

2. ज्ञान और पाठ्यक्रम
—एन० आर० स्वरूप सरसीना, डॉ० धर्मेन्द्र कुमार,
डॉ० महिमा गुप्ता, डॉ० संजय कुमार
3. Knowledge Language and Curriculum —S. S. Chandra,
Dr. Prabhat Shukla, Dr. Amit Sharma
3. Knowledge and Curriculum
—Dr. Ram Kishore Singh, Amit Kumar Bharti

COURSE-II: CHILDHOOD AND GROWING UP

COURSE OBJECTIVES: To enable student teachers to : 1. Understand the psychology of learners. 2. Acquire knowledge and understanding of adolescent's learners. 3. Understanding of process and theories of learning & motivation. 4. Understand the techniques of teaching exceptional children. 5. Understand the basic concept of measurement and evaluation. 6. Understanding the issues of development of learners in different genders, castes and poverty etc. **COURSE CONTENT :** **Unit-I : Psychology of Growth and Development:** • Meaning and methods of Educational Psychology • Developmental Stage wise characteristics of the learners • Emotional and Cognitive Development • Theory of cognitive development-Jean Piaget. **Unit-II : Learning and Motivation:** • Concept of learning • Learning theories of Thorndike, Pavlov, Skinner and Kohler • Factors affecting learning • Motivation – meaning and techniques of enhancing learners' motivation. • Use of teaching skills to make learning effective : micro teaching. **Unit-III : Intelligence and Personality:** • Concept of intelligence and its measurement • Factor theory of intelligence • Use of standardized intelligence tests • Concept of personality and its measurement • Creativity-concept and measurement. **Unit-IV : Exceptional Learners :** • Concept, need and types • Type wise characteristics • Techniques for teaching exceptional learners. **Unit-V : Measurement and Evaluation;** • Concept and functions of measurement and evaluation • Measurement of central tendencies ; mean, Median and Mode. • Measures of variability : Range, Quartile deviation, Standard deviation • Normal Probability Curve, Properties of NPC, Applications of NPC • Correlation : definition and types, Rank Order correlation.

अनुमोदित पुस्तकें

1. बाल्यावस्था एवं परिवर्धन —डॉ० ए०बी० शटनागर, डॉ० अनुसंग शटनागर
2. बाल्यावस्था और विकास —प्रो० रमन बिहारी लाल, श्रीमती सुनीता पलोड
3. Childhood & Growing up —Suresh Bhatnagar, Shivani Nigam,
Intitijaj Mansoori, Yasmin Sulhana

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The marks of Theory Courses and Practical Activities will be mentioned in the relevant column of the mark sheet. Grades of Rovers and Rangers will be mentioned separately in the candidate's mark sheet. The grade however will not affect the division of the examinee. Marks of internal assessment of theory courses and grades of Rover Rangers Activities shall be submitted by the Head/principal, concerned, to the Controller of Examinations.

B. Ed. FIRST YEAR

COURSE-I: KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES : To enable student teachers to understand;

1. Concept of Knowledge 2. Basic ideas of different schools of philosophy of education. 3. Relationship between Philosophy and Education and implications of philosophy for education. 4. The importance and role of education in the progress of Indian society. 5. The role of education in promoting national integration and international understanding. 6. Understand the characteristics of good text books. **Unit-I : Concept of Knowledge :** • Meaning, nature and need of knowledge. • Concept of knowledge in Idealism, Naturalism, Pragmatism and Realism. • Concept of knowledge in Vedanta, Buddhism and Islamic tradition. **Unit-II : Philosophical Basis of Education :** • Philosophy of education-concept, scope and need. • Relationship between philosophy and Education; • Major philosophies of Education (Idealism, Naturalism and Pragmatism) with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline; • Major Indian philosophies of Education with reference to Aims, Curriculum, Methods, Tagore and Gijju Bhai Badhela. **Unit-III : Sociological Basis of Education :** • Sociology of education-concept, scope and need • Individual and social aims of education • Education as an agent of socialization and social change • Role of education in promoting national integration and international understanding. **Unit-IV : Impact of industrialization and democracy :** • Education as a tool of modernization and democratic citizenship • Role of education in promoting emotional integration and secularism. **Unit-V: Conceptual framework of Curriculum;** • Curriculum: concept, aims and types • Principles of curriculum construction • Characteristics of a good text book. • Relationship between aims of education and curriculum • Teacher's role in curriculum construction.

