Development of Educational Technology -various forms of Educational Technology. Components of Educational technology software and hardware, ICT- Meaning, nature, Development of ICT in historical perspectives, scope and Functions



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UNIT – II

- Teaching Skills: Set Induction, Skill of Explaining, Structuring of Questions,
- Microteaching: Concept, process and evaluation. Simulation in Teaching
- Programmed Instruction- Origin, Principles characteristics and Psychological foundation of PI, Types: Linear, Branching and Mathematics,



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UNIT – III

- E-Learning- Concept, definitions, scope; Approaches to e learning (a) Offline, Online;
(b) Synchronous, Asynchronous; (c) Blended learning; (d) Mobile learning (M learning);
- Open Educational Resources (OER): Concept, features and application
- Personalized System of Instruction-Application of Computers in Education: CAI, CAL, CBT, CML, Web Based Instruction – Meaning, Characteristics, Uses, advantage and disadvantages.

UNIT – IV

- Modalities of Teaching- Difference between teaching and Instruction, conditioning & training, Stages of teaching pre – active, interactive and post – active; Teaching at different levels memory, understanding and reflective levels of organizing teaching and learning.
- Technology in the teaching - learning process: Concept, ideas and outline the steps to use the technology in the teaching - learning process, especially for: Educational
- Satellites, Educational Videos/audios, Computers, Internet and Mobile Technology, Interactive White boards and Tablets.
- Procedure and organization of Teleconferencing/ Interactive video-experiences, Virtual University, Artificial intelligence.

Practicum

- multimedia application
- Preparation of two slides on power point showing animation



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Suggested Readings

1. Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication.
2. Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited



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3. Bengalee, Coomi (1986). Introduction to educational technology: innovations in education. Mumbai: Saith.
4. Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers.
5. Bhatt, B. D.,Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publg House.
6. Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication.
7. Dangwal Kiran L.: (2004) Computers in Teaching and Learning:Shre Vinod Pustak Manir, Agra
8. Dangwal Kiran L.: (2013) Computers Shiksha: Vedant Publication: Lucknow
9. Dangwal Kiran L.: (2014) Suchna avam sampreshan Takniki Kaushal Vikas: Shre Vinod Pustak Manir, Agra
10. Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling.
11. Dasgupta, D. N. Communication and Education, , Pointer Publishers
12. Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha.
13. Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers.



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B.Ed. Semester- IV
Optional Paper-I
Theoretical Foundations of Curriculum
Code: B.Ed-314 (A)

M.M: 70+30(Ext. +Int.)

Credit: 4 (No. of Lectures: 64)

Objectives:

The Pupil teacher will be able:

- To enable the learners to understand the basic concept of education
- To enable the learners to understand various types, methods, determinants and motives of curriculum development
- To enable the learners to understand various curriculum practices in India and abroad
- To enable the learners to design an innovative curricular model

Unit- I

- Curriculum: Concept, Meaning and Nature, Types of curriculum: Learner centered, Teacher Centered, Subject centered, Correlation, Core, Fusion, Accelerated, Enriched, Sandwich, Crash, Disciplinary, Integrated, Interdisciplinary, Transdisciplinary,
- Curriculum, Syllabus and Textbooks

Unit- II

- Bases of Curriculum: Philosophical, Socio-cultural, Political, Psychological
- Determinants and motives of curriculum Development

Unit- III

- Principles of Curriculum Construction, Selection, gradation and Organization of content,
- Steps of curriculum Designing : Setting of objectives and learning experiences, Selection and organization of learning content and learning material, assessment and evaluation of learning

Unit- IV

- Models of Curriculum, Administrative Line Staff Model, Grassroots Model, Demonstration Model, Models of Teacher Education in CIET (Delhi), Banasthali, Indore, Shantiniketan, NCF 2005 and NCFTE 2009



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- Curriculum ideas of Gandhi, Tagore, Gijubhai and Gurukul System

