

**B.Ed. Semester – II**

Course Code	Course Name	Evaluation (MM=100)			Credits (MM=24)
		Internal		External	
		CIE	Practical	ETE	
E060201T	Contemporary India and Education	25	-	75	5 Credits
E060202T	Theoretical Foundation of Curriculum	25	-	75	5 Credits
E060203T	Child and Adolescent Development	25	-	75	5 Credits
E060204T	Technological Perspective of Education	25	-	75	4 Credits
E060205T	Or Environmental Education				
E060206P	Practical	-	100	-	5 Credits
E060207R	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	E060206P	Microteaching and Lesson planning	40
		Educational Psychology Practical	40
		Preparation of TLM	20
Extension Work	E060207R	Extension Work in Community as related to literacy, environmental degradation	Grade A to E
		Library Visit of school and Report writing	

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.

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Marks Distribution for Practical Paper and Extension Work			
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Semester - II

**Compulsory Papers**

**Paper-1<sup>st</sup> Contemporary India and Education**

**Unit-1**

**Indian social context-**

- Diversity and pluralism – meaning and dominion, diversity in a historical perspective type of diversity – linguistic, regional/geographical, cultural.
- In equality and marginalization – concept of inequality and marginalization and creation of social hierarchies.
- Concern of Indian society – Democracy, social justice and equality, gender equality, human rights, social cohesion.

**Unit-II**

- Education in India during pre-independence period.
- Nature and provisions of education during the vedic age, Buddhist period and Muslim period – issues related to access, equity, quality and governance.
- Introduction of modern (European) education in India – Efforts for promotion of education from 1813 to 1854, education policy of the British (Indian) government between 1857 and 1947 with implications for socio-economic development and national conscience.
- Movement for compulsory education in India – Gokhale Bill 1910, Sadler commission 1917, Hartog committee and basic education 1937.

**Unit-III**

- Education in independence India – education and national reconstruction.
- Vision of society in the Indian cultural heritage, stretching democracy, promoting economic growth and development universalizing of elementary education policies regarding the development of secondary, higher technical and professional education.
- Language policy in independent India : socio political repercussion.

**Unit-IV**

- Emerging trends and challenges-
- 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 ratriya madhyamic shiksha abhiyan (RMSA), challenges of universalization of secondary education.
- Woman education : concept and need of prioritizing education for woman and girls education in India.

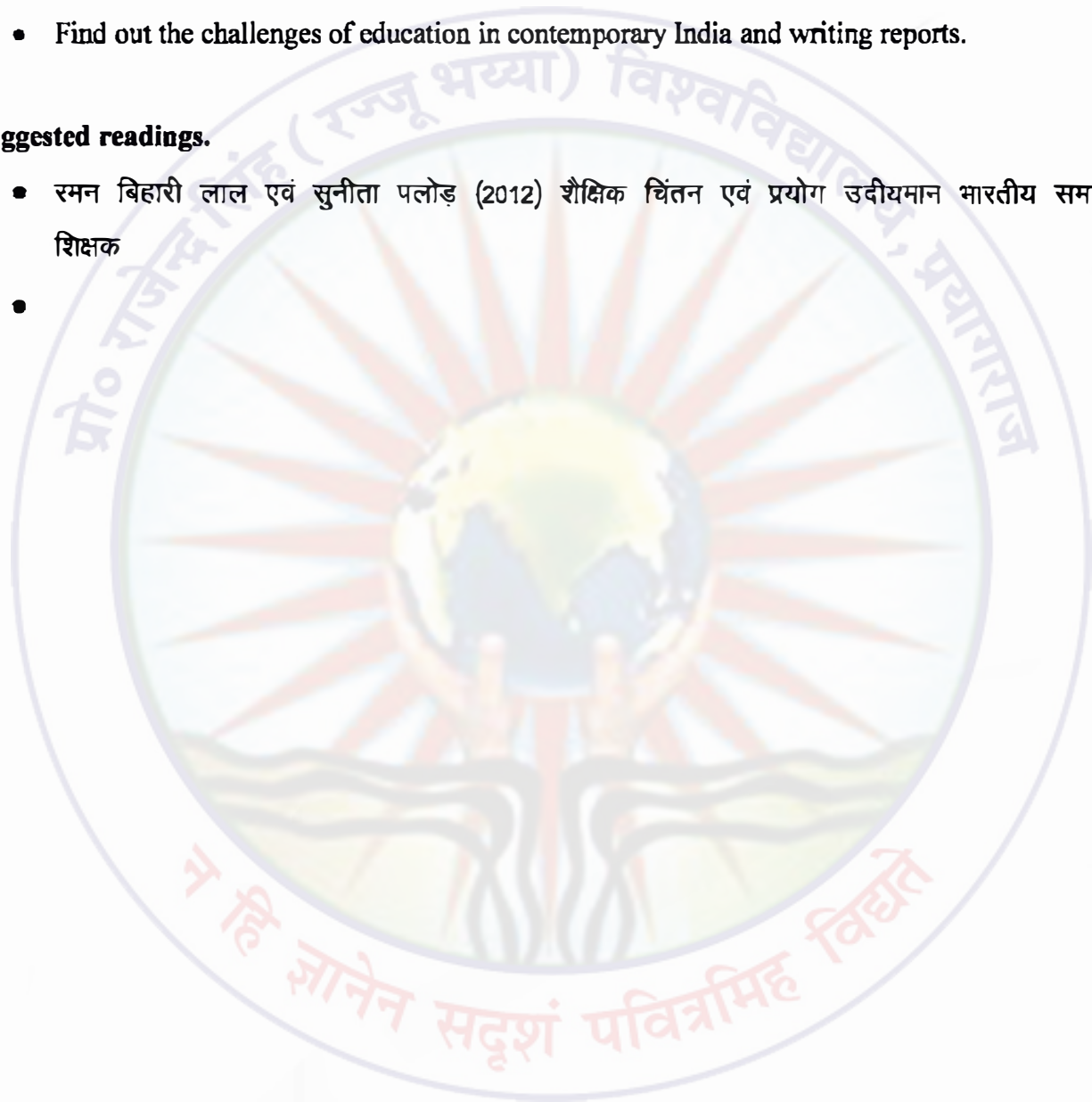
- Environmental education : concept objectives and need of environmental education man made changes to the environment to resulting problems at local, national and international level pollution, deforestation, global warming role of teachers and students in conservation of environment.

