

B.Ed. Syllabus as per Credit & Grading System
(Session: 2021-2022 Onwards)

B.Ed. Semester - I

Course Code	Course Name	Evaluation (MM=100)			Credits (MM=24)
		Internal		External	
		CIE	Practical	ETE	
E060101T	Philosophical and Sociological Perspective of Education	25	-	75	5 Credits
E060102T	Psychological Perspective of Education	25	-	75	5 Credits
E060103T	School Management and Hygiene	25	-	75	5 Credits
E060104T	Value and Peace Education	25	-	75	4 Credits
E060105T	Or Inclusive Education				
E060106P	Practical	-	100	-	5 Credits
E060107R	Extension Work	Grade A to E			

Marks Distribution for Practical Paper and Extension Work			
Course	Course Code	Marks Distribution (MM-100)	
		Particulars	Marks Allotted
Practical	E060106P	Review of any relevant book	40
		One Week observation of teaching of regular teachers	20
		Survey of Any institution	20
		Preparation of question paper of Secondary level	20
Extension Work	E060107R	Yoga: Theoretical understanding and practice of Asana, Pranayama and Meditation	Grade A to E
		Extension work in Community as Health, Hygiene and Zero garbage.	

There is:

CIE: Continuous Internal Evaluation.

ETE: End Term Examination (University Exam)

Note: Continuous Internal Evaluation (CIE) will be three time as Test-I, Test-II and Test-III as per schedule decided by University and Best of Two test marks will be included in final marks. Each test will be of 12.50 marks. Please refer to examinations guideline.

(Approved by Board of Studies on 26.10.2021)

Semester –I

Compulsory Paper I-Philosophical and sociological perspective of Education.

Philosophical perspective

Unit I-

- Education: Meaning, concept and nature of Education Agencies of Education, Forms of Education, New Trends in Education,
- Philosophy: Meaning, nature and scope, philosophy and its inter relation with education , need of philosophy for teacher .

Unit – II

- Philosophical visionaries and its contribution in education in sense of Mahatama Gandhi (Basic Education) Sawmi Vivekanand (man making Education) Rasnonath Take Gijju Bhai, (elementary education) Russo (negative education) , John Dewy (Instrumentalism & experimentalism).
- Major Philosophies of education – Idealism, Naturalism, Pragmatism, with reference to Aims, Curriculum, Methods and its impact on modern education.
- Modern Thinkers_ Ivan Ellich, Paulo Frere, Osho, J. krishnamurti - its contribution in education.

Sociological perspective

Unit – III

- Sociology of education – meaning, nature, scope and need.
- The new social order, emerging trends in Indian society – Religion, Casteism , Gender, issues generation gap, Socialization, Social change, Social mobility – its inter relation with education.

Unit – IV

- Contemporary Indian Society and major issues related to exclusion, environmental education, value education, nation integration and international Understanding Privatization. Globalization, Liberalization social media and Education.

Practicum –

- **Seminar Presentation with power point in one of the follows -**
 - a. Privatization in Education
 - b. In collusive Education
 - c. Generation Gap
- Extension work in community – (any one)
Health & hyziene, Zero Garbage.