Practicum:

Collect some data and analyse

Prepare a curriculum of any subject/ class based on any model

Suggested Readings:

1. Alexander William, M. (Ed.) (1967). The Chancing Secondary School Curriculum, New York ; Holt, Rinehart & Winston; pp 479
2. Sheffi, S.A. (1991). National Curriculum Framework – A Holistic view, Journal of Indian Education XVIII (04) P.1
3. Rajput, J.S. (2002). Dimensions of Curriculum Change, New Delhi : NCERT; PP. 284
4. Hass G. & Parkey F.W. (1993). Curriculum Planning : A New Approach (6th edition) : United State of America
5. Alberty H. (1947). ‘The Resource Unit in Curriculum Reorganization’ In readings in : Reorganizing the High School Curriculum, New York the Macmillan Company, PP. 421-443
6. Sayor, G.J. & Alexander, W.M. (1974), Planning Curriculum for Schools. New York : Holt , Rinehart and Winston Press.



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B.Ed. Semester- IV
Optional Paper-II
Guidance and Counseling
Code: B.Ed-314(B)

M.M: 70+30(Ext. +Int.)

Credit: 4 (No. of Lectures: 64)

Objectives:

The Pupil teacher will be able to:

- Understand the need of Guidance and Counseling and its relationship to education
- Understand essential Guidance services and Guidance programme
- Get an idea of psychological measurement in Guidance and Counseling and its utility

Unit- I

- Guidance: Nature, meaning, scope and need of guidance from different point of view
- Historical background of guidance.
- Objective and principle of Guidance
- Classification of Guidance

Unit- II

- Models of guidance
- Essential Guidance Services: Orientation service, information service, placement service, Guidance for Leisure, Use of test in guidance.
- Guidance for special group
- Guidance programme: Organization of Guidance programme at Primary and Secondary level.

Unit- III

- Counseling: Concept, meaning, purpose, principles,
- Techniques and types of counseling.
- Use of any one of the following tests intelligence, interest, attitude and interpretation of test data by the counselor



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Unit- IV

- Counselor: Role, responsibilities and qualities of a good counselor.
- Guidance and Counseling Centers: Need, objectives and functions.
- Guidance and educational policy
- New trends in guidance and counseling

Practicum:

Will guide atleast two students and report writing Collect data regarding guidance procedure.

Suggested Readings:

1. Oberai, S.C.; Sainkhik tatha Vyavsayik Nirdeshan evam pramarsh, International publishing House, Meerut.
2. Jaiswal, Sitaram ; Shiskha me Nirdeshan evam pramarsh, Vinod Pustak Mandir, Agra.
3. Verma, R.S. and Upadhyaya, R.B.; Shaikshik evam Vyavsayik Nirdeshan, Vinod pustak Mandir, Agara.
4. Sharma, R.A.& Chaturvedi,S.; Shaikshik evam Vyavsayik Nirdeshan evam pramarsh, Surya publication, Meerut.
5. Rai, Amarnath & Ashthana, Madhu.; Nirdeshan evam paramarsh (Sampratyay, Kshetra evam Upagam), Motilal Banarasidas, Delhi.
6. Pandey, V.C.; Educational Guidance and Counseling, Isha Book Depot, Delhi.
7. Myers, C.E.; Principles and Techniques of Vocational Guidance, McGraw-Hill Book Co., Newyark & London.
8. Safaya, B.N.; Guidance and Counseling, Abhishek Publications, Chandigarh.
9. Pandey, K.P.; Educational and Vocational Guidance in India, Vishvavidyalaya Prakashan, Varanasi.
10. 10.Chandra, Ramesh.; Career Information and Guidance and Counseling, Isha Books



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C Field Work

- Content Analysis of Text book
- Library Visit of School and Report Writing.

D-Professional Development

Classes in Music / Drama / Craft / Physical Education/ Disaster Management.



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