

B.Ed. Semester - IV

Course Code	Course Name	Evaluation (MM-100)			Credits (MM=24)
		Internal		External	
		CIE	Practical	ETE	
E060401T	Fundamental of Teacher Education	25	-	75	5 Credits
E060402T	Innovations in Education	25	-	75	5 Credits
E060403T	Measurements and Evaluation in Education	25	-	75	5 Credits
E060404T	Distance and Open Education	25	-	75	4 Credits
E060405T	Or Guidance and Counselling in Education				
E060406P	Practical	-	100	-	5 Credits
E060407R	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	E060406P	Visit to a distance/open educational institution	60
		Construction of an achievement test in any school subject	40
Extension Work	E060407R	Educational tour	Grade A to E
		Organization and management of Cocurricular activities	

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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**B.ED. Semester-IV
(Compulsory Paper)**

Paper-1

Fundamentals of Teacher Education

Course Objectives: -

- To enable the students to understand the concept of teacher education and its development in India.
- To develop an understanding in the students about various modalities used for teachers, teacher educators, and educational administrators for different level of education.
- To acquaint the students with the various aspects of student – teaching programmes prevailing in the country.
- To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies.
- To enable the students to develop insight in the major problems of teacher education.
- To develop in the students an understanding about the important research findings in teacher education.

UNIT	COURSE CONTENT
I	<p>INTRODUCTION</p> <ul style="list-style-type: none"> • Meaning & Scope of teacher education. • Objectives of teacher education at different levels. • Development of teacher education in India. • Brief history of teacher education in India. • Teacher Training and Teacher Education.
II	<p>INSERVICE AND PRESERVICE TEACHER EDUCATION</p> <ul style="list-style-type: none"> • Pre-Primary education level • Primary level Teacher Education • Secondary level Education • Higher Education level teacher Education • Orientation and refresher courses
III	<p>STUDENT TEACHING PROGRAMME</p> <ul style="list-style-type: none"> • Pattern of student – teaching (internship, block practice, off-campus teaching programme). • Techniques of teacher training – core teaching, microteaching and interaction analysis • Evaluation of students teaching
IV	<p>INNOVATIONS IN TEACHER EDUCATION</p> <ul style="list-style-type: none"> • Distance education & Teacher Education • Innovations in Teacher education. • Integrated teacher education programmes • Role OF NCTE, DIET, HRDC and Department of Education
V	<p>OTHER ISSUES OF TEACHER EDUCATION IN INDIA</p> <ul style="list-style-type: none"> • Quality vs Quantity • Need of Professional ethics and Dedication • Demand vs Supply • Curriculum related issues

BOOKS RECOMMENDED:

1. AIU, Teacher Education in India, New Delhi, 2000
2. Anand C.L., Aspects of Education, S.Chand & Co. New Delhi, 1987
3. Chaurasia, G. New Era in Teacher Education, Sterling Publisher (P) Ltd. Delhi, 1984
4. Gupta, Arun K. Teacher, Current & Prospects, Sterling Publishers (P) Ltd. Delhi, 1984
5. Kaddad, G.M., Secondary Teachers, Himalyan Publishing House, New Delhi, 1988
6. Mukerjee, S.N. (Ed.), Education of Teachers in India Vol-1, S. Chand & Co., 1968
7. NCERT, Sociology of the Teaching Profession, NCERT, New Delhi, 1970
8. NCERT, Status of Teachers in India NCERT, Delhi, 1993
9. NCERT, Policy Perspective in Teacher Education Critique & Documentation, New Delhi, 1998
10. Paliwal, M.R. Teacher Education on More, Uppal Publishing House, New Delhi 1985

Semester-IV: Compulsory Paper - II

Innovation in education

Unit I-

- Innovation- Meaning concept, need and scope in view of technological & social change, scientific temper.
- Obstacles in innovation, role in Education in overcoming obstacles and in bringing innovations.
 - Role of UNICEF in introducing innovations in Indian school Education.

Unit II-

- Innovative programme and scheme for social development in the field of education.

ICDS

- Early childhood care and education (ECCE)
- Positive parenting
- Aganwadi and other efforts in Private Sector
- State supported innovations - SSA, Mahila Samakhya Each one teach one
- National level - RTE, NLM, Aditi Education Life Skills Education
 - Hard and Soft skills Innovative institutes in India.

Unit III-

Changing face of school and University in the age of information and communication technology.

- E-learning
- Interactive Radio Television Internet EDDUSET

Unit IV

- Legal awareness, disaster management, Swaksh Bharat Abhiyan, Voting awareness, Entrepreneurship development in Education
- Self defiance
- Spiritual Education and Yoga.

Practicum

- Cleaning of any area under Swaksh Bharat Abhiyan
- Survey & report writing on the selected topic
- Competitions based on poster making and slogan writing.