अनुमोदित पुस्तकें

1. ज्ञान एवं पाठ्यक्रम —अमित कुमार राय
1. ज्ञान और पाठ्यचर्या —प्रो० रमन बिहारी लाल, सुनीता पलोड

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COURSE-III: CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES: To enable student teacher to:

1. Understand the influence of socio-political forces of the time education.
 2. Understand the characteristic features, strengths and weaknesses of ancient, medieval, British and contemporary system of education in India.
 3. Understand the contribution of various major committees and commissions on education set up from time to time.
 4. Appreciate the development of Indian education in the post-independence era.
 5. Understand the critical issues of contemporary system of education in India.
- COURSE CONTENT:**
- Unit-I: Debate on Education in Pre Colonial Era :** • Concept, aims and characteristics of Education in: • Vedic, Buddhist and Islamic Era. **Unit-II: Debate on Education in Pre-independence Era:** • Main recommendations of: Charter Act-1813 • Macaulay's Minute-1835 • Woods Dispatch-1854 • National Education Movement • Gokhale's Bill and Wardha Scheme of Education. **Unit-III: Debate on Education in Independence Era :** • Recommendations on Teacher Education, Secondary Education, Higher Education and Vocational Education of the following: • University Education commission • Secondary Education commission • Education Commission • NPE and Revised NPE. **Unit-IV: Debate on Crucial Issues of Education :** • Education to live together • Peace Education • Mid-Day Meal • Women Education. **Unit-V: Education in Indian Constitution :** • Constitutional provisions for education • Role of education in promoting constitutional values (freedom, justice and democracy) • Alternative experiments in education—SNDT, Banasthali Vidyapeeth, EKLAVYA.

अनुमोदित पुस्तकें

1. समकालीन भारत और शिक्षा
2. Contemporary India and Education

—रमन बिहारी लाल

—Raman Behari Lal

COURSE-IV: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

COURSE OBJECTIVES

1. To acquaint the student teachers with the concept of Educational Administration & Management.
2. To develop an understanding of Educational Administration & Management.
3. To enable the students to understand the administration of education at different levels.
4. To enable the students to understand the role of Headmaster in school management.

COURSE CONTENT

UNIT - I : Conceptual framework of Educational Administration

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and Management : • Meaning Definition and Nature of Educational Administration. • Objectives, scope and type of Educational Administration. • Principles and functions of Educational Administration. • Theories of Educational Administration. • School Management-concept, characteristics, need, scope and problems. • Difference between Educational Administration and Management. **UNIT - II : Functions of Educational Administration.** • Recommendations of Indian Education Commission (1882), Secondary Education Commission (1952-53), Education Commission (1964), National Policy on Education (1986) regarding Educational Administration and Management. • School as an organization, Educational Planning; Meaning, nature, Objectives, qualities principles and Types. • Educational supervision : Meaning, nature, Objectives, Types scope importance and functions. • Decision making, characteristics, type, techniques and methods. **UNIT - III : Machinery of Educational Administration and Role of Government :** • Central Administrative Machinery of Education and its role. • state Administrative Machinery of Education and its role. • Local Educational Administrative structure and its functions. **UNIT - IV : School Management :** • Qualities and duties of head of institution as manager and administrator. • Qualities and duties of teachers as manager, faciouscounselor and community leader. • Classroom Management: concept, principles, techniques and factors influencing it. • Time table: Concept, types need, qualities and practical problems in framing it. • School discipline: concept, need, types and strategies of maintaining discipline, reward and punishment. **UNIT - V : Management of School Activities and Professional Development :** • Cocurricular Activities meaning, need, importances, type and principles of organizing co-curricular activities. • Guidance programmes in school-concept, nature, principles, importance, type and organizing programme in schools, School Records and Register-meaning need, importance, use, type and maintaining these records. • Development of Professional Skills-Micro Teaching (Skills of introduction, instructional objectives, probing questions, reinforcement, blackboard writing, use of material aids and stimulus variation. • Parent Teachers Association-need and functions. Functions of UGC, NCERT, NCTE, SIEMAT and DIET. • Role of students in school administration.