Suggested readings-

1. अग्रवाल, एस० के०— शिक्षा के तात्विक सिद्धान्त, मेरठ, रोजेव पब्लिशिंग हाउस, शंकर सदन।
2. पाण्डेय, रामशकल — शिक्षा के मूल सिद्धान्त : विनोद पुस्तक मन्दिर
3. पाण्डेय, रामशकल — शिक्षा की दार्शनिक तथा समाज शास्त्रीय पृष्ठ भूमि
1. Aggarwal, J.C. : Handbook of Curriculum and Instruction, Doaba Book House, New Delhi, 2002
2. Brubacher J.S. : Modern Philosophies of Education, Mc-Graw Hill, New York,
3. Dewey, John : The child and the Curriculum, The University of Chicago Press, 1966.
4. Gandhi, M.K. : Basic Education, Nav Jivan Publishing House, Ahmedabad, 1951
5. Govt. Of India : Challenges of Education-A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi, Aug. 1985
7. Govt. of India : Report of Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953
9. Govt. of India : Reports of the Education Commission, Ministry of Education, Govt. of India, New Delhi, 1964-66.
10. Khan, M.S. : School Curriculum, APH Publishing Corporation, New Delhi, 2008
11. Lal, Raman Behari : *SHIKSHA KE DARSHNIK AUR SAMAJ SHASTRIY SIDDHANT*, Restage Publication Meerut, 1993.
12. Mathur, S.S. : A Sociological Approach To Indian Education, Vinod Pustak Mandir Agra. 1989.
13. NCERT : National Curriculum Framework-2000, NCERT, New Delhi
14. NCERT : National Curriculum Framework-2005, NCERT, New Delhi
15. NCERT : The Teacher And Education In Emerging Indian Society, NCERT, 1983
16. Oad, L.K : *SHIKSHA KE DARSHNIK PRISHTHBHUMI*, Rajsthan Hindi Granth Academy, Jaipur, 1979.
17. Ruhela, S.P. : Sociological Foundations of Education in Contemporary India, Dhanpat Rai & Vyas, .K.C and Sons, Delhi, 1970
18. Pandey, R. : *SHIKSHA KE DARSHANIK AVAM SAMAJ SHASTRIYA PRISHTHBHUMI*, Vinod Pustak Mandir, Agra, 1995.
19. Radhakrishnan, S. *Hamari Virasat*, New Delhi, Hind Pocket Books., 2004.

B.Ed. Semester-I

Compulsory Paper – II : Psychological Perspective of Education

Unit-I

- 1. Education and Psychology:** Meaning of Education and Psychology, relation between Education and Psychology
- 2. Educational Psychology:** Meaning, Nature, scope and method of Educational Psychology
- 3. Teaching: Concept and nature**
- 4. Models and Methods of teaching:** Meaning, concept, types and scope
- 5. Maxims of teaching.**

Unit-II

- 1. Learning:** concept, characteristics and factors, Domains of learning and behavioral outcomes.
- 2. Theories of learning:**
 - (a) S-R theories of learning:**
 - i. – Thorndike's theory of learning and laws of learning
 - ii – Pavlov's Classical conditioning
 - iii- Skinner's operant/instrumental conditioning
 - (b) Cognitive Theories:**
 - i- Gestalt's Theories of learning
 - ii- Bruner's Theory of learning
 - iii- Gagne's Hierarchy of learning:
- 3. Curves of learning**
- 4. Transfer of learning – concept, types and theories.**

Unit-III

- 1. Programmed instruction:** Concept and types – Linear, Branching and Mathematics.
- 2. Role of Teacher in different teaching learning situation**
- 3. Micro Lesson Planning:** Meaning, concept, process and effect on learning.

Unit-IV

- 1. Motivation:** concept, components, types and importance
- 2. Analyzing Teaching Behavior:** Flander's interaction analyses.
- 3. ICT in education:** concept, components, use of computer and internet in teaching, E-learning, use of LCD Projector and OHP, Language Lab.

Practicum

- Role of teacher in different learning situation.
- Analyzing Teaching Behavior of a regular teacher using Flander's interaction analyses.

Suggested Reading-

- Chauhan, S.S. : Advanced Educational Psychology, Vikas, New Delhi, 1978.
- Gage, N.L. & D.C. Berliner : Educational Psychology McNally College Publishing Co., Chicago.
- Gupta S.P. (2004) : Uchhtar Shiksha Manovgyan, 2nd edition Sharda Pustak Bhavan, Allahabad.
- Kulshreshth : Educational Psychology, International Publishing House, Meerat, 1979.
- Dubey Usha & Pandey Shailesh Kumar : Psychological Perspective of Education, Thakur Publication Pvt. Ltd. Lucknow.