Suggested Readings

- NCERT - Experimentation & Innovations in school - a Handbook New Delhi
- S. Laxmi (1989) Innovation in Education sterling publishers Delhi
- S.S. Chauhan (1994) – Zen novation in Teaching learning process. Vikas publishing home Delhi.

B.Ed. Semester-IV

Compulsory Paper – III: Measurements and Evaluation in Education

Unit-I

- I- Meaning, Concept, Essential Elements, Types and its relevance
- II- Levels or scales & measurement.
- III- Norm referenced and criterion reference measurement

Unit-II

Educational evaluation:

- I- Meaning, concept and evaluation process.
- II- Comparison between measurement and evaluation.

Types of evaluation:

- I- Formative and summative evaluation.
- Continuous and comprehensive evaluation
- I- Concept and need

Unit-III

- I- Defining instructional objectives.
- II- Need and method & stating instructional objective.
- III- Taxonomy of instructional objective

Blooms taxonomy

- I- Cognitive affective & psychomotor domain

Unit-IV

Tools and techniques of measurement

- I- Test questionnaires, inventories

Test:

- I- Nature and types, characteristics (Reliability, Validity and Norms)
- II- General principal of test constructions.

Reforms in evaluation:

- I- Grading, semester system, question bank and use of computers in evaluation

Unit-V

Statistics: Nature, aims and importance.

Graphical representation of data: Histogram, frequency polygon, ogive.

Measures of central tendency: Mean, median and mode.

Measures & variability: Range, quartile deviation and standard deviation.

Coefficient of Correlation by Rank difference method.

References:

- गुप्ता एस.पी. : आधुनिक मापन एवं मूल्यांकन, शारदा पुस्तक भवन, इलाहाबाद
अस्थाना विपिन एवं : मनोवैज्ञानिक और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक भवन, इलाहाबाद
भटनागर ए.बी. एवं मीनाक्षी : मनोवैज्ञानिक एवं शिक्षा में मापन एवं मूल्यांकन, आर लाल बुक डिपो, मेरठ
Ebel R.L. : Essentials of educational measurement. Third will prentice hall inc. New Jersey, 1970
Garsett H.E. : Statistics in Phycology and Education, Bombay, vakils, fetter and simon ltd. 1961

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Optional Paper – IV: Distance and Open Education

Recall and explain the concept scope and applications of distance education. Describe history and future of distance education. Explain in own words the factors involving distance education. Identify the steps for the preparation of self-instructional materials- SIM or self-learning materials (SLM) define roll of mass media in distance education.

Unit-I

Concept of distance education:

- I- Related terms with Distance education
- II- Non-formal education.
- III- De-schooling education.
- IV- Open education.
- V- Scope of distance education.

Unit-II

History, importance and future of distance education in India:

- I- Present status.
- II- History of distance education
- III- Need and importance of distance education.
- IV- Future of distance education in India
- V- Academic discipline in distance education

Unit-III

Mass media in distance education:

- I- print and non-print media
- II- Audio visual computer based media.
- III- Learning through media
- IV- Utility and possibilities of distance education.

Unit-IV

Distance educator, distance learners and self-learning materials:

- I- Distance educators and their types
- II- Professional training in distance education.

Different types of distance learners and their possible problems:

- I- Student counselling service in distance education.
- II- Continuous assessment in distance education.

Unit-V

Self-learning materials and its preparation:

- I- Preparation of self-learning materials (SLM).
- II- Self-instructional materials (SIM) format.
- III- Distance education as investment for learners.
- IV- India Gandhi National Open University (IGNOU).
- V- Uttar Pradesh Rajarshi Tandon Open University (UPRTOU)

References:

Gupta S.P. and Alka : Durast Shiksha, Sharda Pustak Bhavan, Allahabad
Ramanujam A.R. (1995): Reflections of distance education for India, New Delhi, Mahak Publications Pvt. Ltd.
मुक्त एवं दूरस्त शिक्षा पर स्वाध्ययन सामग्री, UPRTOU Allahabad (UGFODL)

Optional Paper - V

Guidance and Counseling

Unit I-

- Guidance: Nature meaning, scope and need of guidance from different point of view, Major Areas of Guidance.
- Educational: Meaning Functions and need of educational guidance at different levels.
- Vocational: Meaning, functions and need of vocational guidance at a different levels.
- Personal: Meaning Functions and need of personal guidance's at different levees.

Unit II-

- Essential Guidance Services: Orientation, service information Service placement service follow up service, counseling Services and remedial services.
- 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 different types of tests (intelligence, interest, attitude) and interpretation of test data by the counselor.

Unit IV-

- Counselor- Role, responsibilities and qualities of a good counselor.
- Guidance and counseling centers; Need objectives and functions

Practicum

- Will guide at least two students and report writing.
- Collect data regarding guidance procedure.

Suggested readings

- शैक्षणिक एवं व्यावसायिक निदर्शन एवं परामर्श – S.C. Oberai
- शिक्षा में निर्देशन एवं परामर्श – Sitaram Jaiswal