अनुमोदित पुस्तकें

1. शैक्षिक प्रशासन एवं प्रबंधन
2. Educational Administration & Management
3. Educational Administration & Management

—डॉ० गजेन्द्र सिंह तोमर

—Dr. R. A. Sharma

—Dr. S.S. Bhatnagar

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STRUCTURE OF COURSES OF TWO YEAR B. Ed. PROGRAMME

FIRST YEAR:

Course I	: Knowledge and Curriculum	(100 Marks)
Course II	: Childhood and Growing Up	(100 Marks)
Course III	: Contemporary India and Education	(100 Marks)
Course IV	: Educational Administration and Management	(100 Marks)

PRACTICAL ACTIVITIES

(A) Reading and Reflecting on Texts	(50 Marks)
(B) Micro Teaching and Lesson Planning	(50 Marks)
(C) Understanding the Self	(50 Marks)
(D) Drama, Art and Music in Education	(50 Marks)

SECOND YEAR:

Course V	: Principles and Methods of Teaching	(100 Marks)
Course VI	: Pedagogy of School Subject-I*	(100 Marks)
Course VII	: Pedagogy of School Subject-II*	(100 Marks)
Course VI	: Population Education and Environmental Education	(100 Marks)

PRACTICAL ACTIVITIES

Course VII : School Internship
NOTE : Each candidate shall have to select two school subjects to be studied as method papers from the following groups and students will select two school subjects from two different groups of pedagogic subjects as grouped hereunder.

Group-A	Group-B	Group-C	Group-D	Group-E
Physical Science	Biological Science	Mathematics	Commerce	English
Geography	Economics	History	Civics	Hindi
Sanskrit	Art & Handicraft		Home Science	Agriculture

B : Practical Orientation:

Each candidate shall have to compulsorily undergo the following learning experiences of school internship (practical activities);

- Teaching of minimum 60 (sixty) supervised lessons (30 in each school subject taken up as pedagogy of school-I and II in actual classroom situation and prepare a record of their observation.
- Observations of 30 peers teaching sessions in the actual classroom situation and prepare a record thereof.

10 Marks

- Action research in any one of the concerned pedagogic course

10 Marks

C: Activities of Rovers & Rangers

I. Activities of Rover and Rangers shall be internally evaluated under following grades;

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

6. Allocation of Marks: Allocation of Marks in different activities of B Ed programme shall be as given below :

Year	Course	Maximum Marks	Internal	External
First Year	Course I: Knowledge and Curriculum	100	20	80
	Course II: Childhood and Growing Up	100	20	80
	Course III: Contemporary India and Education	100	20	80
	Course IV: Educational Administration and Management	100	20	80
	Practical Activities			
	(A) Reading and Reflecting on Texts	50	10	40
	(B) Micro Teaching and Lesson Planning	50	10	40
	(C) Understanding the Self	50	10	40
	(D) Drama, Art and Music in Education	50	10	40
	Total	600	120	480
Second Year	Course V: Principles and Methods of Teaching	100	20	80
	Course VI: Pedagogy of School Subject- I*	100	-	100
	Course VII: Pedagogy of School Subject- II*	100	-	100
	Course VIII: Population Education and Environmental Education	100	20	80
	Practical Activities			
	Course VII: School Internship	200	40	160
	Total	600	80	520
Grand Total		1200	240	960