**Practicum:-**

- Study the impact of art, policies and recommendation on education in local.
- Find out the challenges of education in contemporary India and writing reports.

**Suggested readings.**

- स्मन बिहारी लाल एवं सुनीता पलोड (2012) शैक्षिक चिंतन एवं प्रयोग उदीयमान भारतीय समाज में शिक्षक
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Semester-II  
Compulsory Paper - II  
**Theoretical Foundations of Curriculum**

**Unit 1-**

- Curriculum; Concept Meaning and Nature, Types of curriculum, Learner centered, Teacher centered Subject centered, correlation, core, fusion, Accelerated, Enriched, Sandwich, Crash, Disciplinary, integrated, Inter disciplinary Trans disciplinary.
- Curriculum, syllabus and Textbook

**Unit II-**

- Bases of curriculum; Philosophical, socio-cultural, Political, Psychological, Beliefs about knowledge Technological advancement.
- 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, Modification and resetting of objectives.
- Various evaluation strategies formative and summative evaluation, semester & Trimester System CCE, CRT, NRT, CGPA, GGPA.

**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.
- Curriculum ideas of Gandhi Tagore, Girju bhai and Gurukul System.

**Practicum**

- Collect some data and analyses
- Prepare a curriculum of any subject/class based on any model.

**Suggested Reading**

- Dimensions of curriculum change – J.S. Rajpoot
- William Alexander – The changing secondary school curriculum.

**B.Ed. Semester II**

**Compulsory Paper III**

**Child and Adolescent Development**

**Unit I**

- Concept and growth of development
- Concept of childhood developmental task
- Concept of Adolescent, development task.
- Factors affecting development of childhood and adolescent. (Social and cultural)

**Unit II**

- Physical development during childhood and adolescent
- Mental development during childhood and adolescent.
- Language development
- Concept formation.

**Unit III**

- Social development during childhood and Adolescent
- Emotional development during childhood and adolescent.
- Emotional intelligence.
- Moral development during childhood and Adolescent.

**Unit IV**

- Intelligence- concept theories, assessment
- Personality - concept assessment
- Mental health - concept, characteristics, Factors affecting mental health
- Creativity- concept assessment

**Practicum**

- Preparing a case study of a child
- Analyzing the live in experiences of five children's having different cultural environment.

**Suggested Reading:**

1. Aggarwal, j.c (1995), Essential Education Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2. B R Hergenhahn: An Introduction to Theories of Learning.
3. Bartlet, L.D., Weisentein, G.R. (2003) Successful inclusion for education leaders, Prentice Hall New Jesrey.
4. Beihemer, S. Psychology Applied to the Classroom.
5. Best, J.W.: Research in Education. Prentice Hall of India, New Del

6. Bhatia, H.R. (1977). Textbook of educational Psychology. The Mcmillan Company of India Ltd. New Delhi
7. Bruner, J.S. (1967) A Study of Thinking, New York : John Wiley
8. Chattejee Saroj : Advanced Educational Psychology
9. Chauhan, S.S. (1988), Advanced Educational Psychology, Vikas Publication New Delhi.
10. Dandekar W.N. P Fundamentals of Experimental Psychology,
11. Woolfolk, A.E. Education Psychology.