- Lovel, K. An Introduction to Human Development Scott, Foresman And Co. London
- Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D. Van Nor stand Co. New York
- Mangal, S.K. Shiksha Manovigyan, PHI Learning, Pvt. Ltd., New Delhi, 2012
- Oven, Steven et. Al. Educational Psychology: An Introduction. Little, Brown & Co. Boston
- Pandey, R.S. Shiksha Manovigyan, R. Lal Book Depot, Meerut, 1998
- Pandey, K.P. *Advanced Educational Psychology*, Second Edition, Vishwavidyalaya Prakashan, Varanasi, 1988
- Patel, R.N. Educational Psychology, Himalayan Publishing House, Mumbai
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman
- Saraswat, Malti Shiksha Manovigyan Ki Ruprekha, Aok Prakashan, Allahabad, 2008
- Vernon, P.E. Intelligence and Cultural Environment, Methuen, London, 1969
- Wadsworth, B. Piaget's Theory of Cognitive and Affective Development (5th ed.) White Plains, N.Y. :Longman, 1996

B.Ed. Semester – I

Compulsory Paper –III

School Management and Hygiene

Unit – I

- Meeting of school management and school organization and its Differences.
- Meaning of school climate and its effect on school performance, Factors affecting school climate.
- School time-table - Meaning, type, need and Importance.
- School Building – Characteristics of a good school building, basic equipment, types and maintenance.
- School Hostel – Building, Hostel warden, Qualities and duties.

Unit – II

- School Library - concept, types, need and importance qualities and role of librarian.
- School principal - qualities, Role, duties and Essential Management skills
- Teacher - Qualities, Role, Duties and Essential Management skills, Role of teacher is curricular and co- curricular activities.
- School Discipline - Concept types, need , Methods of maintaining discipline, Role of Principal & Teacher
- Community and school - Development – Role of community parents in school development as PTA and any new idea.

Unit – III

- Educational Administration : Meaning, Need and Importance & type.
- Educational Administration in different level - Central, State and Local
- Problems of Educational Administration in India.
- School finance : Sources of Income and Expenditure, School Budget .

Unit – IV

- Health and Hygiene - Meaning and its need in schools .
- Health Education - Meaning need and Importance in Schools.
- Medical Health care - Concept and Programmes. availability or arrangement in school, need of physical exercise and Yoga.
- First Aid - Meaning, need and Importance on schools.
- Mid Day Meal - Concept, its need and effect on performance.

- Some Common and emerging diseases, their prevention and role of Principal , Teacher & Student Parents.

Practicum –:

- Preparation of time-table teacher wise, class wise, subject wise.
- Identification of discipline problems in different type of schools.

Suggested Reading –

- 1 Altekar, A.S. : Education in Ancient India, Varanasi: The Indian Book shop, 1934
2. Ghosh, S.C. : Educational Policy in India since Warren Hastings, Calcutta: *Naya Prakashan*, 1989
3. Jaffar, S.M. : Education in Muslim India, Lahore, 1936
4. Mukherjee, R.K. : Ancient Indian Education, Delhi: Motilal Banarasi Das, 1960
5. Nurrullah, S. and J.P. Naik : A Students History of Education in India, Bombay; Macmillam.
6. Pandey, R.S. : Development of Indian Education System, Vinod Pustak Mamdir, Agra, 2005
7. Saraswat, Malti et.al. : Bhartiya Shiksha ka Itihas Evam Samasyayen, New Kailash Prakashan, Allahabad, 2013
- 8 Uppal , S. (Ed.). Basics in Education Textbook for B.Ed. Course, New Dclhi: NCERT, 2014
9. Varghese, A. : Education for the Third Millennium, Indore: Satprachar Press, 2000.
 - ❖ सुखिया एस0पी0– विद्यालय प्रशासन एवं संगठन
 - ❖ वर्मा रामपाल सिंह – विद्यालय संगठन एवं स्वास्थ्य शिक्षा
 - ❖ पाण्डेय रामशुक्ल – शैक्षिक नियोजन एवं वित्त प्रबन्धक

B.Ed. Semester – I

Optional Paper – I

Value and Peace Education

Unit – I

- Need and importance of value education in the present world.
- Value system – Role of culture and civilization.
- Concept of value in behavioral sciences, nature and sources of values, determinants of values (Biological, Social, Psychological, Ecological) their bearing on education in varying degrees Indian culture and values .