**Semester-II**

**Optional Paper – IV**

**Technological Perspective of Education**

**Unit – I**

- Educational technology- concept, nature, meaning, scope and significance of educational technology. Development of educational technology ( Historical perspective and emerging trends) various forms of educational technology meaning and differences between teaching, Technology Instructional Technology. Behavioural Technology.
- Components of educational technology software and Hardware, futuristic view of educational technology in India.
- ICT meaning, nature, development of ICT in historical perspective, scope and functions. Place of ICT in the changing conceptions of information, knowledge and skills (Software and Hardware approach)

**Unit- II**

- Skill and competencies for effective instruct.
- Microteaching, concept, process and evaluation.
- Simulation in Teaching
- Teaching skills - Set Induction, skill of explaining, structuring of questions, fluency of question response management stimulus — variation, Reinforcement, Illustration with examples, blackboard writing and skill of closure.
- Instructional design system - concept, views, process and stages of development of instructional design.
- Programmed instruction - origin principles, characteristics and psychological foundation of PI types : Linear Branching and Mathematics, Development of a programme : Preparation writing, Try out and Evaluation.

**Unit III**

- E-Learning- concept definitions, scope trends attributes and opportunities, Approaches to
- E-learning (a) offline, online (b) synchronous Asynchronous (c) Blended learning (d) Mobile learning (M- learning) Learning Management Systems; Media and Materials (a) Open Educational Resources, (b) Social Networking Sites (c) Spoken tutorials and camstudio (d) Learning object: Pedagogical designs & eLearning; Assessments, Feedback and e-moderation, Blended learning. E-content and e-books.
- Open Educational Resources (OER) : Concept feelers and application
- Personalized System of Instruction- Application of computers in Education, Cal, CAL, CBT, CML, Web Based Instruction- Meaning, characteristics, uses, advantage and disadvantages Preparation of CAL Package (process) Evaluation of CAL package (product)





**Unit IV**

- Modalities of teaching - Difference between teaching and instruction, conditioning and training, stages of teaching pre-active, interactive and post- active Teaching at different levels memory, understanding and reflective levels of orgaqnizing teaching and learning Modification of teaching behaviour microteaching Flanders interaction analysis, simulation.
- 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, internets and mobile Technology Interactive white boards and Tablets.
- Procedure and organization of Teleconferencing/Interactive video-experiences of institutions, open schools and open universities, Virtual Reality with intelligent. Tutoring System Virtual University Artificial intelligence.

**Practicum**

- Creating and presenting multimedia application
- Preparation of two slides on power point showing animation
- Development of PLM of any style
- Observe at least two lesson by using Flanders Interaction. Analysis category system and prepare a feed back report

**Suggested Reading -**

Aggrawal. J.C. (2001) Principles, methods and techniques of teaching Delhi Vikas Publication

Allison Little John (2003) : Refusing Online Resources. A sustainable approach to e-Learning, Kogan page Ltd.

**B.Ed. Semester II**

**Optional Paper V: Environmental Education**

**Unit-1**

- Concept and Definition of environment, different aspects of environment.
- Concept of Ecosystem, Man and environment relationship .
- Environmental Degradation including pollution, deforestation, natural calamities, biodiversity extinction, global warming and energy crisis.
- Environmental Awareness and management conservation protection and Sustainable Development.

**Unit – II**

- Environmental education: Concept objective and need.
- Methods of teaching in environmental education seminar, work shop, problem solving. Field trips and surveys, projects, exhibitions and other methods .

**Unit – III**

- Interdisciplinary and Multidisciplinary approach of including environmental education in the school curriculum.
- Use of Media and Technology in environmental education .

**Unit – IV**

- Curricular and Co-curricular activities in environmental education including tree plantation. Awareness. campaigns and community work.
- Concept and techniques of evaluations with references of environmental Awareness skill, Attitudes and values.

**Practicum**

- Environment based action research project .
- Participation in activities like, plantation swachh Bharat abhiyan etc.
- Organization of environmental awareness programmes.
- Celebrating days and weeks related with environment (e.g, wild life week, world environment day, earth day, water day) e.c.t. in schools

**Suggested Readings**

1. Agarwal, J.C. Education for values, environment & Human Rights, Shipra Publication, Delhi 2007
2. Centre for environment education. Essential learning in environmental education, Ahmadabad 1994

3. Kumar, Arvind. A Text Book of Environmental Science, A.P.H. Publication House, New Delhi-2007
4. Laxmi, G.V.S. Methods of teaching environmental Science, Discovery Publishing House, New Delhi 2004
5. Samuel, K. Environment Education : Curriculum & teaching methods. Sarup and sons, , New Delhi-2007
6. Satopathy, M.K. Education, Environment & Sustainable Development, Shipra Publication, Delhi 2007