Unit - II

- Classification of values, Material, Social, moral and spiritual, inc education.
- Family values – components, structure and responsibilities of family – Neutralization of anger Adjustability – Threats of family life.

Unit – III

- Social awareness, consumer awareness, consumer rights and responsibilities Redressed mechanisms.
- Effect of international affairs on values of life/issues of Globalization- Modern warfare terrorism, Environmental issues- mutual respect of different cultures, religions and thir beliefs .

Unit – IV

- Concept of world peace in Indian perspective - vasudhaiv kutumbakam, sarv dharm sambhav, definition, need and Importance of world peace.
- Relevance of world peace in global world First world war, causes, countries, involved and result establishment of league of nation (10 June 1920) second world war causes, countries involved and result – establishment of U.N.O. (10 Oct. 1945)
- Some Important Organizations in the world peace ; viz UNESCO, UNO, NAM, SAARC, G-8, G-20, NATO, ASEAN (year of establishment, Motto, member countries, headquarters) Theosophical Movement and communal Harmony for peace.

Practicum -:

- Study of one local organization working for world peace and/ communal harmony.
- Conduct a surgery on residents of any riot- Prone area.
- Collect the data of student teachers about consumer aware

Suggested Readings:

1. M.G. Chitakra: Education and Human Values, APH Publishing, New Delhi-2003.
2. Chakravarthy, SK: Values and ethics for organizations: Theory and practice, Oxford University Press, New Delhi-1999.
3. Satchidananda, M. K.: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V. K.: Social Values among Young adults: A changing Scenario, M.D. publications, New Delhi, 1995.
5. Bandiste, D. D.: Humanist Values: A Source Book, B. R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S. P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G. N.: Values and Education in Independent Indian,
8. Rrokeach, Milton. The Nature of Human Values, New York : Free Press, 1973 Associated Publishers, Mumbai, 1975.
9. NCERT, Education in Values, New Delhi, 1992.
10. Swami Budhananda (1973) How to Build Character A Prime : Ramakrishna Mission, New Delhi
11. A Cultural Heritage of India (4 Vols.) Baratiya Vidya Bhavan, Bombay. (Selected Chapters only)
12. For Life, for the future: Reserves and Remains- UNESCO Publication
13. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
14. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
15. Swami Vivekananda, Call to the Youth for Nation Building, Advata Ashrama, Calcutta.

Optional Paper-2.

Inclusive Education

Unit – I

- Inclusive Education – Meaning, concept, scope, History and development of Inclusive Education.
- Objective and basic principles in contemporary Indian society, National policy with reference to disabled.

Unit – II

Classification of special children -

- Physically impaired
- Visually
- Hearing
- Orthopedics
- Meaning characteristics, identification, problems, strategies for instruction.

Unit – III

- Mentally Exceptional – Gifted , Retorted, Learning disabled, under achievers and slow learners .
- Socially and emotionally – Delinquents, drug addicts, emotionally and socially deprived.
- Meaning characteristics, identification problems and strategies for instruction

Unit – IV

- Issues in Inclusive education
- Special Education Vs Inclusive Education
- Parental Attitude
- Teacher Attitude
- Community Awareness
- Strategies for inclusion

Practicum –

- Case study of a child and with special needs.
- Visit to a special school. (Report writing)
- Identify the teaching strategy for a child with special needs .

Suggested Reading –

- विषिष्ट बालक – डॉ अमिता बाजपेई
- Fundamental Principles of special education : Dr. R.A. Sharma
- Exceptional children : K.C. Panda
- Exceptional child : D.N. Dash
- Exceptional child : Chint Mani Kar
